

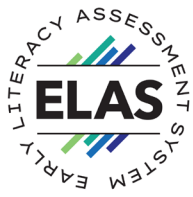
PLANNING TOOL:

Early Literacy Assessment Systems that Support Learning



The implementation of a district’s Early Literacy Assessment System (ELAS) is a multi-year strategy. Districts implementing this strategy should evaluate their current system and choose 4-6 activities that build upon the work that has been completed. Readers are referred to the ELAS website: www.michiganassessmentconsortium.org/ELAS for additional resources and tools.

Getting Ready	Implementing	Monitoring	Evaluating
Focus Area	Focus Area	Focus Area	Focus Area
Phase I: Planning for and Designing an Early Literacy Assessment System (ELAS)	Phase II: Implementation	Phase III: Supporting and Monitoring an Early Literacy Assessment System (ELAS)	Phase III: Supporting and Monitoring an Early Literacy Assessment System (ELAS)
Activities	Activities	Activities	Activities
District Leaders should form an ELAS Leadership Team charged with guiding the Planning and Design, Implementation, and Supporting and Monitoring Phases of the ELAS.	The ELAS Leadership Team should use the logic model and theory of action (called for in Phase I) to guide the selection and implementation of assessment tools and resources for inclusion in the system.	The ELAS Leadership Team should use the logic model and theory of action to develop plans for professional learning and formative evaluation of the ELAS.	Develop a plan for formative evaluation of the ELAS that includes ongoing monitoring and feedback from the field about the quality, utility, and effectiveness of the assessment system as it is implemented and becomes operational.

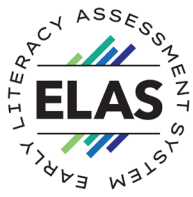


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The ELAS Leadership Team should: review the Early Literacy Assessment Systems that Support Learning (ELAS) Guide with an intentional focus on the Portraits of Student Experience. These Portraits are designed to illustrate how some of the theories and principles recommended in this Guide might be applied by teachers in classrooms to respond to the literacy-learning needs of students.	Select individual assessment resources on the basis of evidence of their capacity to provide construct-relevant and instructionally valuable information about a student's literacy development and growth in a given literacy domain – reading, writing, speaking, or listening as modeled in the Portraits of Student Experience	Gather information about the current level of knowledge and capacity related to literacy, assessment, and professional learning (strengths and gaps) among staff (teachers, administrators, coaches), students and their families, and local policymakers, and use these data to guide the implementation and support of an ELAS.	

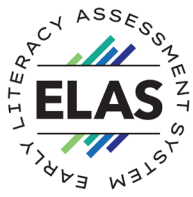


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The ELAS Leadership Team should: Establish compatibility and coordination of the ELAS with other district- and state-level systems of curriculum, instruction, assessment, professional learning, and accountability	Select individual assessment resources on the basis of evidence that they are developmentally appropriate and respectful with regard to the cognitive, social, emotional, cultural, and performance demands they place on children.	Create a cohesive master professional learning plan (Michigan's Professional Learning Policy and associated Standards for Professional Learning) to support all stakeholders responsible for early literacy development and assessment. The plan should address early literacy development and assessment and meet the learning needs of children and instructional needs of teachers based on evidence of need as well as research.	

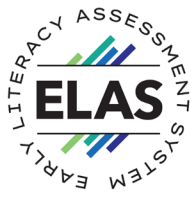


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The ELAS Leadership Team should: Plan thoughtful strategies for engaging with families and the community as key participants in the ELAS process, both as contributors to and recipients of assessment data.	Select individual assessment resources on the basis of evidence of appropriate levels of technical quality with respect to validity, reliability, and fairness given the intended interpretive use(s) and the potential consequences for students: High-stakes judgments call for high levels of technical quality. Lower stakes decisions require sufficient levels of technical quality	Budget for and plan to provide substantive resources and support for content-focused professional learning about early literacy development and assessment that is collaborative, intensive, sustained, and job-embedded.	

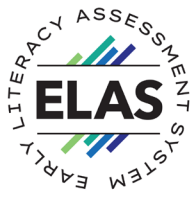


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The ELAS Leadership Team should: Develop and adopt a logic model and theory of action for the structure, functioning, and evaluation of the proposed ELAS.	Provide assistance and guidance to the system's various assessment users to help assure that they can select assessments that best meet their information needs and then use the results from those assessments in appropriate and technically defensible ways.	Participate in statewide efforts to prepare, support, and generate teacher leaders and instructional coaches to promote effective early literacy development and assessment practices, with an emphasis on the use of classroom formative assessment practices.	
The ELAS Leadership Team should: Identify the educational decisions to be made, assessment information needed to support those decisions, and the stakeholder(s) who will be making the decision(s).			



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The ELAS Leadership Team should: Construct a framework for the ELAS that includes clearly articulated relationships among the assessment tools and practices relative to a model of competency development in reading, writing, speaking, or listening			
The ELAS Leadership Team should: Use the framework to conduct an audit of all existing district- and school-level assessment tools and practices currently in use to determine whether they meet criteria for inclusion and should remain part of the system.			