

# Secondary Literacy Performance-Based Assessment Literacy Across the Middle and High School Curriculum

## Initial/Professional Teacher Education University of Colorado at Denver

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Resources:

Colorado Model Content Standards

Colorado Teacher Education Standards

Jefferson County Title I Balanced Literacy Instruction Checklist

International Reading Association

National Council of Teachers of English

## **What is the purpose and importance of literacy at the secondary level?**

A large part of teaching students particular content is teaching the language used by experts in that field of study. Concepts in a field of study are not easily separated from the language used to express them. Teaching the language of a content area means helping students develop the oral language, reading, and writing skills needed to communicate in that area and then to apply them in interdisciplinary ways as well. The more teachers can develop students' literacy strategies in their content area, the higher the level of learning students will be able to achieve. To teach content and to teach literacy are totally entwined.

Additionally, there is an increasing need for all middle and high school teachers to help develop students' literacy abilities. Literacy skill is key to students' future employment and economic advancement in the twenty-first century. Literacy skill also ensures that students can actively participate in a democratic society, meet their health care needs, locate information, and experience the pleasurable ways literacy can be used to communicate and express oneself. Literacy will take on exciting new forms as students use technology to complete more and more life tasks.

## **What is the nature of the Secondary Literacy PBA?**

The Secondary Literacy Performance-Based Assessment is designed to articulate what secondary teachers need to know in order to provide proficient literacy (reading and writing) instruction to students in content classes such as English, foreign language, math, science and social studies. The assessment identifies eight key areas of instruction that secondary teachers in UCD's Professional Development Partner Schools (PDSs) agree are important. The assessment is also designed to ensure that teacher candidates can meet Colorado Department of Education standards and can teach to Colorado Model Content Standards in reading and writing. The assessment is to be used by teacher candidates for purposes of self-assessment. It will be used by IPTE 5025 instructors and those who observe teacher candidates to provide feedback on their progress in meeting standards and ultimately, to assess whether individual teacher candidates have met a level of proficiency in relation to literacy standards.

Additionally, the assessment instrument encourages coordination and collaboration among the partner schools and the university. Familiarity with and use of the assessment instrument helps PDS and university personnel provide the various experiences in literacy instruction that teacher candidates need in order to become effective content teachers. The use of the assessment instrument in coaching of teacher candidates will likely assist experienced teachers in renewing their understanding and implementation of content literacy as well.

During internship experiences, teacher candidates will be involved in content literacy assessment and instruction for all learners, including students identified with special needs, students learning English as a second language, students identified with gifted abilities, and students with non-identified but recognizable academic, emotional, and social needs. This assessment should be used in a variety of contexts to ensure that teacher candidates have the opportunity to observe, assess, and teach literacy in content classes to a variety of learners.

**Where does the Secondary Literacy PBA fit into my studies to become a teacher?**

The Secondary Literacy PBA is designed for use on an on-going basis during all partner school internships. As teacher candidates plan and lead events that demonstrate their abilities to engage in literacy instruction, clinical teachers, site coordinators, and/or site professors evaluate their performance using various coaching forms. During IPTE 5025 teacher candidates turn in their lesson plans, coaching forms, and reflections to their IPTE 5025 instructor who uses this information to determine their rating for each area of the Secondary Literacy PBA. After the completion of IPTE 5025, a site professor or site coordinator may update a teacher candidate's ratings on the Secondary Literacy PBA given input from new lessons that have been coached. Furthermore, in IPTE 5026, teacher candidates will have an opportunity to continue to refine their skills.

The self-assessments that are attached to the rubric are intended for teacher candidates' use throughout the program. Teacher candidates share end point self-evaluations and current professional development plans with the site coordinator and site professor at the next partner school. This procedure will allow teacher candidates to quickly identify the

assistance they need to continue developing skills related to teaching literacy in their content area(s).

Teacher candidates must achieve proficiency in each of the eight instructional categories in order to be recommended by UCD to the state of Colorado for provisional licensure.

### **What standards are addressed by the Secondary Literacy PBA?**

The chart on page 8 shows how the Secondary Literacy Performance-Based Assessment addresses the Colorado Department of Education's Teacher Standards for literacy (standard 1) and planning/assessment (standard 3). The left side of the chart lists each standard element addressed and the right side lists the numbers that correspond to the components that define the eight categories of secondary literacy instruction. (See pages 10-13.) In addition, the Secondary Literacy Performance-Based Assessment addresses the International Reading Association (IRA) professional organization standards for adolescent literacy.

### **How does the *Secondary Literacy PBA* help me learn the teaching roles that are the foundation of the IPTE program?**

The Secondary Literacy PBA is an effective vehicle for gaining experience with the IPTE program's five teaching roles (and vice versa). As you accumulate experiences and documents to complete the PBA, you can reflect on how these experiences demonstrate growth in the five teaching roles as follows.

#### *Teacher as Scholar*

You will understand all the terms and methods contained within the LPBA and the basic theoretical foundation for these methods. You should make sure that you have read about and observed the methods.

#### *Teacher as Instructor*

You will engage in content area teaching that engages students in the use of reading and writing, reflect on your assessment/teaching performance, seek coaching feedback, conference with observers, and make changes in order to

achieve proficiency in literacy assessment and teaching within your content area. You will also make time to observe a variety of assessment and teaching situations and talk with experienced teachers about what they do and how they come to make their instructional decisions.

#### *Teacher as Student Advocate*

Inherent in making instructional decisions is identifying and addressing students' individual needs. In order to complete the Secondary Literacy PBA experiences, you will get to know students well, assess their needs, and find ways, both within and outside of the classroom, to address those needs. This may include working with parents.

#### *Teacher as Professional*

You will engage in professional activities that address literacy in your school (e.g. staff meetings, inservices, team meetings). You may become a member of a professional literacy organization (CCIRA, IRA, NCTE) and/or avail yourself of opportunities to attend professional workshops and conferences. Professional development activities will increase your background knowledge and understanding of literacy theory and practice.

#### *Teacher as Leader*

In attaining a proficiency level on the Secondary Literacy PBA, you will develop a knowledge base about content literacy instruction that may enable you to become a leader in the educational community.

#### **What do I need to do?**

1. During the opening session of IPTE 5025, you will be asked to conduct a self-assessment of your current teaching abilities with regard to each of the eight categories of secondary literacy instruction. Course instructors will utilize this information to adjust time in class sessions to intensify instruction in those areas where teacher candidates most need assistance to develop the knowledge and skills necessary to reach proficiency. Course instructors will work with secondary site coordinators and site professors to suggest ways that teacher candidates can continue to develop in areas identified as needing work to reach the proficient level. You can use the self-assessment information to locate or request additional reading, observations in partner schools,

lesson tryouts, and coaching in all eight areas addressed by the assessment.

2. In IPTE 5025, keep a thick, two-pocket folder or three-ring notebook, to save all documentation linked to your progress on this performance-based assessment. Keep your folder throughout the IPTE program.

3. Teach lessons that incorporate attention to content literacy and have those lessons observed by a clinical teacher, site coordinator, or site professor. It is NOT sufficient to demonstrate your ability to plan lessons in each instructional category; your ability to successfully teach lessons is required. It is your responsibility to track your progress with regard to meeting standards, including obtaining sufficient coaching to ensure progress in each of the eight instructional areas of the rubric.

4. At least twice during each internship, we recommend that you complete the self-reflection plan that accompanies the Secondary Literacy Performance-Based Assessment, giving careful thought to your continual progress. Once you have completed the self-reflection, make a conference appointment with your clinical teacher, site coordinator, and/or site professor to discuss progress and plans for further development in particular areas of the Secondary Literacy Performance-Based Assessment.

5. Although it is preferred that you demonstrate proficiency in secondary literacy through teaching lessons in the classes of your clinical teacher(s), circumstances can arise where this is not possible. In these cases, you may demonstrate proficiency by teaching lessons in reading classes or tutoring individuals or small groups of students in your PDS. Again, you are responsible to ensure that you have these opportunities to teach to the standards and to obtain sufficient coaching that evaluators can determine proficiency.

6. It is your responsibility to make sure that you are consulting with your IPTE 5025 instructor, clinical teacher(s), site coordinator, and site professor regularly to ensure opportunities for using and improving upon the knowledge and skills required to meet the proficient level on this performance based-assessment. If you find yourself needing more

information or practice opportunities to meet the proficient level, please seek out help from available resources: school personnel, university personnel, professional literature, web sites, etc. University coursework alone cannot provide the knowledge needed for every situation and individual clinical teachers may not be able to provide the practice needed in all instructional categories. Actively ask questions and seek information. These are skills used daily by professional educators, no matter what position they hold. Developing these skills now will be very useful to your future success.

**Connections: Colorado Department of Education Teacher Standards and  
UCD Secondary Literacy Performance-Based Assessment**

Standard	Secondary Literacy PBA
<b>Standard One: Knowledge of Literacy</b>	
1.1 Plan and Organize	1.1, 1.2, 1.3 2.1, 2.2, 2.3, 2.4
1.2 Develop Linguistic Skills <ul style="list-style-type: none"> <li>• • Phonemic awareness</li> <li>• • Concepts about print</li> <li>• • Systematic, explicit phonics</li> <li>• • Other word Identification strategies</li> <li>• • Spelling instruction</li> </ul>	4.5 5.5, 5.6, 6.1 4.5, 5.5, 5.6 4.3, 4.4 8.7
1.3 Develop Reading Comprehension and Promotion of Independent Reading <ul style="list-style-type: none"> <li>• • Comprehension strategies for a variety of genre</li> <li>• • Literary response and analysis</li> <li>• • Content area literacy</li> <li>• • Student independent reading</li> </ul>	5.1-5.7, 6.1-6.10 5.8, 6.11-6.18 1.0-8.10, entire PBA 7.0-7.7
1.4 Support Reading through Oral and Written Language Development <ul style="list-style-type: none"> <li>• • Development of oral English proficiency in students</li> <li>• • Development of sound writing practices in students including language usage, punctuation, capitalization, sentence structure, and spelling.</li> <li>• • Relationships among reading, writing, and oral language</li> <li>• • Vocabulary development</li> <li>• • The structure of standard English</li> </ul>	3.7, 3.8, 5.8, 7.7  8.0-8.11 Development of Writing  3.7, 3.8, 5.8, 7.7 4.1-4.6 8.8, 8.10
1.5 Utilize Colorado Model Content Standards in Reading and Writing for the Improvement of Instruction	1.0-8.10, entire PBA
<b>Standard Three: Knowledge of Standards and Assessment</b>	
3.1 Design short and long range standards-based instructional plans	2.1-2.4
3.2 Develop valid and reliable assessment tools for the classroom	1.1
3.3 Develop and utilize a variety of informal and formal assessments, including rubrics	1.1, 8.10
3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards	1.5, 1.6
3.5 Use assessment data as a basis for standards-based instruction	2.1, 2.2
3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards	1.5, 1.6
3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement	1.4
3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and the 1999 Colorado Accreditation Program	2.1

### **How will my performance be evaluated and scored?**

Your IPTE 5025 instructor will assess lessons that you have designed, taught, and had coached by your clinical teacher, site coordinator, or site professor. S/he will also assess any other activities that you engage in during IPTE 5025 using the performance-based secondary literacy assessment rubrics. During the first semester of your work in IPTE, the assignments for IPTE 5025 will guide your completion of the Secondary Literacy PBA. Each assignment in IPTE 5025 leads to the successful completion of the PBA. At the end of the course, you will submit your binder with all the work and a reflection (see page 10 for more details. In IPTE 5026, you will continue working on areas that you have determined need further growth.

While you will work on all eight areas of the PBA during IPTE 5025, you may not reach proficiency in all of them during the course. You will need to continue working on remaining areas during your third and fourth school internships. Additionally, SAPS will reinforce your learning. Of course, we will encourage you to continue developing content literacy lessons and units during all of your internships and to aspire to a few Level 4 ratings. Receiving Level 4 ratings in all areas of the PBA is not realistic for a beginning teacher, but something to strive for during your career.

### Self-Assessment

Four times during your program, you are to assess your ability to integrate literacy instruction into your content lessons.

The four times are

- 1-At the start of IPTE 5025
- 2- Midway through IPTE 5025
- 3-At the end of IPTE 5025
- 4- At the end of IPTE 5026

Use the following scale to determine your score:

- 1 – I’ve never heard of this concept and have no clue what to do.
- 2- I’ve heard of it but am uncertain how to incorporate it into my instruction.
- 3- With guidance, I can do this.
- 4- Not only can I do this, but I could teach others how to do it.

At the end of 5025, your task is to provide a body of evidence (BOE) of your rating by doing the following:

- 1) Submit all lessons with coaching forms and student work that demonstrates your rating.
- 2) Write a lesson plan in which you illustrate your ability to assess texts, plan a standards-based lesson that uses literacy skills to ensure students meet your objectives, supports student engagement, and uses shared/guided reading routines. This must be an original lesson using text that might actually be used at a particular grade level.
- 3) Write an introduction to your BOE that analyzes your learning throughout the semester and your next steps in refining your knowledge about using literacy tools to build student knowledge of your content.

<b>Develop, Administer, and Use On-going Literacy Assessments to Inform Instruction</b>	Start of IPTE 5025	Midway through IPTE 5025	End of IPTE 5025	End of IPTE 5026
I know how to analyze various texts in order to decide which texts will work with specific groups of students and which literacy skills/strategies to teach, review, and enhance with regard to content.				
I know how to plan instruction so that I meet the literacy needs of all learners				

including bilingual/ESL students, special needs students, and gifted students.				
<b>Plan and Deliver Standards-Based Content Units Linked to Literacy</b>				
I plan integrated units that incorporate both content and literacy objectives consistent with standards				
I teach relevant literacy skills/strategies through authentic, meaningful activities and contexts that ensure students learn my content.				
<b>Ensure Motivation for Literacy</b>				
I model my own comprehension strategies and enjoyment of reading content in my area.				
I ensure that I have a variety of materials that will meet the needs of all students and promise to be engaging to them (i.e., texts of different levels of difficulty, fiction, non-fiction, texts that attend to diversity)				
<b>Develop Vocabulary</b>				
In order to identify important vocabulary to teach students, I determine the relationship of the vocabulary to key concepts and their importance to comprehension of the text.				
I show students how to use context to understand new words.				
I teach students to use knowledge of words (e.g., prefixes, roots, suffixes) in order to understand words new to the.				
I know a variety of vocabulary building activities.				
<b>Use Shared and Guided Reading Routines</b>				
As I design instruction, I plan how to engage students in a gradual release of responsibility for reading texts independently.				
<b>Before Reading</b>				
I help students make predictions and personal connections based on concepts about print such as pictures, illustrations, charts, graphs, headings, subheadings, background knowledge, etc.				
I ensure that students have set a meaningful and authentic purpose for reading.				
I determine background knowledge needed to comprehend text.				
I activate background knowledge before students read text.				

I select one or two teaching points to focus on and shares that explicitly with students.				
<b>During reading</b>				
I use reading guides as appropriate to the material and purpose of the lesson (e.g. anticipation guides, textbook activity guides, three level guides, pattern guides) or design appropriate activities that will guide students into making meaning of the text (e.g., reciprocal teaching, guided reading groups).				
I encourage active questioning and confirming while reading.				
I encourage visualizing while reading.				
I encourage self-correction, rereading, and other fix-up strategies in order for text to constantly "make sense" to the reader.				
I encourage students to engage in periodic retelling, personal response, summarizing, analysis, and synthesis while reading.				
<b>After reading</b>				
Students confirm or adjust predictions made before reading and can return to text to support their reasoning.				
Students participate in discussions of important information read, engage in critical thinking at a variety of levels, clearly reflect remarks, extend their own and others' knowledge (e.g. teacher-student discussions that share and extend comprehension, jigsaw, Socratic seminars, fish bowl, debate, panel discussion, drama, reciprocal teaching, literature or learning circles that encourage exploratory talk around content).				
Students summarize the text and identify the theme through synthesizing and inferring.				
Students learn methods of organizing information to comprehend and remember (e.g., webbing, graphic organizers, comparison webs, flow charts, sketches, question/answer, summarizing, linking to other known information.				

**Body Of Evidence – Putting It All Together**

CDE Standards	Evidence from PBA Part 1	Excellent	Acceptable	Developing
<p>1.0 <b>Knowledge of literacy.</b> The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening. 1.3 Develop reading comprehension and promotion of independent reading including:</p> <ul style="list-style-type: none"> <li>○ Content area literacy</li> <li>○ Vocabulary</li> </ul> <p>1.5 Utilize Colorado Model Content Standards in Reading and Writing for improvement of instruction.</p> <p><b>4.0 Knowledge of Content:</b> 4.4 Integrate literacy . . . into content area instruction</p>	Introduction	35 Analysis reflects deep understanding of the role literacy plays in learning content; clear explanation of growth in understanding and implementation of literacy strategies; plan for next steps is well-articulated.	30 Analysis reflects understanding of the role literacy plays in learning content; general explanation of growth in understanding and implementation of literacy strategies; plan for next steps is included.	25 Missing one or more: <ul style="list-style-type: none"> <li>○ Analysis of the role literacy plays in learning content;</li> <li>○ explanation of growth in understanding and implementation of literacy strategies;</li> <li>○ plan for next steps.</li> </ul>
	Assignments: <ul style="list-style-type: none"> <li>○ Prereading</li> <li>○ Vocabulary</li> <li>○ Text Analysis</li> <li>○ Reading Comprehension</li> <li>○ Writing</li> </ul>	30 Assignments meet criteria in earlier rubrics for A; coaching forms included for most of the assignments; samples of student work included for most of the assignments; overall collection of assignments supports student’s self-assessment.	25 Assignments meet criteria in rubrics for A and B work; coaching forms included for at least two assignments; samples of student work included for at least two assignments; collection of assignments mostly supports student’s self-assessment.	20 Assignments meet criteria in rubrics for work lower than a B; missing coaching forms; missing samples of student work; mismatch between collection of work and student’s self-assessment.
	Lesson Plan	35 Lesson plan addresses the identified challenges in the text; literacy skills support the objective; before/during/after framework address the challenges; lesson plan includes content standards and literacy standards; lesson plan well-sequenced; includes enough details that another teacher could implement it.	30 Lesson plan addresses some of the identified challenges in the text; literacy skills support the objective; lesson includes aspects of the before/during/after framework; plan includes content standards or literacy standards; lesson plan is complete.	25 Lesson plan does not clearly address identified challenges; literacy skills do not clearly support the objective; before/during/after framework is missing; missing standards and/or objectives; general plan that is difficult

