



Anchorage School District
Educating All Students for Success in Life

Anchorage School District

Reading Initiative

ASSESSING STUDENT READING PROFICIENCY FALL 2009 INFORMATION

Who administers the reading assessments?

The certificated teacher who is primarily responsible for the individual student's reading instruction will be responsible for administering the assessments.

Teachers may access the *ASSESSMENT DATABASE* on the ASD District Connection to view class reports and prepare for assessments. The database is programmed to assist you in determining which students to assess. Go to home.asdk12.org and log on to the district connection to access the *ASSESSMENT DATABASE*. The database will be open on August 19, 2009 to access and enter data.

When will we assess?

Student assessment may occur any time from **August 19, 2009 to October 2, 2009**. All assessment data must be entered on the secure website **NO LATER than October 2, 2009**.

Who will be assessed? Which assessments will be used?

Generally, the *ASSESSMENT DATABASE* will assist you in determining which individual students you may or may not be required to assess. Listed below are assessment guidelines for each grade level:

Kindergarten	Developmental Profile to be completed for all students
1 st grade	ALL students assessed with DRA K-3 and Phonics/Decoding Screening Test Tasks 1-4 (Uppercase and lowercase letter identification, consonant and short vowel sounds)
2 nd grade	ALL students assessed with DRA K-3
3 rd grade	All students designated as below proficient on the DRA Spring 2009 should be assessed using the DRA K-3
4 th , 5 th , and 6 th grade	All students who score 330 or below on the Reading portion of the Standards Based Assessment Spring 2009 should be assessed using DRA 4-8 or DRA Bridge Pack; using DRA K-3 for students at or below Level 18
3 rd through 6 th grade (in addition to the guidelines above):	
<ul style="list-style-type: none"> Assess any student new to the district. Assess any student with no prior assessment history. Assess any student for whom the teacher has concern. 	

How much release time will I receive this fall?

Each site is allocated substitutes for the purpose of assessment. Second grade will receive two days of release time in the fall and two days in the spring for the purpose of assessment. Third through sixth grade will receive one day of release time in the fall and one day in the spring. Kindergarten teachers will receive 2 days of release time in the spring. First grade teachers will not receive release time in the fall because they are participating in Ready, Set, Learn. They will receive two days of release time in the spring. Let your administrative assistant know that your substitute is for reading assessments.

More information? Questions? Contact your Literacy Support Teacher.

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ASD Fall 2009 Guidelines for Reading Proficiency

FIRST GRADE

FALL	Below Proficient	Proficient
Phonics/Decoding Screening Test Task 1 (Uppercase Letter Identification)	0-20	21-26
Phonics/Decoding Screening Test Tasks 2 (Lowercase Letter Identification)	0-20	21-26
Phonics/Decoding Screening Test Task 3 (Consonant Sounds)	0-17	18-23
Phonics/Decoding Screening Test Tasks 4 (Short Vowel Sounds)	0-3	4-5
Developmental Reading Assessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A or 1	RL 2-16

SECOND GRADE

FALL	Below Proficient	Proficient
Developmental Reading Assessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A-14	RL 16-28

THIRD GRADE

FALL	Below Proficient	Proficient
Developmental Reading Assessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A-24	RL 28-38



ASD Fall 2009 Guidelines for Reading Proficiency

FOURTH GRADE

FALL	Below Proficient	Proficient
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment 4-8 -OR- <u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment BRIDGE PACK	73 or Lower	74 or Higher
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A-18	_____

FIFTH GRADE

FALL	Below Proficient	Proficient
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment 4-8 -OR- <u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment BRIDGE PACK	83 or Lower	84 or Higher
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A-18	_____

SIXTH GRADE

FALL	Below Proficient	Proficient
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment 4-8 -OR- <u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment BRIDGE PACK	93 or Lower	94 or Higher
<u>D</u> evelopmental <u>R</u> eading <u>A</u> ssessment K-3 The highest INDEPENDENT (94% unless otherwise indicated) oral reading level at which the child attains a score of 16-24 in the area of comprehension.	RL A-18	_____