How and Where Does *LPEY* Address Assessment? (Part 2)

(originally posted June 4, 2009)

In last week's tip, information was provided on how *LPEY* addresses assessment throughout the various components of a comprehensive literacy program; with a special focus on reading. This week, assessment opportunities in writing and working with words will be highlighted.

Writing

As you introduce the various text-type studies in your classroom, you will want to examine the teacher rating scales and student self-assessment sheets found in each *Writing Guide*.

There are also revising and editing checklists for students to use when working with a buddy or on their own. These checklists enable students to self-assess their work and make additions or corrections during the writing process. For grade specific examples, see the "Craft and Conventions Lessons" page in each *Writing Guide*.

Also note that there are great suggestions for supporting and assessing English Language Learners in each *Writing Guide*. Many helpful strategies are given that would assist when considering next steps for students in gaining English writing competency.

Working with Words

In *LPEY*, there is a Developmental Continuum on pages 76–80 of the *Planning Guide* that focuses on plotting student information in the areas of phonological awareness, letter knowledge, high-frequency words, word solving and building, and language predictability. The completion of one of these per child would provide considerable information that can drive instruction for whole class, small group, and individual working with words sessions.

To track the working with words lessons you teach, use the "Focused Lessons Chart" found in each *Working with Words Guide* (for example, see pages 23–25 in Grade 2). Based on your students' needs, you could highlight or date the lessons as you progress through them. Also there is a "Pattern Lessons" chart in the Word Solving and Building section that would be beneficial as it shows the types of word patterns for each lesson.

Conclusion

Gathering evidence of student learning is a time-consuming, yet extremely important aspect in a busy, dynamic classroom. Ensure that the tools and strategies you choose are easy to implement within your daily literacy schedule. As you reflect on your assessment data, keep the following questions in mind:

• What knowledge and skills has the student demonstrated?
• So what do these results tell me about the student's developing strengths?
• Now what are the next steps?

Note — Many of the assessment tools in *LPEY* are also available to download from the website (www.lpeyresources.ca). With many of these tools, you can input data such as students' names and dates before printing the information.

If you have a question you would like answered, please email your request to: workshops@scholastic.ca.