

## 5-STAGE EARLY LITERACY DOCUMENTATION-ASSESSMENT CYCLE

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### **Stage 1: Identifying:**

Appropriate literacy goals and the classroom activities and experiences that will help children master the goals are identified and classroom settings in which they will occur (story time, dramatic play, etc.). Stage 1 also includes identification of what will constitute evidence that children have achieved the goals.

### **Stage 2: Collecting the evidence over time**

The teacher collects the classroom-based evidence of early literacy development. This may consist of records of children's conversations and samples of children's work, such as drawings, writings, and constructions.

### **Stage 3: Describing evidence in a non-evaluative manner**

Teachers work collaboratively to describe what they see in the records of children's language and in work samples. Teachers benefit most from the documentation-assessment process when they work collaboratively, sharing strategies for collecting evidence of children's literacy development and engaging in descriptions and interpretation of that evidence.

### **Stage 4: Interpreting evidence in order to identify mastery of established goals**

Classroom-based evidence of early literacy development is weighed against the goals identified in Stage 1.

### **Stage 5: Applying this new information to inform instruction to support learning**

Information gained in Stages 1-4 is used to plan future instruction and to plan additional assessment opportunities.

"An essential element of an effective early literacy assessment system is a coherent and comprehensive set of professional development activities that are targeted to enhancing classroom teachers' and administrators' assessment-related knowledge and skills. Educators must be equipped to select the most suitable set of instruments, administer them appropriately, and interpret the results to other teachers, parents, school boards, and state departments of education. In addition, it is critical that teachers play a key role in the design and ongoing revision of their assessment system."

- Jones, J. (2003). *Early Literacy Assessment Systems: Essential Elements*. Princeton, NJ: Educational Testing Service.

"It may take several years for all teachers to understand assessment practices and use them in similar ways. Consensus is built upon regular reflection and discussion among teachers about what assessments are working well, how the assessments support parent conferences and report cards, and how assessments help individual children."

- Paris, S., Paris, A. & Carpenter, R. (2001). *Effective Practices for Assessing Young Readers*. CIERA Report #3-013. Ann Arbor, MI: Center for Improvement of Early Reading Achievement.