



Provincial Outreach Program for the Early Years

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POP

Provincial Outreach Programs
Ministry of Education and Child Care

Evidence-Based Tools for K-3 Literacy Assessment

Friday, October 25th

2:00 – 2:45 pm

Connect with us online!



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Presenters:
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Our learning objectives

An exploration of literacy screeners, diagnostic tools, and progress monitoring in the primary grades. We'll share how these assessment tools work, and how they can inform our literacy instruction and interventions.

We acknowledge the financial support of the Province of British Columbia through the Ministry of Education and Child Care.



Literacy Supports for K-12

The Government of British Columbia is investing \$30M over the next three years to better support students' literacy development in the K–12 school system. The Ministry of Education and Child Care is working closely with provincial K–12 education and Indigenous partners, and experts in literacy development and intervention, to guide the implementation of this initiative.



Key Components

Implementing early literacy screening for all students in kindergarten to Grade 3.

- Expanding intervention and outreach programs for K–12 students requiring additional support.
- Distributing over \$15M in funding to schools and districts to provide professional learning opportunities for teachers and support staff on evidence–based approaches to literacy instruction and supporting students with learning disabilities.
- Creating new resources for parents and caregivers with information on strategies they can use to support learning at home and where to go for additional help.
- Developing a provincial online library of literacy development tools, resources, and videos for educators, school staff, and families.

What to Expect for the 2024/25 School Year



Fall/Winter:

Professional learning grants to school districts and independent schools to access additional training and education programs for teachers and support staff.

Expansion of Provincial Outreach Program staffing and support services for schools and districts to conduct needs assessments, scale up early literacy screening and intervention programs, and provide professional development opportunities for staff.

What to Expect for the 2024/25 School Year



Spring/Summer:

Inventory of evidence-based, literacy screeners and intervention programs & resources for schools.

New workshops and webinars for educators and support staff regarding literacy development and learning disabilities.



Universal Screener

Brief, reliable, valid, evidence-based assessments used to identify students who are at risk for reading difficulties and need additional or alternate forms of instruction.

Diagnostic Measures

Formal and informal assessments used to pinpoint the specific areas where a student is struggling and clarify the student's instructional needs.

Progress Monitoring

Short measures delivered and used to determine if students are making adequate progress. Answer the question: "Is my instruction working?"

Description of Common Reading Difficulties



Out-of-context word reading

Difficulties may involve accuracy, automaticity, or both.

Oral vocabulary/comprehension

An underlying cause may be limited exposure to academic language and/or background knowledge.

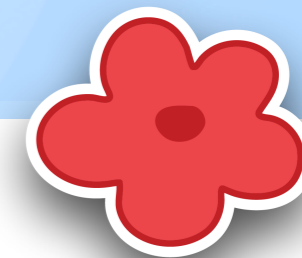
Text reading fluency

Difficulties may involve accuracy and/or automaticity. Low fluency rates may relate to both word reading and language comprehension.

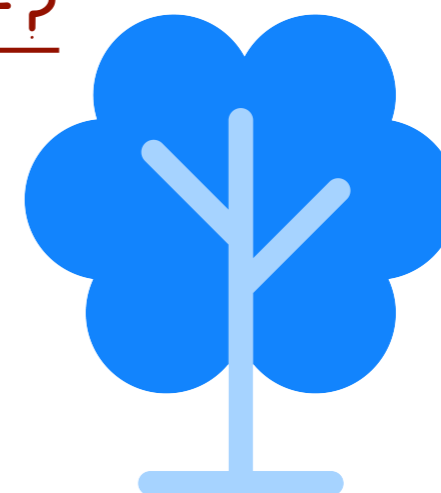
Reading comprehension

Generally, difficulties involve weaknesses in language areas and may include listening comprehension as well.

Outcomes-based Model



1. Identify students at risk (e.g. students who are not on a reading path that suggests they will be a successful reader unless instruction is provided)
 - * Teachers ask: Which students are at risk?
 - * Universal Screening Assessment
2. Determine individual needs
 - * Teachers ask: Which reading skills do I need to teach?
 - * Diagnostic Assessment
3. Plan instruction and implement support
 - * Teachers ask: What should I do about it?
 - * Plan Instruction
4. Plan evaluation
 - * Teachers ask: Is it working?
 - * Progress Monitoring Assessments





Assessment Drives Instruction

Using data (usually screening and progress monitoring data) to identify students who need additional support and to help target additional skills that should be addressed. Allows teachers to refine or change interventions for students on an ongoing basis.

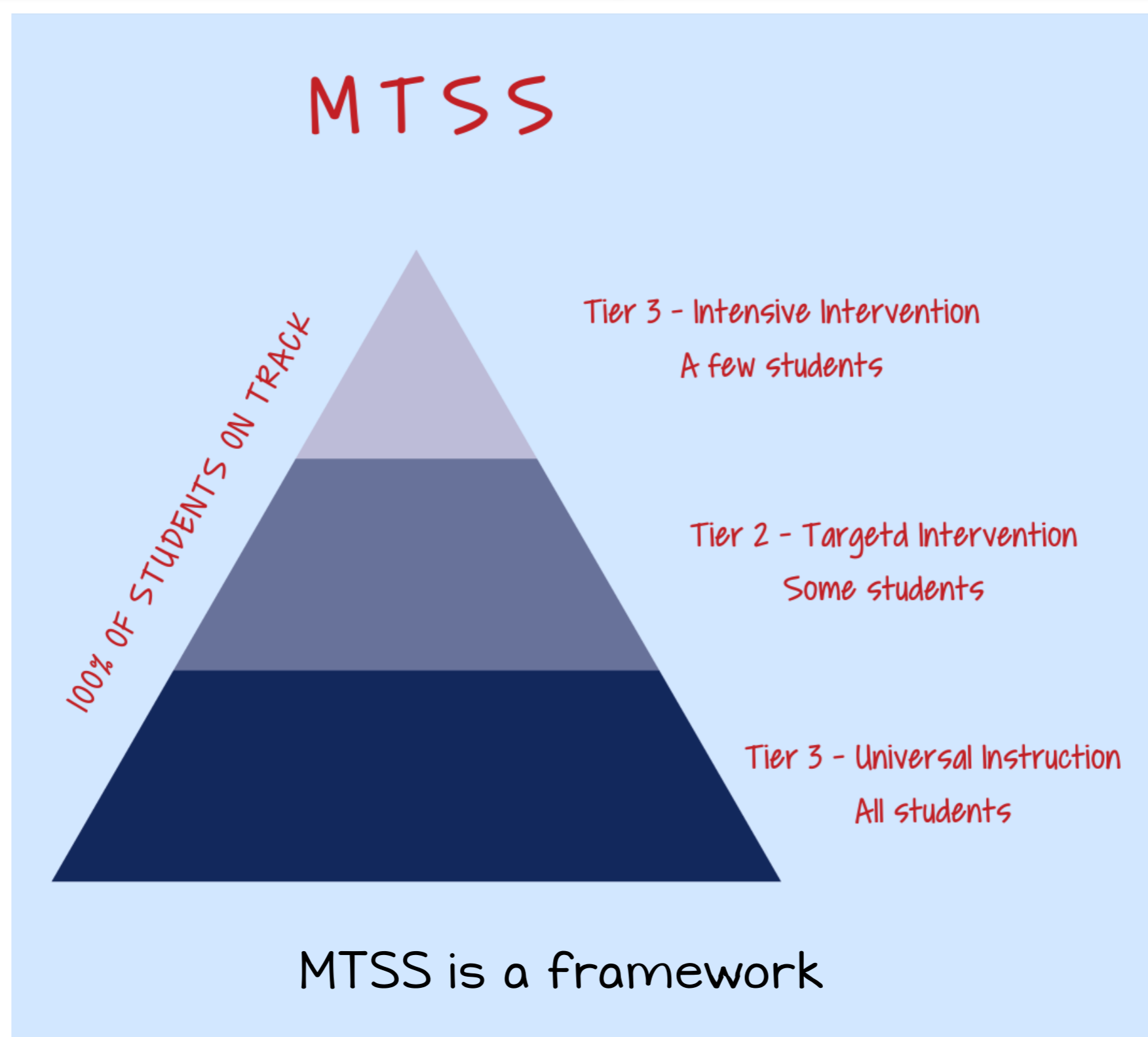




5 Ways to Use Universal Screening Data to Inform Instruction:

1. Find students who need instructional support
2. Group students for classroom reading instruction
3. Improve effectiveness of classroom reading instruction
4. Identify skills to address in intervention
5. Measure progress over time

Multi-tiered Systems of Support (MTSS)



Diagnostic Assessments



A diagnostic assessment is used to “pinpoint specific areas where a student is struggling...[and provides] in-depth information to clarify the student’s instructional needs.”

(Next STEPS in Literacy Instruction, 2024, p. 10)

Which reading skills do I need to explicitly teach to which students?



How to use Screeners



Screeners are NOT evaluations, they are intended as:

- Assessment **FOR** learning, to inform teacher instruction
- Assessment **AS** learning, to show progression along the learning journey

They are not meant to be used to evaluate student achievement of overall expectations in the curriculum.

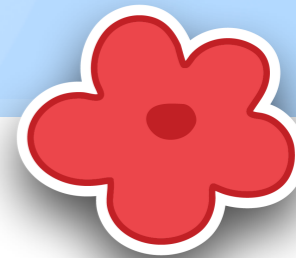


Assessment is:

- formative and differentiated
- infused in the learning cycle
- co-constructed
- strength-based and includes goal setting

Summative evaluation:

- Whereas formative assessments are ongoing throughout the learning cycle, summative assessments usually take place at the end of an instructional period (e.g., at the end of a project, unit, course, semester, program, or school year) to evaluate students' progress in relation to the learning standards of the curriculum.



Explicit:

Means that **key concepts and skills** are directly taught by the teacher, such as.

- common letter–sound matches,
- important spelling generalizations,
- essential vocabulary and background knowledge for understanding text,
- common text structures

Systematic:

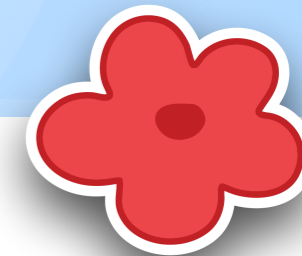
Means that important concepts and skills are taught in a logical sequence, with simpler concepts and skills taught before more complex ones

Elements of reading instruction



- Explicit instruction (breaks skills into smaller chunks from easier to complex)
- Systematic instruction in phoneme awareness, phonics, word study, vocabulary, and comprehension
- High level of student–teacher interaction (lots of opportunities for ‘just–in–time’ feedback)
- Modelling of new skills
- Small group instruction
- Fluency building activities
- Writing connected to reading instruction
- Extensive opportunities to talk about reading and develop oral language

Professional expertise



“As we are reminded, ‘One size does not fit all!’ Teachers are in the best position to know their students, their students needs, and along with their informed practices, teachers can successfully support readers in their classrooms.”

(Next STEPS in Literacy Instruction, 2024, p. 18)

“There is not one program that can teach a child to read, but there is one teacher.”

Jennifer Serravallo



Sources



Books & Presentations

Next Steps in Literacy Instruction – Smartt & Glaser

5 Ways to Use Universal Screening Data to Inform Instruction – Stoller

Stephanie Stoller Consulting

Digital Resources

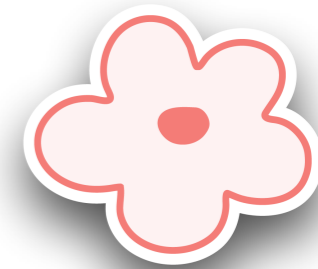
[BC K-12 Literacy Supports](#)

[Assessment Literacy in BC](#)

[Jennifer Serravallo](#)



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