

SD71 Grade 2 Literacy Assessment Teacher Guide

Teachers identify and monitor their learners' strengths and needs to ensure continuous growth in literacy. This assessment tool focuses on critical skills that indicate literacy development and is designed for classroom teachers to use at multiple points in the year. Information gathered through the tool informs instructional decisions as part of ongoing teaching and learning cycles throughout the year. In addition, this data collection is useful to pass on to future teachers in support of transitions and for the school to determine literacy goals.

“The school day involves children in joyful, meaningful literacy experiences—creating readers, writers, speakers, listeners and thinkers.”

(p.37 Learning in the Primary Years, Ministry of Education BC)

NOTE: Please note that this assessment tool focuses on some literacy areas and does not represent a comprehensive literacy learning program. For more information about our district's holistic approach to literacy learning, please see the **SD71 Literacy Framework**.

If you have any questions about how to use the tool, please connect with:

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BACKGROUND
DISTRICT LITERACY CHECK-IN

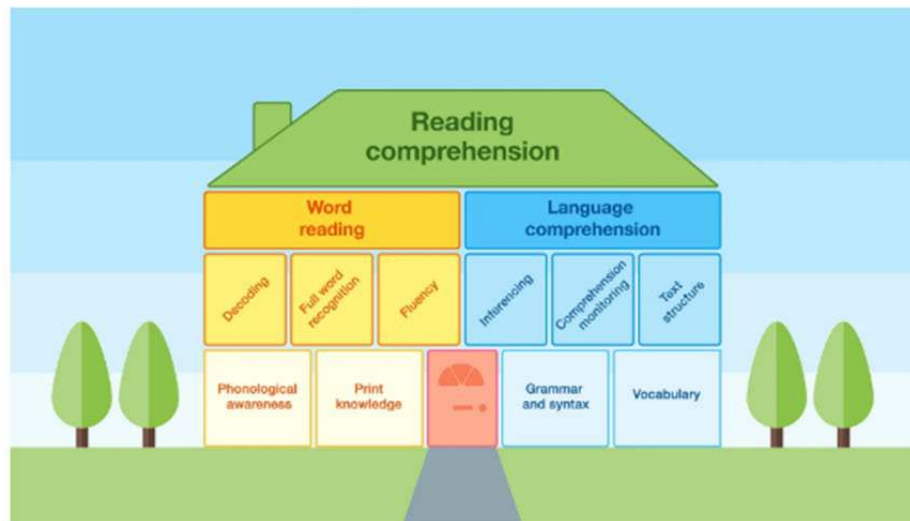
DISTRICT LITERACY CHECK-IN

Within the **SD71 Literacy Framework**, the fall of Grade 2 is the second district check-in point to monitor how our learners are doing. The district will be extracting the data from **Oral Reading Fluency** component of the tool by the **end of the first week of November of each school year**. This data will be used to inform decision-making regarding learning initiatives, professional learning opportunities, and resources.

Oral Reading Fluency (ORF) Targets	
October	Reading passage #5
May	Reading passage #11

This data information was selected as respected research tells us that early detection of reading difficulties is critical to providing intervention that can change the course of a child's development as a reader. It is important to ensure that students receive instruction in all areas of literacy in an integrated and meaningful way. Word reading and language comprehension are the foundations of reading comprehension. Readers write better, writers read better, and speaking and thinking are connected intimately to both. The core competencies of communicating, thinking, and personal and social identity are integral to being successful as a literacy learner.

Figure 2: Reading comprehension—the sum of many parts
Adapted from Hogan, Bridges, Justice, and Cain (2011)



Improving Literacy in Key Stage 2: The Reading House

LITERACY PROFICIENCY SNAPSHOT

	<i>Fall Check In</i>	<i>Proficiency End of Year</i>
<i>Phonemic Awareness</i>	<ul style="list-style-type: none"> distinguishes medial phonemes substitutes medial phoneme 	
<i>Phonics</i>	<ul style="list-style-type: none"> identifies both letter name and common sound produces the phoneme of 3 or more digraphs produces the phoneme of 3 or more complex vowels produces the sound for 6 or more long vowels and vowel teams. 	<ul style="list-style-type: none"> produces the sound for 5 or more digraphs produces the sound for 6 or more complex vowels produces the sound for 8 or more long vowels and vowel teams.
<i>Sight Word Reading</i>	<ul style="list-style-type: none"> reads 23 or more of the first column of words 	<ul style="list-style-type: none"> reads all of column one and 23 or more of column two
<i>Encoding</i>	<ul style="list-style-type: none"> spelling screener; first 15 words 	<ul style="list-style-type: none"> Spelling Screener; all words
<i>Oral Reading Fluency and Comprehension</i>	<ul style="list-style-type: none"> reads up to and including #5 with 90% accuracy and fluency level minimum of 4 (prosody scale) 	<ul style="list-style-type: none"> reads all passages up to #11 with 94% accuracy and with fluency level 4 (prosody scale)

SAMPLE ASSESSMENT TIMELINE

This Sample Assessment Timeline is to help guide your planning for the year.

Friendly Remember: students need repeated teaching and practice with literacy skills to grow their confidence and proficiency. Note that when a child is demonstrating proficiency during classroom literacy routines and activities, there is no need to re-assess them.

*This assessment protocol can be used at any time of year, **data entry for District Collection is the end of the first week of November and only includes the Oral Reading Fluency.***

Sept/October	By November	February/March	May
Entire Class			
Oral Reading Fluency, Reading passage up to #5	Spelling Screener		ORF to #11
Phonics & Basic Code (as needed)	Sight words (first 25)	Retelling and Story Map	Sight words (second 25)
Phonemic Awareness (as needed)			Spelling Screener
Emerging and Developing Students Ongoing in-class assessment 'check-ins' and intervention.			

Grade 1-2 ENGLISH LANGUAGE ARTS CURRICULUM



Area of Learning: ENGLISH LANGUAGE ARTS

Grade 1

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** help us learn about ourselves and our families.

Stories and other **texts** can be shared through pictures and words.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Use foundational concepts of print, oral, and visual texts • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Recognize the importance of story in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community 	<p>Students are expected to know the following:</p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness • letter formation • sentence structure • conventions

BIG IDEAS

Language and **story** can be a source of creativity and joy.

Stories and other **texts** connect us to ourselves, our families, and our communities.

Everyone has a unique **story** to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

Curricular Competencies	Content
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read fluently at grade level • Use sources of information and prior knowledge to make meaning • Use developmentally appropriate reading, listening, and viewing strategies to make meaning • Recognize how different text structures reflect different purposes. • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community • Demonstrate awareness of the role that story plays in personal, family, and community identity • Use personal experience and knowledge to connect to stories and other texts to make meaning • Recognize the structure and elements of story • Show awareness of how story in First Peoples cultures connects people to family and community <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Create stories and other texts to deepen awareness of self, family, and community • Plan and create a variety of communication forms for different purposes and audiences • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation • Explore oral storytelling processes 	<p>Students are expected to know the following:</p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • text features • vocabulary associated with texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • letter formation • sentence structure • conventions

SD71 Literacy Framework – BC Literacy Progressions

Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is <i>proficient</i> in K-1?
Comprehends text	<ol style="list-style-type: none"> Interprets texts Makes connections Analyzes texts 	<p>Examines a text or texts to support comprehension</p> <p>Makes meaning from text and uses experience to make connections and deepen understanding</p> <p>Formulates predictions, inferences, and critical questions to deepen understanding</p>	<p>Identifies text features and applies strategies to identify main ideas of the text to support understanding</p> <p>Makes connections with text(s)</p> <p>Uses observations of texts to make predictions and ask questions</p>
Applies understanding	<ol style="list-style-type: none"> Curates texts Extracts ideas and information Synthesizes ideas and information 	<p>Evaluates and selects relevant and reliable texts</p> <p>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</p> <p>Connects ideas and information, draws conclusions, and forms ideas from text</p>	<p>Explores texts relevant to the task and purpose</p> <p>Recalls information from the text that is relevant to the task and purpose</p> <p>Identifies similarities and differences within or between texts</p>
Develops ideas	<ol style="list-style-type: none"> Generates ideas Evaluates ideas Refines ideas 	<p>Generates and selects ideas relevant to the task and purpose</p> <p>Determines usability of idea(s) relevant to task and purpose</p> <p>Refines idea(s) using relevant feedback</p>	<p>Generates ideas, using experience(s)</p> <p>Checks to ensure that the generated idea(s) are related to the activity</p> <p>Revises idea(s) based on directed and specific feedback</p>

SD71 Literacy Framework – BC Literacy Progressions

Kindergarten – Grade 1

Aspect	Sub-Aspects	Elaboration	What is <i>proficient</i> in K-1?
Communicates ideas and information	<ol style="list-style-type: none"> Expresses ideas and information Presents ideas and information Justifies and defends decisions and/or ideas 	<p>Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)</p> <p>Selects appropriate medium/media for a final product that clearly presents ideas and information</p> <p>Clearly justifies and can debate ideas, thinking, and decisions made</p>	<p>Shares ideas, using learning area materials</p> <p>Explores a variety of media with which to present idea(s) and information</p> <p>Identifies a reason that supports decisions and/or ideas</p>

SD71 Literacy Framework – BC Literacy Progressions

Grade 2–3

Aspect	Sub-Aspects	Elaboration	What is <i>proficient</i> in 1-2?
Comprehends text	<p>4. Interprets texts</p> <p>5. Makes connections</p> <p>6. Analyzes texts</p>	<p>Examines a text or texts to support comprehension</p> <p>Makes meaning from text and uses experience to make connections and deepen understanding</p> <p>Formulates predictions, inferences, and critical questions to deepen understanding</p>	<p>Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text</p> <p>Makes connections with text(s) and between ideas within text(s).</p> <p>Uses observations to analyze texts and make predictions asking clarifying questions when necessary.</p>
Applies understanding	<p>4. Curates texts</p> <p>5. Extracts ideas and information</p> <p>6. Synthesizes ideas and information</p>	<p>Evaluates and selects relevant and reliable texts</p> <p>Extracts key information, main ideas, data, arguments, perspectives, tones, and so on for the task and purpose</p> <p>Connects ideas and information, draws conclusions, and forms ideas from text</p>	<p>Selects texts relevant to the task and purpose</p> <p>Extracts ideas and information from the text and applies it to the task and purpose</p> <p>Uses similarities and differences between texts to draw conclusions</p>
Develops ideas	<p>4. Generates ideas</p> <p>5. Evaluates ideas</p> <p>6. Refines ideas</p>	<p>Generates and selects ideas relevant to the task and purpose</p> <p>Determines usability of idea(s) relevant to task and purpose</p> <p>Refines idea(s) using relevant feedback</p>	<p>Generates ideas, using strategies and experience(s) (2), and identifies ideas appropriate to the task and purpose (3)</p> <p>Reviews (2)/Assesses (3) the generated idea(s) based on prior learning and/or strategies</p> <p>Revises and/or refines idea(s) using relevant feedback</p>

SD71 Literacy Framework – BC Literacy Progressions

Grade 2-3

Aspect	Sub-Aspects	Elaboration	What is <i>proficient</i> in 1-2?
Communicates ideas and information	4. Expresses ideas and information	Effectively communicates thinking/ understanding, using learned material (content, ideas, message, information, etc.)	Shares ideas and/or information, using relevant learning area materials
	5. Presents ideas and information	Selects appropriate medium/media for a final product that clearly presents ideas and information	Selects the medium/media with which to present idea(s) and information that support the task and purpose
	6. Justifies and defends decisions and/or ideas	Clearly justifies and can debate ideas, thinking, and decisions made	Identifies supports decisions and/or ideas using a relevant explanation

FREQUENTLY ASKED QUESTIONS

1. Can I have my LST, or CST assess my students for me?

The literacy assessment is designed for classroom teachers to use as part of their teaching, learning and assessment cycle.

It is important for teachers to know where their students' strengths and stretches are in key literacy skills to inform planning and to scaffold learning to meet the needs of their learners.

2. Do I have to assess students all at once?

Teachers assess at a variety of times in a variety of ways. It is recommended that teachers chunk the assessment and integrate the components into daily literacy learning routines.

3. Do I have to use this assessment if I have my own literacy assessment tools?

Note that teacher colleagues have developed this assessment based on research and collaboration with Inclusive and Indigenous Education Departments. As such, it is recommended that teachers are familiar with the common language and understandings of this district wide tool. We appreciate that individual teachers may have preferred literacy assessment tools. A teacher can choose to follow the district provided assessment or a comparable assessment that covers the same skills and targets, however they will need to be pre-approved by District Principal of Early Learning and Child Care.

4. How is the assessment scored?

All skills are scored on correct answers. A correct answer = 1 point.

5. What do I do if my students are not demonstrating proficiency on a skill(s)?

Teaching, Learning and Assessment Cycle:

- i. Whole class teaching, and repeated experience practicing the skills*
- ii. Assess*
- iii. Targeted classroom instruction according to student needs.*
- iv. Assess*
- v. Targeted classroom instruction and/or consult with school-based team about other interventions that may be necessary*
- vi. Assess*

6. How will the information collected from this assessment be used?

Classroom Teachers use this information to inform instruction and monitor progress of their students' literacy skills. Additionally, this information will be helpful to pass on to grade 3 teachers.

The School can use the data for school growth plans, allocation of resources and inform school-based team discussions and strategies.

The District will collect the Oral Reading Fluency information at the end of the first week of November. This data will be used to inform decisions regarding resource allocation and professional learning opportunities, as well as to monitor the literacy development of student cohorts over time.

Assessment Design for the Frameworks Grounded in Classroom Assessment System

