

Early Literacy Profile

FACILITATOR'S GUIDE

• Provided by the New York State Education Department •



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
www.nysed.gov

**THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University**

CARL T. HAYDEN, <i>Chancellor</i> , A.B., J.D.	Elmira
DIANE O'NEILL MCGIVERN, <i>Vice Chancellor</i> , B.S.N., M.A., Ph.D.	Bayside
J. EDWARD MEYER, B.A., LL.B.	Chappaqua
ADELAIDE L. SANFORD, B.A., M.A., P.D.	Hollis
SAUL B. COHEN, B.A., M.A., Ph.D.	New Rochelle
JAMES C. DAWSON, A.A., B.A., M.S., Ph.D.	Peru
ROBERT M. BENNETT, B.A., M.S.	Tonawanda
ROBERT M. JOHNSON, B.S., J.D.	Lloyd Harbor
ANTHONY S. BOTTAR, B.A., J.D.	Syracuse
MERRYL H. TISCH, B.A., M.A.	New York
HAROLD O. LEVY, B.S., M.A. (Oxon.), J.D.	New York
ENA L. FARLEY, B.A., M.A., Ph.D.	Brockport
GERALDINE D. CHAPEY, B.A., M.A., Ed.D.	Belle Harbor
RICARDO E. OQUENDO, B.A., J.D.	Bronx
ELEANOR P. BARTLETT, B.A., M.A.	Albany
ARNOLD B. GARDNER, B.A., LL.B.	Buffalo

President of The University and Commissioner of Education

RICHARD P. MILLS

Chief Operating Officer

RICHARD H. CATE

**Deputy Commissioner for Elementary, Middle, Secondary, and Continuing
Education**

JAMES A. KADAMUS

Assistant Commissioner for Curriculum, Instruction, and Assessment

ROSEANNE DEFABIO

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services, and activities. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity, Ethics, and Access, Room 152, Education Building, Albany, NY 12234.

Table of Contents

Acknowledgments	iv
Information for Facilitators	1
Leading the Professional Development	
Sessions	5
Session I .....	.6
Session II .....	.12
Session III .....	.16
Session IV .....	.20
Handouts	23
Frequently Asked Questions .....	.24
Principles for Conducting Reliable and Valid Assessments .....	.27
Elements of Effective Literacy Instruction .....	.28
Bibliography .....	.29
Common Reading Evidence .....	.30
Common Writing Evidence .....	.37
Overhead Templates	41

Acknowledgments

We would like to recognize the invaluable contributions of Beverly Falk and Suzannah Ort of the National Center for Restructuring Education, Schools, and Teaching (NCREST), and Judith Rothstein, an English language arts consultant to the Department. We thank the following principals, teachers, and students:

Brittonkill Central School District

Lauretta McGuirk, Principal, Tamarac Elementary School

Karen Trachsler and Judith Glass and their first grade students

New York City Community School District #30

Milady Baez, Principal, Christa McAuliffe P.S. 149

Marcia Elwarari and her first grade students

Education Department staff who participated in the development of the Facilitator's Guide include:

Marcia Clash

Virginia Hammer

Doris Hill-Wyley

Karen Kolanowski

Jacqueline Marino

Barbara Nussbaum

Anne Schiano

Candace Shyer

Sue Updike-Porter

Patricia Webster

Fran Wilson

Technical expertise was provided by Major Capers, Jan Christman, Peggy Hasselwander, Claire Manias, and Patricia Mulligan.

Information for Facilitators

I. Purpose of the Early Literacy Profile Facilitator’s Guide

This document offers guidance to those responsible for providing professional development to teachers who will use the Early Literacy Profile. The guide is designed to be used by administrators, supervisors, Teacher Center and BOCES staff, and others responsible for staff development.

II. Professional Development Participants Can Include:

- Pre-K through grade 3 staff
- Reading teachers
- ESL staff
- Special education staff
- Administrators

III. Why Professional Development Is Needed

Each teacher who uses the Early Literacy Profile will observe children in the context of classroom life and gather evidence about children’s progress toward meeting the State’s standards in English language arts. To use the profile, a teacher looks at what the individual child is able to do as a reader, writer, speaker, and listener. Staff development is needed to prepare teachers to collect and use this evidence to inform instruction.

IV. Organizing Professional Development Sessions

Logistics of Planning:

- Suggested group size—no more than 50
- Suggested space arrangements:
 - Round tables for 6 to 8 to allow sharing among participants
 - Clear sight lines for viewing videos and overhead projections

Materials:

- Early Literacy Profile
- Video
- Samples of children’s work
- Overhead templates
- Handouts for participants

Equipment:

- VCR and monitor
- Overhead projector
- Screen or blank white wall
- Round tables for 6 to 8 (ideal)
- Supplies for each table such as highlight pens, paper, and sticky notes

Scheduling Possibilities:

To introduce the Early Literacy Profile, districts/schools need to plan a professional development schedule based upon their resources. It is recommended that professional development be spread out over time to allow staff to:

- Become acquainted with the profile
- Practice using and scoring the profile with a limited number of students (4 to 6)
- Reflect on how the profile informs teaching

The Facilitator's Guide outlines a four-session approach to the delivery of professional development; this approach allows for the collection of evidence between sessions. Facilitators may design alternate schedules such as two full days or 6 to 8 after-school sessions.

Listed below is a plan for organizing the professional development in four sessions. Allow approximately three hours for each session.

Session I: Overview of the profile and introduction to collecting the reading evidence

Session II: Scoring the reading evidence, using diagnostic tools, and collecting the writing evidence

Session III: Scoring the writing evidence and collecting the listening/speaking evidence

Session IV: Examining all of the evidence and discussing implications for instruction

Leading Professional Development Sessions

Session I

1. Introduction

A. Goals of this Professional Development

- Provide orientation to the Early Literacy Profile.
- Practice using the profile.
- Provide time to reflect on the evidence and its implications for teaching and learning.

B. What is the Profile?

VIDEO: Show video Segment 1 – one teacher’s description of the profile.

Session I–Overhead 1

The Early Literacy Profile is a holistic assessment of children as:

- ✓ Readers
- ✓ Writers
- ✓ Listeners
- ✓ Speakers

Facilitator’s Notes:

Highlight the holistic nature of the assessment and the purposes of language use.

Session I–Overhead 2

The Early Literacy Profile is an assessment for early elementary grades that:

- ✓ Supports learning
- ✓ Informs instruction and
- ✓ Can be used for accountability purposes

Facilitator’s Notes:

Provide examples for each bullet on the overhead.

Session I–Overhead 3

The Early Literacy Profile is:

- ✓ A small set of standardized tasks
- ✓ Completed in the context of classroom life
- ✓ Collected in October and May
- ✓ Evaluated in relation to developmental scales

Facilitator’s Notes:

Inform participants that they will have an opportunity to practice all of the tasks during professional development sessions and in the classroom with 4 to 6 of their own students.

C. What is the Profile Used For?

Session I—Overhead 4

The Early Literacy Profile will:

- ✓ Demonstrate student progress over time
- ✓ Build teachers' capacity to support students' literacy development
- ✓ Identify students who require support
- ✓ Provide information about performance trends

Facilitator's Notes:

The Early Literacy Profile can be used to:

- Demonstrate student progress over time to teachers, students, and their families;
- Build teacher capacity to support student literacy development and progress toward the ELA standards;
- Identify students who require intervention or extra supports to meet the standards by the time of the fourth-grade assessment;
- Satisfy the Title I requirement to show that children are making progress as a result of instruction; and
- Provide information about performance trends of groups of students to help administrators and policy makers make decisions about where resources are most needed.

D. Why Use this Kind of Assessment?

Session I—Overhead 5

The Early Literacy Profile:

- ✓ Is standardized
- ✓ Is an indicator of literacy learning
- ✓ Produces scores that can be aggregated for public reporting

Facilitator's Notes:

- The profile has been piloted over three years; 1,200 students and 75 teachers in grades 1 to 3 have been involved.
- It reveals student progress over time.
- It emphasizes what children can do.
- It is criterion referenced.
- It provides multiple forms of evidence.
- It measures use of knowledge and skills in real-world contexts.

E. What are the Sections of the Profile?

Session I—Overhead 6

The Early Literacy Profile consists of five sections:

- ✓ Reading Evidence
- ✓ Writing Evidence
- ✓ Listening/Speaking Evidence
- ✓ Diagnostic Tools
- ✓ Forms

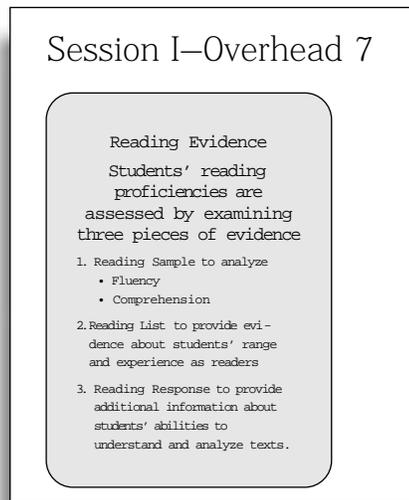
Facilitator's Notes:

Walk through the profile with participants.

- Highlight the sections, using the table of contents.
- Point out how the profile is linked to the standards, using the chart on page 1 of the profile.
- Highlight the information on page 3 regarding those whose native language is not English and those who have special needs.
- Review cover pages for each section and note that each of these sections will be dealt with in depth during the professional development.

2. Collecting the Reading Evidence

A. Three Pieces of Reading Evidence



B. Reading Sample

Refer to pages 9 to 14 in the profile.

- Review side 1 and side 2 of the Reading Sample form.
- Emphasize the importance of the teacher's written comments as an aid to memory.
- Provide time for participants to review Reading Sample descriptors for fluency.
- Discuss and clarify descriptors as needed.
- Discuss suggested prompts for comprehension interview.

VIDEO: Show video Segment 2 – collecting reading evidence.

- Show Part A (a child reading the book, *More Spaghetti, I Say*).
- Participants will independently practice completing the Reading Sample, side 1 (fluency).
- Show Part B (comprehension interview between a teacher and student).
- Participants will independently practice completing the Reading Sample, side 2 (comprehension).
- Discuss observations and comments recorded on the Reading Sample.

C. Reading Lists

Refer to pages 15 and 16 in the profile.

Session I—Overhead 8

_____ 's Reading List

Fall/Spring

Title: _____

Author: _____

Type of text: fiction non-fiction poetry

I read this book: alone with an adult with a partner or group

Reading this book was: easy just right hard

My Opinion: I didn't like it it was okay I liked it I loved it

Comments: _____

Facilitator's Notes:

- Use with younger children or children with larger handwriting.
- Use one form for each book.

Session I—Overhead 9

FALL _____ 's Reading List

Date	Title and Author	Type of Text (fiction, non-fiction, poetry, etc.)	I read this book:			Reading this book was:			My Opinion 1 - didn't like it 2 - okay 3 - great 4 - great	Comments
			alone	with an adult	with a partner or group	easy	just right	hard		

Facilitator's Notes:

- Child completes form independently, if possible.
- Use with children who are able to record the information in the boxes provided.

D. Reading Response

Refer to page 17 in the profile.

Session I—Overhead 10

Reading Response

Choose a text that you have read. Write a letter to a friend

about this text:

In the letter:

- Tell your friend what the text was about
- Discuss one part that you liked or didn't like
- Tell your friend why you think she/he would like (or not like) this text.

Title: _____

Author: _____

Reading this book was:

<input type="checkbox"/> easy	<input type="checkbox"/> alone
<input type="checkbox"/> just right	<input type="checkbox"/> with an adult
<input type="checkbox"/> hard	<input type="checkbox"/> with a partner or group

Today's date: _____

Dear _____

Sincerely, _____

(your name)

Facilitator's Notes:

- Reading Response will be used as both reading evidence and writing evidence.
- Student should complete Reading Response independently.
- Based on student's stage of development, the Reading Response may consist of a child's writing, drawings, or marks on the page.

Assignment:

Choose 4 to 6 children to pilot the entire profile in your classroom. It is suggested that you choose children with a range of abilities, including fluent and struggling readers. In preparation for the next session, collect all three pieces of reading evidence for each child selected. Bring the evidence to the next session.

Session I Handouts:

- The profile
- Blank copies of the Reading Sample, Reading List, and Reading Response forms
- Frequently Asked Questions
- Principles for Collecting Reliable and Valid Assessments
- Elements of Effective Literacy Instruction
- Bibliography

Session II

Reflection: What did you learn about one child in your classroom by completing the reading evidence?

1. Overview of the Reading Scale

A. Stages of Literacy Development

Session II—Overhead 11

Reading Stages

The reading evidence is evaluated holistically (in the fall and again in the spring in relation to a reading scale that describes a continuum of reading progress:

Emergent reader—
early and advanced

Beginning reader—
early and advanced

Independent reader—
early and advanced

Experienced and
very experienced
reader

Facilitator's Notes:

- Review four major stages.
- Review eight scale points.

B. Dimensions of Reading

Session II—Overhead 12

The Reading Scale describes criteria for student progress in the following dimensions of reading:

- ✓ Text difficulty
- ✓ Strategies
- ✓ Comprehension

Facilitator's Notes:

- For **characteristics of text**, the evidence is the Reading Sample, Reading List, and Reading Response.
- For **reading strategies**, the evidence is the Reading Sample (fluency) and the Reading Response.
- For **comprehension skills**, the evidence is the Reading Sample (comprehension), Reading Response, and Reading List (comments).

C. Scoring the Reading Evidence

Refer participants to the Reading Scale (handout).

- Highlight the continuum of development illustrated by the descriptors in the stages.
- Discuss the nature of holistic scoring – one overall score that best reflects where the child falls on the scale.
- Decide on general stage first, then decide whether the scale point is early or advanced.

2. Using the Reading Scale

Refer participants to “Using the Reading Scale” on pages 6 to 8 of the profile.

A. Important Tips for Teachers

- Not all of the scale descriptors will be found in every sample of a student’s work.
- The descriptors rarely are found in one scale point – student work often has qualities that are described in adjacent scale points.
- The final score should be determined by a holistic judgment of which scale point is the best and strongest description of the majority of the evidence.
 - ✗ Use a separate scale sheet for each student.
 - ✗ Use a highlight pen to identify the descriptors on the scale that match the evidence in the student’s work.
 - ✗ Mark the scale sheet in one color of highlight pen in the fall and another color in the spring.

B. Practicing with Common Evidence (handouts, pages 30-36)

- Work in pairs to examine the common pieces of reading evidence for “Lauren” (two pieces of reading evidence) and for “Maggie” (three pieces of reading evidence).
- Discuss what each child is able to do as a reader.
- Using a separate Reading Scale for each child, underline the descriptors on the scale that best match the reading evidence.
- Assign a score from 1 to 8 in two phases: choose stage first; then decide whether it is early or advanced.
- Discuss as a table group the assigned score(s) and defend choices by referring to the evidence.
- Arrive at a consensus score for each child; ask table groups to report their consensus scores to the entire group of participants.
- Discuss and arrive at a consensus score for the entire group.

C. Practicing with Evidence from Classrooms

- Independently practice scoring evidence collected in individual participants’ classrooms.
- Exchange all reading evidence collected for one child with a partner.
- Score partner’s evidence.
- Compare and discuss results.
- Repeat this sequence with two or more sets of evidence.

3. Additional Diagnostic Tools

Note: The Early Literacy Profile also includes five diagnostic tools that can be used with children in the early stages of reading development.

Session II—Overhead 13

Diagnostic Tools

- ✓ Group Rhyme Awareness
 - ✓ Lower case Alphabet Recognition
 - ✓ Letter-Sounds
 - ✓ Spelling
 - ✓ High Frequency Word Identification
- To Assess
- ✓ Phonological awareness
 - ✓ Alphabet knowledge
 - ✓ Letter-sound Knowledge
 - ✓ High frequency word identification

Facilitator's Notes:

- Refer participants to pages 30 to 40 of the profile for directions on how to use these tools and to the forms section of the profile.
- Highlight the purpose of each tool.
- Point out that the diagnostic tools are scored separately; information is used to inform decision about placement on Reading Scale.

4. Collecting the Writing Evidence

A. Three Forms of Writing Evidence

Session II—Overhead 14

Writing Evidence

Student's abilities to use written language to express ideas and to communicate effectively are assessed by examining three forms of evidence:

- ✓ Story narrative—first draft
- ✓ Story narrative—second draft OR another first draft of a different writing sample (for students in early stages of writing development)
- ✓ Reading Response—the same one that was completed for the Reading Evidence section

Facilitator's Notes:

- The reading response provides evidence of both reading and writing.
- For students in the early stages of writing, two first drafts of different stories may be collected.
- For more experienced writers, collect a first draft and a revision.
- Remind participants that students need many opportunities to practice writing (1,000 words a month) prior to collection of the writing evidence.

B. Examining Common Writing Evidence (handout and/or overhead)

Session II—Overhead 15

The image shows a handwritten student response on a 'Reading Response' form. The student has written the title 'Spaghetti' and the author 'Stephanie'. The response text is: 'It was about spaghetti and about a problem because the friend wants to play but the other friend would not and he will throw the spaghetti away. They will do the opposite. I like when she was eating out of the truck. I think Stephanie will like it too because she will think this is funny.'

Facilitator's Notes:

- Ask participants to describe the child's work.

Characteristics: Grade 1, spring. Content of child's written response:

"It was about spaghetti and about a problem because the friend wants to play but the other friend would not and he will throw the spaghetti away. They will do the opposite. I like when she was eating out of the truck. I think Stephanie will like it too because she will think this is funny."

- Elicit comments about use of details, language, and conventions, focusing on what the child can do.
- Repeat this process with another sample of student writing.

Session II—Overhead 16

The image shows a handwritten student response on a 'Reading Response' form. The student has written the title 'Cocker Spaniels' and the author 'Stephanie B. Kellen'. The response text is: 'Cocker Spaniels was a wonderful book because it gives you all the great info you need to know. There are cute and wonderful pictures of dogs. Info for what they eat what they like to play with. Just so much info waiting for you. So have a great time reading the story, if you?'

Facilitator's Notes:

- Characteristics: Grade 3, fall. Content of child's written response:

"Cocker Spaniels was a wonderful book because it gives you all the great info you need to know. There are cute and wonderful pictures of dogs. Info for what they eat what they like to play with. Just so much info waiting for you. So have a great time reading the story, if you?"

Assignment:

- If there is a student in your sample at the emergent or beginning reading level, use diagnostic tools to collect additional evidence.
- Collect writing evidence from the same sample of 4 to 6 children. The Reading Response form, which has already been collected, is part of the writing evidence.
- Remind participants that all three pieces of the writing evidence will be needed at the next session.

Session II Handouts:

- Common reading evidence—Handouts A ("Lauren") and B ("Maggie").
- Blank copy of Reading Scale form
- Samples of student drawing/writing

Session III

Reflection: What did you learn about one child in your classroom by completing the writing evidence?

1. Overview of the Writing Scale

A. Stages of Writing

Session III—Overhead 17

Writing Stages

Writing evidence is collected and evaluated holistically (in the fall and again in the spring) in relation to a writing scale that describes a continuum of writing progress:

- ✓ Emergent writer—early and advanced
- ✓ Beginning writer—early and advanced
- ✓ Independent writer—early and advanced
- ✓ Experienced and very experienced writer

Facilitator's Notes:

- Review four major stages.
- Review eight scale points.

B. Dimensions of Writing

Session III—Overhead 18

The Writing Scale describes criteria for student progress in the following qualities of writing:

- ✓ Development, meaning, and language use
- ✓ Organization
- ✓ Conventions

Facilitator's Notes:

- Review qualities on the scale.
- For **development, meaning, and language use**, the evidence is taken from the story/narrative and the reading response.
- For **organization**, the evidence is taken from the story/narrative and the reading response.
- For **conventions**, the evidence is taken from the story/narrative and the reading response.

Reminder: Two first drafts may be collected from students in the early stages of writing development.

C. Scoring the Writing Evidence

Refer participants to the Writing Scale (handout).

- Highlight the continuum of development illustrated by the descriptors in the stages.
- Discuss the nature of holistic scoring – one overall score that best reflects where the child falls on the scale.
- Decide on general stage first, then decide whether the scale point is early or advanced.

2. Using the Writing Scale

Refer to Important Tips for Teachers on page 13 under “Using the Reading Scale.”

A. Practicing with Common Evidence (handouts, pages 37-39)

- Work independently to mark the descriptors that best match the dimensions illustrated in the student’s work.
- Assign a score from 1 to 8 in two phases: choose stage first; then decide whether it is early or advanced.
- Discuss as a table group the independently assigned score(s) and defend choices by referring to the evidence; arrive at a consensus score.
- Ask each table group to report its consensus scores to the entire group of participants.
- Discuss and arrive at a consensus score for the entire group.

Characteristics: Grade 1, spring. Content of child’s written work:

- Handout C
“You will like this because it is not real and I like it because it wasn’t spilt milk. This is my favorite part the cake”
 - Handout D
“Today is a new month it is March I Love March on Wednesday we will publish our favorite journal.”
 - Handout D
“Today we are going to the library. I love the library. It is so so so much fun.”
- Note: “Maria” wrote first in pencil and then went over each word with a different color crayon—pink, orange, purple, red, yellow, black, and blue.*

B. Practicing with Evidence from Classrooms

- Independently practice scoring evidence collected in individual participants’ classrooms.
- Exchange with a partner all writing evidence collected from one child.
- Score partner’s evidence.
- Compare and discuss results.
- Repeat this sequence with two or more sets of evidence.

3. Summary of Discussion Points

- Ask participants to think about and discuss the reading and writing evidence collected to date.
- How close were independently assigned scores and what accounted for differences, if any?
- What strategies were effective when collecting evidence within the context of the classroom?

4. Overview of the Listening/Speaking Scale

A. Stages of Listening/Speaking

Session III—Overhead 19

Listening/Speaking Stages

Listening/Speaking evidence is evaluated holistically (in the fall and again in the spring) in relation to the Listening/Speaking Scale that describes stages of oral language development:

- ✓ Emerging
- ✓ Beginning
- ✓ Independent
- ✓ Experienced

Facilitator's Notes:

- Review four major stages.

B. Dimensions of Listening/Speaking

Session III—Overhead 20

The Listening/Speaking Scale describes criteria for student progress in the following qualities of oral language:

- ✓ Responsiveness
- ✓ Participation
- ✓ Clarity
- ✓ Organization

Facilitator's Notes:

- Review the four qualities on the scale.
- Remind participants that listening and speaking evidence must be collected in the classroom.
- Evidence is collected when children are actively engaged as listeners and speakers (such as in conversations between students, group meetings, book talks, reports, or presentations).

VIDEO: Show video Segment 3 - children engaged in listening/speaking experiences.

Note: You may show the video twice, focusing on a different child each time.

- Participants will independently practice completing the listening and speaking scale. Engage participants in a discussion about how best to manage the collection of this evidence.
- Discuss the importance of recording notes in the “Context of Observation” section of the form in order to help the teacher recall the situation in which the child was observed.

Assignment:

Collect and scale listening/speaking evidence and complete a scale for each of the 4 to 6 children in your sample. Bring all forms of completed evidence (reading, writing, listening and speaking) to the next session.

Session III Handouts:

- Common writing evidence—use Handouts A (“Lauren”) and B (“Maggie”) from Session II, and Handouts C, D, and E (“Maria”).
- Blank Writing Scale form
- Blank Listening/Speaking Scale form

Session IV

Reflection: Ask participants to share the experience of collecting the listening and speaking evidence. What went well? What was difficult? Encourage participants to describe the classroom situations that enabled them to collect listening and speaking evidence.

1. Using the Profile to Inform Instruction

Session IV—Overhead 21

Integrating Assessment and Instruction

Assessment

- What do we do? (collect?)
- What do I look for?

Reflection

- What did I see?
- What do I record?
- What do I think about it?

Instruction

- How do I modify my practice based on what I've learned?

Individually

With others

Facilitator's Notes:

- Walk through the cycle, using the overhead.
- Use the overhead to engage participants in discussion of how the profile can be used to inform instruction.
- Highlight the need to think about instruction that may affect the individual child as well as groups of children or the whole class.

2. Reviewing the Evidence

- Participants will independently select one child and review all of the evidence collected for reading, writing, listening, and speaking. Ask participants to think about the child's progress in literacy.
- At each table, select one person to share assessment results and describe impact of results on his or her practice. Then invite members of the group to comment or make suggestions. Repeat around the table as time allows.

3. Managing the Collection of Evidence

VIDEO: Show video Segment 4 – teacher discusses how to make the process work.

- What are some things you notice about the first-grade classroom that support literacy development?
- What points does the teacher make about how knowledge gained from the profile influences how she works with individuals and groups of children?
- How have you used the information from your sample of children to plan classroom activities or experiences?
- How does the teacher in video Segment 4 use information from the profile to communicate with families?
- How might children's progress in reading, writing, listening, and speaking be supported as they move from grade to grade?
- As children move through the early primary grades, what aspects of the learning environment need to persist or change?

4. Uses of the Early Literacy Profile

Teachers report that they use the profile to:

- Keep track of individual children's progress.
- Identify students who need additional supports such as extended-day and summer programs.
- Share information with:
 - ✗ Families
 - ✗ Other teachers within and across grade levels; and
 - ✗ Administrators.
- Meet Title I assessment requirements.
- Identify performance trends in a building or district.

5. Concluding Remarks/ Next Steps

Handouts

Including:

Frequently Asked Questions

Principles for Conducting Reliable and Valid Assessments

Elements of Effective Literacy Instruction

Bibliography

Common Reading Evidence

Common Writing Evidence

Frequently Asked Questions

...About the Reading Sample

Q: How should the text for the Reading Sample be chosen?

A: The student should be encouraged to select the text (since interest plays a powerful role in affecting student performance), but the teacher should exercise professional judgment as to the suitability of the difficulty level of the text. The text should be at the student's instructional level (i.e., should elicit no more than one miscue for every ten words), and should be a text that the student has not read before.

Q: Should I discuss the chosen text with the student before taking the Reading Sample?

A: Thumbing through to look at the pictures and noting title and author are acceptable before taking the Reading Sample.

Q: What happens if the student “gets stuck” on a word. Should I help the student?

A: First encourage the student to use letter-sound, picture, or context clues to identify the word. If the student is unsuccessful, tell the student to skip the word and continue reading. If not, tell the student the word and note on the form that the word was supplied.

Q: How much text does the student need to read for the Reading Sample?

A: Readers in early stages of development should read the entire text. Readers who are using long and more challenging texts should read a few paragraphs (enough for the teacher to get a sense of fluency).

Q: How do I get a fluency sample of an unfamiliar text and also conduct an interview to assess comprehension with students who are reading chapter books?

A: Do the Reading Sample with the student when s/he is more than halfway through the book chosen for the Reading Sample. Have the child read the next unfamiliar part, and interview the student about what has been read. In the comment section on the comprehension side, note which questions the student was unable to answer because s/he had not completed the text.

Q: How can I manage my classroom so that I can take a Reading Sample from all of my students?

A: Many teachers have found that an independent reading time or a time for guided reading in a small group is most conducive to collecting samples. Some schools have used nonclassroom personnel (reading teachers, aides, and/or paraprofessionals) to assist in the classroom while the teacher works with students one-on-one to collect the sample reading evidence.

Q: Do I have to use the Reading Sample form?

A: It is important to use the Reading Sample form to record the evidence collected during the Reading Sample interview. Also, the form increases the teacher's awareness of what to look for as the student reads.

...About the Reading List

Q: What kinds of texts should be recorded on the Reading List?

A: Any text that the student has read should be recorded.

Q: Should the texts on the Reading List include those that the student has read at home as well as in school?

A: What is most important is that someone has verified that the student has read the text with understanding.

Q: How can completion of the Reading List be managed with very young children who read lots of short texts and may have difficulty recording the information?

A: Choose one text per week to record. Teach the children as a group to fill out the form, and provide a special time each week to do this during the month the profile is administered. Young children learn a lot about reading and writing through such an activity.

...About the Reading Response

Q: How many Reading Response forms are required?

A: Only one Reading Response form is required for each administration of the profile.

...About Using the Early Literacy Profile with Children Whose Native Language is Not English

Q: How can the Early Literacy Profile be used with children who speak languages other than English?

A: Children who come from culturally or linguistically diverse backgrounds bring multiple perspectives and skills to the challenge of learning to speak, read, and write English. When presented with differences, it is important that teachers do not equate difference with deficit.

While the Early Literacy Profile is written in English, the format can be used to assess children who speak, read, and write in languages that are based on the alphabetic principle and for which there are instructional materials and resources. Some teachers have used the profile to assess their students in both English and their home language, assigning separate scores for English and for the children's home language. In such situations, the comment section of the Reading Sample form becomes critically important for noting details about progress.

...About Using the Early Literacy Profile with Children Who Have Special Needs

Q: How can the Early Literacy Profile be used with children who have disabilities and/or special needs?

A: The Early Literacy Profile is one indicator of how students will perform on the State's mandated fourth-grade English language arts test. It is expected that the vast majority of students who have been identified as having disabilities or special needs will participate in State testing. If the Early Literacy Profile is adopted as a local assessment, it is important to ensure that students with disabilities have access to the testing accommodations or assistive technology devices identified on their Individualized Education Program (IEP). These test accommodations must be provided not only in State testing, but also in all local assessment situations.

Assistive technology devices and test accommodations enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers. These accommodations provide an opportunity for students with disabilities to demonstrate their mastery of skills and attainment of knowledge without being limited or unfairly restricted due to the effects of a disability.

Test accommodations, which often include the use of assistive technology devices, can change:

- the way in which tasks are presented to the students (such as using large print reading passages, administering the profile in a location with minimal distractions, or using auditory amplification devices);
- the student's method of responding to tasks (such as using a scribe to record answers or using a word processor for written portions); or
- the process a student uses to derive responses to tasks (such as simplifying the language in directions).

Principles for Conducting Reliable and Valid Assessments

The Early Literacy Profile is designed to be a reliable and valid indicator of student progress. The profile gathers evidence about students' performance directly in the context of their everyday learning. This evidence is then examined in relation to developmental scales that provide descriptions of literacy understandings, skills, and behaviors along a continuum of progress. Teachers assign a scale score to each student based on careful comparison of the evidence in the profile with the scale descriptors. This process of evaluation provides teachers with information that supports student learning. The assessment information can be used to monitor individual student progress as well as to report group performance trends to the community at large. Extensive studies of the profile are under way to affirm the reliability and validity of the instrument for large-scale use.

The profile has the following research-supported characteristics of assessments that support student learning. This assessment process:

- Measures the use of knowledge and skills embedded in meaningful, purposeful, real-world contexts and applications;
- Provides multiple forms of evidence about what students know, understand, and can do in many dimensions and kinds of learning;
- Describes criteria for performance clearly and descriptively;
- Is accessible to students of diverse backgrounds;
- Provides information that enhances teaching and supports learning;
- Reveals students' progress over time in relation to goals or standards for the discipline as well as in relation to reasonable expectations for an age or developmental stage.

Elements of Effective Literacy Instruction

The Early Literacy Profile is designed to support and guide teachers toward research-based, effective instruction. The profile calls on teachers to systematically observe student's progress in the following areas:

- Understanding of concepts about print – the overall structure of texts and conventions of the printed word (front/back of text, up/down and left/right directions of print, difference between individual letters and words).
- Ability to:
 - ✗ Attend to the sounds of language as distinct from its meaning.
 - ✗ Recognize letters of the alphabet.
 - ✗ Recognize letter-sound correspondences.
 - ✗ Automatically and accurately recognize words frequently found in print.
- Ability to use the three major cueing systems:
 - ✗ **Graphophonic strategies:** ability to recognize unfamiliar words by using phonetic knowledge (beginning, middle, or ending sounds); identifying root words (“walk” in the word “walking”); identifying word endings (“ing,” “ed,” or “ly”); or breaking words into smaller units.
 - ✗ **Semantic strategies:** ability to recognize words and the meaning of text from context clues and prior knowledge/experience.
 - ✗ **Syntactic cues:** ability to recognize words and the meaning of text from language structure and sentence grammar.
- Comprehension – making sense out of print in order to summarize, sequence, analyze, interpret, predict, infer, and enjoy.
- These elements are best supported in the context of literacy environments that provide:
 - ✗ Frequent language and literacy experiences – daily opportunities for students to read, write, listen, and speak in meaningful, purposeful contexts, both individually and in groups.
 - ✗ Exposure to a wide range of literature – opportunities for students to interact for many purposes with many types of literature which reflect diverse perspectives and experiences.
 - ✗ Exposure to a wide range of writing experiences – daily opportunities and teacher support to write many kinds of texts for different purposes, with teacher support, allowing the flexibility to use phonetic writing as a means to gaining the skills to write in conventional form.
 - ✗ Access to intellectually engaging and challenging curricula – providing all students with access to challenging learning opportunities that develop background knowledge, a sense of purpose, efficacy, motivation, and interest.
 - ✗ Support for school/home/community connections – partnering with families and communities to support learning.
 - ✗ Adaptation of instructional strategies – individualizing instruction to address the unique learning needs of each child.