

POWAY UNIFIED SCHOOL DISTRICT LITERACY ASSESSMENT GUIDE

Introduction

The Poway Unified Literacy Assessment Guide provides Pre-K through fifth grade teachers with a set of assessments to guide their instructional decisions for individual students.

The assessments within this guide are used primarily to pin point what each child can and cannot do; and not solely to monitor program or instructional effectiveness.

Assessment and instruction occur concurrently and each informs and influences the other.

The assessment guide is designed around three types of assessment:

Core Assessments:

These assess essential skills and behaviors and are used to inform instructional decisions for individual students. Core assessments are used for the **majority** of students in the class at on-going intervals to determine children's benefit from previous instruction and to develop additional instructional strategies. Core assessments are labeled **Core**.

Lower Core Assessments

These assessments are geared for **individual** students requiring more detailed analysis of reading and writing. Lower core assessments are labeled **Lower Core**.

Higher Core Assessments

These assessments are provided as a resource for the teacher if a student warrants assessment **beyond** the current range of the grade level standards. Higher core assessments are labeled **Higher Core**.

Note: If a student requires an assessment above or below any of the assessments included in this guide, contact a colleague for the appropriate grade level materials needed.

ASSESSMENTS
Grade 5

	Core	Lower Core	Higher Core
PHONOLOGY	Phonetic Spelling Inventory No Excuses Words Commonly Misspelled Words	The Rewards Test The Names Test	
READING COMPREHENSION	See MAPs Comprehension	Informal Reading Inventory (IRI) Oral Listening Vocabulary	
FLUENCY	Oral Fluency Assessment		
WRITING	Independent Writing On-Demand Writing		
MAPs (Measuring Academic Progress)	Reading Language Mathematics		

FRAMEWORK FOR READING ASSESSMENT AND INSTRUCTION

L A N G U A G E

MOTIVATION

DECODING/ENCODING					COMPREHENSION				
Word Recognition Strategies				Fluency	Academic Language			Comprehension Strategies	
concepts about print	phoneme awareness	phonics	sight words	automaticity	background knowledge	vocabulary	syntax text structure	compre- hension monitoring	(re)organ- izing text

L A N G U A G E

