

Dear Families,

Welcome to the 2021-2022 school year! As you know, literacy is a critical skill for academic, professional, and social success. To ensure communication and transparency, we are sharing this information to facilitate discussions between families, teachers, and case managers.

Literacy Assessment

Assessment data is critical to understanding students' strengths and areas for growth in order to plan for instruction. The list of assessments below provides for a comprehensive profile of a student's literacy development. Please see the attached document for each assessment, its purpose, frequency with which it is given, and questions to ask your child's teacher and case manager. ******Students in self-contained classrooms, likely utilize other forms of data collection. However, the questions in the "Questions to Ask" are valid questions that will yield valid responses. If you are unsure of the type of assessment tools being utilized in your child's classroom, please reach out to their teacher and/or case manager.*

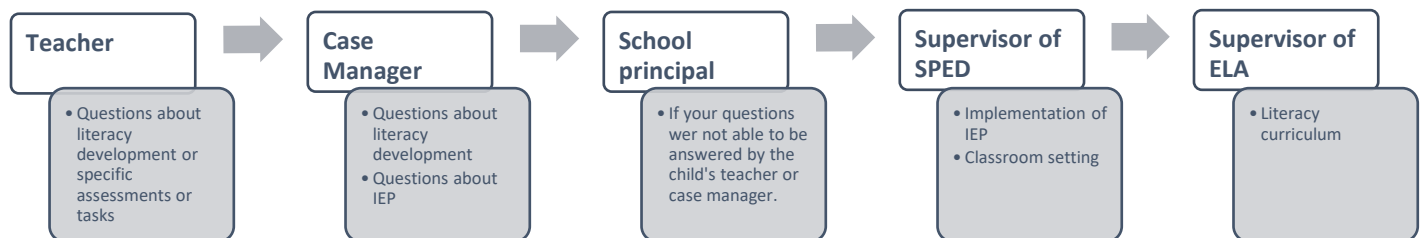
The Literacy Classroom

Monroe Township School District follows a balanced literacy philosophy, employing Readers and Writers Workshops to ensure individual students' needs are met. To support foundational skills (including phonemic awareness, phonological awareness, and phonics), spelling, and vocabulary, we use Foundations in kindergarten and grade 1 and Words Their Way in grades 2-5. Based upon a student's needs, supplemental or alternative programs may be utilized.

In a workshop setting, explicit, direct instruction in grade level skills is taught through a whole group mini-lesson. Students have time to interact with this new knowledge before transitioning to independent reading, small group work, or 1:1 conferences with their teacher. The goal of a workshop setting is to ensure students are able to work at an appropriately challenging level and have ample practice reading authentic texts with the support of their teacher.

Getting Help

There are times when you may have questions or want to express concern regarding your child's literacy development. We work as a team to support all learners. Please reaching out to the following individuals with your questions.



Assessment	Grade Levels	Purpose	Frequency	Questions to Ask
DRA (Developmental Reading Assessment)	K-8	<ul style="list-style-type: none"> Identify strengths in reading behaviors Understand students' level of reading engagement Identify types of miscues (errors) students make when reading Identify strengths and instructional focus in areas of reading comprehension Identify strengths and areas for growth in writing about reading (beginning at 2nd/3rd grade) 	3 times per year: Fall Sept-Oct Winter Jan-Feb Spring Apr-May	<ul style="list-style-type: none"> What are my child's strengths in reading? What are my child's current reading goals? How is my child's reading stamina in class? What types of books can I read to my child? What books and for how long should my child read at home?
DRA Word Analysis	K-8	<ul style="list-style-type: none"> Identify foundational skills that have been mastered and those in need of development through targeted instruction 	3 times per year	<ul style="list-style-type: none"> What foundational skills are strong in my child? What will be the focus of phonics/word study instruction? How can I support this at home?
DRA Progress Monitoring	K-8	<ul style="list-style-type: none"> Determine whether a student's reading development is adequately progressing and what adjustments to instruction can be made. 	In between benchmarks; frequency is determined by level (lower the level, more frequently)	<ul style="list-style-type: none"> When was my child's most recent progress monitoring assessment? Is my child making progress? <ul style="list-style-type: none"> Which skills have become stronger? Where do we need to continue to focus?
MAP Fluency	K-2	<ul style="list-style-type: none"> Identify students' strengths and areas for growth in foundational skills (phonemic awareness, phonological awareness, phonics, fluency) 	3 times per year	<ul style="list-style-type: none"> Is my child reading fluently? What foundational skills are strong in my child? What will be the focus of phonics/word study instruction? How can I support this at home?
MAP Reading Growth	2-12	<ul style="list-style-type: none"> Identify a student's relative strengths and areas for instructional focus as it relates to the grade level standards 	3 times per year	<ul style="list-style-type: none"> What are my child's relative strengths in reading? What are the areas of focus? What is my child's growth? <p><i>You may ask for a copy of the Student Profile report which will provide this information.</i></p>
Fundations Assessments	K-1	<ul style="list-style-type: none"> Determine students' levels of mastery for specific foundational skills that have been taught in class 	Varies	<ul style="list-style-type: none"> Is my child able to retain and apply the skills taught? Does my child transfer these skills into their reading and writing?

Assessment	Grade Levels	Purpose	Frequency	Questions to Ask
Developmental Spelling Inventory	2-5	<ul style="list-style-type: none"> Determine a starting level for instruction in word study 	3 times per year	<ul style="list-style-type: none"> What is my child's developmental spelling level? Does this level correlate with their reading level? How does my child's developmental spelling skills impact their writing?
Words Their Way Spell Checks	2-5	<ul style="list-style-type: none"> Determine a student's ability to transfer spelling features to new words 	Varies	<ul style="list-style-type: none"> Is my child able to retain and apply the skills taught? Does my child transfer these skills into their reading and writing?
Writing Benchmarks	K-8	<ul style="list-style-type: none"> Evaluate students' strengths in written communication across multiple types of writing. Determine areas of instructional focus on a continuum of writing. 	3 per year; varies based upon grade level curriculum	<ul style="list-style-type: none"> Did the reading portion impact my child's ability to produce writing? What are my child's relative strengths in writing? What are my child's goals in writing? <ul style="list-style-type: none"> Content Organization Development Grammar Spelling Punctuation What accommodations and modifications were made during the administration of the benchmark assessment?

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