

Facilitator's Packet for Using the Reading Scoring Guide: Level 3 In-Depth Scoring Guide Training for ELA Teachers



This packet contains the following:

- Facilitator's Agenda
- PowerPoint Slides with Facilitator's notes
- Handouts included in Participant Packet

Information provided by Oregon Department of Education
Office of Assessment and Information Services
Updated for 2011-12

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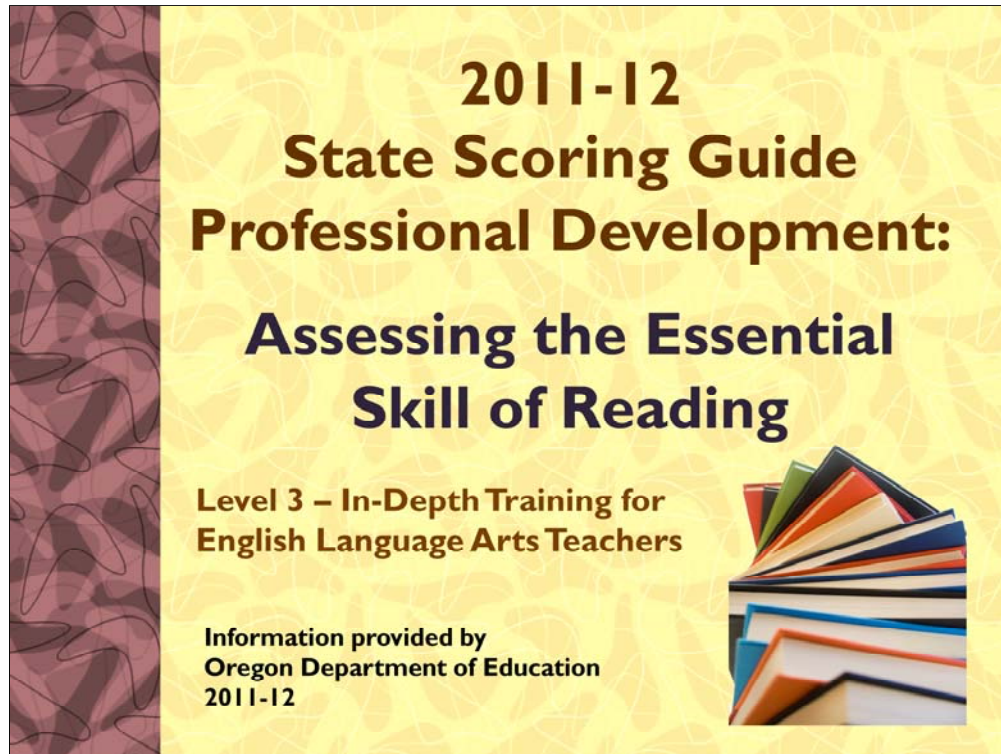
**Using the Reading Scoring Guide
Facilitator's Agenda – In-Depth Scoring Training – Level 3
For English Language Arts Teachers
Time: 4 – 4.5 hours**

5 – 10 minutes	<p>1. Welcome and Introductions</p> <ul style="list-style-type: none"> • May be done by the host or by the presenter. • Focus on making participants feel welcome and let them know what to expect • Take care of any housekeeping details • Handout: Participant's Packet
10 - 15 minutes Small Group Discussion (or whole group if workshop number is small)	<p>2. Small group discussion – Choose one of the questions below or one of your own.</p> <ul style="list-style-type: none"> • What is the status of reading instruction in your high school? <p>OR</p> <ul style="list-style-type: none"> • What do you think your students need most to succeed in meeting the Essential Skill proficiency requirement for reading? <p>Materials: Easels with chart paper, white board, document camera or small groups report out verbally.</p>
~ 20 minutes	<p>3. Begin Level 3 Reading Work Sample and Scoring Guide PowerPoint presentation</p> <ul style="list-style-type: none"> • Go through Slides 1 – 7 which identify goals, sources for information on Adolescent Literacy and basic concepts of Adolescent Literacy – (make connections to comments in report out from previous small group discussions especially on Slide 4) • (Optional) Use handout “Key Concepts for ELA Teachers” for a short discussion activity. One approach would be to do a “jigsaw,” dividing the group into 4 smaller groups (or pairs) and asking each to read two of the key concepts and report out to the group, including how this concept might be implemented in their courses. • Slides 8 – 14 introduce the idea of screening high school students for reading needs. Slides 13 & 14 provide for a pair/share or small group activity analyzing data. Slide 14 provides a small group activity (pairs, trios or other grouping) to analyze data from a

	<p>sample group of 8th graders. Use the handout “What actions would you recommend if these data reflected your incoming 9th graders?”</p> <p>Materials: Laptop with PowerPoint & projector; handout, chart paper & markers or document camera for small group report out.</p>
5 - 10 minutes	<p>4. Slides 15 – 21 : Review of requirements for reading work samples and tie in use of reading work samples in an assessment system</p> <ul style="list-style-type: none"> Participants have heard requirement information in Level 1 & 2 trainings, so this is just a reminder. Lead participants to consider options for use of reading work samples beyond Essential Skill proficiency. <p>Materials: Laptop with PowerPoint & projector</p>
5 - 10 minutes	<p>5. Slides 22 - 26 Review reading traits: Demonstrate Understanding, Develop an Interpretation, & Analyze Text. Examine Scoring Guide closely for each trait. Have participants highlight key words, especially at the 3 and 4 level score points</p> <p>Materials: Highlighters for participants</p>
BREAK	<p><i>This may be a good place to take a break. Participants will also likely need a break after the scoring session.</i></p>
~ 2 hours	<p>6. Slide 27 Begin Scoring Session – Use Facilitator’s Guide to Leading Scoring of Student Papers as well as commentary to assist with this activity.</p> <p>7. Slides 28 – 32 Contain examples of student responses. Facilitator’s guide will help you incorporate these into the training session.</p>
5 minutes	<p>8. Slides 33 – 35 Return focus to work sample issues by reviewing the uses of work samples/ scoring guides for instruction, formative assessment, summative assessment (all were covered in Level 2 Training)</p>
	<p>9. Slides 36 – 43 Explore concept of monitoring student progress – which is not typically an integral part of high school English Language Arts programs. Use the handout with Slide 42 for small group</p>

	activity on developing progress monitoring plans.
15 – 20 minutes	<p>10. Slides 44 – 47 Introduce information about the Common Core State Standards and the impact on text complexity expectations for high school students.</p> <ul style="list-style-type: none"> • Participants have handouts in their packets to correspond with this information
~10 minutes	<p>11. Slide 48 Summarizes the challenges ahead for assuring Essential Skill proficiency and implementing the Common Core State Standards.</p>
~ 5 minutes	<p>12. Slide 49 has resources – Participants have a more complete list in their packets.</p> <p>13. Slide 50 is place for you to list future workshop dates and your contact information. Stress the importance of well designed Reading Work Samples in providing students with an opportunity to demonstrate their skills – “sell” Level 4 workshop!</p> <p>14. Encourage participants to consider using some of the practice Work Samples on the ODE web page or to write questions like the ones in the sample student work to use with an upcoming reading activity in their classrooms.</p>
Total = 4 – 4 ½ hours	
	<p><i>Participant Packet:</i></p> <ul style="list-style-type: none"> • <i>PowerPoint handouts to take notes</i> • <i>Various handouts</i> <p><i>Student Work Packet:</i></p> <ul style="list-style-type: none"> • <i>10 student papers to score</i> • <i>Portrait Version of Scoring Guides</i> • <i>Practice Score Sheet</i>
	<p><i>Additional Facilitator Resources include the following:</i></p> <ul style="list-style-type: none"> • <i>Assessments to Guide Adolescent Literacy Instruction (pdf)</i> • <i>Common Core State Standards for Reading Grades 6 – 12 (pdf)</i> • <i>Transition from OAKS to Smarter Balanced Assessments (pdf)</i>

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This PowerPoint presentation is intended to be used as part of a 4 to 4 ½ hour in-depth training session for English Language Arts teachers. Ideally, participants should have attended an introductory training session previously, although that is not mandatory.

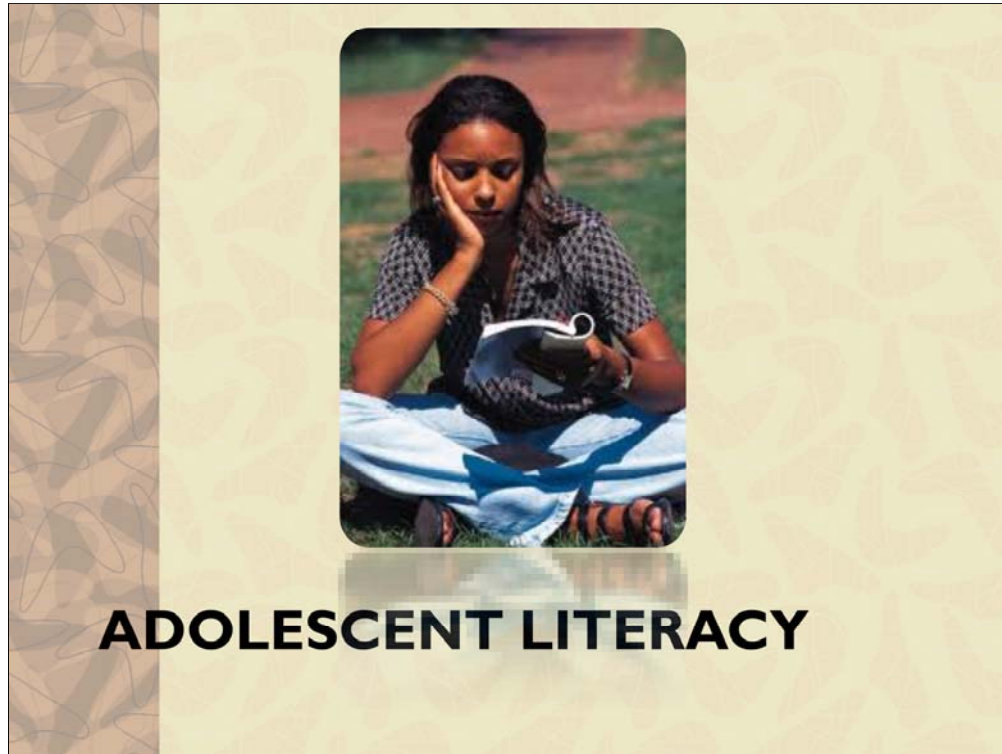
Goals



Participants will

- Understand current information about Adolescent Literacy Instruction and Assessment
- Be able to apply the Official Reading Scoring Guide to Student Work accurately
- Be aware of Common Core State Standard for Reading and for Literacy in the Content areas.
- Know about resources & further professional development available

Goals for the training session



Section 1 – corresponds to Goal 1: Understand current information about Adolescent Literacy Instruction and Assessment

Information Sources

- Oregon Literacy Framework
- Common Core State Standards for English Language Arts & Literacy in Science, Social Studies and Technical Subjects
- Assessments to Guide Adolescent Literacy Instruction (Center on Instruction)



5/7/2012

These 3 documents inform much of the material in this section of the workshop. All three resources are interconnected and support the same concepts in adolescent literacy instruction and assessment.

What is Adolescent Academic Literacy?

- The ability to construct meaning in content-area texts and literature including the following:



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From Assessments to Guide Adolescent Literacy Instruction by Center on Instruction. The full document is available at <http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

Ability to

- **Make inferences**
- **Learn new vocabulary from context**
- **Link ideas across texts**
- **Identify & summarize important ideas**
- **Read for initial understanding and think about meaning in order to make inferences or draw conclusions**

Torgesen, Houston, Rissman, et al., 2007

*Assessments to Guide Adolescent
Literacy Instruction*

Center on Instruction

Important reading skills for high school students – not all students have these skills.

Three Goals for Adolescent Literacy Instruction

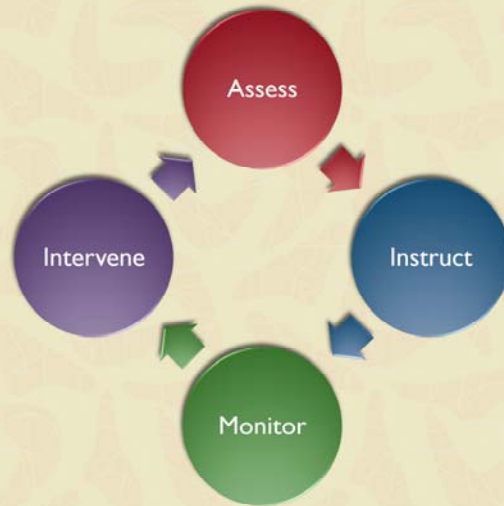
1. To increase overall levels of reading proficiency
2. To help students meet increasingly difficult standards in middle and high school.
3. To assist students who are reading below grade-level to acquire the skills and knowledge necessary to reach high school standards.

Assessments to Guide Adolescent
Literacy Instruction
Center on Instruction

There is evidence that current average reading levels of students graduating from high school are not sufficient to meet post-secondary literacy demands, both in many workplace settings and at community colleges and universities (Biancarosa & Snow, 2006; Williamson, 2004).

The practical translation of reaching this goal in the current accountability environment is to have ever higher numbers of students achieve the highest levels of proficiency on state end-of-year reading examinations.

Four Components of Assessment/Instruction Cycle



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Most high school teachers are familiar with the Assess and Instruct components. And some schools offer intervention, but often it is not tied to assessment and instruction in meaningful ways or is limited to particular programs such as Special Education. Typically, other than for students in special programs, high schools do not adequately monitor student progress and adjust interventions and instruction.

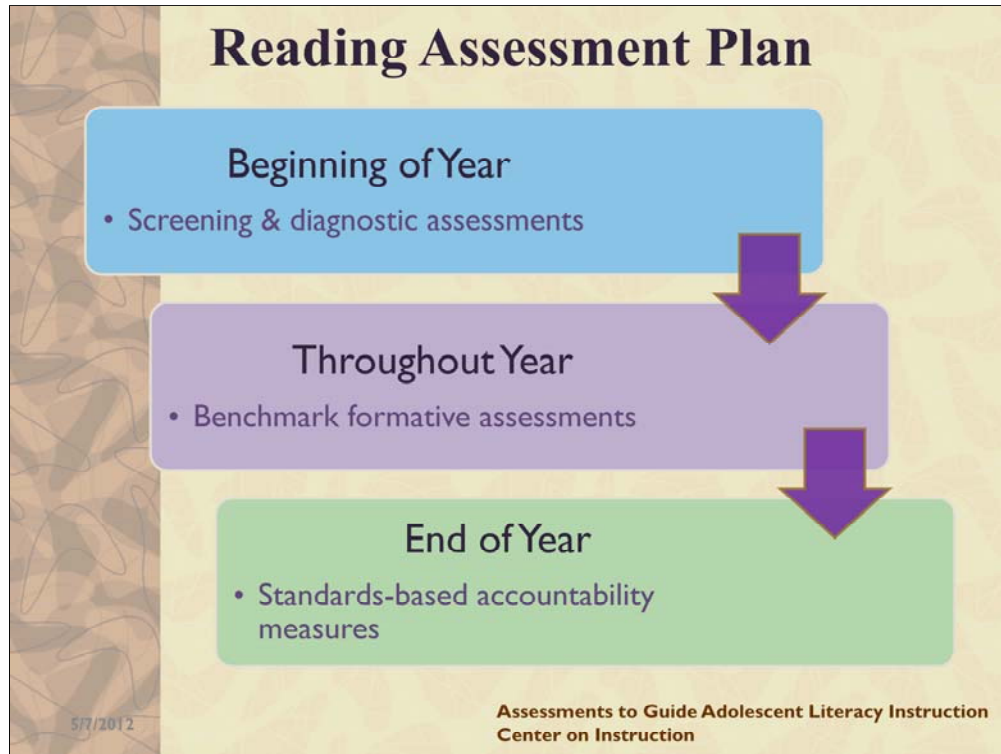
Which students are at risk for not meeting grade-level reading goals?

Assessment data help determine the level of reading risk.

Oregon Literacy Framework



Important information – especially because the earlier students are identified and provided with interventions, the more successful they are likely to be.



How can reading work samples, scored with the Official Reading Scoring Guide, fit into this type of system? (They can be used for screening and broad level diagnostic purposes, as formative assessments throughout the year, and even as standards-based accountability when used to demonstrate proficiency for the Essential Skill of Reading.) As we heard from teacher quotes in Level 2 Introduction to the Scoring Guide, many students who learned the rubric and practiced completing reading work samples increased their scores on the OAKS assessment as well.

Which high school students do you screen at the beginning of 9th grade?



Use raise hands or thumbs up.

Do you screen all 9th graders – how? (what instrument or data set is used?)

Do you screen some 9th graders – which ones?

How do you feel about your current screening plan?

Are you assessing comprehension and fluency? Should you be?

What data are available?

- **8th grade OAKS scores !**
- **Other district data (Easy CBM?)**

What data need to be gathered?

- **Data for students w/o OAKS scores**
- **Other screening data as needed**

What resources do we have?

- **OAKS**
- **Other district measures**
- **Reading Work Samples**

Participants could pair/share and report out on which of these are in use and which they want to know more about. This workshop will provide more practice in scoring work samples and show some curriculum embedded work samples. Information about Easy CBM (a free computer-based test) is available at <http://easycbm.com/> Currently, Easy CBM covers up through grade 8, but for many high school students, tests at grade 8 would be appropriate for screening at the beginning of the year, and tests at grades 7 & 8 – or possibly lower could be used to check progress during the year.

Reading Performance	Grade 11 Students Statewide	Percent	OAKS Score Range
Meets or Exceeds	33,421	83.2%	
Exceeds	9704	23%	248 - 300
Meets	20,691	49%	236 - 247
Nearly Meets	3170	7.9%	231-235
Low	3321	8.3%	217 - 230
Very Low	281	0.70%	Below 216

These are the state level data from the latest 2010-11 OAKS Reading/Literature test. Participants have a handout which shows data from 2009-10 and 2010-11. Allow time for them to analyze data and have a short discussion. There is much to feel positive about in the increases in student performance at high school over the last 2 years.

Reading Performance	<u>Grade 8</u> Students <u>Sample District</u>	Percent	OAKS Score Range
Meets or Exceeds	478	64.9%	
Exceeds	143	19.4%	241 - 295
Meets	335	45.5%	231 - 240
Nearly Meets	192	26.1%	224-230
Low	65	8.8%	213 - 223
Very Low	2	0.3%	Below 212

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Here's 2010-11 8th grade data from a mid-sized sample district.

What screening plans would you make if these were the data for your incoming 9th graders? (Remember that students may have taken the OAKS test at various times during the school year as 8th graders.) Take a few minutes to discuss these data with a partner or small group. Use the handout "What actions would you recommend if these data reflected your incoming 9th graders?" in the Participant Packet for a small group activity.



THE ROLE OF READING WORK SAMPLES

Transition to how reading work samples can provide valuable information in addition to being a way for students to demonstrate proficiency in the Essential Skill of Reading

Begins Goal 2: Be able to apply the Official Reading Scoring Guide to Student Work accurately

Demonstrating Proficiency in Reading

1. OAKS Reading/Literature Assessment

Score of 236

2. Other Options

ACT or PLAN	18
WorkKeys	5
Compass	81
Asset	42
Accuplacer	86
SAT/PSAT	440/44
AP & IB	various

This should be information participants have seen before in earlier workshops. It is just a reminder of the options for demonstrating proficiency: 1. OAKS assessment and 2. other standardized assessments, with required scores. Some of these may be helpful to some students, but more are likely to benefit from the next option: Reading Work Samples

On March 11, 2011 the State Board of Education adopted additional tests and scores for proficiency in the Essential Skill of Reading. They are listed below:

AP English Literature & Composition, AP Macroeconomics, AP Microeconomics, AP Psychology, AP United States History, AP World History, AP European History, AP United States Government & Politics, AP Comparative Government & Politics

All AP tests require a score of 3 or higher to meet proficiency requirements for the Essential Skill of Reading.

IB English Language , IB History of Americas, IB History of Europe, IB 20th Century Topics, IB Economics, IB Psychology, IB Social Anthropology

All IB tests require a score of 4 or higher to meet proficiency requirements for the Essential Skill of Reading.



Local Work Sample

- Reading Work Sample scored using Official State Scoring Guide
- Two Reading Work Samples Required
- Students must earn a score of 12 or higher on each work sample

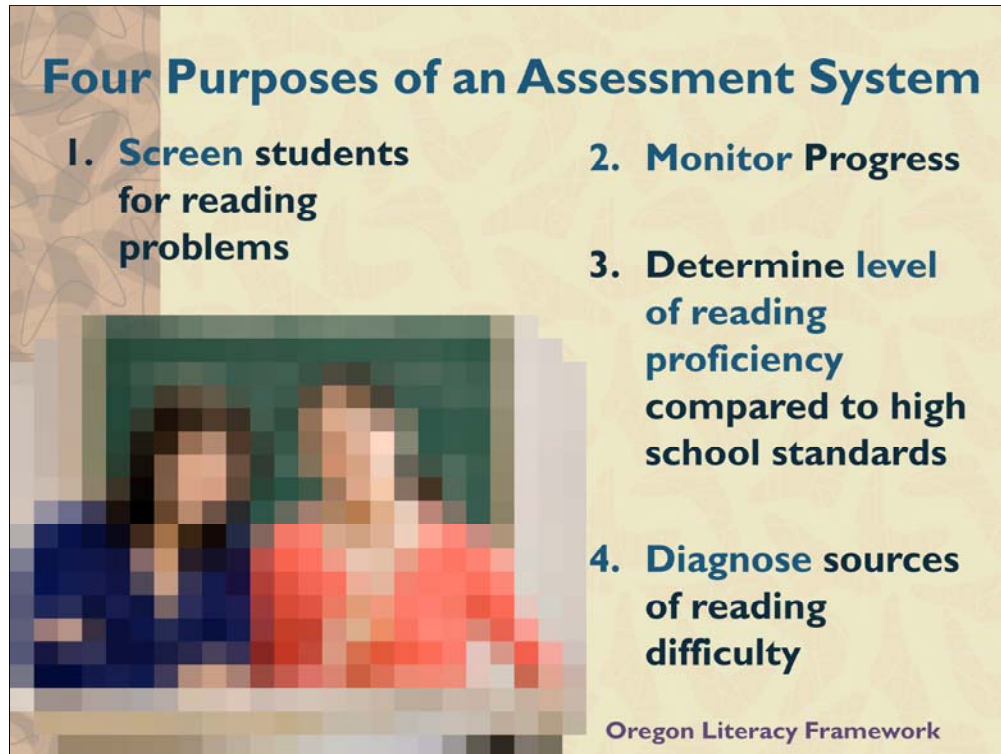
Option 3 -- Reading Work Samples and the requirements

Level of Rigor

- Work samples must meet the level of rigor required on the **OAKS** assessment.
- Work samples provide an optional means to demonstrate proficiency not an easier means.



Work Samples require equal rigor but provide a different format to demonstrate proficiency. Workshop Level 4 deals with reading work sample development and how to assure reading selections are at an appropriate level of difficulty.

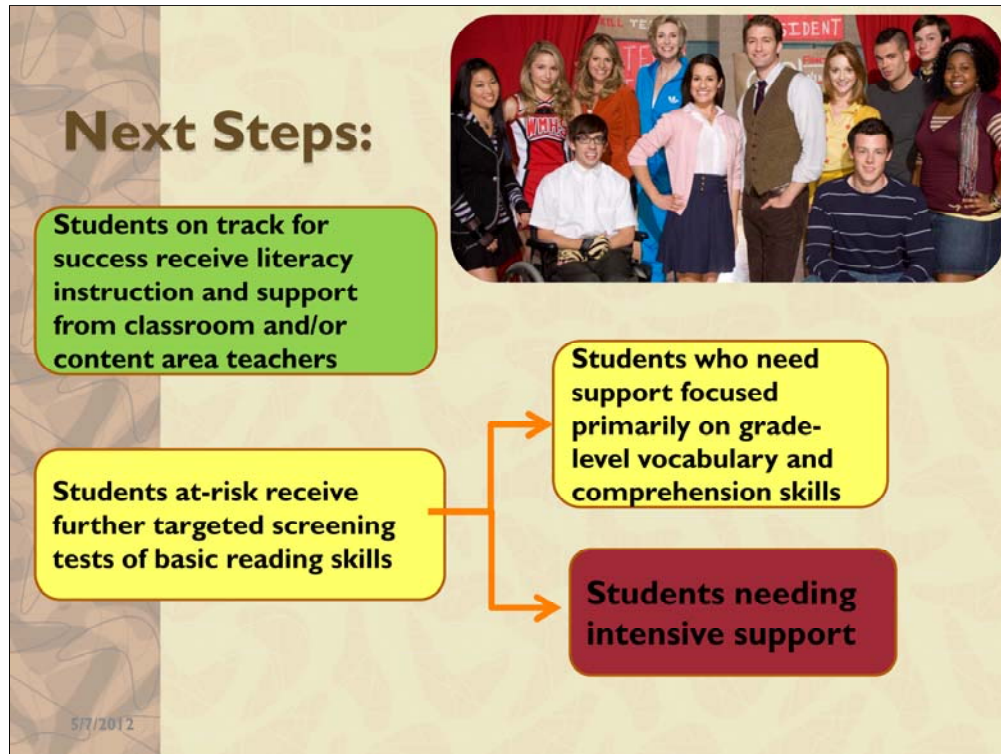


This is from Assessments to Guide Adolescent Literacy Instruction.

Page included in Participant Handouts has the detailed description of each purpose.

Ask Participants: What areas do you feel are missing, or need to be strengthened in your school? Pair & Share or small group.

Additional Handouts include Purposes of Reading Assessments in Grades 4 – 12 from *Assessments to Guide Adolescent Literacy Instruction*.



Yellow group would be students in the “Nearly Meets” (231 – 235) or whose scores are close to the “Nearly Meets” score of 231.

Red group would be students in the **Low** (217 to high 220’s) or **Very Low** category below 216.

Important to note that students in green group still need reading instruction and support in ELA classes and content area classes.

Reading Work Samples

Reading work samples may provide the opportunity that some students need to show their reading skills.

- Most students need instruction and practice in completing reading work samples
- Some students may need additional instruction or targeted coaching to demonstrate proficiency in all three traits



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Using work samples for Essential Skills proficiency is most appropriate for students who Nearly Meet the standard. However, all students can benefit from learning to explain their reading and using the scoring guide. Some students may increase their proficiency as a result of work samples and the scoring guide which may lead to meeting the standard using work samples or increasing their scores on the OAKS test to meet the standard.

Official Scoring Guide Traits

- **Demonstrate understanding**
- **Develop an interpretation**
- **Analyze text**



This is a review opportunity. Have participants use highlighters to mark key words and phrases as you go through each trait in the next set of slides.

Remember, there are 2 versions of the Scoring Guide, one to be used with Informational text and one to be used with Literary text. Demonstrate Understanding has a few differences and Analyze Text differs between the two types of reading selections, which is why there are two scoring guides.

Demonstrate Understanding

“Getting the gist”



- Main ideas, relevant details, sequence of events, relationship among ideas, facts/opinions
- Literal Comprehension

Overview of Demonstrate Understanding. This trait is focused on literal comprehension. Students demonstrate understanding by explaining things like main ideas, details, fact versus opinion, etc.

Develop an Interpretation

“Reading between the lines”

- Unstated main ideas/themes
- Inferences, interpretations, conclusions, generalizations, and predictions
- Inferential Comprehension



Overview of Develop an Interpretation. This trait focuses on deriving meaning by inference. Students demonstrate this trait by explaining how they came up with an interpretation, generalization, inference, etc.

Analyze Text – Informational

“Looking at the author’s craft”

- Author’s purpose, ideas and reasoning
- Writer’s Strategies
- Textual evidence



Overview of Analyze Text. For informational text, students are asked to analyze the author’s purpose and reasoning and the use of various stylistic techniques. The focus is always on the effect of the author’s decisions on the impact of the writing. Students must give specific examples from the text.

Analyze Text — Literary

“Applying Knowledge of Literature”

- Author’s stylistic decisions
- Literary elements
- Literary devices
- Textual evidence



Overview of Analyze Text. In Literary selections, students are asked to analyze the author’s stylistic techniques and they may use knowledge of literature to explain the impact on the text. For example, a student might explain how a particular sentence creates a visual picture – with or without using the term imagery. Again, emphasis is on student identifying and explaining examples from the text.



The next activity will be scoring **12** student papers. The PowerPoint presentation should be paused during the scoring session and training. Refer to the Facilitator's Packet for guidance in leading participants through the scoring activity. This important activity, and some of previous slides, support Goal 2: **Be able to apply the Official Reading Scoring Guide to Student Work accurately**

Demonstrate Understanding

- 1. This article is about kids from the western U.S. competing in a robotics team representing their school. Each team of high schoolers must design their own robot and compete against others. This article also gets the message across that we need to work together all the time to solve our problems.***
- 2. It's kind of like being a "good sport." Everyone is helping everyone and cheering on everyone. An example of this is when Eric and Ian were helping the Spokane team so they could compete.***

Information in Facilitator's Guide to Leading the Scoring Session.

These are examples of responses to "Robotics" that are at a score level of 4.

Develop an Interpretation

3.) From Venn diagram:

<i>Athletic sports</i>	<i>Similarities</i>	<i>Robotics competitions</i>
<i>Doing whatever it takes to put your competition at a disadvantage</i>	<i>Trying to beat your Competition</i>	<i>Helping your competition</i>
<i>Physical conditioning</i>	<i>Trying to get better</i>	<i>Mental conditioning</i>
<i>Mostly female or male, not mixed</i>	<i>Working as a team</i>	<i>Mixed gender</i>
<i>Most teams the same size</i>	<i>Traveling to face Opponents</i>	<i>Different sized teams</i>
	<i>Playoff system</i>	
	<i>Rely on teammates</i>	

Instructions are included in Facilitator's Guide to Leading the Scoring Session.

This is an example of some responses that different students made to Question #3. All reflect level 4 interpretation.

Develop an Interpretation

4.) *I think she likes the concept but not fierce competition and the emotions that come with it. “but we took out the bad part...” “...the trying to crush your opponent”*



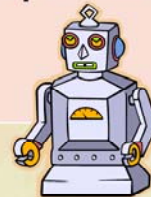
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Info in facilitator's packet. Another example of level 4 Develop an Interpretation

Analyze Text: Informational

Question 5

<i>Text from article</i>	<i>How it makes the writing effective</i>
<i>“just as the modern workplace does”</i>	<i>Shows how it will be preparing you for how things will be used when you’re older working a real job</i>
<i>“Robots battle for supremacy in Portland this weekend”</i>	<i>Makes the role of the robots more exciting</i>



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Directions in facilitator’s packet. Examples of level 4 responses

Analyze Text: Informational

6.) The author makes the robot competition more exciting by calling it a battle. The word battle makes people think about fighting which is more exciting than how they later explain that they will be “moving soccer sized balls into their opponents trailers.” He also uses people who he knows will have nothing but good things to say about the subject like Erica Smith did.



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Information in Facilitator's Packet: Example of 4 level response to Analyze Text



HOW DO WORK SAMPLES FIT INTO THE BIG PICTURE?

Intro to talking about using the scoring guide in classrooms for multiple purposes.

Supports Goals 1 & 2:

- Understand current information about Adolescent Literacy Instruction and Assessment
- Be able to apply the Official Reading Scoring Guide to Student Work accurately

Multiple Uses for the Scoring Guide

■ **Screening /Monitoring Tool**

- Help determine likelihood of reaching proficiency
 - on target, need assistance, at risk
- Help determine which students need additional instruction and coaching

■ **Instructional Tool**

- Makes targets explicit to students
- Opportunities to show students models from website or other examples

This slide is a repeat from the Intro Level 2 Workshop. Issue here is for participants to talk specifically about how they could use the Reading Work Samples & Scoring Guide as a screening/monitoring tool if their school does not have another assessment in place. One concern may be where to get work samples. Developing effective work samples is covered in Level 4 Training on Task Development. More focus on progress monitoring will follow later in these slides.

Remind teachers that they can use the scoring guide in instructional settings with the materials they are already teaching. Have students respond to some questions about a chapter they just read. For instruction, it is very effective to focus on just one or two of the three traits. Teachers do not have to hit all traits all the time.

Multiple Uses for the Scoring Guide

- **Formative & Interim Assessments**

- Inform instructional strategies
- Provide data on student progress

- **Classroom/ Summative Assessment**

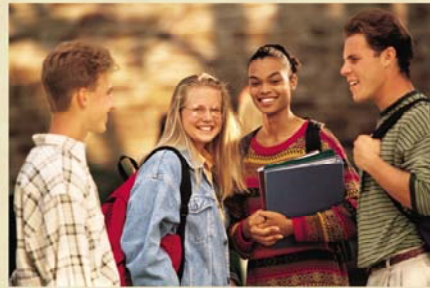
- End of unit, course, etc. or Essential Skills

Teachers can use Reading Work Samples to determine student progress throughout their courses or on a planned schedule. They do not have to assign all parts of the work sample or score all elements – for example, after a lesson on text analysis, having students respond to only questions on text analysis would be an appropriate use of the scoring guide. As students become increasingly familiar with the Scoring Guide, (student language version was provided in Intro Level 2 workshop and is available on ODE website) they will better understand what good readers do and how to demonstrate those skills so a rater can see the student's proficiency.

“Clearly, increasing student performance through the use of formative assessments involves much more than simply adding assessments to the educational program; ...

... it is likely to involve fundamental changes in teacher instructional practice as well.”

Assessments to Guide
Adolescent Literacy
Instruction
Center on Instruction




This is an important point. Especially as the CCSS call for more use of various assessments and the SMARTER Balanced Assessment (the consortium Oregon belongs to) will use many performance tasks.



Continues depth in Goal 1: Understand current information about Adolescent Literacy Instruction and Assessment

Deliberate, methodical monitoring of student progress in reading skills is a relatively new concept for high school teachers – previously the domain of Title 1 teachers or Reading Specialists.



“In order to target instruction effectively, to re-teach when necessary, to offer needed support, and to provide appropriately challenging assignments, teachers must have an ongoing and accurate understanding of their students’ literacy capabilities.”

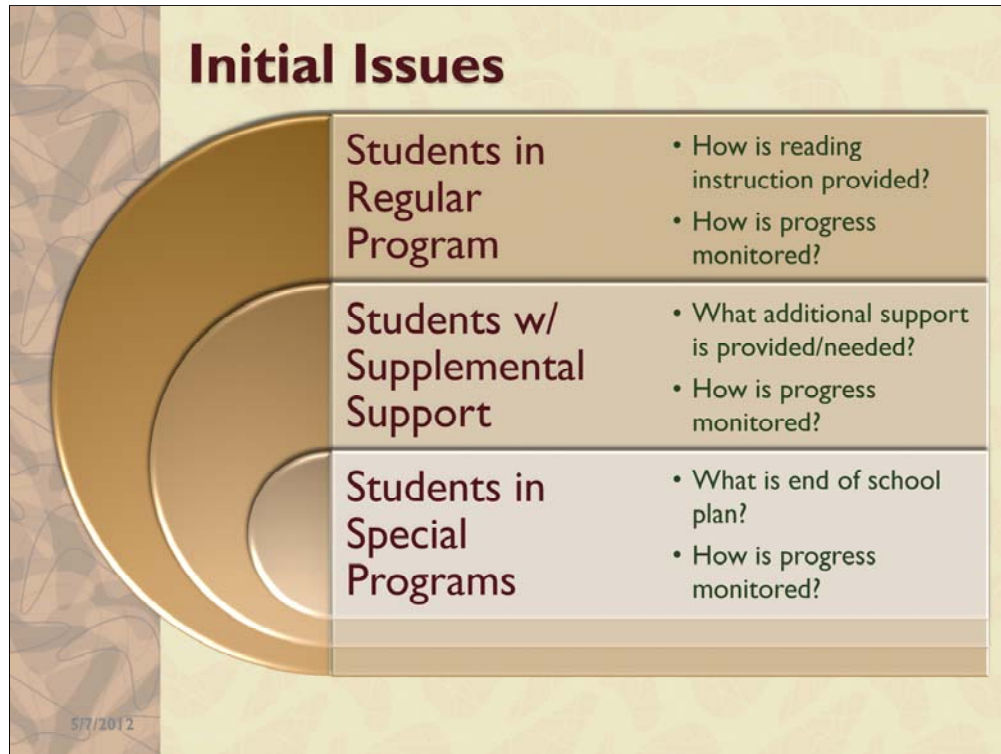
**Torgesen & Miller,
2009**

From Assessments to Guide Adolescent Literacy Instruction

How are you addressing the needs of your diverse readers?

How do you know what their needs are so that you can begin to address them?

How strategic are you in the use of your team time to address the reading needs of all students in your school?



Walk through the three groups of students. In most high schools, students in the regular program are not receiving reading instruction or progress monitoring. Good discussion point. **This could be a participant activity.**

Are students in your high school who need additional supplemental support receiving it? Are ELA teachers responsible for this instruction or are there supplemental programs or teachers? How is student progress monitored?

Which students are enrolled in special programs? There are probably several programs including various levels of Special Education, ELL, and possibly other programs. What are end of school (diploma) plans? What kind of instruction and progress monitoring is being done there?

Why Monitor Progress?

Schools need **timely information** on whether students are making **enough progress** to reach the outcomes in the **timeframe** for which the outcome goals are set.

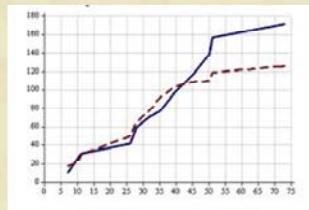


**Oregon Literacy
Framework**

The key is looking at the student's trajectory. Based on the current progress, chart future goals and timelines and check frequently to see if student is making progress toward those goals.


Progress-monitoring Considerations

Schools need to **analyze** and **interpret** progress-monitoring data as soon as it is collected...in order to **compare the rate of student progress to the rate needed to reach the goal...**



Oregon Literacy Framework

Many schools gather a variety of student performance information and many more will begin using Reading Work Samples. But is this information gathered in one data system? And is it analyzed and results used to make decisions about student instruction on group or individual bases?



Types of Measures for Progress- Monitoring

- ☐ **Classroom assessments**
- ☐ **Reading Work Samples**
- ☐ **Other measures**

Progress monitoring can be done on a planned cycle (especially important for students who are reading below grade level/ Essential Skill proficiency level). But classroom assignments, including reading work samples, can give valuable information on student progress also. Have participants use handout “How is progress monitoring going in your school?” to pair/share, work in small groups etc. and report out.

How do we monitor student progress?

“Policymakers often hope that data will automatically lead to improved practice.

However, experience shows that data must be accompanied by the reporting systems, professional development, support structures, and management practices that will impact teacher and student beliefs and behaviors”

Perie, Marion, & Gong, Brian, 2007
Assessments to Guide Adolescent Literacy Instruction
Center on Instruction

5/7/2012

4 specific needs: Reporting System; Professional Development Plan; Support Structure; Management Practices.

- ☐ What are the Common Core State Standards for Reading?
- ☐ How do they fit in with reading work samples and the scoring guide?

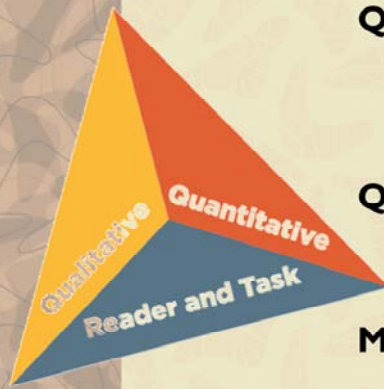


Goal 3: Be aware of Common Core State Standard for Reading and for Literacy in the Content areas.

Teachers should be aware of the new Common Core State Standards. Many districts are beginning curriculum alignment to the standards.

In the participant packet is a handout listing a summary of the core standards for reading for High School. Standards listed under Key Ideas and Details link to Demonstrate Understanding and Develop Interpretation, while Craft and Structure relate to Analyze Text. Facilitator's have the full document for grades 6 – 12 Reading CCSS.

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task and questions)

Handout in Participant Packet explains this further. Next slide shows effect of increased reading level demands.

Changes in Text Complexity Requirements

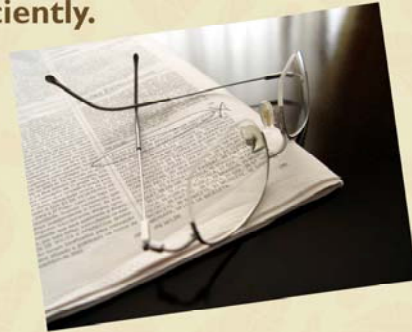
Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCSS expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

An important change in the CCSS is the level of text complexity students are expected to be able to read independently. Note that the current target score for high school reading work sample text (1070) is at the low end of 11th grade expectations. In the new CCSS expectations, it is below expected reading level for grade 9, and well below expectations for grades 11 – College & Career Ready. This chart is also in Participant's Packet.

Goals for Reading levels in CCSS

By the end of grade 9, read and comprehend
in the grades 9–10 text complexity band proficiently, with
scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend
at the high end of the grades 11–CCR text complexity
band independently and proficiently.



These goals will require high school teachers of all subjects to pay attention to student reading skills and provide instruction and support in ways they have not previously been called upon to do.

Texts are defined as literature, informational texts, history/social studies texts, science/technical texts

Three Challenges Educators Must Address

- 1) the need for fundamental change in attitudes and instructional practices,
- 2) the need to resolve tensions between teachers and administrators about the types of formative assessments each prefer, and
- 3) the need to change educators' attitudes and beliefs about indicators of student success.

All will require new thinking about the purposes of assessment, student abilities, and teaching methods; attention to new instructional resources; and the development of new assessment and pedagogical skills.

*Assessments to Guide Adolescent
Literacy Instruction, pg 4*

This information is on a handout in the Participants' Packet

Resources

Oregon Literacy Framework:
Assessment Section

<http://www.ode.state.or.us/search/page/?id=2834>

Work Samples

www.ode.state.or.us/go/worksamples

Oregon Data Project:

<http://www.oregondataproject.org/>

Assessment of Essential Skills Toolkit:

<http://assessment.oregonk-12.net/>

Goal 4: Know about resources & further professional development available (handout in packet has more resources listed)

Here are some site for reading assessment resources. The go/worksamples address does not work as a link, but if you type /go/worksamples in the address line of your browser on the ODE homepage following www.ode.state.or.us, it will take you directly to a page of information on work samples. You can also use the search feature and type in worksamples as one word. Many resources are available in the Resources and Promising Practices section for Reading Work Samples and more are added frequently.

Oregon Data Project provides training in establishing assessment systems and analyzing data, as well as in the specific Essential Skills of Reading, Writing and Mathematics.

The Assessment of Essential Skills Toolkit provides a step by step approach to designing a district assessment system geared to students meeting diploma requirements.

Future Reading Work Sample Trainings

- Reading Work Sample Task Development
 - Dates:

Contact Information:

Fill in any workshop dates you have scheduled and your contact information here.

Key Concepts for English Language Arts Teachers
from *Assessments to Guide Adolescent Literacy Instruction*,
Center on Instruction <http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

In our view, academic literacy in adolescents is strongly embedded in content, and it is the essential responsibility of all content-area teachers to provide instruction that enhances their students' ability to comprehend texts within their content area (Torgesen et al., 2007). As content-area teachers more fully assume these responsibilities, their instruction should enable students to comprehend texts more deeply and think about the content. Students' ability to comprehend and think about texts within the standards based, year-end outcome tests in literacy should also improve. Although no one may be specifically assigned to help most students meet literacy standards in middle and high school, it is actually the responsibility of all teachers to work toward improving adolescents' literacy skills, not only English/language arts teachers or reading teachers.

(page 8)

An assessment is formative to the extent that information from the assessment is used, during the instructional segment in which the assessment occurred, to adjust instruction with the intent of better meeting the needs of the students assessed. (*Perie, Marion, & Gong, 2007, p. 4*)

(page 19)

McMillan (2007) defines formative assessment in a way that suggests that differences among formative assessments are not necessarily dichotomous, but rather may exist along a continuum. He suggests (p. 4) that one can tell whether "true" formative assessment is happening by looking for three key things:

1. The extent to which assessments are embedded within instruction;
2. The extent to which additional instructional strategies are employed; and
3. The extent of student engagement and learning.

(page 20)

Most of the teachers in the higher performing schools shared and discussed with students rubrics for evaluating performance; they also incorporated them into their ongoing instructional activities as a way to help their students develop an understanding of the components that contribute to a higher score (more complete, more elaborated, more highly organized response). Use of the rubrics also helped students develop reflection and repair strategies relevant to their reading, writing, and oral presentation

activities. (p. 868) Langer, 2001

(page 25)

In his discussion of the teacher's role, Stiggins (2007) describes the knowledge and skill required to integrate instruction and classroom-based formative assessments within a standards-based curriculum and illustrates how formative assessments aligned with curriculum standards can help to improve student learning. He suggests that teachers must play five roles:

1. To become competent masters themselves of each of the standards their pupils are to master;
2. To understand how those standards transform into the curriculum that forms the scaffolding that pupils will climb on their journey up to each standard;
3. To make classroom-level achievement targets clear to pupils;
4. To transform the classroom targets into high-quality classroom assessments that are capable of accurately reflecting pupil achievement of those targets; and
5. To use those assessments over time in collaboration with their pupils to inform key decisions and to help motivate pupils to keep learning. *(p. 18)*

Formative assessments have no real utility apart from the feedback they provide to guide further student work or alterations to instruction. If the feedback to students or the instructional adjustments by teachers are not appropriate and skillful, improvements in student performance are unlikely to occur. This intimate, entangled relationship between the assessments themselves and the instructional adjustments they enable introduces an implementation challenge.

(page 30)

It is important to distinguish between diagnostic tests and diagnostic information. Diagnostic information is any knowledge about a student's skills, abilities, knowledge, or attitudes that is useful in planning instruction to help the student learn to read more proficiently. It can be generated by classroom-based formative assessments, by benchmark or interim assessments, by curriculum based measures, by beginning-of-the-year screening tests, or by formal or informal diagnostic tests or procedures. Information from these assessments can help a teacher understand why a student is having difficulty with a certain aspect of reading.

(page 48)

An important idea in the literature on classroom-based formative assessments is that the frequent assessment-feedback-new performance cycle can actually help students become more independent, self-regulated learners (Marshall, 2007).

(page 37)

Purposes of Reading Assessments Grades 4 – 12

To help meet the goals for improving adolescent literacy outcomes, assessments of reading growth in grades 4 through 12 must serve three purposes:

1. **To determine the extent to which instructional programs are successful in helping all students meet or exceed grade-level standards by the end of the year.** At the state, district, and school levels, educators need to know at the end of each year how many students at each grade level can meet the state-level literacy standards. They also need to know whether the number of students who can achieve at the highest levels is increasing from year to year, and whether the number of students at the lowest levels is declining. These data should be comparable across a state's schools and districts so that schools can be accountable to their communities and districts, and states can allocate resources and support where needed.
2. **To monitor the progress of all students during the academic year so that appropriate adjustments can be made to ongoing instruction.** Districts, schools, grade-level teams, and individual teachers need to make periodic assessments during the year to tell them which students are making adequate progress toward meeting grade-level standards by the end of the year. This allows teachers to make adjustments and allocate resources while there is still time to help students in need. Classroom teachers also need very frequent assessments to help them and their students understand the necessary “next steps” in learning to improve their literacy skills. This information needs to be much more detailed than that required by district and school level leaders. It must be sufficiently detailed to help teachers make decisions about the need to re-teach a concept, to explain something in a different way, or to provide additional practice to consolidate a skill. As Stiggins (2007) has explained, “Both pupil and teacher must know where the learner is now, how that compares to ultimate learning success, and how to close the gap between the two” (p.15).
3. **To provide information helpful in identifying students who need intervention to advance reading performance toward grade-level standards.** At the beginning of the year, schools must have data that will help them identify students who may need special instructional interventions because their low literacy skills are likely to interfere seriously with their ability to learn in content-area classes. Additional screening information may also be required in order to identify, from among the larger group of “at risk” students, those who need intensive, comprehensive interventions, versus those who may only require focused instruction in comprehension skills and vocabulary.

Assessments to Guide Adolescent Literacy Instruction, Center on Instruction, pages 12 -13.

Complete document can be downloaded at

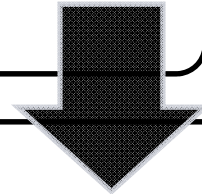
<http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

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Reading Assessment Plan

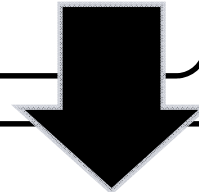
Beginning of Year

- Screening assessments



Throughout Year

- Benchmark formative assessments
& Progress Monitoring



End of Year

- Standards-based accountability
measures – Summative Assessment



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Purposes of Assessment and the School Assessment Plan

Reading assessments should be administered for four specific purposes. These purposes answer four fundamental questions.

1. **Is the student at risk for not meeting formative and summative grade-level reading goals?** Assessments **screen** students for reading problems, and the data help determine the level of reading risk students face.
2. **Is the student on track—that is, is the student meeting formative reading goals and thereby making enough progress to be able to meet summative reading goals?** Frequent reading assessments **monitor the progress** students are making incrementally in meeting formative reading goals that increase the likelihood they will meet overall summative reading goals.
3. **Is the student meeting grade-level summative reading goals? Summative or outcome assessments** determine whether or not students have met grade-level reading goals. The OAKS in Reading/Literature is a summative assessment for grades 3 through high school.
4. **For students not making adequate reading progress toward meeting grade-level reading goals, despite intense intervention, what additional intervention approaches have the best chance of improving the rate of reading progress?** **Diagnostic assessments** provide detailed information about students' reading skills for the purpose of developing and implementing individualized interventions for students.

Assessments are needed to answer each of these four questions, and the information is used to make specific educational decisions.

Sometimes, an assessment measure a school uses for one purpose can also be used for additional purposes. In particular, the same assessment measure, administered at different points in time, can frequently be used to screen students for reading problems, monitor reading progress over time, and determine whether students have met important reading outcomes.

The later interventions begin, the longer they take to work, the longer they need to be implemented each day, and the less likely they are to produce desired effects.

From *Oregon Literacy Framework*, pages A 3-4.

The complete chapter on Assessment is located at <http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf>

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**Reading Performance for 2010-11 -- Sample District
8th Grade OAKS Reading/Literature Assessment**

Reading Performance	District Number	District Percent	State Number	State Percent	OAKS Score Range
Meets or Exceeds	478	64.9%	30395	72.0%	
Exceeds	143	19.4%	9704	23.0%	241 – 295
Meets	335	45.5%	20691	49.0%	231 – 240
Nearly Meets	192	26.1%	7871	18.6%	224 – 230
Low	65	8.8%	3656	8.7%	213 – 223
Very Low	2	0.3%	304	0.7%	Below 212

**Reading Performance for 2011-10 Statewide
HS Reading/Literature Assessment**

Reading Performance	Grade 11 Students Statewide 2010-11	Percent 2010-11	Grade 10 Students Statewide 2009-10	Percent 2009-10	OAKS Score Range
Meets or Exceeds	33,421	83.2%	29,912	71.3%	
Exceeds	9704	23.0%	6360	15.2%	248 - 300
Meets	20,691	49.0%	23,552	56.2%	236 - 247
Nearly Meets	3170	7.9%	5427	12.9%	231-235
Low	3321	8.3%	6192	14.8%	217 - 230
Very Low	281	0.7%	392	0.9%	Below 216

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What actions would you recommend if these data reflected your incoming 9th graders?

What actions need to be taken to address the needs of students in the “**Nearly Meets**” category?

What are your concerns about students in the “**Low**” category? What additional information do you need? Where can you get additional information for these students?

What are your thoughts on students in the “**Very Low**” category? How would you proceed in identifying the needs of these students?

What about the students in the “**Meets**” and “**Exceeds**” categories? Are there any specific actions you would take in planning for these students? Do you need additional data? If so, where can you get more information?

Which of these groups of students should take a **screening assessment**? (What are your thoughts on types of screening assessment available?)

What would you anticipate doing with the results of a **screening assessment**?

How is Progress Monitoring Going in Your School?

What is your current system for monitoring progress for students who have not yet met the OAKS standard of 236?

Could the use of Reading Work Samples potentially increase your ability to monitor the progress of students toward key reading skills (Demonstrate Understanding, Develop an Interpretation, Analyze Text)? If so, how?

How could you best capture and analyze results from a progress monitoring assessment (Reading Work Samples or other)?

Who needs access to data from progress monitoring assessments? How can that info be shared?

How will decisions about instructional modifications/interventions be made? How will instructional modifications/interventions be implemented?

What schedule or cycle for progress monitoring do you think would be most effective for your school? (assessment, data analysis, decisions for instruction, implementation of instructional interventions, etc.)

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

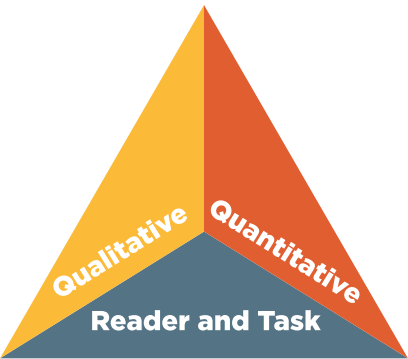
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6-8	<ul style="list-style-type: none"> ▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> ▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
9-10	<ul style="list-style-type: none"> ▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allan Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> ▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ “Farewell Address” by George Washington (1796) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ “Hope, Despair and Memory” by Elie Wiesel (1997)
11-CCR	<ul style="list-style-type: none"> ▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> ▪ <i>Common Sense</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “The Fallacy of Success” by G. K. Chesterton (1909) ▪ <i>Black Boy</i> by Richard Wright (1945) ▪ “Politics and the English Language” by George Orwell (1946) ▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.

Changes to Text Complexity Expectations in Common Core State Standards Based on Lexile® Levels

Text Complexity Grade Band in the Common Core State Standards	Old Lexile® Ranges	Lexile® Ranges Aligned to College and Career Ready Expectations in CCSS
K–1	N/A	N/A
2–3	450–725	450–790
4–5	645–845	770–980
6–8	860–1010	955–1155
9–10	960–1115	1080–1305
11–CCR	1070–1220	1215–1355

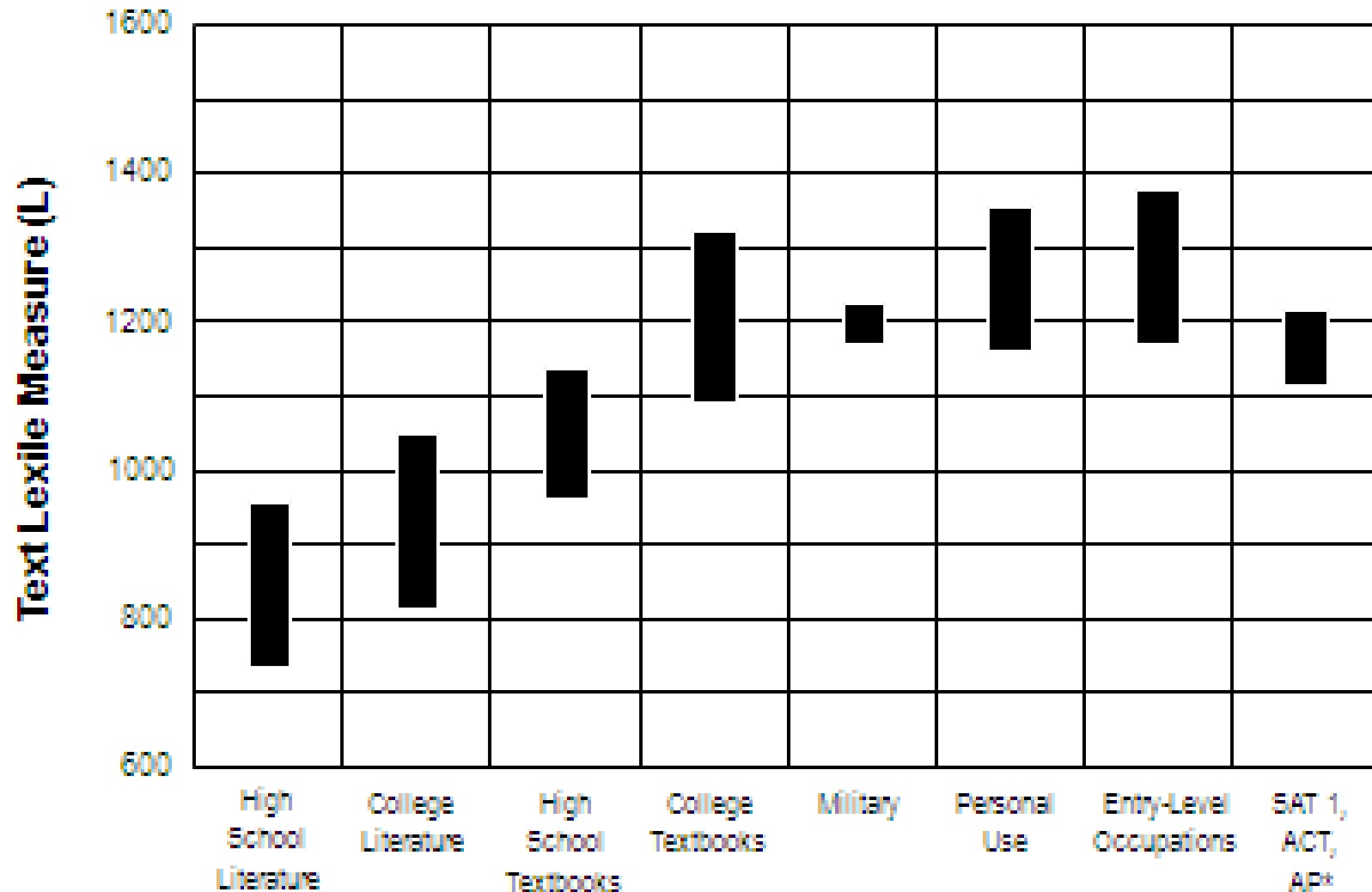
<http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

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Lexile Framework[®] for Reading Study

Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



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Resources for English Language Arts Teachers

Assessments to Guide Adolescent Literacy Instruction, Center on Instruction
<http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

Oregon Literacy Framework – Chapter on Assessment
<http://www.ode.state.or.us/search/page/?id=2834> and Professional Development materials on assessment <http://oregonliteracypd.uoregon.edu/assessment>

The Oregon DATA Project (DATA = Direct Access to Student Achievement)
<http://www.oregondatapoint.org/>

Resources for Reading Work Samples (and other subjects as well)
<http://www.ode.state.or.us/search/page/?id=219>

Information on Assessment of Essential Skills
<http://www.ode.state.or.us/search/page/?=2042>

Information on Common Core State Standards for Oregon
<http://www.ode.state.or.us/search/page/?id=2860>

Additional Resources for Adolescent Literacy from Center on Instruction
<http://www.centeroninstruction.org/topic.cfm?s=1&k=L&c=25&c=18>