

Idaho Comprehensive Literacy Standards Concepts and Competencies Guide (4th edition)

Standard 3 Literacy Assessment Concepts



Jennifer Alexander, EdD: Lewis-Clark State College
Sally Brown, PhD: College of Idaho
Hannah Carter, PhD: Boise State University
Carolyn Cort, MEd: Boise State University
Amanda Eller, PhD: Idaho State University – Twin Falls
Karla LaOrange, EdS: Brigham Young University – Idaho
Joanne Toevs, MEd: Idaho State University
Whitney Ward, EdS: Northwest Nazarene University
Jue Wang, PhD: University of Idaho

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Introduction

This document outlines concepts and competencies for the Idaho Comprehensive Literacy Coursework, Standard 3. It is intended as a guide for both literacy instructors and preservice teachers.

Section 1 states the language of Standard 3. This is part of the Idaho Standards for Initial Certification of Professional School Personnel approved during the 2022 Idaho Legislative session, to which teacher preparation programs were to be aligned by July 1, 2022.

Section 2 contains specific Standard 3-based content and concepts, off of which the assessment is based.

Section 3 lists key terms and definitions.

Instructors are encouraged to use the content list and the key terms and definitions list when planning their courses.

Students are encouraged to use the content list and the key terms and definitions list as a study guide for the assessment.

Section I

Idaho Comprehensive Literacy Standard 3 – Literacy Assessment

Concepts

(Applies to the following endorsements: All Subjects K-8; Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6; Deaf/Hard of Hearing K-12; Early Childhood Special Education Pre-K-3; Exceptional Child Generalist K-8, 6-12, and K-12; and Visual Impairment K-12.)

The teacher candidate understands formative literacy assessment concepts, strategies, and measures. The candidate knows the basic principles of formal assessment construction and types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage. The candidate uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

(Idaho Standards for Initial Certification of Professional School Personnel, 2022, p. 5)

Section 2

Concepts and Competencies for Elementary Education

In order to support students' literacy development via understanding and application of literacy assessment, teachers are expected to meet the multiple components of the standard. Below, concepts and competencies related to the standard are delineated. Candidates should be able to demonstrate understanding of the concepts and performance (or knowledge of how to perform) in the competencies.

The list of concepts and competencies includes well-researched and documented information, but is not intended to be an all-inclusive list. A variety of instructional approaches should be researched, depending upon the discipline and the purpose of the instruction. The provided concepts and competencies are intended to be utilized in course design.

Candidate knowledge of the concepts and competencies are additionally assessed in the Standard 3 ICLA.

Concepts and Competencies Outline

- A. **The teacher candidate understands formative literacy assessment concepts, strategies, and measures.**
 - Concepts of print assessment
 - Parts of a book (title, spine, front/back), author/illustrator, directionality, tracking print, picture clues, letter/word identification, punctuation identification
 - Phonological awareness assessment
 - Syllabication (blending and segmenting), onset-rime, rhyming, alliteration, sentence segmentation, sentence phrasing
 - Phonemic awareness (phoneme identification, deletion, addition, segmentation, blending, isolation, substitution, manipulation)
 - Phonics assessment
 - Identification and fluency:
 - letter names
 - consonant sounds
 - long and short vowel sounds
 - Decoding and word-level fluency:
 - Decodable words that follow standard phonetic patterns, including CVC words, consonant blends with short vowels, digraphs/trigraphs, r-controlled vowels (murmur diphthongs), long vowels (CVCe, vowel digraphs), variant vowels (vowel digraphs, vowel diphthongs), low-frequency spellings, multisyllabic words

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- high-frequency words
 - nonsense words of all types
 - Spelling assessment
 - Grapheme knowledge
 - Encoding
 - Spelling inventories
 - Oral reading fluency assessment
 - Reading rate
 - Prosody
 - Accuracy
 - Oral language assessment
 - Vocabulary assessment
 - Morpheme recognition and interpretation
 - Maze
 - Assessments of word meaning
 - Comprehension assessment (listening, oral reading, and silent reading)
 - Questioning
 - Retell
 - Cloze
 - Maze
 - Writing assessment
 - Curriculum-based measures (CBMs)
 - Anecdotal records
- B. The candidate knows the basic principles of formal assessment construction and knows the types of assessments including: screening (Idaho Reading Indicator), progress-monitoring, diagnostic, and outcome assessments (Idaho Standards Achievement Test); appropriate uses and administration; and interpretation of results.**
- Construction of rubrics and assessment items that are reliable, valid, and without bias
 - Selection and administration of assessments appropriate to reader needs
 - Interpretation of assessment results
 - Analysis of assessment data
 - Idaho state-specific literacy assessments
 - Screening assessment: Idaho Reading Indicator (IRI)
 - Outcome assessment: Idaho Standards Achievement Test (ISAT)
 - Diagnostic surveys and assessments
 - Progress-monitoring assessments
 - Formal and Informal assessments
 - Formative and Summative assessments
 - Performance-based assessments
 - Portfolio-based assessments
 - Screening assessments
 - Self-assessments

- Observational assessment / anecdotal records
- C. The candidate understands basic statistical terminology commonly utilized in formal and formative assessment including reliability, validity, criterion, normed, percentile, and percentage.**
 - Assessment-related statistical terminology
 - Quantitative and Qualitative
 - Reliability and Validity
 - Criterion-referenced and Norm-referenced
 - Causation versus Correlation
 - Percentile versus Percentage
 - Mean, median, mode, and range
- D. The candidate uses assessment data to inform and design differentiated literacy instruction.**
 - Intervention Processes / Instruction
 - Response to Intervention (RtI)
 - Progress monitoring
 - Specific, explicit, evidence-based intervention lesson planning informed by assessment data
- E. The teacher candidate demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.**
 - Interprets and explains assessment results to stakeholders such as parents, specialists, and/or IEP team members.

Section 3

Terminology

<i>Term</i>	<i>Definition</i>
Accountability	The idea that schools or teachers are responsible for educational outcomes and should be evaluated.
Anecdotal Record	An informal description of behavior; a reporting of observed behavioral incidents.
Assessment	The act or process of gathering data in order to better understand the strengths and needs of student learning.
Authentic Assessment	A type of assessment designed to evaluate students' literacy skills in real-world situations, as opposed to their performance on standardized tests.
Benchmark	The standard scoring range provided for assessments that indicate student performance at or above grade level.
Causation	The act or process of causing something to happen or exist; direct cause and effect relationship.
Central Tendency	Refers to the "middle" value or perhaps a typical value of the data and is measured using mean, median and mode.
Cloze Procedure	An instrument to measure a person's ability to restore omitted portions of an oral or written message by reading its remaining context; to develop listening or reading comprehension, used as an instructional strategy when teaching students how to use context clues; blanks replace deleted words.
Concepts of print	Assessment that measures book and text concepts, which include front/back, title and author, directionality, text structure (letter, word, sentence, punctuation), etc.
Correlation	The relationship or connection between two or more measures; the strength of the relationship between two or more things.
Criterion-Referenced Assessment	Assessment of performance on a test in terms of the kind of behavior or knowledge expected of a person with a given score.
Curriculum-Based Measure (CBM)	The appraisal of student progress by using materials and procedures directly from the curriculum taught.
Decoding	The process of reading by which a student matches graphemes to phonemes, syllables, and words. Fluent readers engage in decoding with automaticity.

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Diagnostic Assessment	A form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction.
Evaluation	Using specific factors and assessments to make a judgment on students' strengths and weaknesses.
Formal Assessment	Directions for administration are clear cut and allow little, if any, discretion in administration or interpretation of scores on the teacher's part. Scored carefully in a prescribed manner. Standardized tests like the state or local education agencies mandate are examples (ISAT, DWA).
Formative Assessment	A range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. <i>It is commonly contrasted with summative assessment.</i>
Grade Equivalent	Estimate of a students' reading grade level corresponding to a given student's raw score. <i>This is a highly dubious norm whose use is officially discouraged by the International Literacy Association.</i>
Grapheme	A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g. <i>e, ei, igh, eigh</i>).
High-frequency word recognition	Ability to recognize words with automaticity.
Idaho Reading Indicator (IRI)	A test administered to Idaho K-3 grade students to measure knowledge and ability in the critical domains of reading using the computer-adapted Istation's Indicators of Progress Early Reading (ISIP-ER) test for IRI administration (adopted 2018). The three levels of IRI scoring are: Benchmark/Tier 1 (at grade level); Strategic/Tier 2 (near/below grade level); and Intensive/Tier 3 (well below grade level).
Idaho Standards Achievement Test (ISAT)	Idaho's computerized standardized achievement exams, given state-wide to students third grade and above in language arts, math, and science.
Informal Assessment	Assessment with room for teacher discretion, adjustment, and interpretation; used to check for understanding and guide instruction; commonly contrasted with formal assessment.
Listening comprehension	The process of understanding what was read aloud
Maze Assessment	A vocabulary assessment in which the first sentence of a passage is left intact, then every seventh word is replaced with a choice of three possible words: one correct and two distractors.

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Mean	The arithmetic average of a data set.
Median	The middle score in a data set.
Mode	The score that appears the most in a data set.
Morpheme / Morphology	The smallest meaningful unit of language. The study of words and their parts.
Multi-Tiered System of Supports (MTSS)	A comprehensive multi-tiered system of support that includes both behavioral and academic support systems. Response to intervention (RtI) is part of a MTSS system.
Norm-Referenced Assessment	The assessment of performance in relation to that of the large group used in the standardization of a test or in relation to locally developed norms.
Oral reading comprehension	The process of understanding what was read independently with verbalization
Oral reading fluency	Involves accurate and automatic word recognition with appropriate prosody (inflection), and appropriate rate.
Percentage	The amount or portion out of 100 that is correct; represents scores on criterion-referenced assessments.
Percentile	The score in relationship to that of a norming group; represents scores on norm-referenced assessments.
Performance-Based Assessment	The measurement of education achievement by tasks that call for the student to produce a response like that required in the instructional environment (e.g., portfolios, projects, presentations)
Phoneme	The smallest unit of sound in a word
Phonemic Awareness Assessment	Measurement of students' ability to hear the individual sounds in a word (i.e., assessing students' ability to segment the sounds in words, e.g., "hat" to /h/-/a/-/t/).
Phonics Assessment	Used to determine a student's understanding of the sound/symbol relationships in written words.
Portfolio-Based Assessment	Assessment based on a representative sampling of student work that demonstrates growth over time.
Pragmatics	The social and contextual use of language; knowledge of the functions of various forms of language
Progress Monitoring	An assessment system used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
Qualitative Assessment	An assessment that renders a description of a students' abilities that cannot be quantified.

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Quantitative Assessment	An assessment that renders a numerical score of a students' abilities that can be compared to benchmarks or a normed group.
Range	The total spread of values in a data set; calculated as the maximum value minus the minimum value.
Readability	Analysis of the characteristics of a text, including quantitative and qualitative factors. Used to determine how difficult the text is for students.
Reliability	Consistency in measurements and tests, the extent to which two applications of the same measurement rank persons in the same way.
Response to Intervention (RtI)	A multi-tiered approach used by educators to help identify and support students who are struggling with a skill. All students need to receive high-quality instruction and universal screening in Tier 1. Targeted interventions with increased intensity are implemented in Tier 2 and Tier 3 with continued progress monitoring. If a child does not respond to the initial interventions, more focused interventions are used to help the child master the skill.
Retelling	A comprehension assessment and strategy where a student verbally restates the key points in a narrative or nonfiction piece after reading it.
Rubric	A document that articulates the criteria, or what is being evaluated, and may describe levels of quality from excellent to poor.
Screening	Assessments administered to all age-appropriate students for the purpose of identifying students who may need additional assessment and/or intervention.
Self-Assessment	The process of looking at ones' own performance and identifying areas for improvement.
Semantics	The process of how to select words to communicate, and the knowledge of word meanings in various contexts
Silent reading comprehension	The process of understanding what was read independently and without verbalization
Standardized Assessment	Requires all students to answer the same questions in the same way, and is administered and scored in the same way.
Summative Assessment	Evaluation of student learning at the end of an instructional unit which seeks to monitor educational outcomes, often for purposes of external accountability (e.g., grades).
Syntax	Rules of language; rules that govern word order, including how words are combined in phrases and sentences

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Tiers of Instruction	<ul style="list-style-type: none"> ● Tier 1 – Universal. Student performance is at or above grade level, requiring core instruction. ● Tier 2 – Strategic. Student performance near (but still below) grade level, requiring a moderate amount of intervention support. ● Tier 3 – Intensive. Student performance that is well below grade level and which indicates a need for a high level of intervention support.
Validity	The evidence that the inferences drawn from test results are accurate; the tests measure what they are supposed to measure.
Variability	The dispersion, spread, or scatter of scores or values in a distribution, usually about the mean.
Words Correct Per Minute (WCPM)	A measurement of how many words students read correctly in a timed reading; used as part of fluency assessment.

References

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