



Personal Literacy Plan Guidelines

**Rhode Island Department of
Education**

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First Edition

PERSONAL LITERACY PLANS K-12 GUIDELINES

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FOREWARD

The K-12 *Guidelines for the Development of Personal Literacy Plans* (PLPs) have been written by a team of educators who believe that while students may learn to read in different ways and in different time frames, all students can learn to read given appropriate instruction and support. Chosen by the Deputy Commissioner, these professionals spent months in meetings with the RIDE Instruction Committee and four intense days of discussion, including a review of current Rhode Island district PLPs and samples from other states to develop these Guidelines for PLPs.

The team's charge was to produce a document that would be useful to the varied audiences who are concerned about and contribute to a student's reading success. Therefore every attempt was made to write clearly, using language that educators, families, and the entire school community could understand. A *Glossary* for words and terms whose different uses sometimes cause confusion or are unfamiliar to the reader is included.

The document begins with *Background* which explains the rationale for PLPs. An extended *Definition* of the PLP follows. The next section, *Process*, begins with a K-12 overview of school literacy support. It then describes school community responsibilities and a design for supporting students in need of a PLP. The document concludes with suggestions and rationales for elements that need to be included and recorded in a Personal Literacy Plan. While PLPs can be developed for various kinds of literacy (mathematical, art, health), these guidelines concentrate on reading literacy. Therefore, important information about quality reading instruction and assessment is included.

To support this document, several appendices have been attached. They include the *Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for Students Entering High School, Appendix A*. *Appendix B* contains sample school and district data collection and reporting forms. The last form is the proposed format for the required School District Report to the RIDE. (The first District Report is due December 1, 2004 and will likely be submitted electronically.) *Appendix C* is a chart of the statewide assessment program. *Appendix D* is a list of suggested reading literacy assessments. A bibliography of sources used in the development of this document and reading literacy resources for teachers appear in *Appendices E and F*, respectively.

The Rhode Island Department of Elementary and Secondary Education strongly suggests that all school districts use this document to guide the development of their PLP system and the development or revision of their PLPs, reading interventions, and reporting forms.

Personal Literacy Plans

Background

The Rhode Island (RI) General Assembly is committed to improving students' reading achievement as seen in the amended 2002 RI General Law 16.1-7 (a-c) requiring schools to develop personal literacy programs for all students K-3 who are at risk for reading failure: **(While the law uses the term program, it is very important for readers to note that the word “program” as used here refers to a design to improve a student’s reading level, not a basal reading series or other commercial reading program.)**

(a) The Board of Regents shall adopt and publish statewide standards of performance and performance benchmarks in core subject areas to include reading, writing and mathematics (grades 4, 8, and 10). These standards and performance benchmarks shall be ratified by the board and implemented, and performance standards and performance benchmarks for reading in two grades shall be added.

(b) Every school district receiving state education aid under this title shall develop a district strategic plan

(c) The strategic plan shall include strategies to improve the performance of students in mathematics, reading and writing. Each plan must describe scientific research based, as described in the No Child Left Behind Act of 2001, Title 1, Part B, Section 1208, reading instruction to improve the reading skills of all students in the early grades (k-3) that is aligned with the regent's reading policy. The districts must develop, implement and evaluate a Personal Literacy Program for each student in these grades who is performing below grade level.

As evidence of the Regents' concern with students' reading success, they, in concert with RIDE and other state-level partners, convened two High School Summits (2000, 2002). Participants represented a broad array of stakeholders who considered the current state of affairs and future directions for Rhode Island's high schools. A major finding was that students lacked adequate academic skills in reading, writing, and mathematics, with many students performing below grade level and therefore unable to succeed in school. As a result of the findings, the Regents are requiring that by May 2004, school and district plans (K-12) will identify means by which students will attain grade level literacy. By September 2004, each middle and high school must have specifically identified literacy programs in place to support students. (See Appendix A.)

During the 2002 – 2003 school year, many RI school districts began the work of designing a process for the implementation of specific student literacy programs. The districts identified the data collection process required to make decisions about developing individual student plans. The results of this work have informed the development of this guidance document that will support districts' next steps: intervention planning, implementation of the intervention, progress monitoring, and evaluation of their selected programs and process(es).

To that end, this guidance document is provided to support the development and implementation of specific literacy programs, also known as PLP - personal literacy plan, for K-12 students who require additional support in reading.

Definition

A PLP is commonly known as a personal literacy plan and refers to the specific literacy programs that are mandated in state law and by the RI Board of Regents. Although labeled personal *literacy* program or plan, the focus is on the improvement of student *reading* proficiency as required by these same laws and regulations cited in the previous section.

The PLP is a way of ensuring that all students will become proficient readers, that is, they will read at grade level. Grade level means that the student's reading level is the same as the student's grade in school. Proficient readers are strategic problem-solvers who have developed a reading process that is continually improving. They have a repertoire of strategies at their disposal. They constantly check on themselves as they read to see if what they are reading makes sense. They are able to adjust their reading rate according to the type of text being read and the level of difficulty. They know how to use the appropriate strategies for reading both fiction and nonfiction texts. Such readers are fluent and consistently focused on gaining meaning from what they read.

At any time during the school year, **any and all** students who are reading below grade level will require a PLP. This includes students with Individual Education Plans (IEPs) that have yearlong goals that are relatively broad. PLPs provide a problem solving approach for improved student reading that is cyclical, inclusive (teachers, parents, administrators, etc.), and connects to the process of school improvement. At the elementary and secondary levels, PLPs provide the structure for intervention for those students who are reading below grade level.

Since a PLP is a framework designed to meet the needs of an individual student, it is not dependent on one specific model, program, or assessment. K-12 documents, assessments, and interventions may vary among districts, but need to be uniform within a district.

There are three major components to a PLP:

- Assessment – used to determine student needs and to design interventions as necessary
- Intervention – targeted instruction based on student needs determined by the assessments
- Progress monitoring – record that evaluates success of intervention to date and determines future course of action

The purpose of the PLP is three-fold:

- The PLP is an action plan for improving reading instruction and, thus, reading proficiency for individual students.
- The PLP is documentation of the strategic approaches that schools follow to provide support to students in reading instruction with the goal of improving student achievement in reading.
- The PLP is a record of intervention results that inform subsequent school personnel of successful instructional approaches.

Process

Figure 1: Overview of K-12 School Reading Literacy Support

Elementary, Middle, and High (unless otherwise noted)		Middle	High
1 – By the beginning of each school year; or anytime during the school year; or when students enter during the year: Screen and review reading achievement of all students to identify those who will succeed with regular instruction, and those who may need assistance using: Performance on statewide assessment Local assessment data Student portfolios Student records Existing Personal Literacy Plan or Program Other			
For individual student: 2 – Determine reading levels through screening assessments [produces information to be sent to RIDE by administration and identifies students reading below grade level] (Teacher)	For the School: -SIT identifies school wide curriculum and instruction needs		
3 – Diagnose, analyze, and determine needs of students whose screening indicates they are reading below grade level. (Teacher)	- SIT plans short and long-term program changes, support programs, etc., in response to student needs. (School improvement plans need to reflect methods and means of support)		
4 – Design PLP for each student requiring assistance – determine interventions and appropriate supports for each of these students: who, what, when, where, how, including instructional target, benchmarks, timeline and system for review (Teacher)	-School and teachers provide support for groups identified with similar needs	<i>- Identified school personnel design plans to meet small group and/or individual student needs</i>	<i>- Identified school personnel design plans to meet small group and/or individual student needs</i>
5 – Implement PLP and monitor progress (Teacher)		“	“
6 – Assess progress. If outcome assessments/screening indicate student is on grade level, student exits (Teacher) OR...	- School reviews reading achievement of all students based on State or District Assessment results (midyear)	“	“
7 – Revise PLP intervention plan, with expanding circle of support personnel for increasingly complex plans in a continuous cycle and student’s needs are met (Teacher plus varied specialists) OR ...	- School ensures varied support personnel are available	“	“
8 – If successive and increasingly complex PLP interventions using the expanding circle of support personnel do not result in student proficiency, then a review of all information gathered in steps 1-7 above and any other data are used in the consideration of support services for this student. (Teacher and PLP and Extended Support Team.)	- School has team in place to support previous efforts and make further recommendations	“	“

Responsibility

While the PLP process is the shared responsibility of the entire school community, the **school principal** has the overall responsibility for the reading success of all students. S/he will oversee the PLP process, including implementation, and will work with the **School Improvement Team** on school wide curriculum, instruction, and assessment responses to PLP outcomes including:

- Program planning and evaluation
- Resource allocation
- Professional development that prepares staff to effectively teach all components of the comprehensive literacy framework. (See page 11.)
- A reporting system for all students who are not proficient readers.
- A system of family involvement

According to Regents' regulations "**districts** will annually identify all students...who do not attain proficiency" on the statewide assessment. Each district is responsible for listing and sending this list of students reading below proficiency to the RIDE. (See page 25, Appendix B for the sample district report form.)

The PLP process generally begins at the classroom level with a **classroom teacher's** review of student reading achievement. This might include reviewing state assessment results, local reading assessments, observation data, samples of student work, etc. If a student is determined to be below grade level, the teacher will use diagnostic tools to gain more specific knowledge of the student's reading challenges and strengths and then design a PLP for a student. This PLP is a guide for implementation of interventions and support designed to improve student reading proficiency.

Next, the teacher shares the PLP with the **family**, along with any reading improvement intervention strategies that they could carry out at home. The PLP provides the family with specific information and documentation of their child's reading needs and progress, as well as the child, if appropriate.

PLP Expanding Circle of Student Support Model

When a student is having reading difficulty, s/he may require more than differentiated instruction in the regular classroom. Schools need to think carefully about building a support system that can promptly respond to students who are not reading on grade level. Figure 2 on page 9 shows the systematic support system for students who need more support to reach reading proficiency in terms of an expanding circle. The first look at the circle (A) shows the student at the center being supported by the teacher's differentiated classroom instruction, along with family support, as a means for achieving reading proficiency.

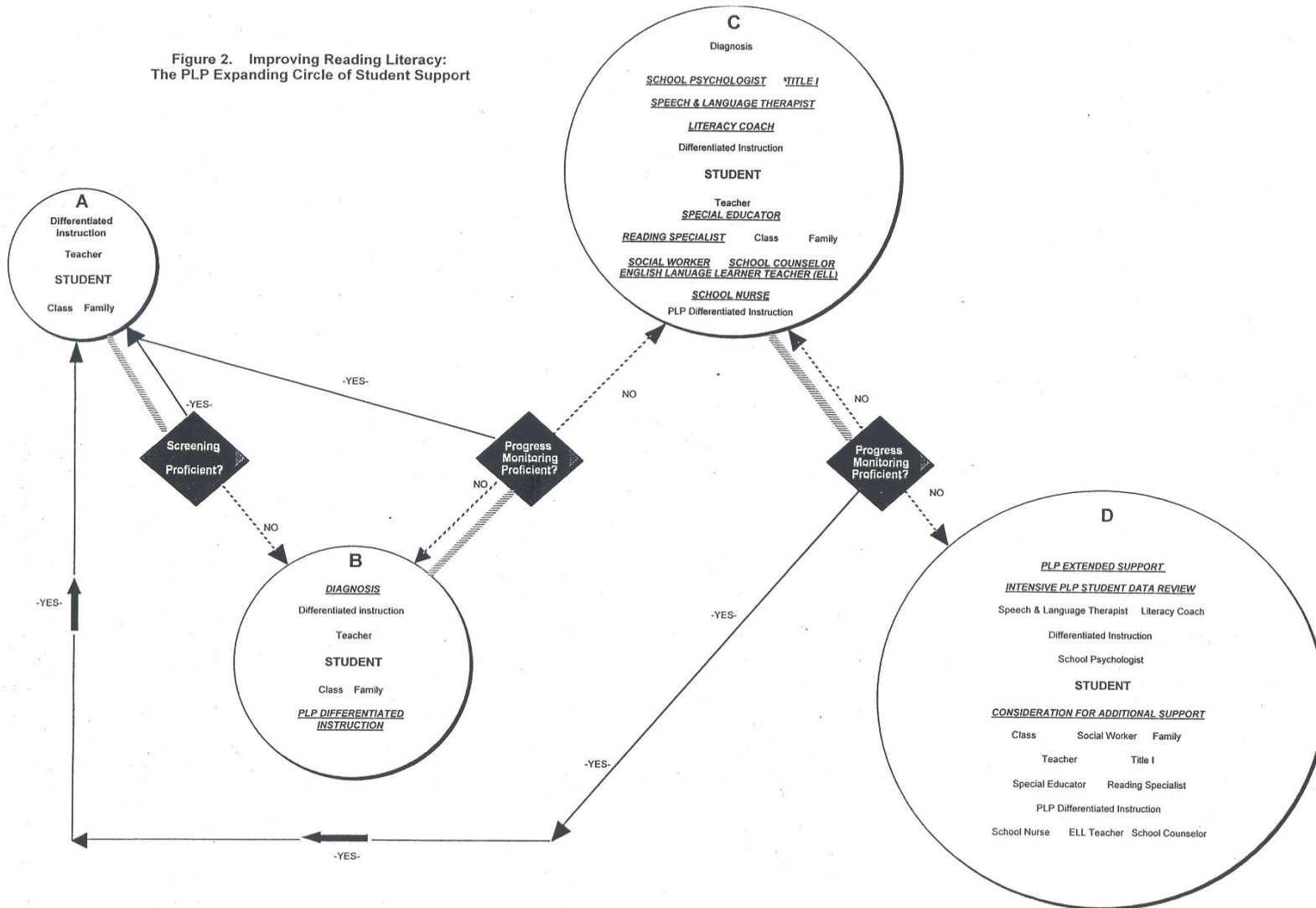
Some students will reach proficiency at this level of support, but others may not. These students' difficulties need a closer look using diagnostic assessments shown in the expanded circle (B). Based on the diagnostic results, the classroom teacher implements purposeful intervention. Over time, progress-monitoring assessments of teacher interventions will indicate whether or not the student has reached proficiency. If the student needs further intervention(s) the teacher needs to consult with other relevant school personnel to help design them. Such personnel might include: (See circle C.)

- A reading specialist
- A literacy coach
- A social worker
- A psychologist
- Other teachers
- A school counselor
- A special educator
- A Title I teacher
- A speech and language specialist
- A School Nurse Teacher
- An English language learner teacher
- And/ other professionals whose input would help design strategies and interventions for this student.

If the results of progress monitoring of the above strategies and interventions do not lead to the student reading proficiently at grade level, the teacher needs to request the members of the PLP Extended Support Team (a team within the school whose focus and expertise is reading literacy) to join the personnel already involved in the PLP process. This expanded team would consider all the interventions tried and analyze the data collected thus far in order to determine new or revised interventions to be tried. The Team might also consider whether additional support services may be needed. (See circle D.)

If at any step in the above process the results of progress monitoring show that the student has reached proficiency, the student will return to circle (A), the original circle of support, and the PLP can be filed with the student's record. Having such a record of interventions is invaluable, especially if at another point in the student's schooling, screening results show that the student is once again reading below proficiency.

Figure 2. Improving Reading Literacy:
The PLP Expanding Circle of Student Support



Assessments

Carefully chosen assessments are an integral part of the PLP process. Districts need to use screening assessments to determine those students who are reading on grade level and those who are not. The state assessment program (See Appendix B) does serve as a screening tool at some grades, but for those levels that are not included in the state program, districts must design or adopt comprehension screening instruments that determine whether a student is reading on grade level or below for both instruction and reporting purposes.

If the student is not proficient (i.e. not reading on grade level), diagnostic assessments must be used to determine more specifically what components of comprehensive reading (phonemic awareness, phonics, fluency, vocabulary, text comprehension and/or writing) are problematic for him/her. The diagnostic results will indicate a student's reading strengths and weaknesses. Only through careful analysis of this, and other relevant student data can the PLP instructional intervention be appropriately designed.

To help districts select appropriate screening and diagnostic assessments the following criteria are suggested:

- Purpose of the assessment
- Validity and reliability of the assessment
- Cost
- Ability to inform instruction
- Assessment Efficiency
 - Administration time
 - Scoring time
 - Ease of administration
- Cultural competence

The RIDE offers suggestions for screening, diagnostic, and progress monitoring instruments in Appendix D. **This list is in no way all-inclusive or a product endorsement.** It simply offers some suggestions that could be helpful to districts as they put a PLP system in place.

The Reading Process

In addition to careful analysis of relevant data, teachers or others who may be involved in the development of a PLP need to understand the reading process. They need to understand how children's reading is a continuously developing ability that emerges from experience with oral language and print. Proficiency grows and expands as the child moves across the grades and the stages of reading development.

These stages are:

- Emergent- beginning to read signs and labels.
- Early Reading- using letter sounds to read words
- Transitional- beginning to read easy chapter books
- Reading to Learn- reading texts to gain information
- Advanced- reading varied texts for many purposes

Growth from one stage to another is dependent on explicit, systematic instruction, that is, instruction that is planned, purposeful, and differentiated. Explicit literacy instruction consists of essential building blocks within a Comprehensive Literacy Framework. The PLP writer(s) need(s) to understand the components of this Comprehensive Literacy Framework. These include:

- Oral Language- the foundation of all literacy development. Without language there would be no reading. Reading is very much a language activity and ultimately, our ability to read is impacted by our language skills.
- Phonemic Awareness- the ability to hear, identify, and manipulate the individual sounds in words on an oral basis.
- Phonics- the relationship between the letters of written language and the individual sounds of spoken language.
- Fluency- the ability to read a text accurately and quickly, with smoothness and expression. Fluency is the bridge between word recognition and comprehension.
- Vocabulary Development- the development of stored information about meaning and pronunciation of words necessary for communication.
- Comprehension- the understanding of text read.
- Writing (encoding)- the mutual process of reading (decoding); a product of comprehension.

The ultimate goal of reading proficiency is the understanding of what is read, i.e. comprehension. Proficient readers expect to understand the author's message when they read. Researchers have examined what proficient readers do to achieve this outcome. Their findings show that the process of comprehension is an active and strategic process. Readers make decisions by selecting strategies that fit the kind of text they are reading and their purpose for reading.

Most students need explicit instruction in reading comprehension. Key comprehension strategies, such as summarization, questioning, making connections, etc., employed before, during, and after reading, need to be taught to students in the context of their reading. It is of utmost importance for students not only to learn what the strategy is, why it is important, but additionally how, when, and where to apply it.

Students' knowledge of text organization also plays a key role in reading comprehension. Content-area textbooks, which account for most of the teaching and learning of subject matter, pose special problems because they are more complex than narrative materials. In the early stages of reading, students read about familiar topics. As they move up through the grades, they begin to cope with acquiring new information and a more advanced vocabulary (science, mathematics, literature.) Therefore, they need of more advanced comprehension strategies, in order to construct their own understanding of key concepts. Generally, secondary texts contain a high proportion of difficult concepts and technical vocabulary. As a result, the readability of the text is often higher than the grade in which students are using it. In the upper grades, as many as 50 percent of students may have difficulty with their textbooks. (Singer and Donlan 1989) PLPs need to address expository reading at the higher grade levels so that students at risk can access the content information and develop the vocabulary necessary to grasp new concepts.

“Vocabulary Knowledge is the most important predictor of reading comprehension.” (Gunning, 2003). Given this statement, vocabulary development needs to be understood as far more than looking up words in a dictionary and using the words in a sentence. It is a complex process that involves many factors, including students' prior knowledge, their skill in using context, their knowledge of how the English language works, and their general cognitive ability.

Developing vocabulary is not simply a matter of listing words and definitions to memorize and then testing them. The majority of word meanings are learned through everyday experiences with oral and written language. “Increasing the volume of students' reading is the single most important thing teachers can do to promote large-scale vocabulary growth.” (Nagy, 1988) Vocabulary knowledge is also fundamental to reading comprehension; we cannot understand text without knowing what most of the words mean.

In order to design a PLP that results in improved student reading proficiency, classroom teachers need to be well versed in the reading process, the various components of a good reading program and in the strategies appropriate for teaching the components at various levels. With these understandings, the PLP writer(s) can design intervention strategies that respond to the student's particular reading issues.

Elements

Consider the following Personal Literacy Plan (PLP) design (Figure 3) in light of these assumptions and understandings:

- The classroom teacher, in conjunction with the student’s family, writes a PLP that addresses the student’s specific reading needs.
- PLPs begin at a simple level and progress in “stages” to more complex plans. The PLP record expands to include other interventions, assessment results, and the involvement of additional support personnel.
- PLPs provide important information for the future as well as present use. It may follow the student for a number of years and colleagues in other grades/schools will refer to it. Dating PLP entries will enable subsequent readers to follow the progression of interventions and their results.
- Individual schools and districts may add to or increase the emphasis on various elements of their PLPs. (For example, schools where many students have home languages other than English might incorporate more detail regarding language proficiency.)
- The following PLP elements are designed for reading literacy. However, the concept and format can be applied to other areas and disciplines.
- The elements included in Part One contain basic information about the student. Because this information would be unlikely to change drastically over time, districts might want to think about making it a cover sheet on the front of a file folder, unless the district is using an electronic PLP form.
- For PLP reviewers, the elements in Part Two contain an overview of the interventions that are described in detail in Part Three.
- Part Three elements detail the student’s intervention plan and its outcomes.

Figure 3: Elements of a PLP

Part 1:

Element	Explanations/Suggestions	Rationale
<p>Basic information</p> <p>Name/Student ID#</p> <p>DOB</p>	<ul style="list-style-type: none"> ◆ To avoid writing information in this section more than once, place on durable stock, e.g. as a “cover sheet,” or on the outside of a file folder 	<ul style="list-style-type: none"> ◆ Tracking purposes
<p>Language proficiency</p> <p>Attendance record – summary</p> <p>Health – summary</p>	<ul style="list-style-type: none"> ◆ e.g. home, native, language literacy, MAC 2 results ◆ including vision, hearing 	<ul style="list-style-type: none"> ◆ these describe student characteristics possibly influencing learning
<p>Data documenting needs</p> <p>(1) Previous and (2) present instructional interventions and results</p> <p>(1) Previous and (2) present services</p>	<ul style="list-style-type: none"> ◆ (e.g. results of screening instruments – New Standards Reference Exams, GLEs (2005), other assessments) – including dates administered 	<ul style="list-style-type: none"> ◆ these provide profile of student achievement over time ◆ these indicate supports and accommodations over time and their effectiveness

continued

Part 2:

Element	Explanations/Suggestions	Rationale
<p align="center">Current information</p> <p>Name / DOB Home phone number Teacher District/School/Grade Record of Home Contacts and Support Activities</p>	<p>(Current year or carryover from last)</p> <p>♦ family involvement and participation – provide lots of room for this and space for parent signature</p>	<p>♦ documents conversations with families and their efforts and involvement</p>
<p>Current Instruction, Support:</p> <ul style="list-style-type: none"> - Current classroom instruction - Current accommodations - Community support/activities - Environmental analysis 	<ul style="list-style-type: none"> ♦ Areas of focus, strategies, materials ♦ Tutoring, after school, ramp up, homework club, etc. ♦ Classroom, home, school – (e.g. Classroom Observation Chart (ELLCO); results of learning walk (IFL)) 	<p>♦ provides the current context within which the student is performing. This information is essential, especially over time, as additional people join the Circle of Support.</p>
<p>Performance and Concerns:</p> <ul style="list-style-type: none"> - Reading levels - Documentation of strengths and needs - Results of diagnostic instrument(s) - Problem statement 	<ul style="list-style-type: none"> ♦ the instructional level at a minimum (to determine the basis for instruction) ♦ Note: any formal measures used must have high validity and reliability 	<p>♦ paints a clear picture of student’s current performance (updated as needed for subsequent interventions)</p>
<p>Summary of Plans and Results:</p> <ul style="list-style-type: none"> - Teaching strategies to be used in regular work 	<p>♦ brief summary of main statement – see Intervention Section</p>	
<p>Intervention Strategy(ies)</p> <ul style="list-style-type: none"> - Activities/person responsible - Family activities in support of Intervention - Results of instructional intervention - Next intervention(s) or maintenance plan - Report to principal ____date - Comments 	<ul style="list-style-type: none"> ♦ see Intervention Section ♦ see Intervention Section 	<p>♦ provides overview of each intervention for quick reference</p>

continued

Part 3:

Element	Explanations/Suggestions	Rationale
<p>Intervention Plan(s)</p> <p>Participant(s) in planning:</p>	<p>♦ List names</p>	<p>♦ important information as additional people join the Circle of Support!</p>
<p>Problem Statement:</p> <ul style="list-style-type: none"> - area and specific description of concern - expected level of performance - standard that will be used - baseline data (include source, date) - difference between baseline and expected performance 		<p>♦ lays out specific information needed for planning intervention and measuring progress</p>
Elements	Explanations/Suggestions	Rationale
<p>Goal of Intervention</p> <ul style="list-style-type: none"> - anticipated outcome, in instructional objective form 	<p>♦ conditions, behavior, criterion, time-frame</p>	<p>♦ basis of setting expected level of performance</p>
<p>Instructional Intervention</p> <ul style="list-style-type: none"> - what strategy(ies) or procedure(s) will be used - how (what materials) - when (length of session, frequency) - where - who is responsible - start date - progress monitoring <ul style="list-style-type: none"> a. data collection – how, when b. dates c. who is responsible to collect? d. who is responsible to analyze? e. means of showing progress – charts, graphs? f. review and revision g. how long/many data points before considering progress? - rule for decision-making – definition of sufficient progress, course correction - date of team follow-ups 		
<p>Intervention Outcomes</p> <ul style="list-style-type: none"> - Participants in Follow-Up: _____ - level of performance after intervention - difference between current and expected performance - next steps – <ul style="list-style-type: none"> a. grade level curriculum b. grade level curriculum with accommodations c. new intervention(s) – began new record – (DATE) 		

GLOSSARY

LITERACY– the ability to read, write, speak, listen, and communicate with others effectively. Literacy also includes the ability to compute and solve problems.

- **COMPREHENSIVE LITERACY FRAMEWORK**– a conceptual tool for structuring the language arts curriculum that includes Language and Word Study, Reading, Writing and Spelling.
- **COMPREHENSIVE READING PROGRAM**– a planned, purposeful and visible PreK-12 system for instruction that includes Phonemic Awareness, Phonics and Word Study, Spelling and Writing, Fluency, Text Comprehension, and Vocabulary.
- **DIFFERENTIATED INSTRUCTION**– student-centered instruction that acknowledges that different learners have differing needs. Teachers plan a variety of ways to tailor instruction for individual learners so that the learning experiences provide an appropriate fit for all students.
- **EFFECTIVE READING INSTRUCTION**– explicit and systematic teaching of reading knowledge and skills within an overall program of purposeful, engaging reading and writing.
- **FLUENCY**– the ability to read text accurately, quickly and with proper expression. Fluency provides a bridge between word recognition and comprehension.
- **LEVELED TEXTS**– texts that have been evaluated to establish text difficulty and grade appropriateness of material.
- **ORAL LANGUAGE**– involves both speaking and listening and includes vocabulary development.
- **PHONEME**– the smallest unit of sound in spoken words.
- **PHONEMIC AWARENESS**– the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken language.
- **PHONICS**– the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.
- **PHONOLOGICAL AWARENESS**– the consciousness of the sounds in words that leads to the general understanding of the structure of words, including rhymes, syllables, and phonemes.
- **READABILITY**– the level of difficulty of a text determined by a formula and based on vocabulary and sentence complexity.
- **READING**– the ability to understand written language
- **READING LEVEL**– indicates to what degree a student can read and comprehend a text. Reading levels are independent (student can read alone, with no more than one error in twenty words, with good comprehension), instructional (student can read, with no more than one error in ten words, with satisfactory comprehension), and frustration (student makes more than one error in ten words, or reads with less than 50% comprehension).
- **SCIENTIFICALLY - BASED RESEARCH**– research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.
- **TEXT**– any type of written material, e.g. short story, chapter in a book, article in a newspaper, package label.
- **TEXT COMPREHENSION**– the ability to synthesize, analyze, evaluate, and apply new information that has been learned from reading.
- **WRITING (PROCESS)**– the various aspects of the cycle of creating a written piece, including planning (in a variety of ways), drafting or composing, revising, editing, and publishing.

ASSESSMENT – The process of gathering data/information about student learning using tools such as commercial or teacher-made tests, observations, samples of student work, etc.

▪ **FOUR TYPES**

- *Screening Assessment* – an assessment that is administered to determine which students are at risk for reading difficulty and in need of additional interventions.

- *Diagnostic Assessment* (also referred to as “Focused Assessment”) - a more in-depth analysis of a student’s strengths and weaknesses. It provides detailed information and serves to frame instruction for a particular student. Can be given at any time during the school year.

- *Progress Monitoring Assessment* (Also referred to as “Curriculum Embedded” or “Formative” Assessments)- on-going and includes tasks typically used during the instructional process. It evaluates the student’s learning based on systematic observation and serves to define the specifics of instruction. It is used to determine if a student is making adequate progress or needs further intervention.

- *Outcome Assessment* (Also referred to as “On-Demand” or “Summative” Assessment)-- a more formal assessment that provides broader information about programs and student learning. It requires students to demonstrate their knowledge and ability to apply processes, skills, and strategies. This assessment is often used at the end of major units of study or at the end of the year. It provides data about what has been accomplished over a period of time.

▪ **BENCHMARK** – a standard of achievement or a written description of performance against which a student’s achievement might be assessed.

▪ **DIAGNOSTIC** (also referred to as focused assessment) – an assessment may be conducted at any time during the school year. The purpose of this instrument is a more in-depth analysis of a student’s strengths and weaknesses. It provides detailed information and frames instruction for a particular student. The diagnostic instrument must demonstrate reliability and validity.

▪ **GRADE LEVEL** – reading level is the same as student’s grade in school; below grade level – student’s reading level is lower than his/her grade in school.

▪ **OUTCOME** -- desired result of intervention

▪ **PROFICIENT** – describes a student who meets or exceeds the performance standard on statewide and/or other performance based assessments.

▪ **RELIABILITY** – is the degree to which a test yields consistent results, in other words, if administration is repeated, the results would be relatively the same.

▪ **RUBRIC** – a written description of what is expected in order to meet a certain level(s) of performance.

▪ **SCREENING** – assessments that are administered to determine which students are at risk for reading difficulty and who will need additional intervention.

▪ **STANDARD** – what students should know, understand and be able to do.

▪ **VALIDITY** – the degree to which a test measures what it is supposed to measure, or, the extent to which a test will provide information needed to make a decision.

***INTERVENTION* – additional, targeted, and intensive instruction provided to students who are struggling with learning to read and write.**

- PLP EXTENDED INTERVENTION TEAM (EIT) -- a team that designs further intervention for an at risk student.
- EVALUATION – the process of making judgments about the effectiveness of teaching strategies and students' achievement based on credible objective assessments.
- INSTRUCTIONAL OBJECTIVE – a measurable statement that clearly and specifically describes (who, what, when, to what degree) the anticipated outcome of planned instruction.
- RESPONSE TO INTERVENTION (RTI) – measurement of a student's response to interventions indicates whether instructional intervention strategies have been effective at improving student performance.
- SHARED RESPONSIBILITY – school, family and community support to ensure student success.
- TEACHER SUPPORT TEAM (TST) – primarily consists of general education staff, supporting classroom teachers in the problem-solving process, and during the implementation of practical, classroom-based strategies. The TST works with individual teachers requesting assistance in a collaborative process. (Required of each school, RIGL 16-7.1-2)

Appendix A

REGULATIONS OF THE BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION REGARDING PUBLIC HIGH SCHOOLS AND ENSURING LITERACY FOR STUDENTS ENTERING HIGH SCHOOL

FINAL VERSION 1.12

January 9, 2003

1.0 PREAMBLE:

The Board of Regents, in concert with RIDE and state-level partners, convened two High School Summits (2000, 2002) representing a broad array of stakeholders to consider the current state of affairs and future directions for the state's high schools.

2.0 AGENCY FINDINGS:

Summit deliberations concluded that:

1. There is substantial underachievement in RI high schools as measured by the challenging academic standards that the state has adopted.
2. A lack of adequate academic skills in reading, writing, and mathematics, with many students achieving below grade level, makes access to and success in a regular high school curriculum extremely difficult for many students.
3. There is a falloff in state assessment results for students as they progress from grade four through grade ten. This decline in performance over time is of great concern.
4. Many high schools have widely differentiated "tracks" for groups of students resulting in considerable differences in what students know and are able to do by the time they graduate.
5. There is wide disparity among RI high schools in terms of the preparation that students receive for further learning, the world of work, and service to their local community and state.
6. Far too many students pass through RI high schools without being known well by at least one adult within his/her school, resulting in a lack of understanding on the part of the school about the specific challenges and needs of individual students.
7. High schools in general have not changed sufficiently to enable their students to adequately and routinely meet the demands of the modern world.

3.0 ADOPTION OF FINDINGS:

In response to these facts, the Board of Regents created a Subcommittee for High Schools to discuss ways to address these pressing issues. The Subcommittee held well-attended forums with high school principals, superintendents, and varied other constituencies to collect ideas and obtain reactions to its deliberations. After considering feedback obtained from various sources, the Board of Regents does now hereby enact these regulations on behalf of students in RI public high schools. These regulations are enforceable through actions by the Commissioner in the same manner as all other regulations of the Board of Regents. Should a school or district fail to successfully implement these regulations the Commissioner will use the authorities vested in Title 16 of the General Laws to ensure that students in high schools appreciate the full benefits of these regulations.

4.0 HIGH SCHOOL LITERACY:

4.1 Assessing Reading Levels of Students Before and During High School:

Each school district in RI, pursuant to goals of the federal Elementary and Secondary Education Act of 2002 ("No Child Left Behind Act"), shall report to RIDE on an annual basis, at a time and in a manner set by the Commissioner, the reading levels of all of its students who fail to attain proficiency on Commissioner-designated subtests of state assessments. Such reporting will build on the requirements of Article 18 which compel schools and districts to report the reading level of all students in Grades K-3. Beginning in September, 2004, districts will annually identify all students in grades 5, 9, and 11 who did not attain proficiency the previous Spring in English Language Arts. Districts will diagnostically assess each of these students and report their reading levels to RIDE by December each year. These reading levels shall be determined by administering one or more diagnostic assessment instruments or processes pre-approved by RIDE. This requirement applies to all public schools at every grade level and is not limited to high schools. This regulation is enacted in order to ensure that reading interventions are undertaken when there is evidence of a literacy problem. The district shall be responsible for costs associated with test procurement, administration, and interpretation. The Commissioner may authorize the use of suitable state or federal funds for such purposes. Based on the results of reading assessments, at all levels, the Commissioner may exercise his authorities under Title 16 to intervene in a school or district to ensure that students, at all grade levels, are having their literacy needs, as indicated by these assessments, effectively addressed.

4.2 Improving Literacy for Students Below Grade Level in Reading:

By June, 2003, districts must complete an interim self-assessment that describes the mechanisms in place: 1) to identify and support students below proficiency in literacy, 2) to ensure that elementary and middle schools and middle and high schools work collaboratively to identify those students who are below grade level prior to entering a new school, and 3) to support the implementation of necessary programming at the middle and secondary level to address the student needs identified in 4.1. By May, 2004, school improvement plans and district strategic plans will include specific information about the methods and means by which students who are reading below grade level will attain at least grade-level abilities. This requirement shall apply throughout the K-12 system. Any student who continues to fall below grade level in reading and/or fails to attain proficiency in subsequent years on the state assessments designated by the Commissioner shall continue to receive specialized assistance until they attain the requisite proficiency. By September, 2004, each middle and high school shall have specific programs in place to provide support to middle and secondary school students below proficiency in literacy, to ensure articulation between schools, and to support the implementation of necessary programming. Beginning in May, 2006, and every two years thereafter, each district shall evaluate, based on student performance, the effectiveness of their literacy program. Districts shall forward this information to RIDE as part of an annual submission of their strategic plans.

4.3 Literacy programming for students reading below grade level:

All Rhode Island schools shall provide literacy instruction and support to students who are assessed as having reading levels below grade level consistent with the requirements outlined in section 4.1 of these regulations. The purpose of this literacy instruction and support is to ensure that all high school students attain grade level literacy ability. Rhode Island high schools, shall have specific programs in place to provide such programming to all entering ninth graders who are assessed as having reading levels below grade level.

4.4 State Literacy Advisory Panel:

The Commissioner shall assist in the implementation of these regulations by developing a Rhode Island K-12 Reading Policy that supplements and expands the existing K-3 Reading Policy to include issues surrounding secondary literacy. The State Literacy Advisory Panel shall provide advice concerning these and related matters, including the creation, dissemination, and regular updating of pertinent resource materials for RI schools in the arena of literacy. For purposes of implementing these regulations, the composition of the State Literacy Advisory Panel shall reflect K-12 representation in order to benefit from elementary, middle, and secondary practitioner perspective and expertise.

5.0 GRADUATION REQUIREMENTS:

5.1 Graduation requirements revised:

Districts shall revise and school committees shall approve and submit to the Commissioner at a time and in a manner so designated, but no later than May, 2004, standard graduation requirements that include demonstration of proficiency and apply to all students within the district. These requirements shall apply to students entering ninth grade in

September, 2004. The Commissioner shall create minimum graduation requirements to ensure compatibility of the graduation requirements among all school districts in Rhode Island by January, 2004. By May, 2003, districts shall provide a status report on their current graduations requirements and preliminary plans for devising graduation requirements consistent with these regulations.

5.2 Requirement for proficiency based graduation requirements:

These graduation requirements must include a demonstration of student proficiency that involves multiple measures of performance for all students and is consistent with the state's Common Core of Learning and any standards adopted by the Board of Regents. Each student exiting a Rhode Island high school with a diploma shall exhibit proficiency in a common academic core curriculum that includes the arts and technology. This proficiency must be demonstrated through at least two of the following: departmental end of course exams, a Certificate of Initial Mastery, portfolios, extended "capstone" projects, public exhibitions, and the use of technological tools. By May, 2004, school improvement plans and district strategic plans must describe how high schools will incorporate applied learning for all students through classroom, work-related and/or community service experiences.

5.3 Role of state assessment results for high school graduation:

Results of state assessments shall be used by the schools as part of their total assessment of students. Individual student results on state assessments should be used in some manner by the school to determine the students programming, and may be used in some manner as one of the components for graduation. State assessments should not be the sole grounds to prohibit promotion or graduation from high school and shall not represent more than 10 percent of all the weighted factors contributing to promotion or graduation. To assist districts in utilizing state assessments as part of promotion and graduation requirements, RIDE will explore mechanisms for allowing students to retake state-wide assessments.

5.4 Review by Commissioner:

The Commissioner shall approve all district graduation requirements at least once every two years beginning in May, 2004, and will continue thereafter to ensure compliance with these regulations.

6.0 HIGH SCHOOL RESTRUCTURING:

6.1 Requirement for personalized learning environments:

Districts shall prepare and submit to the Commissioner at a time and in a manner so designated, but no later than May, 2003, school improvement plans and district strategic plans that include strategies and a two year timeline for creating more personalized learning environments for high school students. Strategies in these plans must be implemented no later than January, 2005. These plans must be designed to ensure a collective responsibility for individual students that results in more students achieving the Regents' standards for academic proficiency. These plans should include approaches such as student advisories, schools within schools, academies, individual learning plans, flexible scheduling, senior year dual enrollment plans, interdisciplinary grade level teams organized around a common group of students, and comprehensive K-12 counseling systems. School improvement plans and district strategic plans shall address the means by which these approaches will be implemented, how they will be evaluated, and how they will be continuously improved in light of information obtained. Additionally, by May, 2004, school improvement plans and district strategic plans must address strategies for responding to, recording, and planning for each individual student's social/emotional, academic, and career needs beginning no later than grade five and consistent with the intent of the General Assembly in Article 18. RIDE will provide guidance on such planning for individual students by January, 2004.

6.2 Professional development and common planning time:

By May, 2003, all middle and high school improvement plans submitted pursuant to these regulations must include documentation that all certified staff will participate in at least 15 hours of ongoing professional development annually, focused on the priority areas of literacy, graduation by proficiency, and personalization as informed by each school's student achievement data. School improvement plans must also describe the means for providing common planning time for high school teachers organized around students, especially those with the highest needs. By September, 2005, high schools must ensure at least weekly common planning time for this purpose.

6.3 Advisory structure:

All school improvement plans submitted pursuant to these regulations shall provide for a structure by which every student is assigned a responsible adult who is knowledgeable about that student and tracks his or her progress.

6.4 Review by Commissioner:

The Commissioner shall review all district personalization plans at least once every four years beginning in May, 2003, and will continue thereafter to ensure compliance with these regulations.

APPENDIX B

**PERSONAL LITERACY PROGRAM
STUDENT REPORT**

STUDENT: _____

Year	Grade	School/District	Reading Level		PLP Y/N	Intervention			Next Steps
			Beginning of year	End of year		Tier 1	Tier 2	Tier 3	
20__	K								
20__	1								
20__	2								
20__	3								
20__	4								
20__	5								
20__	6								
20__	7								
20__	8								
20__	9								
20__	10								
20__	11								
20__	12								
20__									
20__									
20__									
20__									

PERSONAL LITERACY PROGRAM
SCHOOL REPORT

District _____ **School** _____

Principal: _____

Grade Level		# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total Student Enrollment at Grade Level
					ESL	IEP	
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							
Fall							
Spring							

*Fall Report: Submit to Superintendent by November 15.

PERSONAL LITERACY PROGRAM

DISTRICT REPORT

DISTRICT _____ **SUPERINTENDENT:** _____

District Contact: _____ **Telephone:** _____

Grade Level	# Students Reading At or Above Grade Level	# Students Reading Below Grade Level	# Students with PLPs	Special Populations with PLPs		Total Student Enrollment at Grade Level
				ESL	IEP	
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

*Fall Report: Submit to RIDE beginning December 1, 2004

Will be available available in EXCEL Format

APPENDIX C

Statewide Screening Assessment Schedule

2003-04

Grades	Currently	Spring '05 or Fall '06	Spring '04
	NEW STANDARDS REFERENCE EXAMS	NEW ENGLAND COMPACT	PALS/DRA
<u>K</u>			<u>X</u>
<u>1</u>			<u>X</u>
<u>2</u>			<u>X</u>
<u>3</u>		<u>X</u>	<u>X</u>
<u>4</u>	<u>X</u>	<u>X</u>	
<u>5</u>		<u>X</u>	
<u>6</u>		<u>X</u>	
<u>7</u>		<u>X</u>	
<u>8</u>	<u>X</u>	<u>X</u>	
<u>9</u>			
<u>10</u>			
<u>11</u>	<u>X</u>		
<u>12</u>			

APPENDIX D
ASSESSMENT SUGGESTIONS**

Use*	Resource (most current edition in all listed below)	Skills Measured	Grade, reading and/or age level	Administration
S,D	Test of Language Development (TOLD-2)	Combination -Sentence Combining, Vocabulary, Word Ordering, Grammar, Comprehension, Malapropisms	K - 12	Individual
S, D	Woodcock Reading Mastery	Combination –Word Identification, Word Attack and Text Comprehension	K.5 – 12	Individual
S	(DRP)Degrees of Reading Power	Comprehension	1 – 12	Group, includes Spanish
S	Reading Level Indicator (RLI)	Comprehension	1 – 12	Group, includes Spanish
S, D	Gray Oral Reading Test (GORT)	Fluency		
PM	mClass (Wireless Generation)	Fluency		Individual, via Palm type technology, classroom teachers
S, D	Woods/Moe Individual Reading Inventory	Independent, Instructional and Frustration Reading Levels	Pre-K – 12	Individual
S, D	Burns/Roe Individual Reading Inventory	Independent, Instructional and Frustration Reading Levels, Listening Comprehension	Pre-K – 12	Individual
S, D	Classroom Reading Inventory (Silvaroli and Wheelock)	Independent, Instructional and Frustration Reading Levels, Listening Comprehension	Pre-K – 12	Individual
S, D, PM	Peabody Picture Vocabulary Test (PPVT)	Vocabulary – Word Knowledge	Pre-K – Adult	Individual, Teacher
S	(SORT-R)	Word Recognition	Pre-K – Adult	Classroom screening by teacher
S	Dolch Word List	Word Recognition	Pre-K – 12	Individual, Teacher
S, D, PM	GRADE (Group Reading Assessment and Diagnostic Evaluation)	Phonological Awareness, Sentence Comprehension, Passage Comprehension, Vocabulary, Listening Comprehension	Pre K - Adult	Group
S	Gates-MacGinitie	Vocabulary and Comprehension		Group

* S = Screening; D = Diagnosis; PM = Progress Monitoring

** No endorsement implied

APPENDIX E

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APPENDIX F

K- 12 Reading Literacy Resources for Teachers

Journals:

Educational Leadership, Association for Supervision and Curriculum Development, Alexandria, Virginia

Journal of Adolescent & Adult Literacy, International Reading Association, Newark, Delaware

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Resource Books:

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Software:

The key to making effective use of the computer is to obtain high-quality software. Before selecting software, it is important to decide what will be done with it, and how it might be used. What educational objective will it fulfill?

Two print sources of information about educational software are:

- *The Complete Sourcebook on Children's Software* (Buckleiner, Orr, and Wolock, 2002).
- *Educational Software Preview Guide* (ISTE)

Software is regularly reviewed in the following journals:

- *Software Review*
- *Electronic Learning*
- *Technology and Learning*

The following websites will assist in reviewing software:

- <http://www.childrensoftware.com>
Children's Software Revue provides reviews of more than 5,000 software programs, and has links to software publishers and related sites.
- <http://www.kidsdomain.com>
Kids Domain Reviews provides free reviews of more than 1,000 pieces of software.

Websites:

<http://www.learner.org/progdesc/index.html?uid=139&sj=lit>

Envisioning Literature, Conversations in Literature, Literature and Language Arts
Annenberg/CPB, Learner.org Professional Development Series

<http://cela.albany.edu>

The National Research Center on English Learning and Achievement

<http://cela.albany.edu/publication/ilu.htm>

Langer, Judith, and Close, Elizabeth. *Improving Literary Understanding Through Classroom Conversation Booklet*

Source: Network for Foundation of Literacy Instruction, Assessment, and Coaching

<http://www.ira.org> International Reading Association

International Reading Association provides a wealth of information on the teaching of reading and writing.

<http://www.ascd.org> Association for Supervision and Curriculum Development

<http://www.ncte.org>

National Council of Teachers of English provides teaching suggestions, sample lesson plans, and sample units. It also has a number of forums through which teachers can exchange ideas.

<http://brj.asu.edu/v2412/articles/art2.html>

National Clearinghouse for Bilingual Education provides a wealth of information on bilingual education and includes excellent links to useful sites.

<http://www.ciera.org>

For information about literacy programs for young children, refer to CIERA (Center for the Improvement of Early Reading Achievement).