



Study Guide

Standard III—Literacy Assessment and Intervention

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Standard III – Literacy Assessment and Intervention

Terms

****Note: In addition to the terms listed here for Standard III, the candidate should also be familiar with the terms from Standards I and II.***

6+1 Traits	Informal assessments
Accelerated Reader	Informal Reading Inventory (IRI)
Accountability	Instructional reading level
AIMSweb	Journal
Anecdotal record	Median
Assessment	Miscue analysis
Authentic assessment	Mode
Central tendency	Norm-referenced measurement
Cloze procedure	Performance-based assessment
Concepts About Print Test (CAP)	Phonemic awareness assessment
Criterion-referenced measurement	Portfolio-based assessment
Cueing systems	Progress monitoring
Curriculum-based assessment	Reading fluency
Diagnostic assessments	Reliability
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Retelling
Echo(ic) reading	Response to Intervention (RtI)
Explicit comprehension instruction	Rubric
Evaluation	Rubric-based assessment
Formative assessments	Running record
Frustration reading level	Scoring guide
Fluency development	Self-assessment
Grade equivalent	Sight word recognition
Idaho Reading Indicator (IRI)	Stanine
3 = Benchmark (at)	Text readability
2 = Strategic (near)	Validity
1 = Intensive (below)	Variability
Idaho Standards Achievement Test (ISAT)	Words Correct Per Minute (WCPM)
Independent reading level	Writing Process
	Writing Workshop

Consult the IRA literacy dictionary for definitions.

Harris, R. L. & Hodges, R. E. (Eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.
ISBN: 0-87207-138-3

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- Yopp-Singer Test of Phonemic Segmentation
<http://teams.lacoe.edu/reading/assessments/yopp.html>

ICLA Standard III
Literacy Assessment and Intervention
Practice Items

Section One – Terminology

Directions: Match each definition with the correct item, and record the letter on the line.

- _____ 1. The evidence that the inferences drawn from test results are accurate
- a. Reliability
 - b. Validity
 - c. Variability
 - d. Stanine
- _____ 2. A set of directions or guidelines for assessing a student’s response or work sample, such as an oral report or a piece of writing
- a. Informal Reading Inventory (IRI)
 - b. Miscue analysis
 - c. Rubric
 - d. DIBELS/AIMSWeb
- _____ 3. Consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way
- a. Reliability
 - b. Validity
 - c. Grade equivalent
 - d. Miscue analysis
- _____ 4. Marie Clay’s indicator that tests book handling concepts which include front/back, top/bottom, left/right, word matching, word/letter order, punctuation, and word/letter recognition
- a. Running record
 - b. Response to Intervention (RtI)
 - c. Informal Reading Inventory (IRI)
 - d. Concepts About Print Test (CAP)

- _____ 5. A single central value used to summarize a distribution of scores
 - a. Validity
 - b. Variability
 - c. Reliability
 - d. Reading rate

- _____ 6. The readability or grade level of material that is easy for a student to read with few word-identification problems and high comprehension. Although suggested criteria vary, better than 99 percent word-identification accuracy and better than 90 percent comprehension are often used as standards in judging whether a student is reading at this level.
 - a. Reading rate
 - b. Median
 - c. Independent reading level
 - d. Instructional reading level

- _____ 7. A formal examination of a student's use of miscues in oral reading as the basis for determining the strengths and weaknesses in his/her approach to reading
 - a. Miscue analysis
 - b. Criterion-referenced assessment
 - c. Idaho Reading Indicator
 - d. Concepts About Print

- _____ 8. The assessment of performance in relation to that of the large group used in the standardization of a test
 - a. Criterion-referenced measurement
 - b. Norm-referenced measurement
 - c. Reliability
 - d. Mode

- _____ 9. The use of a graded series of passages of increasing difficulty to determine students' strengths, weaknesses, and strategies in word identification and comprehension
 - a. Informal Reading Inventory
 - b. Idaho Reading Indicator
 - c. Concepts About Print
 - d. Norm-referenced measurement

- _____ 10. The reading ability or grade level of material that is challenging, but not frustrating for the student of read successfully with normal classroom instruction and support. Although suggested criteria vary, better than 95 percent word-identification accuracy and better than 75 percent comprehension are often used as standards in judging whether a student is reading at this level.
- Independent reading level
 - Frustration reading level
 - Instructional reading level
 - Central tendency
- _____ 11. An objective estimate or prediction of reading comprehension of material, usually in terms of reading grade level, based on selected and quantified variables in text, especially some index of vocabulary difficulty and of sentence difficulty
- Reading rate
 - Cloze procedure
 - Retelling
 - Readability

Section Two –Assessment and Intervention

Directions: Select the best answer to identify the instructional or assessment practice in each of the following descriptions, and record it on your answer sheet.

- _____ 12. In order to clarify how students' performance or product would be assessed, the Ms. Peck provided and discussed a chart showing criteria for quality work. The criteria for various levels of quality were clearly identified along with the numerical score that each level of performance would warrant.
- Anecdotal record
 - Cloze procedure
 - Rubric
 - Reading rate
 - None of the above

- _____ 13. Because of Ms. Carlson's concern that standardized tests used by the state may not adequately represent her students' ability to use reading and writing in real-world ways, she frequently evaluates the literacy progress of her students through the analysis of pen pal letters, presentations to audiences of parents, having her students read to younger children.
- Authentic assessment
 - Miscue analysis
 - Concepts About Print
 - Idaho Standards Achievement Test (ISAT)
 - None of the above
- _____ 14. Throughout the school year, Ms. Miles fifth grade students' collect samples of their reading and writing. They store these artifacts in containers which they have decorated. During the school year Ms. Miles conferences with each of her students using these materials as a basis for identifying her students' strengths and needs. Through this process Ms. Miles's students become self-assessors and she is able to document her students' growth over time.
- Norm-referenced measurement
 - Miscue analysis
 - Anecdotal records
 - Portfolio-based assessment
 - Retelling
- _____ 15. Miss Evans discusses with her class an upcoming writing assignment. Together they create criteria for what an "A" paper should include, what a "B" paper should include.
- Self-assessment
 - Reading rate
 - Rubric
 - Informal Reading Inventory (IRI)
 - Running record
- _____ 16. After marking a typescript of Peter's oral reading, Mr. Sears analyzed the differences between Peter's oral reading and the text to determine the cueing systems – graphophonic, semantic, syntax -- most frequently used by most frequently used Peter.
- Concepts About Print
 - Miscue analysis
 - Scaffolding
 - Idaho Reading Indicator
 - None of the above
- _____ 17. Miss Brown used an efficient system to mark Petronella's oral reading behaviors. She then calculated Petronella's reading rate, as well as word recognition and self-correction percentages. Miss Brown also analyzed

Petronella's errors to see which cues she used – meaning, structure, or visual.

- a. Running record
- b. Curriculum-based measure
- c. Anecdotal record
- d. Retelling
- e. None of the above

Directions: Use the following statements to determine the best answer for question 18.

1. Using formative assessments with struggling readers can help a teacher to see if progress is being made before it is too late to change his/her instructional approach.
2. Running records enable a teacher to notice which cueing systems a child is using while reading connected text.
3. Diagnostic assessments pinpoint the needs of students so that small, flexible groups can be formed for intensive instruction.
4. The score on a fluency assessment is reported as a percent of correct responses.
5. Norm-referenced assessments are typically used to evaluate the effectiveness of instructional programs within a state, district, school.
6. Norm-referenced assessments compare students' scores with a set of criteria.

- _____ 18. Which of the statements above are **true** about literacy assessment?
- a. 1, 3, 5
 - b. 2, 4, 6
 - c. 2, 3, 4, 6
 - d. 1, 2, 3, 5
 - e. All of the above

Directions: The following items are marked miscue sentences from a child’s oral reading. Complete items 19-21 based on the miscue results that you see below. Identify the type of miscue by using the entire sentence, not merely stopping at the miscue. The following symbols are used to mark the passage above the original word (*The symbol “sc” indicates a self-correction which is not counted as a miscue.*)

Omission/Deletion	word	Substitution	<u>work</u> word
Addition/Insertion	the that was ^ best	Repeats	← so I said (not counted as a miscue)

Once upon a time there was a kind shoemaker. Though he worked very hard,
sc
poor poor lether
 he grew poorer and poorer. At last he had only enough leather left to make
 one more pair of shoes. One winter night he cut the leather out for shoes, but
tried farther out
 he was too tired to go any further. He left the leather ^ on his workbench and
 decided to stitch the shoes together the next morning.

- _____ 19. Not counting the repetition, how many miscues did this reader make in the passage?
- a. 6
 - b. 5
 - c. 7
 - d. 8
- _____ 20. The most frequent type of miscue made was:
- a. deletion
 - b. addition
 - c. repetition
 - d. substitution

- _____ 21. Substituting “tried” for “tired” is an example of the following type of miscue:
- semantically acceptable
 - syntactically acceptable
 - graphically similar
 - all of the above

Directions: The following scenario corresponds with questions 22-25. For each question, select the best response and record it on the line.

Matt is a fourth grader who has a difficult time with comprehension. On a recent test given by Ms. Fountain, his teacher, found his instructional reading level was calculated to be 2.3 and his independent reading level was 1.8.

- _____ 22. What type of test did Ms. Fountain give to Matt?
- Concepts About Print
 - Informal Reading Inventory (IRI)
 - Idaho Reading Indicator (IRI)
 - Miscue Analysis

On the standardized achievement test administered this spring, Matt (from the above scenario) achieved the following scores on the reading part of the test:

- Vocabulary – 32nd percentile
- Comprehension – 18th percentile

- _____ 23. What type of assessment is this?
- curriculum-based
 - criterion-referenced
 - norm-referenced
 - curriculum-based and norm-referenced

- _____ 24. Based on the results of the assessments in questions #22 and #23, which literacy conclusion is most appropriate for Matt?
- Matt is failing 4th grade based on these scores from the tests mentioned above.
 - The vocabulary score is in the low end of the average range.
 - Since vocabulary and comprehension are below 50%, Matt is failing these subjects on the standardized tests.
 - Vocabulary strategies may be taught first to Matt because they should improve his comprehension

- _____ 25. Which follow - up instructional activity would be the best for Ms. Fountain to pursue based on the information from the scenario presented above?

- a. Matt’s teacher administers a running record with a fourth grade passage. This will allow her to identify the cues to which Matt attends.
- b. Matt’s teacher locates alternative reading material at a lower grade level for him before the class begins a new content area in social studies or science.
- c. During reading time, Matt’s teacher makes sure Matt has a turn at “Round Robin” reading.
- d. Since Matt’s vocabulary scores are so low, his teacher has him define vocabulary words before every reading assignment by looking them up in a dictionary and writing them in sentences in his notebook.

Directions: The following scenario corresponds with questions 26-27. For each question, select the best response and record it on the line.

Josie is a second grader whose teacher administered an Informal Reading Inventory to evaluate her reading. Her scores on the second grade passage were:

- Word recognition – 79%
- Comprehension – 44%

_____ 26. Based on the results of the test, what could you conclude about this assessment?

- a. Second grade books would be at Josie’s instructional reading level.
- b. Josie is strong in word recognition but weak in comprehension.
- c. Josie’s scores fall in the average range based on stanines, so there is no need for intervention.
- d. Second grade books would be at Josie’s frustration reading level.

_____ 27. Based on the result of Josie’s scores in the scenario presented above, which decision for instructional follow-up is best?

- a. Josie needs to do wide, independent reading of second grade books.
- b. Josie’s teacher should do further phonics assessment to pinpoint what sound-spelling relationships might be causing her difficulties when reading words in connected text.
- c. Participating in daily round robin reading will improve Josie’s work attack skills and comprehension.
- d. Josie’s scores indicate she is a gifted reader who should go to 3rd grade for reading instruction.

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