Assessment Instrument for Planning Effective Professional Development in Reading

"Research affirms that quality classroom instruction in kindergarten and the primary grades is the single best weapon against reading failure." (National Research council, 1998, p. 343)

Virginia Department of Education
Office of Elementary Instructional Services

Assessment Instrument for Planning
Effective Professional Development in Reading

This document offers an overview of the components of reading instruction supported by scientific research and a guide to the content that should be emphasized in an effective professional development program. For each component, a chart delineates the knowledge teachers need in order to understand the process and content of instruction and the most effective classroom strategies that teach each component.

The first section focuses on teacher knowledge and the second part enables an observer to determine if the most effective instructional strategies are being implemented in the classroom.

School: _____ Date: _____

Position (check one)

_____Administrator   _____ Reading Specialist

_____Classroom Teacher   _____ Grade

Directions:

To complete part one and part two, please check either yes or no for each item. For each item checked yes, provide a brief comment to support your answer. **Part One – Teacher Knowledge** can be filled out individually or at grade level meetings. The findings should be compiled to provide an overall view of the level of teacher knowledge in the school. An administrator or their designee should complete **Part Two – Instructional Strategies**, while observing in classrooms to see if the most effective instructional strategies are being implemented. The findings should be summarized for an overall picture of the instructional strategies that are being used to teach the reading components.

After careful examination of these two documents, the school will be able to determine their professional development needs to ensure effective professional development that will improve student achievement, support consistent implementation of a comprehensive reading program, build school capacity, and increase faculty morale, collaboration, and commitment.

Part One - Teacher Knowledge	
Phonemic Awareness/Letter Knowledge	
Evaluation Criteria	**Documentation of Evidence**
1. Know the progression of development of phonological skill (rhyming; word identification; syllable counting; onset-rime segmentation and blending; phoneme identification, segmentation, and blending).	Yes __ No __	
2. Understand the difference between speech sounds (phonemes) and the letters/letter combinations (graphemes) that represent them.	Yes __ No __	
3. Identify and pronounce the 40 to 44 vowel and consonant speech sounds in English.	Yes __ No __	
4. Understand the print concepts young children must develop (e.g., front of the book; that print, not the picture, tells the story; and directionality).	Yes __ No __	
5. Segment and blend any single-syllable word at the onset-rime and phoneme level.	Yes __ No __	
6. Understand the role of letter name knowledge in reading and spelling.	Yes __ No __	

Part One - Phonics/Word Study	
Evaluation Criteria	**Documentation of Evidence**
1. Understand the layered concept of the English spelling system: phoneme-grapheme, syllable pattern, and morpheme units in print.	Yes ___ No ___
2. Contrast explicit, systematic teaching with implicit, incidental, teaching.	Yes ___ No __
3. Understand the developmental progression in which orthographic knowledge is generally acquired.	Yes ___ No ___
4. Understand the principles of teaching: model, lead, give guided and independent practice, and using data to make instructional decisions.	Yes ___ No ___
5. Recognize examples of sound-symbol correspondences, rules, and patterns in English; recognize syllable types and morphemes.	Yes ___ No ___
6. Understand the phonological features of a second language, for example Spanish, and how they interfere with English pronunciation and phonics.	Yes ___ No ___

Part One - Fluent, Automatic Reading of Text	
Evaluation Criteria	**Documentation of Evidence**
1. Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension of written communication. Yes ___ No ___	
2. Define and identify an example of text at a student's frustration, instructional, and independent reading level. Yes ___ No __	
3. Understand reading fluency from several perspectives: stage of normal reading development; intrinsic characteristic of some reading disorders; and consequence of practice and instruction. Yes ___ No ___	
4. Know the oral reading rates for each grade level: Yes ___ No ___ Gr. 1 – 60 wpm Gr. 2 – 70 wpm Gr. 3 – 90 wpm Gr. 4 – 120 wpm Gr. 5 – 120 wpm.	

Part One - Vocabulary	
Evaluation Criteria	**Documentation of Evidence**
1. Understand the role of vocabulary/concept development and vocabulary knowledge in comprehension.	Yes ___ No ___	
2. Understand the role and characteristics of direct, explicit, contextual methods of vocabulary instruction.	Yes ___ No —	
3. Know varied techniques for vocabulary instruction - Before reading (e.g., read a sentence from the book that contains the word you want to teach and have students use context and prior knowledge to figure out its meaning) - During reading (e.g., model how to figure out the meaning of a word by using context clues) - After reading (e.g., assist students in learning words by having them categorize words).	Yes ___ No ___	
4. Understand principles of word selection for vocabulary instruction.	Yes ___ No ___	
5. Know reasonable goals and exceptions for learners at various stages of reading development; appreciate the wide difference in students' vocabularies.	Yes ___ No ___	

Part One - Text Comprehension	
Evaluation Criteria	**Documentation of Evidence**
1. Understand comprehension-monitoring strategies commonly used by good readers.	Yes ___ No ___
2. Understand the levels of reading (emergent, beginning, transitional, and intermediate/specialized) and how the skills spiral.	Yes ___ No ___
3. Differentiate among before, during, and after reading strategies that are appropriate for both narrative and expository texts.	Yes ___ No ___
4. Identify the typical structure of common narrative and expository text genres.	Yes ___ No ___
5. Identify text structure and syntax (phrases, clauses, sentences, paragraphs and " academic language") that could be a source of miscomprehension.	Yes ___ No ___
6. Understand the similarities and differences between written composition and text comprehension, and the usefulness of writing in building comprehension.	Yes ___ No ___

Assessment Instrument for Planning Effective Professional Development in Reading

<table>
<tr><td colspan="2">Part One - Spelling</td></tr>
<tr><td>Evaluation Criteria</td><td>Documentation of Evidence</td></tr>
<tr><td>1. Understand the organizing principles of the English spelling system at the sound, syllable, and morpheme levels.
Yes ___ No ___</td><td></td></tr>
<tr><td>2. Identify students' level of spelling achievement and orthographic knowledge.
Yes ___ No ___</td><td></td></tr>
</table>

<table>
<tr><td colspan="2">Part One - Classroom Organization (Grouping/Student Learning)</td></tr>
<tr><td>Evaluation Criteria</td><td>Documentation of Evidence</td></tr>
<tr><td>1. Understand how to group for different instructional purposes.
Yes ___ No ___</td><td></td></tr>
<tr><td>2. Understand that monitoring student progress leads to regrouping and reteaching the knowledge and skills that the group needs.
Yes ___ No __</td><td></td></tr>
<tr><td>3. Know the knowledge and skills that have the highest impact on learning to read.
Yes ___ No ___</td><td></td></tr>
<tr><td>4. Understand how to use peer tutoring and flexible grouping that allows students to move from one group to another.
Yes ___ No ___</td><td></td></tr>
<tr><td>5. Utilize time effectively to reduce teacher talk and maximum the amount of time students are actively engaged in reading.
Yes ___ No ___</td><td></td></tr>
<tr><td>6. Determine the appropriate level of instructional materials.
Yes ___ No ___</td><td></td></tr>
<tr><td>7. Understand and utilize a variety of instructional strategies to offer students a variety of ways they can participate in active learning.
Yes ___ No ___</td><td></td></tr>
</table>

Part Two – Instructional Strategies	
Phonemic Awareness/Letter Knowledge	
Evaluation Criteria	**Documentation of Evidence**
1. Provides explicit and systematic instruction focusing on only one or two phonemic awareness skills at a time, such as segmenting and blending.	Yes ___ No ___
2. Links sounds to letters as soon as possible.	Yes ___ No __
3. Uses screening, diagnostic, and systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___

Part Two – Phonics/Word Study	
Evaluation Criteria	**Documentation of Evidence**
1. Provides explicit, systematic phonics instruction that teaches a sequenced set of letter sound relations.	Yes ___ No ___
2. Provides explicit instruction in blending sounds to read words.	Yes ___ No __
3. Includes practice in reading texts that are written for students to use their phonics knowledge to decode and read words (decodable text).	Yes ___ No ___
4. Gives substantial practice for children to apply phonics as they spell words.	Yes ___ No ___
5. Uses systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___

Assessment Instrument for Planning Effective Professional Development in Reading

Part Two - Fluency, Automatic Reading of Text

Evaluation Criteria		Documentation of Evidence
1. Provides opportunities for guided oral repeated reading that includes support and feedback from teachers, peers, and/or parents.	Yes ___ No ___	
2. Matches reading text and instruction to individual students.	Yes ___ No __	
3. Determines instructional and independent reading level for each student.	Yes ___ No __	
4. Applies systematic classroom-based instructional assessment to monitor student progress in both rate and accuracy (periodically check student reading rate).	Yes ___ No ___	

Part Two - Vocabulary

Evaluation Criteria		Documentation of Evidence
1. Provides daily opportunities for students to receive direct, explicit instruction in the meaning of words and in word learning strategies.	Yes ___ No ___	
2. Provides daily opportunities for students to read in and out of school.	Yes ___ No __	
3. Engages children in daily interactions that promote using new vocabulary in both oral and written language.	Yes ___ No ___	
4. Enriches and expands the vocabulary knowledge of English language learners.	Yes ___ No ___	
5. Actively involves students in making connections between concepts and words.	Yes ___ No ___	

Part Two - Text Comprehension	
Evaluation Criteria	**Documentation of Evidence**
1. Explicitly explains, models, and teaches comprehension strategies, such as previewing and summarizing text.	Yes ___ No ___
2. Provides comprehension instruction before, during, and after reading (e.g., strategy for narrative text – story map; strategy for expository text – KWL).	Yes ___ No __
3. Promotes thinking and extended conversation by asking questions and encouraging student questions and discussions.	Yes ___ No ___
4. Provides extended opportunities for English language learners to participate.	Yes ___ No ___
5. Uses systematic classroom-based instructional assessment to inform instruction.	Yes ___ No ___

Part Two - Spelling and Writing	
Evaluation Criteria	**Documentation of Evidence**
1. Provides explicit and systematic spelling instruction daily to reinforce and extend students' growing knowledge about reading. Yes ___ No ___	
2. Provides daily opportunities for manipulating, categorizing, and examining the similarities and differences in words. Yes ___ No __	
3. Provides daily opportunities to increase writing accuracy and speed. Yes ___ No ___	
4. Models various types of writing and helps children apply spelling and reading knowledge in purposeful writing. Yes ___ No ___	
5. Integrates writing across the curriculum. Yes ___ No ___	
6. Uses systematic classroom-based instructional assessment to inform instruction. Yes ___ No ___	

<table>
<tr><td colspan="2">Part Two - Classroom Organization (Grouping/Student Learning)</td></tr>
<tr><td>Evaluation Criteria</td><td>Documentation of Evidence</td></tr>
<tr><td>1. Uses alternate grouping formats (e.g., one-on-one, pairs, small group, whole group) for different instructional purposes and to meet students' needs.</td><td>Yes ___
No ___</td></tr>
<tr><td>2. Uses small, same- ability groups, continually monitors student progress, and regroups to reflect students' knowledge and skills.</td><td>Yes ___
No __</td></tr>
<tr><td>3. Re-teaches knowledge and skills (when needed) that have the highest impact on learning to read.</td><td>Yes ___
No ___</td></tr>
<tr><td>4. Uses flexible grouping that provides opportunities for students to be members of more than one group.</td><td>Yes ___
No ___</td></tr>
<tr><td>5. Incorporates peer tutoring; pair students together (e.g., less proficient reader with a more proficient reader).</td><td>Yes ___
No ___</td></tr>
<tr><td>6. Designs instruction to provide a greater amount of time for actively engaged student activities and less time for teacher talk.</td><td>Yes ___
No __</td></tr>
<tr><td>7. Provides a variety of presentation formats and ways students can participate in instruction.</td><td>Yes ___
No ___</td></tr>
<tr><td>8. Uses an appropriate level of instructional materials.</td><td>Yes ___
No ___</td></tr>
<tr><td>9. Adapts the pacing, content, and emphasis of instruction for individuals and groups of children, including English language learners and those having difficulty learning to read.</td><td>Yes ___

No ___</td></tr>
</table>

References:

Adams, M. J. <u>Beginning to Read: Learning and Thinking About Print</u>. Cambridge, MA: MIT Press, 1990.

<u>Every Child Reading: A Professional Development Guide</u>. Washington: Learning First Alliance, 2000.

<u>Every Child Reading: An Action Plan</u>. Washington: Learning First Alliance, 1998.

Moats, Louisa. <u>Teaching Reading Is Rocket Science</u>. Washington: American Federation of Teachers, 1999.

Snow, Catherine E., M. Susan Burns, and Peg Griffin. <u>Preventing Reading Difficulties in Young Children.</u> Washington: National Academy Press, 1998.

Texas. Texas Education Agency. Texas Reading Initiative. <u>Beginning Reading Instruction Components and Features of a Research-Based Reading Program</u>. By Robin Gilchrist. Texas: Texas Education Agency, 1996.

United States. Department of Education. Center for the Improvement of Early Reading Achievement. <u>Put Reading First: The Research Building Blocks for Teaching Children to Read.</u> Washington: GPO, 2001.

---. Department of Health and Human Services. Public Health Service. National Institutes of Health. National Institute of Child Health and Human Development. <u>Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</u>. By National Reading Panel. Washington: GPO, 2000.