

## Literacy Evaluation Tool and ELL Crosswalk

The Literacy Evaluation Tool should be used by consultants and specialists outside of the education program or by school district personnel to evaluate the literacy program used for increasing literacy outcomes at the elementary level.

<b>Universal Instruction:</b> There is evidence that substantiates every student is receiving effective, differentiated Tier I core literacy instruction from high-quality research-based curricula and instructional strategies aligned to the Colorado Academic Standards .			
<b>Evaluation Criteria</b>	<b>ELL Crosswalk with ELL Promising Strategies</b>	<b>Documentation of Evidence</b>	<b>0=Not in place 1=Partially in place 2=Fully in place</b>
1. Students receive at least 90 minutes of research based reading instruction daily.	Provide access to grade level core content by providing accommodation based on language proficiency level (MPI Development)		
2. Teachers incorporate use of the Colorado Academic Standards related to literacy in their daily instruction.	Incorporate use of the WIDA ELD standards daily (MPI Development)		
3. Teachers demonstrate an understanding that literacy instruction includes both knowledge- and skill-based procedures.	Incorporate structured conversations and collaborative structures to provide access to core content		
4. The 5 components of literacy are taught in a systematic and explicit manner utilizing a research based scope and sequence, with an appropriate depth and complexity.	Include 6 components of literacy: added oral language development		
5. Literacy is taught daily in both differentiated whole group and small group formats based on students' needs.	Differentiated based on language proficiency level of ELL student also considered		
6. Small group instruction is targeted and based on student need (including acceleration) and is of long enough duration for students to demonstrate mastery of the targeted skills/concepts.	Aligned to language proficiency level and WIDA Can Do Descriptors		
7. Lesson objectives are clear, transferable, and communicated to students in a manner that is understandable.	Lesson includes content and language objectives (MPIs)		
8. Instructional conversations routinely take place among instructional coach/ principal, interventionists, and classroom teachers after each interim assessment.	Include ELL teacher in all collaboration to ensure ELL accommodation in all levels of instruction		
9. High-quality research based instructional materials for varied learning levels are readily available to teachers and students, and teachers are prepared to use the materials daily.	ELL materials that are research based are readily available also: Listed on CDE website		
10. Technology is used to support and/or accelerate student learning and is aligned with the instructional focus.	Advisory List on CDE Website Examples: I-READY is approved as an interim assessment, diagnostic assessment and instructional		
11. Literacy instruction is based on scientifically-based research that is reflective of the population of students and is implemented with fidelity.	ELD scientifically-based research is also reflective of the population.		

<b>Interventions</b> – Additional instruction provided to students that is designed to meet their specific needs while at the same time accelerating their growth toward grade-level benchmarks. Students needing acceleration also receive appropriate interventions to accelerate grade level proficiency.			
<b>Evaluation Criteria</b>	<b>ELL Crosswalk with ELL Promising Strategies &amp; Teacher Effectiveness</b>	<b>Documentation of Evidence</b>	0=Not in place 1=Partially in place 2=Fully in place
1. Students who are below benchmark receive an additional 20-40 minutes of literacy instruction per day that is based on the identified need of the student.	Lesson includes content and language objectives to meet proficiency level (MPIs)		
2. Students who are above grade level should receive daily extended learning opportunities or acceleration as needed.			
3. Interventions are focused, with no more than one targeted skill/concept, and delivered with an intensity to ensure student mastery of the skill/concept.	aligned to WIDA Can Do Descriptors and language proficiency level		
4. Interventions are delivered in a small-group format with the appropriate level of intensity based on the needs of students.	aligned to WIDA Can Do Descriptors and language proficiency level		
5. READ Plans are written in a manner that targets students' identified needs based on the interim and diagnostic assessment data for each student.	aligned to WIDA Can Do Descriptors and language proficiency level of student		
6. Focus of intervention changes based on information gleaned from most recent progress monitoring assessment.	Comparative data to ELL peers		
7. Intervention materials are readily accessible to teachers and students and are appropriate, purposeful, targeted to students' needs, and aligned with core/universal programming.	aligned to WIDA Can Do Descriptors and language proficiency level of student		
8. Students who are below grade level but not eligible for READ plans are considered through the RtI process.	RtI for ELL guidelines used		

<b>Assessment:</b> Valid and reliable instruments for screening and progress monitoring reading achievement are clearly specified and are used to guide instruction. Procedures for using assessments are clearly specified. For students in grades K-3, approved interim assessments from the READ Act State Board Approved List are used at a minimum of 3 times a year and more often for students reading below grade level.			
<b>Evaluation Criteria</b>	<b>ELL Crosswalk with ELL Promising Strategies &amp; Teacher Effectiveness</b>	<b>Documentation of Evidence</b>	0=Not in place 1=Partially in place 2=Fully in place
1. A school-wide assessment calendar is shared with staff and adhered to consistently, including screening, progress monitoring, and summative assessment testing dates.	Include ELD assessments and progress monitoring		
2. Within the first 30 days of enrollment, an interim assessment is used as a screener to identify students who are reading above and below expectations based on established goals for the interim assessment. Students who are determined to read below established goals are given a progress monitoring assessment within another 30 days to determine whether or not a Significant Reading Deficiency (SRD) exists. Upon determination of an SRD, READ plans are immediately developed in collaboration with parents.	Use ELD assessment data to inform decisions and plan instruction		
3. Students identified as needing targeted and intensive interventions are progress monitored at a minimum every two weeks on a consistent basis.	Comparative data to ELL peers to illustrate typical or atypical growth		
4. Students identified as having an SRD have been given a valid and reliable diagnostic assessment chosen from the State Board Approved List to identify specific areas of instructional need.	Additional ELD assessment data is used to validate or refute SRD		
5. Students identified as reading above expected goals are progress monitored to ensure expected growth is taking place to maintain or exceed grade level proficiency.			
6. Students reading below level who do not qualify for a READ plan are further assessed to determine an instructional plan for meeting grade level proficiency.	RtI for ELL guidelines used		
7. Assessors receive on-going, job-embedded professional development related to assessment administration to ensure data is valid and reliable, and fidelity of assessment administration is routinely verified (e.g., checklists, observations).	Comparative data to ELL peers to illustrate typical or atypical growth		

<b>Community and Family Involvement:</b> Community and family involvement contributes to the social, emotional, physical, academic, and occupational growth of children. Successful involvement is dependent on collaboration among youth, families, schools, businesses, and agencies.			
Evaluation Criteria	ELL Crosswalk with ELL Promising Strategies & Teacher Effectiveness	Documentation of Evidence	0=Not in place 1=Partially in place 2=Fully in place
1. Literacy goals of the school are effectively communicated to parents and other stakeholders in the community in a manner that parents and stakeholders are able to comprehend.	Translations to languages needed for parents to comprehend. Connection of Literacy and Language are presented to ELL parents.		
2. Parents and community members are engaged as partners in ways that are culturally and linguistically responsive.	Parent activities are presented in both English and Spanish aligned to the 6 components of Literacy		
3. Parents are regularly informed of literacy expectations and are updated on individual student progress toward meeting those expectations.	Interpreters are used when needed.		
4. Parents of students with READ Plans are updated on progress regularly, and READ Plans are updated at least annually.			
5. Families and community members are welcomed as partners to maximize student literacy learning.	Parent activities are presented in both English and Spanish aligned to the 6 components of Literacy		
6. Local resources that support literacy activities are recognized and encouraged.			

**Summary of Scores:**

Component	Total Earned/Total Possible	Percent of Implementation
Universal Instruction	____/22	
Interventions	____/16	
Assessment	____/14	
Community and Family Involvement	____/12	