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## K-3 Teacher Preparation in Literacy Assessment and Teaching

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### Agenda

1. Nature of K-2 assessments
2. Teacher preparation in reading
3. Implementation after funding

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### 1. What is the Nature of K-2 Assessment?

- Nationwide: trend to “monitor progress”
  - E.g., DIBELS
- Primarily “word” level
  - Letter names
  - Letter sounds
  - Phonemic awareness
  - Rhyming

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V	l	h	g	S	y	Z	W	L	N
l	K	T	D	K	T	q	d	z	w
h	w	z	m	U	r	j	G	X	u
g	R	B	Q	I	f	I	Z	s	r
S	n	C	B	p	Y	F	c	a	E
y	s	Q	P	M	v	O	t	n	P
Z	A	e	x	f	F	h	u	A	t
W	G	H	b	S	l	g	m	i	i
L	L	o	o	X	N	E	Y	p	x
N	k	c	D	d	y	b	j	R	v
V	M	W	q	V	l	h	g	S	y

um	jac	zpj	oc	kom
kie	raj	lon	zeb	ig
mes	jurk	et	noj	vin
jic	wuj	om	hul	mid
bes	pekk	moz	um	ut
pej	waj	rej	jul	nej
lat	puz	des	ud	nam
mid	tuf	num	yaz	dod
bok	feg	yud	haj	uv
huj	os	kel	rif	yuk

Images from: <https://dibels.uoregon.edu/measures/index.php?action=download/>

## 1. What is the Nature of K-2 Assessment?

- North Carolina and others
  - Include “text level”
  - Analysis of oral reading
- Often used to “level” students
- Analysis is most important, rarely done well

## 1. What is the Nature of K-2 Assessment?

Eye to the future:

- Support teachers in analysis of text-level assessments
- Understand how K-2 assessments inform 3<sup>rd</sup> grade and beyond
  - Text-level reading comprehension

## 2. Teacher Preparation in Literacy Teaching and Assessment

- Preservice (new) teachers
  - Can be prepared to become good, solid classroom teachers
    - Knowledge of content & Knowledge of teaching
  - Cannot be prepared to be expert reading teachers for children with the greatest instructional needs
    - Advanced degrees, ongoing professional development

## 2. Teacher Preparation in Literacy Teaching and Assessment

- Inservice (current) teachers
  - Need funding and incentives to attain graduate degrees
  - Need ongoing professional development at the **school** level

### 3. Implementation after Funding

- Funding is necessary, but not sufficient
- What may be more important is implementation of policies at the **school** level
  - E.g., the example of Reading First

### Conclusion

1. Nature of K-2 assessments
  - Word-level → text-level connection
  - Support for assessment analysis
2. Teacher preparation in reading
  - good, solid classroom teachers
  - expert reading teachers need additional preparation

### Conclusion

3. Implementation after funding
  - Funding is necessary, but not sufficient
  - Policy implementation at the **school** level

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