

# VES Literacy/Numeracy

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# Literacy and Numeracy Programs

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## Literacy

### Phonics and Word Study/Handwriting:

- Foundations (K - 3)
  - Wilson Reading System (2-8)/Just Words (4 - 8)

### Reading/Language Arts:

- Treasures (K - 5)
- Mirrors & Windows (6 - 8)
- Classroom Novels (3 - 8)
- Sadlier Core Progress (K - 8)
- Sadlier Vocabulary (5 - 8)
- Read Naturally (K - 8)
- Reading A-Z/RAZ-Kids (K - 8)
  - Headsprout (K - 4)
- Edmark Reading Program (K - 8)

### Writing/English:

- 6+1 Traits/3 Modes (K - 8)

## Numeracy

### Mathematical Content Knowledge and Skills:

- My Math (K - 5)
  - Number Worlds (K - 5)
- Glencoe (6 - 8)

### Mathematical Fluency:

- Mad Minutes (K - 8)
- Numbershine (K - 6)

# K - 8 Student Assessments

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## Voluntown

### *Standardized*

- STAR Early Literacy / Reading / Mathematics (K - 8)
- CORE Phonics Survey (K - 2)
- DRA2 (K - 8)

### *Non-Standardized*

- Sight Words (K - 2)
- Traits Writing Assessment (Rubric) (K - 8)
- Math Assessments (K - 8)
- Math Fluency Assessments (K - 8)

## Connecticut

### *Standardized*

- SBAC or CTAA for English Language Arts & Mathematics (3 - 8)
- NGSS or CTAA / CMT or Skills Checklist Science (5 & 8)

### *Non-Standardized*

- Fall Kindergarten Entrance Inventory (K)

# Connecticut Assessments

## Fall Kindergarten Entrance Inventory (K)

Statewide snapshot of the skills students demonstrate at the beginning of Kindergarten (developed from PreSchool and CT Assessment Frameworks and CT Standards). Students are rated based on their performance level (1, 2 or 3) on six domains:

- Language Skills
- Literacy Skills
- Numeracy Skills
- Physical Motor Skills
- Creative/Aesthetic Skills
- Personal/Social Skills

## SBAC / CTAA (3 - 8)

Rigorous assessment of progress toward “college and career readiness” with common cut scores across states. CTAA designed for students with “significant cognitive disabilities”. The assessments are aligned to the CCSS and show both achievement and growth information.

- English/Language Arts Claims
  - Reading
  - Listening
  - Writing and Research/Inquiry
- Mathematics Claims
  - Concepts & Procedures
  - Problem Solving and Modeling & Data Analysis
  - Communicating Reasoning

# Voluntown Assessments: STAR

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STAR is a standardized, norm-referenced, and criterion-referenced, computer adaptive suite of assessments.

- Early Literacy (K - 1)
- Reading (K - 8)
- Mathematics (1 - 8)

# STAR Early Literacy (K - 1)

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STAR Early Literacy is the leading computer-based diagnostic assessment of early literacy skills developed for Pre-K–3 students. STAR Early Literacy tracks development in three domains and ten sub-domains:

## *Word Facility and Skills*

- Alphabetic Principle
- Concept of Word
- Visual Discrimination
- Phonemic Awareness
- Phonics
- Structural Analysis
- Vocabulary

## *Comprehension Strategies and Constructing Meaning*

- Sentence-Level Comprehension
- Paragraph-Level Comprehension

## *Numbers and Operations*

- Early Numeracy

# STAR Reading (K - 8)

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STAR Reading is an assessment of reading comprehension and skills for independent readers through grade 12. STAR Reading tracks development in five domains:

- Word Knowledge and Skills
- Comprehension Strategies and Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument and Evaluating Text

# STAR Mathematics (K - 8)

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STAR Math is an assessment of math achievement for students in grades 1–12.

STAR Math tracks development in four domains:

- Numbers and Operations
- Algebra
- Geometry and Measurement
- Data Analysis, Statistics, and Probability

# CORE Phonics Survey (K - 2)

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What? The CORE Phonics Survey assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey (A-L) presents a number of lists of letters and words for the student to identify or decode.

- Alphabet Skills and Letter Sounds (A-D)
- Reading and Decoding Skills (E-L)

Why? A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words.

# Developmental Reading Assessment (DRA<sub>2</sub>) (K - 8)

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The DRA<sub>2</sub> assesses a student's reading progress, over time. Student scores are given for comprehension, fluency, and accuracy. This information helps a teacher determine a student's strengths and areas of struggle, which helps the teacher plan for small group reading instruction and intervention.

DRA	Fall Benchmark Proficiency Levels K-4 ~ November / 5-8 ~ September			Winter Benchmark Proficiency Levels K-4 ~ March			Spring Benchmark Proficiency Levels K-8 ~ May		
	Substantially Deficient	Proficient & Above	Ceiling	Substantially Deficient	Proficient & Above	Ceiling	Substantially Deficient	Proficient & Above	Ceiling
<b>K</b>					2-12	12	A or lower	4-18	18
<b>1<sup>st</sup></b>	A or lower	4-18	18	6 or lower	12-24	24	10 or lower	18-28	28NF
<b>2<sup>nd</sup></b>	10 or lower	18-28NF	28NF	14 or lower	24-34	34	18 or lower	28NF-38	38
<b>3<sup>rd</sup></b>	18 or lower	28NF-38	38	20 or lower	34-38NF	38NF	28 or lower	38NF-40	40
<b>4<sup>th</sup></b>		38NF-40	40					40-50	50
<b>5<sup>th</sup></b>		40-50	50					50-60	60
<b>6<sup>th</sup></b>		50-60	60					60-70	70
<b>7<sup>th</sup></b>		60-70	70					70-80	80
<b>8<sup>th</sup></b>		70-80	80					80	80

# DRA2 Benchmarks for Kindergarten

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November	March	May
N/A	2	4
Students Not Tested		<ul style="list-style-type: none"><li>• One to three lines of text per page</li><li>• Predictable language structures</li><li>• Familiar characters and experiences</li><li>• <u>Too Many Balloons</u> by Catherine Matthias</li></ul>

# DRA2 Benchmarks for First Grade

November	March	May
4	12	18
<ul style="list-style-type: none"><li>• One to three lines of text per page</li><li>• Predictable language structures</li><li>• Familiar characters and experiences</li><li>• <u>Puppy Mudge</u> by Cynthia Rylant</li></ul>	<ul style="list-style-type: none"><li>• Illustrations give moderate support</li><li>• Number of high frequency words are expanded</li><li>• Two to six lines of text per page</li><li>• <u>Titch</u> by Pat Hutchins</li></ul>	<ul style="list-style-type: none"><li>• Characters have problems</li><li>• Illustrations provide moderate support</li><li>• Some description of characters and setting</li><li>• <u>Little Bear</u> by Else Holmelund Minarik</li></ul>

# DRA2 Benchmarks for Second Grade

November	March	May
18	24	28NF
<ul style="list-style-type: none"><li>•Characters have problems</li><li>•Illustrations provide moderate support</li><li>•Some description of characters and setting</li><li>•<u>Little Bear</u> by Else Holmelund Minarik</li></ul>	<ul style="list-style-type: none"><li>•Characters have problems and/or characters change</li><li>•The author teaches a lesson</li><li>•<i>Arthur</i> books and <i>Nate the Great</i> books</li></ul>	<ul style="list-style-type: none"><li>•Non-fiction book with table of contents, headings, glossary, and photographs</li><li>•Students need to write a written summary (not a retell)</li><li>•<u>On the Farm</u></li><li>•<u>Undersea Gardens</u></li></ul>

# DRA2 Benchmarks for Third & Fourth Grade

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In order to pass levels 28-40....

a child must write a summary and answer literal, inferential, and reflective questions in writing.

# How do I support an Emergent Reader?

## — DRA2 Levels A-3

Reading Engagement	<ul style="list-style-type: none"><li>• Holds a book and turns the pages</li><li>• Looks at the illustrations/ photographs in books</li><li>• Identifies and talks about a favorite book or story</li></ul>
Oral Reading Fluency	<ul style="list-style-type: none"><li>• Using text, child moves finger from left to right</li></ul>
Print Concepts	<ul style="list-style-type: none"><li>• Names familiar objects in the illustrations/ photographs</li></ul>

# How do I support an Early Reader?

## — DRA2 Levels 4-12

Reading Engagement	<ul style="list-style-type: none"><li>• Picks out books to read independently</li><li>• Reads familiar books independently for a short period of time</li><li>• Tells about a favorite book</li></ul>
Oral Reading Fluency	<ul style="list-style-type: none"><li>• Consistently matches one-to-one</li><li>• Quickly recognizes high-frequency words (e.g. <i>the, I, in, he</i>)</li><li>• Begins to use letter/sound relationship strategies to problem solve words</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Can talk about print (word, letter, begin, end, first, last, sound, and so on)</li><li>• Talks about what is happening in the illustrations or photographs</li><li>• Recalls some events in a story</li><li>• Talks about a favorite part of the book or story</li></ul>

# How do I support a Transitional Reader?

## — DRA2 Levels 14-24

Reading Engagement	<ul style="list-style-type: none"><li>• Selects a book that can be read independently (“Just Right” book)</li><li>• Sustains independent reading for a short period of time</li><li>• Tells about a favorite book and why it’s his/her favorite</li></ul>
Oral Reading Fluency	<ul style="list-style-type: none"><li>• Reads in 2-3 word phrases</li><li>• Uses multiple strategies to determine if the words make sense, sound right, and look right</li><li>• Uses familiar word families to read words (e.g., <i>-at, -an, -ig, -it</i>)</li><li>• Decodes one syllable words</li></ul>
Comprehension	<ul style="list-style-type: none"><li>• Previews the text and makes predictions using illustrations or photographs</li><li>• Orally retells the story or information</li><li>• Identifies a favorite part of a story and tells why</li><li>• Makes text-to-self connections that enhance understanding of the story</li></ul>

# How do I support an Extending Reader?

## — DRA2 Levels 28-40

Reading Engagement	<ul style="list-style-type: none"><li>•Selects texts that match their reading level, interests, and purposes.</li><li>•Sustains independent reading for a longer period of time.</li><li>•Reads different genres</li></ul>
Oral Reading Fluency	<ul style="list-style-type: none"><li>•Reads in longer phrases</li><li>•Uses multiple cues to problem-solve words quickly.</li><li>•Quickly self-corrects significant miscues</li><li>•Reads dialogue with expression</li><li>•Reads at an appropriate rate.</li><li>•Attends to and reads basic punctuation</li></ul>
Comprehension	<ul style="list-style-type: none"><li>•Makes predictions based on prior knowledge, book title, and oral book introduction.</li><li>•Extracts more meaning from the text; relies less on the illustrations.</li><li>•Identifies important ideas, details, and vocabulary to include in a written summary</li></ul>

# Sight Words (K - 2)

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Students should know and apply grade-level phonics and word analysis skills.

## Kindergarten

T1: 80% of introduced words

T2: 85% of introduced words

T3: 90% of introduced words

(50 words for the year)

## 1st Grade

T1: 90% of T1 words (53)

T2: 90% of T2 words (53)

T3: 90% of T3 words (52)

## 2nd Grade

T1: 90% of T1 words (53)

T2: 90% of T2 words (53)

T3: 90% of T3 words (52)

# Traits Writing Assessments (K – 8)

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## 6 + 1 Writing Trait Rubrics

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions
  
- Presentation

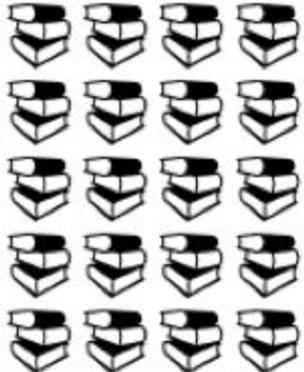
## Writing Mode Rubrics

- Narrative
- Informative/Explanatory
- Opinion/Argumentative

# How long should my child practice reading his/her “just right” book at home each day?

- Emergent – 15 minutes
- Early Readers – 20 minutes
- Transitional Readers – 25 minutes
- Extending Readers – 30 minutes

# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

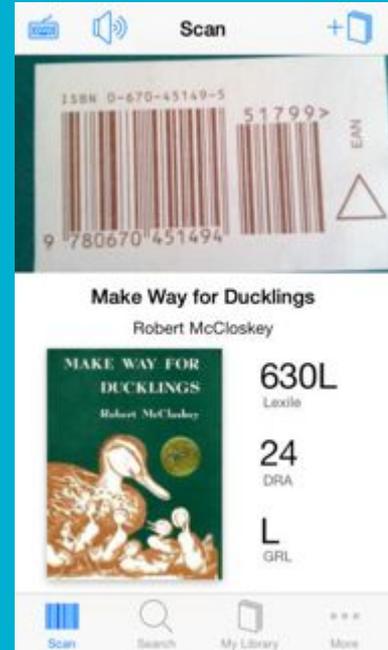
(Over and Erman, 1982.)

**WANT TO BE A BETTER READER? SIMPLY READ.**

# Literacy Resources

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- RAZ-Kids ~ [www.raz-kids.com](http://www.raz-kids.com)
- Speak-a-boos ~ [www.speakaboos.com](http://www.speakaboos.com)
- App Store: Scan the barcode to get the reading level
  - Scholastic Book Wizard (FREE),
  - Literacy Leveler (\$3.99)
  - Level It Books (\$3.99)



# Math Assessments

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## Math Assessments (K - 8)

- My Math Assessments (K - 5)
- Glencoe Math Assessments (6 - 8)
- **Formative/Summative Measures:**
  - PreTests/Am I Ready Tests
  - Check my Progress Tests
  - Vocabulary Tests
  - Chapter Tests
  - Diagnostic Tests
  - 21st Century Tests
  - Performance Tasks

## Math Fluency Assessments (K - 8)

- K: Number ID (1-20) / Number Writing (1-20)
- 1: Sums/Differences within 10
- 2: Sums/Differences within 20
- 3: Sums/Differences & Multiplication/Division
- 4: All Operations



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