

Effective Adolescent Literacy Program Assessment and Planning Instrument



Adapted from Planning and Evaluation Tool
for Effective School Wide Reading Programs - R
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**Assessment and Planning Instrument for
Effective Adolescent Literacy Programs**

6-12

School: _____

Date: _____

Position (check one):

Current grade(s) Taught (if applicable):

Administrator

Sixth grade

Teacher

Seventh grade

Grade Level Team

Eighth grade

Ninth grade

Tenth grade

Eleventh grade

Twelfth grade

Years of Teaching Experience: _____

Years at Present School: _____

Directions

Based on your knowledge of the school's literacy plan (e.g., goals, assessments, materials, time) use the following criteria to evaluate your impressions of the *implementation* of the literacy plan.

Each item has a value of 0, 1, or 2 to indicate the level of implementation (see below). Please note that some items are designated with a factor, (e.g.x2). Items with this designation are considered more important in the overall literacy program. Fill in the blank with your item rating score using the 0 to 2 scale.

In the right hand column of the table, document evidence available to support your rating for each item.

Levels of Implementation Description

0= Not in place

1= Partially in place

2= Fully in place

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A. **Administration/Organization/Communication** – Strong instructional leadership maintains a focus on high-quality instruction, organizes and allocates resources to support reading, and establishes mechanisms to communicate reading progress and practices.

Evaluation Criteria	Documentation of Evidence
<p>___1. Administrators and the building leadership team are knowledgeable of:</p> <ul style="list-style-type: none"> • state standards • priority literacy skills and strategies • assessment measures and practices • instructional strategies and materials 	
<p>___2. Administrators and the building leadership team work with staff to create a coherent plan for literacy instruction in reading classes and across content areas.</p>	
<p>___3. Administrators and the building leadership team maximize and protect instructional time and organize personnel and resources to support literacy instruction, practice and assessment.</p>	
<p>___4. Grade level teams are established and supported to analyze literacy performance and plan instruction</p>	
<p>___5. Concurrent instruction (i.e. special education, interventions) is coordinated with and content area classes.</p>	
<p>___6. A communication plan for reporting and sharing student performance with teachers, parents and school and Department of Education is in place.</p>	

_____/12 Total Points

_____%

Percent of Implementation

6 = 50%

10 = 80%

12 = 100%

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B. Goals, objectives, priorities – Goals for literacy (reading, writing and content literacy) achievement are clearly defined, anchored by research, prioritized in terms of importance to student learning, commonly understood by users, and consistently employed as instructional guides by all teachers.

Evaluation Criteria	Documentation of Evidence
___1. Are clearly defined and quantifiable at each grade level and across content area.	
___2. Are articulated across grade levels and content area (vertical alignment)	
___3. Are Prioritized and dedicated to each of the essential elements of literacy (word knowledge – structural analysis and vocabulary; accurate and fluent reading of connected text, comprehension and writing). (X2)	
___4. Guide instructional and curricular decisions (e.g. time allocations, focus of instruction).(X2)	
___5. Concurrent instruction (i.e. special education, interventions) is coordinated with and content area classes.	
___6 Are commonly understood and consistently used by teacher and administrators within and between grades to evaluate and communicate student learning and improve practice.	

_____/16 Total Points

_____%

Percent of Implementation

8 = 50%

13 = 80%

16 = 100%

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C. **Assessment** – Instruments and procedures for assessing literacy achievement are clearly specified, measure essential skills, provide reliable and valid information about student performance and inform instruction in important, meaningful and maintainable ways.

Evaluation Criteria	Documentation of Evidence
___1. A school wide assessment system and database are established and maintained for documenting student performance and monitoring progress. (x2)	
___2. Measures assess student performance on standards and benchmarks.	
___3. Measures are technically adequate (have high reliability and validity) as documented by research.	
___4. All users receive training and follow-up on measurement administration, scoring and data interpretation.	
___5. At least once a year screening measures identify student’s level of performance and are used to determine instructional needs.	
___6. Formative measures are administered throughout the year to document and monitor student reading performance (frequency determined by need of student).	
___7. There is a system in place, which ensure measures are collected reliably, data are scored and entered accurately, and feedback is provided in a timely fashion to teachers.	
___8. Student performance data are analyzed and summarized in meaningful formats and routinely used to evaluate and adjust instruction. (x2)	

_____/20 Total Points

_____%

Percent of Implementation

10 = 50%

16 = 80%

20 = 100%

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D. Instructional strategies and Instructional materials –The instructional strategies and materials have documented efficacy, are drawn from research-based findings and practices, align with district standards and benchmarks and support the full range of learners.

Evaluation Criteria	Documentation of Evidence
___1. Scientifically based literacy instruction is implemented school wide including in the content areas. (x2)	
___2. Instructional strategies and materials provide explicit instruction in the essential components of literacy (word knowledge – structural analysis and vocabulary; accurate and fluent reading of connected text, comprehension and writing). (x3)	
___3. Instructional strategies and materials align with and support 2010 AZ ELA standards, scientifically based literacy practices and provide sufficient instruction in essential elements to allow the majority of students to reach learning goals.	
___4. Supplemental and intensive supports of documented efficacy are in place to support students who do not benefit adequately from the initial instruction. (x2)	
___5. Instructional strategies and materials are implemented with a high level of fidelity. (x2)	

_____/20 Total Points

_____%

Percent of Implementation

10 = 50%

16 = 80%

20 = 100%

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E. **Instructional time** –A sufficient amount of time is allocated for instruction and the time allocated is used effectively.

Evaluation Criteria	Documentation of Evidence
___1. a school wide plan is established to allocate sufficient literacy time (2-3 hours a day- includes focus on literacy in content areas).	
___2. Literacy instruction is prioritized and occurs daily (x2)	
___3. Instructional time is allocated to skills and practice most highly correlated with reading success (i.e. essential elements of literacy including word knowledge, fluency, comprehension and writing).	
___4. Social studies, science, math and other content area materials are used for literacy instruction in addition to literature selections. (x2)	
___5. Additional instructional time is allocated to students who fail to make adequate reading progress.	

_____/14 Total Points

_____%

Percent of Implementation

7 = 50%

11 = 80%

14 = 100%

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F. **Differentiated instruction/Grouping/Scheduling** –Instruction optimizes learning for all students by tailoring instruction to meet current levels of knowledge and perquisite skills and organizing instruction to enhance student learning.

Evaluation Criteria	Documentation of Evidence
<p>___1. Student performance is used to determine the level of instructional materials and to select research-based instructional strategies and materials.</p>	
<p>___2. Instruction is provided in flexible groups for a variety of purposes to maximize student performance, engagement and opportunities to respond.</p>	
<p>___3. For students who require supplemental or intensive support (less than proficient) instruction is provided in addition to the literacy instruction that is provided to all students.</p>	
<p>___4. For students who require supplemental or intensive support (highly proficient) instruction is adjusted to target grade level/content standards.</p>	
<p>___5. Group size, amount of instructional time and instructional strategies and materials are determined by and adjusted according to learner performance.</p>	

_____/10 Total Points

_____%

Percent of Implementation

5 = 50%

8 = 80%

10 = 100%

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G. Professional Development – Adequate and ongoing professional development is determined and available to support reading instruction.

Evaluation Criteria	Documentation of Evidence
___1. Teachers and instructional staff have thorough understanding and working knowledge of grade-level instructional priorities and effective practices for literacy.	
___2. Ongoing professional development is established to support literacy (including content literacy) to content area teachers and instructional staff in the assessment, instructional strategies and intervention.	
___3. Time is systematically allocated for educators to work collaboratively to analyze, plan and refine instruction based on student achievement and teacher implementation data.	
___4. Professional development efforts are explicitly linked to instructional practices that have been shown to be effective through documented research.	

___/8 Total Points

___%

Percent of Implementation

4 = 50%

6.5 = 80%

8 = 100%

Summary Score

Directions: Return to each element (e.g. goals, assessments) and total the score at the bottom of each page. Transfer each element's number to the designated space below. Sum the total scores to compute your overall evaluation of the building-wide core reading cycle. The total possible value is 100 points. The total score can be used to evaluate the overall quality of the school's core reading cycle.

Evaluate each element to determine the respective quality of the implementation. For example, a score of 11 in Goals/Objectives/Priorities means that in your estimation the school is implementing approximately 80% of the items in the element.

Element	Score	Percent
A. Administration/Organization/Communication	/12	
B. Goals, objectives, priorities	/16	
C. Assessment	/20	
D. Instructional strategies and Instructional materials	/20	
E. Instructional time	/14	
F. Differentiated instruction/Grouping/Scheduling	/10	
G. Professional Development	/8	
Total Score	/100	

