Effective Elementary Literacy Programs

Assessment and Planning Instrument

Adapted from Planning and Evaluation Tool
for Effective School Wide Reading Programs - R
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Assessment and Planning Instrument for

Effective Elementary Literacy Programs

K-5

School: _____   Date: _____

Position (check one)	Grades Taught (if applicable)

_____Administrator   _____Kindergarten

_____Classroom Teacher   _____First Grade

_____ Literacy Specialist   _____Second Grade

                                                                    _____Third Grade

                                                                    _____Fourth Grade

                                                                    _____Fifth Grade

Years of Teaching Experience _____   Years at This School _____

Directions

Based on your knowledge of the school's literacy plan (e.g., goals, assessments, materials, time) use the following criteria to evaluate your impressions of the *implementation* of the literacy plan.

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). Please note that some items are designated with a factor, (e.g.x2). Items with this designation are considered more important in the overall literacy program. Fill in the blank with your item rating score using the 0 to 2 scale.

In the right hand column of the table, document evidence available to support your rating for each item.

Levels of Implementation Description

0= Not in place
1= Partially in place
2= Fully in place

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A. Administration/Organization/Communication – Strong instructional leadership maintains a focus on high-quality instruction organizes and allocates resources to support literacy and establishes mechanisms to communicate literacy progress and practices.

Evaluation Criteria	Documentation of Evidence
____1. Administrators are knowledgeable of: • AZ 2010 English Language Arts Standards • Foundational literacy skills and strategies • Assessment measures and practices • Instructional strategies and materials	
____2. Administrators are knowledgeable of the dimensions of reading: phonemic awareness, phonics, fluency, vocabulary development, comprehension and writing	
____3. Administrators are knowledgeable of current evidence based literacy research and practices.	
____4. Administrators and the building leadership team work with staff to create a coherent school wide plan for literacy instruction and institute practices to support the school's literacy goals.	
____5. Administrators and the building leadership team maximize and protect instructional time and organize resources and personnel to support literacy instruction, practice, and assessment.	
____6. Grade-level teams are established and supported to analyze literacy performance and plan instruction.	
____7. Time is allocated for educators to analyze, plan, and refine instruction.	
____8. Time is allocated for educators to make instructional decisions that improve the coordination of instruction from one grade level or content to the next.	

Evaluation Criteria	Documentation of Evidence
___9. Concurrent instruction (e.g., Title I, interventionist, and special education) is coordinated with and supplements regular classroom reading and writing instruction.	
___10. A communication plan for reporting and sharing student performance with teachers, parents, and other stakeholders is in place.	

_____/20 Total Points   _____%

Percent of Implementation

10 = 50%   16 = 80%   20 = 100%

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B. Goals, Objectives, and Priorities – Goals for literacy achievement are clearly defined, anchored to research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers of reading.

Evaluation Criteria	Documentation of Evidence
___1. This school has a written school wide literacy plan that has clearly defined and measurable goals and objectives for each grade level.	
___2. Goals and objectives are based on analysis of available observational and achievement data.	
___3. Goals and objectives are prioritized and organized by the dimensions of literacy: phonemic awareness, phonics, fluency, vocabulary, comprehension and writing, grammar and language.	
___4. Goals and objectives are commonly understood and consistently used by teachers and administration with and between grades to evaluate and communicate student learning and to improve practice.	
___5. The school wide literacy plan guides instructional and curricular decisions (e.g., time allocation, curriculum program adoptions, and materials).	

_____/10 Total Points   _____%

Percent of Implementation

5 = 50%   8 = 80%   10 = 100%

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C. Assessment – Instruments and procedures for assessing literacy achievement are clearly specified, measure important skills, provide reliable and valid information about student performance, and inform instruction in for all teachers.

Evaluation Criteria	Documentation of Evidence
___1. A school wide assessment system and database is established and maintained for documenting student performance and for monitoring progress. (x2)	
___2. Measures assess student performance on prioritized goals and objectives and on AZ 2010 ELA Standards.	
___3. Measures have established technical adequacy (i.e., reliability and validity).	
___4. All users receive training and follow-up on measurement administration, scoring, and data interpretation.	
___5. These assessment and evaluations are used with all students: Screening Assessments At a minimum of three times per year, all K-5 students will be screened on foundational skills (phonemic awareness, alphabetic knowledge, oral reading fluency, comprehension. Progress Monitoring On a regular basis, students are assessed on any of the following: phonemic awareness, word knowledge, fluency, comprehension, spelling, and story retellings. End-of-year Assessments Every student is assessed at the end of the school year to inform parents, teachers, and district administrators about student progress. (x3)	

Evaluation Criteria	Documentation of Evidence
___6. Measures are administered formatively throughout the year to document and monitor student literacy performance (i.e., quarterly for all students).	
___7. Student performance data are analyzed and summarized in meaningful formats and routinely used by grade-level teams to evaluate and adjust instruction.	
___8. The building has a data coordinator to maintain the assessment system and ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion.	

_____/22 Total Points   _____%

Percent of Implementation

11 = 50%   18 = 80%   22 = 100%

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D. Instructional Programs and Materials – The instructional programs and materials have documented efficacy, are drawn from evidence based findings and practices, align with AZ 2010 English Language Arts standards and benchmarks, and support the full range of learners.

Evaluation Criteria	Documentation of Evidence
___1. Evidence based instructional materials are selected using a validated process	
___2. The core instructional program adopted and implemented school wide: a) is research-based, b) is aligned with the Arizona 2010 ELA Standards, c) supports the school's goals and objectives, and d) has documented evidence of improving student achievement. (x2)	
___3. Evidence based criteria are used to establish systematic instruction and sufficient practice in the components of reading and writing. (x4) **A. Phonemic Awareness – (K-1st grade)** The ability to hear, identify, and manipulate individual sounds in spoken language. ✓ identify phonemes ✓ categorize phonemes ✓ blend phonemes into words ✓ segment words into phonemes ✓ delete or add phonemes to form new words ✓ substitute phonemes to make new word **B. Alphabetic Knowledge –Kindergarten** The ability to recognize, name, and write letters. **C. Phonics Instruction – (K-2 grade)** Teaches students how to decode and encode words. ▪ Students learn the relationships between the letters of written language and the sounds of spoken language ▪ instruction leads to an understanding of the alphabetic principle – the systematic predictable relationships between written letters and spoken sounds	

Evaluation Criteria	Documentation of Evidence
(CONTINUED)	

(CONTINUED)

- instruction is systematic - the plan of instruction includes a selected set of letter-sound relationships that are organized into a logical sequence
- instruction is explicit – the programs provide teachers with precise directions for the teaching of these relationships, and
- ample opportunities are provided for students to apply what they are learning about letters and sounds to the reading and writing of words, sentences, and stories.

D. Decodable Text – (K-1st grade)
Text in which a large proportion of words (80%) comprised sounds symbol relationships that have already been taught.

- instruction provides practice with specific decoding skills, and
- instruction bridges the learning of phonics and application of phonics to independent reading and writing of text.

E. Fluency – (K-3rd grade)
The ability to read a text accurately and quickly.

- students understand what they read
- fluent reading is modeled,
- students engage in repeated oral reading of text at the students' independent reading level, and

F. Vocabulary – (K-5th grade)
The words we must know in order to communicate effectively.

- students engage in structured, purposeful oral language experiences, listen to adults read to them, and read extensively on their own

Evaluation Criteria	Documentation of Evidence
(CONTINUED) ▪ students are explicitly taught both individual words and word learning strategies, and ▪ word strategies are taught: how to use dictionaries and other reference aids; how to use information about word parts to figure out the meanings of words in text, and how to use context clues to determine word meaning. **G. Comprehension Instruction – K-5th grade)** The ability to gain and use meaning from text. ▪ Instruction is purposeful and active ▪ Instruction is explicit and includes: direct explanation, modeling, guided practice, and application, and ▪ Comprehension strategies include: monitoring, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing (both orally and written)	
___4. The core instructional program provides a balance of text types (i.e., predictable, decodable, quality children's literature; literary and informational text).	
___5. The instructional program includes daily reading aloud by the teacher and discussion of both fiction and nonfiction (literary and informational text)	
___6. Programs with documented evidence of improving student achievement are in place for both intervention and enrichment targeting students who do not demonstrate adequate knowledge or progress with the core program and for those exceeding expectations.	

Evaluation Criteria	Documentation of Evidence
___7. All programs and materials are implemented with a high level of consistency and fidelity.	

_____/22 Total Points   _____%

Percent of Implementation

11 = 50%   18= 80%   22 = 100%

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E. Differentiated Instruction/Grouping/Scheduling – Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and prerequisite skills and organizing instruction to enhance student learning.

Evaluation Criteria	Documentation of Evidence
___1. Instruction at all grades is provided in flexible homogeneous groupings to maximize student performance.	
___2. Interventions are used judiciously to supplement explicit teacher-directed instruction based on data and student need. (x2)	
___3. Group size, instructional time, and instructional programs/strategies are determined by and adjusted according to learner performance (i.e., students with greatest needs are in groups that allow more frequent monitoring and opportunities to respond and receive feedback).	
___4. Cross-class and cross-grade grouping is used when appropriate to maximize learning opportunities.	

_____/10 Total Points   _____%

Percent of Implementation

5 = 50%   8 = 80%   10 = 100%

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F. Instructional Time – A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Evaluation Criteria	Documentation of Evidence
___1. The school literacy plan allows for a set amount of daily uninterrupted time for reading and writing instruction and application. (x2)	
___2. The school literacy plan establishes a system for coordinating resources, both people and materials, to ensure optimal use of the time.	
___3. Students in K-5 classrooms receive a minimum of 30 minutes of small group teacher-directed *literacy* instruction daily.	
___4. Additional instructional time is allocated to all students who fail to make adequate progress in language, reading and writing.	

_____/10 Total Points   _____%

Percent of Implementation

5 = 50%   8 = 80%   10 = 100%

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G. Professional Development – Adequate and ongoing professional development is available to support literacy achievement.

Evaluation Criteria	Documentation of Evidence
___1. Teachers and instructional staff have thorough understanding and working knowledge of grade level instructional priorities and effective practices for literacy.	
___2. Ongoing professional development is established to support identified needs of teachers and instructional staff. Professional development includes RTI, language/ literacy foundations, assessment, explicit systematic instruction, working with special populations of students, differentiated instruction, classroom management, literacy stations, lesson planning and intervention strategies.	
___3. Staff development efforts are explicitly linked to implementation of the state literacy and school literacy plan, evidence based programs and practices as outlined in consensus documents of research such as:	

_____/6 Total Points   _____%

Percent of Implementation

3 = 50%   5= 80%   6 = 100%

Individual Summary Score

Total the scores in each section. Transfer each section's score to the designated space below. Sum the total scores to compute your overall evaluation of the school wide literacy program. The total possible value is 102. The total score can be used to evaluate the overall quality of the school's literacy program.

Evaluate each element to determine the respective quality of implementation. For example, a score of 8 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% in terms of that element.

Sections	Score	Percent
A. **Administration/Organization/Communication**	/20	
B. **Goals, Objectives, Priorities**	/10	
C. **Assessment**	/22	
D. **Instructional Programs and Materials**	/22	
E. **Differentiated Instruction/Grouping/Scheduling**	/10	
F. **Instructional Time**	/10	
G. **Professional Development**	/6	
Total Score	/100	

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Narrative Summary

1. Based on the school wide summary scores for each element and the average group score, identify the areas of strength. Strengths may be based on elements or on specific items within elements.

2. List each element and specific items within each element that are in need of further development.