

MAASE 2022  
Winter  
Conference

# Essential Elements Elementary Leveled Literacy Assessments





# Who we are:

**RISE - Reaching Independence Through Special Education - MOCI (K-6) & ASD (4-6)**

**Webster's Elementary RISE is an ACT 18 WCRESA Program. Our students come from many school districts, including: Crestwood, Garden City, Inkster, Livonia, Northville, Plymouth / Canton, Redford Union, Romulus, South Redford, Van Buren, Wayne-Westland and Westwood.**

**We currently have four MOCI and three ASD classrooms serving 60 students.**

**The other half of our school is our Alternative Classrooms for the Academically Talented grades 1-6 serving 270 students.**





## What is our Why?

To have a systematic approach to measure student growth in our most unique learners.

- Consistency amongst teachers.
- Identify Strengths and Weaknesses



A person's hands are shown writing on a document with a pencil. The background is a blurred image of a person writing. A large teal circle is overlaid on the center, containing the text "How we use the Essential Elements for Literacy". Surrounding the teal circle are several smaller circles of different colors (yellow, orange, red, white) containing icons: a puzzle piece, a lightbulb, and a thumbs up.

# How we use the Essential Elements for Literacy

# Rubrics and Grading

5 <sup>th</sup> Grade Reading Literature Assessment						
Student:			Date:			
Text:			Adaptations/Mode of Communication:			
<b>Scoring Key:</b>						
0-None – Student does not respond or responds in a way that indicates failure to comprehend the task.						
1-Limited – Student responses reflect some limited engagement in the task and limited understanding of the text.						
2-Moderate - Student attends to the task and responses are emerging towards understanding of the text.						
3-Considerable - Student responses indicate partial mastery and understanding. Indicates some facts or answers correctly but does not identify key understandings.						
4-Achieved - Student excels at understanding the text, includes almost all important information and main ideas.						
<b>Prompt Key:</b>			<b>I Can Learn Levels</b>			
R-Refusal (Uncooperative or Task Refusal)			I Can Learn Level 4 – Lowest level of support			
X-Maximum (Step by Step; Hand Over Hand; 4+ Prompts)			I Can Learn Level 3 – Moderate level of support			
D-Moderate (2 – 3 Prompts or Supports)			I Can Learn Level 2 – High level of support			
M-Minimal(1 Prompt or Support)			I Can Learn Level 1 – Highest level of support			
I-Independent (No Prompts or Supports)						
	<b>I Can Learn Levels</b>	<b>Question Prompts</b>	<b>Notes</b>	<b>Score</b>	<b># Of Prompts</b>	
KEY IDEAS AND DETAILS	4. I can select words from the text to interpret information. 3. I can identify words in the text to answer a question about specific information. 2. I can choose words or pictures from choices to answer questions about the text. 1. I can choose pictures from choices to answer questions about a familiar text.	<input type="checkbox"/> What key words helped you to identify the main idea of the story? <input type="checkbox"/> What words help you understand where the story takes place? <input type="checkbox"/> What words help you understand how the character is feeling?		0 1 2 3 4		
	4. I can identify the main idea or theme of a story, drama, or poem. 3. I can identify the main idea or theme of a familiar story, drama, or poem. 2. I can identify the main idea of a familiar story using words or pictures. 1. I can point or eye gaze to identify a detail from a familiar story when given two choices.	<input type="checkbox"/> What is the main idea of the story?		0 1 2 3 4		
	4. I can compare and contrast two characters in a story. 3. I can compare and contrast two characters in a familiar story. 2. I can compare two characters in a familiar story. 1. I can choose words or pictures that compare two characters in a familiar story.	<input type="checkbox"/> How are the characters the same in these 2 stories? <input type="checkbox"/> How are the characters different in these 2 stories?		0 1 2 3 4		
	<b>Total:</b>			/12	R X D M I	

Key Ideas + Details

Craft + Structure

Integration of Knowledge

Range of Reading







## Rubrics and Grading

### I Can Learn Levels

- I Can Learn Level 4 – Lowest level of support
- I Can Learn Level 3 – Moderate level of support
- I Can Learn Level 2 – High level of support
- I Can Learn Level 1 – Highest level of support

### Prompt Key:

- R-Refusal** (Uncooperative or Task Refusal)
  - X-Maximum** (Step by Step; Hand Over Hand; 4+ Prompts)
  - D-Moderate** (2 – 3 Prompts or Supports)
  - M-Minimal** (1 Prompt or Support)
  - I-Independent** (No Prompts or Supports)
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## Informational + Literature Assessments



I Can Learn Levels	Question Prompts	Notes	Score	# Of Prompts
4. I can retell details from an informational text.	<input type="checkbox"/> Name some details from the text		0	
3. I can tell a detail from an informational text.	<input type="checkbox"/> Name a detail from the text.		1	
2. I can point to a detail from an informational text using words or pictures.			2	
1. I can respond to a detail from an informational text.			3	
			4	

How this looks when we  
plan in our learning  
teams?

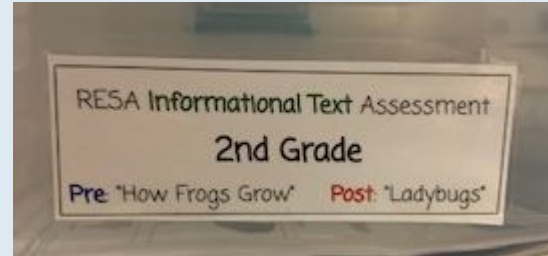
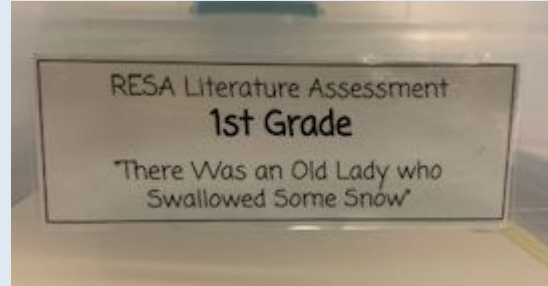




We.....

1. Created Assessments based of the county rubric.
  2. We selected text for each grade level.
  3. We tied it to our School Improvement goal of understanding informational text in Science and Social Studies.
  4. Created units of study - 2 information and 1 literature per grade level.
  5. In addition to the assessments, we created lessons to teach the skills on the assessments that tie into monthly Essential Elements.
  6. All teachers use the results of these assessments to make educational decisions for their students.
  7. All teachers use the information obtained from these assessments as data for students PLAAFP on their IEP.
  8. When appropriate the skill deficits students demonstrate on these assessments turn into IEP goals and objectives.
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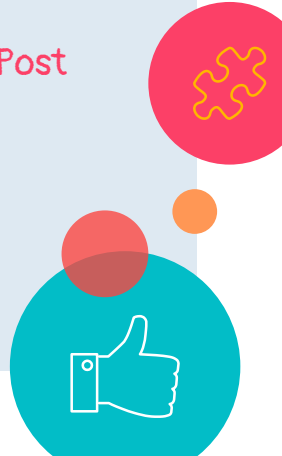
# Assessment Bins



Winter

Fall: Pre

Spring: Post



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**EE 4th Grade Literature Assessment: The Day the Crayons Quit***\*Record level of prompting (ie. I, M, D, or X) on each question***Key Ideas and Details****1.** Level 3: **What is the theme of the story?**

Level 1: I can respond to a picture that shows the theme of the story.

Level 2: I can point to a picture that shows the theme of the story.



Heroism



Opinions

I, M, D, or X

Name: \_\_\_\_\_ Date: \_\_\_\_\_

EE 5th grade Literature assessments: The Day the Crayons Quit

\*Record level of prompting (ie. I, M, D, or X) on each question

**Key Ideas and Details**

**1.** Level 2: **On Red Crayon page, what word helps you understand how Red crayon is feeling?**

Level 1: choose a picture about Red Crayon (attends)

level 3: Can identify the word Overworked in response to how Red crayon is feeling when shown that page.

Overworked

Happy

Stubby

I, M, D, or X

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## EE 6th grade Literature assessments: The Day the Crayons Quit

\*Record level of prompting (ig. I, M, D, or X) on each question

**Key Ideas and Details****1.** Level 2: Who are the main characters in the story?

Level 1: Student will attend to the question

Level 3: Student will complete worksheet by sorting specific/implied details from the story vs. details not from the story (See next page for worksheet)



I, M, D, or X

## Level 4: Reading Information Assessment Grade 6

Leaping Frogs

Name: \_\_\_\_\_

1. I can find clues (pictures or words) to answer the following questions: (circle if (s)he answered the question correctly)

- a. Can tadpoles break out of their eggs?      Yes      No
- b. Can frogs live on land?      Yes  
No
- c. Are there many kinds of frogs?      Yes  
No

2. What is the main idea?

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3. What is 1 detail from the story?

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# Unit of Study

**PARTS OF A STORY**  
THE THREE PIGS IFUG STORY

CHARACTERS	
SETTING	
PROBLEM	
SOLUTION	

Parts of a Story Comparison

Character	Setting
Problem	Solution

Character: The wolf is the main character. The pig is the main character.

Setting: The wolf lives in a forest. The pig lives in a farm.

Problem: The wolf wants to eat the pig. The pig wants to escape the wolf.

Solution: The pig builds a house out of brick. The pig builds a house out of straw.

THE THREE LITTLE PIGS

The wolf hopped on the first and second pig's houses.	The pig is a wolf and a pig.
The wolf is eating the pig.	The pig is a wolf and a pig.
The wolf is eating the pig.	The pig is a wolf and a pig.
The wolf is eating the pig.	The pig is a wolf and a pig.

Name: \_\_\_\_\_

Cut out the words from the next page and glue them under the correct heading. Did it happen in The Three Little Pigs or The Three Little Pigs?

The Three Little Pigs	The Three Little Pigs
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**WHOSE SIDE ARE YOU ON?**  
Opinion Statement

I am on the \_\_\_\_\_ side of the story.

In the story, the wolf is the \_\_\_\_\_.

Why? \_\_\_\_\_

Conclusion: This is why I am on \_\_\_\_\_ of the story.

Whose Side Are You On?

Wolf	Pig
The wolf is the main character.	The pig is the main character.
The wolf is the main character.	The pig is the main character.
The wolf is the main character.	The pig is the main character.





Next Steps:



1. Create assessments for each grade band for each grade level bin.
2. Continue to grow and update lessons for each unit
- 3.

Questions?



## Come visit us!

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