



Study Guide

Standard III— Literacy Assessment and Intervention

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Standard III – Literacy Assessment and Intervention

* Terms

Accelerated Reader	Mode
Accountability	Multi-literacy
AimsWeb	Norm-referenced measurement
Anecdotal record	Neurological impress
Assessment	Performance-based assessment
Authentic assessment	Phonemic awareness assessment
Central tendency	Portfolio-based assessment
Cloze procedure	Readability
Concepts About Print	Reading fluency
Criterion-referenced measurement	Reading rate
Curriculum-based assessment	Reliability
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	Repeated reading
Echo(ic) reading	Retelling
Explicit comprehension instruction	Response to Intervention (RTI)
Evaluation	Rubric
Frustration reading level	Rubric-based assessment
Fluency development	Running record
Grade equivalent	Scaffolding
Idaho Reading Indicator (IRI)	Scoring guide
3 = Benchmark (at)	Self-assessment
2 = Strategic (near)	Sight word recognition
1 = Intensive (below)	Stanine
Independent reading level	Text readability
Informal reading inventory (IRI)	Visual Auditory kinesthetic tactile (VAKT)
Instructional reading level	Validity
Journal	Variability
Median	Words Correct Per Minute (WCPM)
Miscue analysis	

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

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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<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
 - 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. RTI (Response to intervention)
 - c. Informal reading inventory
 - d. Concepts about print

- _____ 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.
- a. Independent reading level
 - b. Frustration reading level
 - c. Instructional reading level
 - d. 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
- a. Reading rate
 - b. Cloze
 - c. Retelling
 - d. Readability

Section Two – Identification of Assessment and Intervention Practices

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

- _____ 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.
- a. Anecdotal record
 - b. Cloze procedure
 - c. Rubric
 - d. Reading rate
 - e. 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.
- a. Authentic assessment
 - b. Miscue analysis
 - c. Concepts About Print
 - d. a and b
 - e. 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.
- a. Norm-referenced measurement
 - b. Miscue analysis
 - c. VAKT
 - d. Portfolio-based assessment
 - e. b and d
- _____ 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. Then they learn how to evaluate their own papers against these criteria.
- a. Self-assessment
 - b. Reading rate
 - c. Rubric
 - d. Informal reading inventory
 - e. a and c
- _____ 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.
- a. Concepts About Print
 - b. Miscue analysis
 - c. Scaffolding
 - d. Idaho Reading Indicator
 - e. 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.
- Running record
 - Informal reading inventory
 - Anecdotal record
 - a and b
 - None of the above

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

- 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.
 - Running records enable a teacher to notice which cueing systems a child is using while reading connected text.
 - Diagnostic assessments pinpoint the needs of students so that small, flexible groups can be formed for intensive instruction.
 - The score on a fluency assessment is reported as a percent of correct responses.
 - Norm-referenced assessments are typically used to evaluate the effectiveness of instructional programs within a state, district, school.
 - Norm-referenced assessments compare students' scores with a set of criteria.
- _____ 18. Which of the statements above are **true** about literacy assessment?
- 1, 3, 5
 - 2, 4, 6
 - 2, 3, 4, 6
 - 1, 2, 3, 5
 - All of the above

Directions: The following items are marked miscue sentences from a child’s oral reading. Complete the items 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.*)

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

Once upon a time there was a kind shoemaker. Though he worked very hard, he grew
^{sc}
poor poor lether
poorer and poorer. At last he had only enough leather left to make one more pair of
tried
shoes. One winter night he cut the leather out for shoes, but he was too tired to go any
farther out
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. When the reader substituted “tried” for “tired” one could conclude this about this reader:
- The reader is very strong in his/her semantic cues.
 - The reader is very strong in his/her syntactic cues.
 - The reader is very strong in his/her graphophonic cues.
 - The reader is not reading for meaning.
 - none of the above.
 - c and d

Section Three – Application

Directions: Select the best response for each item, and record it on the line.

Scenario 1

Matt is a fourth grader who has a difficult time with comprehension. On a recent Informal Reading Inventory, his instructional reading level was calculated to be 2.3. On the standardized achievement test administered this spring, Matt achieved the following scores on the reading part of the test:

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

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the conclusions in items 22 through 27.

- An appropriate literacy conclusion based on the information presented**
- An appropriate literacy conclusion, but not relevant to this situation**
- An inappropriate conclusion for literacy learning**

- ___ 22. Matt is failing 4th grade based on these scores from the IRI and the standardized test.
- ___ 23. Fourth grade reading books are likely to be at Matt’s frustration reading level.
- ___ 24. Since vocabulary and comprehension are below 50%, Matt is failing these subjects on the standardized tests.
- ___ 25. Vocabulary strategies may be taught first to Matt because they will improve his comprehension.
- ___ 26. The vocabulary score is in the low end of the average range.

___ 27. Standardized test scores compare children in Matt’s class who took the test.

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the decisions in items 28 through 32 for effective instructional follow-up.

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

PLEASE REREAD THE SCENARIO

- ___ 28. Matt’s teacher administers a running record with a fourth grade passage. This will allow her to identify the cues to which Matt attends.
- ___ 29. 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.
- ___ 30. 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.
- ___ 31. Matt’s teacher works with him and other students with similar difficulties in a small group teaching them Reciprocal Questioning (ReQuest).
- ___ 32. During reading time, Matt’s teacher makes sure Matt has a turn at “round robin” reading.

Scenario 2

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%

Based on these assessment results, use the following scale to evaluate the appropriateness of the conclusions in items 33 through 37.

- a. An appropriate literacy conclusion based on the information presented**
- b. An appropriate literacy conclusion, but not relevant to this situation**
- c. An inappropriate conclusion for literacy learning**

___ 33. Josie is strong in word recognition but weak in comprehension.

- ___ 34. Josie's scores fall in the average range based on stanines, so there is no need for intervention.
- ___ 35. Josie's scores indicate a possible weakness in sight word recognition and/or decoding, but further assessment is needed to confirm this possibility.
- ___ 36. Informal Reading Inventories are reliable in assessing phonemic awareness, a precursor to word recognition.
- ___ 37. Second grade books would be at Josie's instructional reading level.

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the decisions in items 38 through 42 for effective instructional follow-up.

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

PLEASE REREAD THE SCENARIO

- ___ 38. Josie needs to do wide, independent reading of second grade books.
- ___ 39. Participating in daily round robin reading will improve Josie's word attack skills and comprehension.
- ___ 40. 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.
- ___ 41. Working on comprehension strategies should be a higher priority for Josie's teacher than working on decoding and sight word recognition.
- ___ 42. Josie's teacher incorporates student retellings into her instruction for Josie.

**ICLA Standard III
Literacy Assessment and Intervention
Practice Items – Answer Key**

Section One – Terminology

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

- b 1. The evidence that the inferences drawn from test results are accurate
- a. Reliability
 - b. Validity
 - c. Variability
 - d. Stanine
- c 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
 - b. Miscue analysis
 - c. Rubric
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- a 3. Consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way
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 - d. Concepts About Print
- b 5. A single central value used to summarize a distribution of scores
- a. Validity
 - b. Variability
 - c. Reliability
 - d. Reading rate

- c 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
- a 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
- b 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
- a 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
- c 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.
- a. Independent reading level
 - b. Frustration reading level
 - c. Instructional reading level

d. Central tendency

- d 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
- a. Reading rate
 - b. Cloze
 - c. Retelling
 - d. Readability

Section Two – Identification of Assessment and Intervention Practices

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

- c 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.
- a. Anecdotal record
 - b. Cloze procedure
 - c. Rubric
 - d. Reading rate
 - e. None of the above
- a 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.
- a. Authentic assessment
 - b. Miscue analysis
 - c. Concepts About Print
 - d. a and b
 - e. 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.

- a. Norm-referenced measurement
- b. Miscue analysis
- c. VAKT
- d. Portfolio-based assessment
- e. b and d

 e 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. Then they learn how to evaluate their own papers against these criteria.

- a. Self-assessment
- b. Reading rate
- c. Rubric
- d. Informal reading inventory
- e. a and c

 b 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 Peter.

- a. Concepts About Print
- b. Miscue analysis
- c. Scaffolding
- d. Idaho Reading Indicator
- e. None of the above

 a 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. Informal reading inventory
- c. Anecdotal record
- d. a and b
- e. None of the above

 b 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.

- a. Concepts About Print
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- e. None of the above

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- a. Running record
- b. Informal reading inventory
- c. Anecdotal record
- d. a and b
- 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.

 d 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 the items 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	Repeats so I said (not counted as a miscue)	←

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

a 19. Not counting the repetition, how many miscues did this reader make in the passage?

- a. 6
- b. 5
- c. 7
- d. 8

d 20. The most frequent type of miscue made was:

- a. deletion
- b. addition
- c. repetition
- d. substitution

- f 21. When the reader substituted “tried” for “tired” one could conclude this about this reader:
- The reader is very strong in his/her semantic cues.
 - The reader is very strong in his/her syntactic cues.
 - The reader is very strong in his/her graphophonic cues.
 - The reader is not reading for meaning.
 - none of the above.
 - c and d

Section Three – Application

Directions: Select the best response for each item, and record it on the line.

Scenario 1

Matt is a fourth grader who has a difficult time with comprehension. On a recent Informal Reading Inventory, his instructional reading level was calculated to be 2.3. On the standardized achievement test administered this spring, Matt achieved the following scores on the reading part of the test:

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

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the conclusions in items 22 through 27.

- An appropriate literacy conclusion based on the information presented**
- An appropriate literacy conclusion, but not relevant to this situation**
- An inappropriate conclusion for literacy learning**

- c 22. Matt is failing 4th grade based on these scores from the IRI and the standardized test.
- a 23. Fourth grade reading books are likely to be at Matt’s frustration reading level.
- c 24. Since vocabulary and comprehension are below 50%, Matt is failing these subjects on the standardized tests.
- a 25. Vocabulary strategies may be taught first to Matt because they will improve his comprehension.
- c 26. The vocabulary score is in the low end of the average range.

c 27. Standardized test scores compare children in Matt’s class who took the test.

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the decisions in items 28 through 32 for effective instructional follow-up.

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

PLEASE REREAD THE SCENARIO

 b 28. Matt’s teacher administers a running record with a fourth grade passage. This will allow her to identify the cues to which Matt attends.

 c 29. 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.

 a 30. 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.

 a 31. Matt’s teacher works with him and other students with similar difficulties in a small group teaching them Reciprocal Questioning (ReQuest).

 c 32. During reading time, Matt’s teacher makes sure Matt has a turn at “Round Robin” reading.

Scenario 2

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%

Based on these assessment results, use the following scale to evaluate the appropriateness of the conclusions in items 33 through 37.

- a. An appropriate literacy conclusion based on the information presented**
- b. An appropriate literacy conclusion, but not relevant to this situation**
- c. An inappropriate conclusion for literacy learning**

 b 33. Josie is strong in word recognition but weak in comprehension.

- b 34. Josie’s scores fall in the average range based on stanines, so there is no need for intervention.
- a 35. Josie’s scores indicate a possible weakness in sight word recognition and/or decoding, but further assessment is needed to confirm this possibility.
- c 36. Informal Reading Inventories are reliable in assessing phonemic awareness, a precursor to word recognition.
- b 37. Second grade books would be at Josie’s instructional reading level.

Based on the results of these assessments, use the following scale to evaluate the appropriateness of the decisions in items 38 through 42 for effective instructional follow-up.

- a. An appropriate literacy decision based on the information presented**
- b. An appropriate literacy decision, but not relevant to this situation**
- c. An inappropriate decision for literacy learning**

PLEASE REREAD THE SCENARIO

- b 38. Josie needs to do wide, independent reading of second grade books.
- c 39. Participating in daily round robin reading will improve Josie’s word attack skills and comprehension.
- a 40. 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.
- b 41. Working on comprehension strategies should be a higher priority for Josie’s teacher than working on decoding and sight word recognition.
- a 42. Josie’s teacher incorporates student retellings into her instruction for Josie.