

# Literacy Assessment

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## A Overview of Reading Assessments Grades 2 and 3



# Shift in Assessments

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- In past years, we used the ELP in grades K-4
  - Measures **instructional** reading level (A-T)
- As of this year, reading level is assessed using the Fountas & Pinnell Benchmark Assessment System
  - Measures **independent** reading level (A-Z)
  - Informs teacher about fluency, comprehension and miscues
  - Connected to widely used F&P level system and the teaching philosophy of the district
  - Administered 3 times per year (report card)



# Approach to Literacy & Fountas & Pinnell

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At TUFSD, we rely on whole group instruction, Guided Reading & Independent Reading

## Guided Reading:

- Teaching approach designed to help individual readers systematically learn to read challenging texts over time
- Teacher instructs groups of children using texts at their **instructional** level
- The teacher uses the text to help the children expand what they know how to do as readers: access meaning, language, and print of the text.

# Fountas & Pinnell

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## Independent Reading:

- After the whole group & guided group sessions, as well as during separate independent reading time, students practice strategies in books at their **independent** level.
- Research asserts that students should read at least 60-130 minutes each day at their independent level to maintain reading level.
- Fountas & Pinnell levels can help parents identify “just right” books for students.



# What do the levels mean?

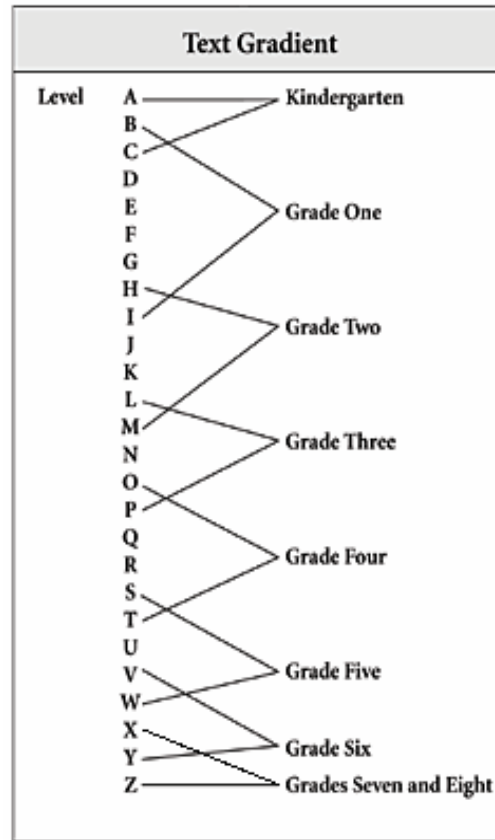
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The features F&P evaluate as they level a book include:

- Print and layout
- Vocabulary
- sentence complexity
- Structure
- Content
- Language
- Themes and ideas

# Fountas & Pinnell Text Gradient

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# Should students use levels to pick books?

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Not necessarily.

- You and your child can use levels to help find “just right books”.
- The 5-finger rule is another good tool.
- We want to teach students how to choose books they can read with understanding and fluency.
  - We want to avoid having students see themselves as, for example, a “G reader.”

# Should students use levels to pick books?

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We want students to learn how to select texts that:

- They will enjoy and find interesting.
- They can read with confidence and competence.
- Will increase their content knowledge.
- Will expand the range of genres that they read and enjoy.
- Will help them understand themselves and their world.



# How can parents help?

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Create time & space for independent reading:

- Help your child pick out books.
- Encourage him or her to read independently every day.
  - Create a special reading spot for him/her.
  - Sign that reading log!
  - Model: Read in front of your children.



# How can parents help?

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Help to develop their comprehension:

- Read together and talk about what you read.
- Ask your child questions about what he or she is reading (see book mark).
- Provide your child with audiobooks that are of high interest. Discuss them with your child.

# How can parents help?

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Help to build fluency:

- Read to your child. Partner or parrot read with him or her.
- Provide your child with audiobooks
  - Audible Kids ([kids.audible.com](http://kids.audible.com)) – thousands of books to download to computer or MP3 player
  - Listening develops fluency and vocabulary

**Turn your iPod into  
a Learning Tool.**



# Standardized ELA assessments

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- Grade 2: TBD
  - TONYSS
  - IOWAs
  - K-2 assessment search
- Grade 3: NY State ELA test
  - January 13 & 14
  - Reading & Listening/Short Answer and Multiple Choice