Teacher Guide

Purpose

There are three main purposes for a district-wide literacy assessment:

- To inform instruction throughout the year
- To allow staff to understand how a student's literacy has progressed over time (not meant to be used as the main focus of formal reporting)
- To identify themes for the district to focus on and support

Supporting all Learners

- Students should receive accommodations identified in their IEP/ Learning Plan when they complete this assessment
- Any student is able to have extra time to complete the assessment
- Accessible versions are available (Google Read&Write) for both the reading and written response sections of the assessment (grade 3-8).

Entry Points

- For any student who needs an entry point, it is entirely appropriate to ask them to do specific sections only--**there is no expectation that every student completes the entire assessment**

Recommended Timing

The fall assessment is intended to be administered at some point during the first four weeks of the school year (ideally as soon as possible). This assessment *for* learning will provide the teacher with a baseline for each student in the class, in order to create plans for intervention and classroom-based support or adaptation.

The spring assessment is intended to be administered in late May/early June. This assessment will provide teachers with information on student progress and growth. Scores for the spring assessment will be entered into MyEd.

Grade Specific Information

K, Grade 1 and Grade 2 Assessments

Information:
- The Grade 1 and 2 assessments have embedded instructions and teacher prompts

To do:
1. Print one copy of the assessment for each student
2. Print one copy of the Student View materials
3. Follow the prompts to administer the assessment
4. You will be provided with a paper copy of a specific class list. On this list, record **only** the **overall proficiency** for each student:
   - Emerging (EMG)
   - Developing (DEV)
   - Proficient (PRF)
   - Extending (EXT)
5. Return this list to your school's clerical staff who will coordinate importing the results into MyEd.

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Grade 3-8 Assessments

Information:
- Review the teacher instructions for grades 3-8 carefully (found below)

To do:
1. Print the reading text, student response sheet, running record and assessment rubric (one per student)
2. Print one copy of the Quick Guide-Running Record Notations Sheet (for teacher use)
3. Explain the purpose of the assessment to students
4. Follow the steps in the teacher instructions (below)
5. You will be provided with a paper copy of a specific class list. On this list, record **both** the **overall proficiency** and the **running record** for each student:

   - Emerging (EMG)
   - Developing (DEV)
   - Proficient (PRF)
   - Extending(EXT)

   - Easy (E)
   - Instructional (I)
   - Difficult (D)

6. Return this list to your school's clerical staff who will coordinate importing the results into MyEd.

Évaluation de littératie du district scolaire

Teacher Instructions Grade 3-8

Explain the Purpose to Students
- To show what they know and can do in reading
- To show how well they understand what they are reading
- To help teachers understand the skills they need to teach this year

Activate Prior Knowledge
- For the prediction activity, have a brief class discussion, brainstorming about the topic
- Students will work on the prediction activity on the student response page

Complete the Assessment
- As an extension, the teacher could ask individual students to write an additional reflection response

Individual Reading Conferences
- Allow students enough time to read the text before you call on them for their individual conference with you
- All student conferences need not be completed on the same day

Running Record Excerpt
- Ideally, when completing a running record the text is seen by the student for the first time (without pre-teaching).
- The teacher asks the student to read the text aloud
- The teacher annotates a copy of the text noting miscues using the Quick Guide - Running Records Notations Sheet
- The teacher will total the number of errors to determine the level of difficulty. Repetitions and self-corrections do not count as errors
- If it is necessary to tell the student a name or proper noun, it would count as only one error at the beginning of the passage. Mispronounced names do not count as an error
- The teacher may make additional notes on fluency or other observations
- Please note: the Running Record portion of the DLA is not a complete analysis. It gives only an accuracy rate for the reading passage and does not include the next levels of analysis for sources of information used and neglected in errors or self corrections. These levels of analysis may be covered by other assessments, Benchmark or Running Record samples administered by classroom teachers

Marking Guide
- Record student performance on assessment rubrics
- The same rubric should be used for both fall and spring assessments (use different colours to indicate student progress)