Bethel's Instructional Mission: Develop and operate an aligned K-12 system driven on graduating every student with a diploma and the clear opportunity to continue their education or enter the work force.

The Essential Skills of Reading: Creating Systems of Support

Drew Braun
Ginger Kowalko
Lori Rae Smith

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Pre Test

Please rank each item below on a scale of 1 – 4

- How well do you understand the new Essential Skills Requirements for the diploma?
- How knowledgeable are you about assessing student proficiency in the Essential Skills?
- How frequently do you provide opportunities for students to learn and practice the required skills?
- How prepared do you think your organization is to implement the Essential Skills assessment options?

Agenda

- The Essential Skills and Our Current Status
    We are not in Kansas anymore!   Timeline not seat time!

- Providing Professional Development on the Essential Skills of Reading
    Leading the way

- Break

- Instructional Implications and Resources
    It's about daily instruction

- The Plan for Your School or District
    Ready, set, go!

- Closure

ESSENTIAL SKILLS IMPLEMENTATION:

Class of 2012 and beyond:
Reading

Class of 2013 and beyond:
Reading and *Writing*

Class of 2014 and beyond:
Reading, Writing and *Mathematics*

Current Status

2009-10 OAKS Passing Rates for 10th grade:

State Averages
Reading   71.3%
Writing   53.1%
Math   56.3%

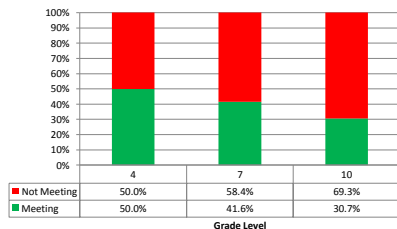State Level Estimate of passing all 3 Essential Skills Assessments is less than 40%

Bethel Students Meeting Essential Skills

	4	7	10
Not Meeting	50.0%	58.4%	69.3%
Meeting	50.0%	41.6%	30.7%

Grade Level

Meeting Essential Skills are those students that Passed the OAKS Reading, Writing and Mathematics Assessments
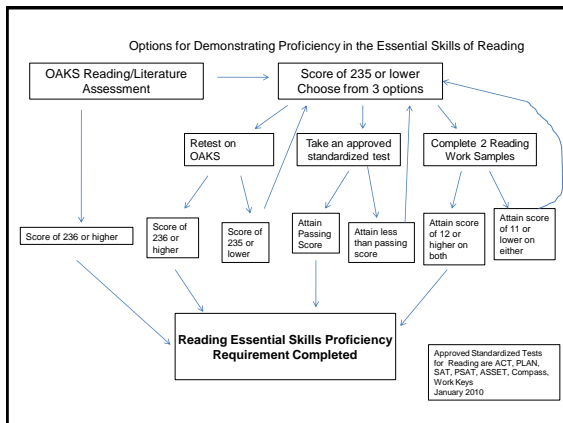
The First Essential Skill - Reading

Options for Demonstrating Proficiency in the Essential Skills of Reading

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Reading Requirements:

- Two reading work samples *(at least one informative)*

    a. 1 informative + 1 literary, <u>or</u>:
    b. 2 informative

    Length and Lexile Level

- Total score of 12 or higher

    a. 6 point scale
    b. 3 traits:
        - Demonstrate Understanding
        - Develop Interpretation
        - Analyze Text
    c. No trait lower than 3
    d. Scores of 4, 4, 4 or a combination of 3, 4, 5

- Reading Assessment
http://www.ode.state.or.us/search/page/?=2580

- Scoring Guides
http://www.ode.state.or.us/search/page/?=32

Professional Development

- Assessment
  - Train Administrators
  - Train Teachers
    - Pre-test
    - Take actual assessment
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
    - Revision Options
  - Plan for District
    Assessment System

ODE Essential Skills Toolkit:
Steps to developing assessments

Step 1: Review Essential Skills Requirements
Step 2: Establish Local Goals and Timelines
Step 3: Survey Existing Resources
Step 4: Plan for Special Needs Populations
Step 5: Plan for Professional Development
Step 6: Develop Support Structures
Step 7: Build Your Local Assessment Plans
Step 8: Develop Record-Keeping and Progress
Tracking Systems
Step 9: Review Local Policies and Procedures
Step 10: Review and Assemble Plans

ODE Essential Skills Toolkit
Step 5 – Professional Development

- Assessment
  - Train Administrators
  - Train Teachers
    - Pre-test
    - Take actual assessment
    - Assessment Options
    - Task Requirements
    - Scoring & Reliability
    - Revision Options
  - Plan for District Assessment System

- Instructional Implications
  - We want ALL students to read and think critically
    - Read and respond to rigorous text
    - Practice and complete similar tasks
    - Receive feedback for revision
    - Provide opportunities to learn the needed skills (starting in HS is too late!)

Work Sample Task Template for Instruction

Use Strategically

-to provide students with the opportunity to become familiar with the task demands

-to provide students with the opportunity to use the scoring and revision format

See the Bethel Website for template and directions

Considerations for Creating a Template for Instruction

1. Locate and select relevant text

   Some possible websites include:
   - Kelly Gallagher, How Stuff Works, Discovery Kids, National Geographic, Tween Tribune, OSLIS GALE Databases

GALE Databases

Considerations for Creating a Template for Instruction

1. Locate and select relevant text

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    - Kelly Gallagher, How Stuff Works, Discovery Kids, National Geographic, Tween Tribune, OSLIS GALE Databases

2. Lexile Analyzer (optional)

What is a Lexile?

- Based on two strong predictors of how difficult a text is to comprehend: word frequency and sentence length
- The idea is simple: if we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will likely understand the book
- Used to determine students' reading ability and the readability of text
    - Lexile Analyzer http://www.lexile.com/analyzer/
    - Lexiles http://lexile.com   (end of chapter 2 4-8-2011 am)

Teaching Literacy Strategies
Every Teacher, Every Day

Resources include:

- K-12 Literacy Framework
  http://www.ode.state.or.us/search/page/?id=2838

- ACCESS Toolkit

- IES Practice Guide - Improving Adolescent Literacy: Effective Classroom and Intervention Practices

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Other Considerations

- Common Core State Standards will require skills be applied to rigorous text

- The Smarter Balanced Assessment will match this level of rigor

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COMMON CORE
STATE STANDARDS
OREGON

Common Core State Standards for *English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects*

Architecture of the CCSS ~ CCR is the Backbone of the CCSS

- **Designed using end-of-grade 12 College and Career Readiness Standards (CCR)**
- **Designed backward from grade 12 CCR standards down to kindergarten**
- **CCR Anchor Standards:**
  - 10 for Reading, customized as follows:
    - Literature (10)
    - Informational Text in English Language Arts (10)
    - Informational Text in History/Social Sciences Science, and Technical Subjects (10)
  - 10 for Writing in ELA & History/Social Sciences, Science, and Technical Subjects (10)
  - 6 for Speaking and Listening
  - 6 for Language
    - 1-3 for Conventions for Standard English—grammar, punctuation. usage
    - 4-6 for Vocabulary Acquisition and Use

COMMON CORE STATE STANDARDS
OREGON

Common Core State Standards for *English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects*

Standard 10: Range, Quality, and Complexity of Student Reading

➢ **Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade.**

➢ **Text complexity is defined by:**

1. Qualitative measures –levels of meaning, structure, language conventionality and clarity, and knowledge demands
2. Quantitative measures –readability and other scores of text complexity
3. Reader and Task –background knowledge of reader, motivation, interests, and complexity generated by tasks assigned
     -Independent, Instructional, Frustrational

See Appendix B for range of text types & exemplar texts & Appendix A for Text Complexity.

Lexiles and Text Complexity

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K–1	N/A	N/A
2–3	450L–725L	450L–790L
4–5	645L–845L	770L–980L
6–8	860L–1010L	955L–1155L
9-10	960L–1115L	1080L–1305L
11–CCR	1070L–1220L	1215L–1355L

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

COMMON CORE STATE STANDARDS
OREGON

Common Core State Standards for *English Language Arts and Literacy in History/ Social Studies, Science, and Technical Subjects*

New tests tied to the Common Core State Standards are projected to be in place for 2014-2015 school year

– New assessments will be computer-based and given several times during the school year

– More than just multiple choice and more focus on application of knowledge

  • Selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

– Oregon along with 30+ other states will use the Smarter Balanced Assessment

Bethel District Plan

- Essential Skills – Instructional Implications
  - Begin with Reading Work Samples in Grade 6 - 8 this year and will move to elementary level in the future
- Essential Skills Requirement for Graduation
  - High School Practice Work Sample
  - Consortium (ESD + Multiple Districts)
    - Secure Tasks
    - Blind Scoring

Tracking Student Progress

- Bethel will begin tracking student progress on the Essential Skills beginning in 3rd grade using OAKS and Writing Work Samples for grades other than 4, 7 & 11.

- Each grade level must take responsibility for students meeting Essential Skills and for high school graduation.

Essential Skills Report

2009-10 Essential Skills Report

Teacher Name:

Grade: 4

Student Name	Math Score	Math PL	Read Score	Read PL	Writing Score	Writing PL
	219	M	225	E	32	M
	210	D	212	M	24	D
	218	M	213	M	32	M
	220	M	209	D	32	M
	211	D	226	E	32	M
	218	M	215	M	30	D
	213	M	209	D	26	D
	224	M	227	E	34	M
	225	E	211	M	32	M

Closure

1. Develop a system to ensure that all students will be able to demonstrate the Essential Skills of Reading
2. Address both assessment and instruction
3. Emphasize daily instruction and practice
4. Provide ongoing and targeted professional development