

Literacy Program Assessment Checklist

1. *How our school helps students achieve literacy outcomes through a safe, supportive, and productive classroom environment:*

	Program Strength			Program Need	
a) The classroom environment is supportive, with frequent acknowledgement of all students.	5	4	3	2	1
b) Students are frequently encouraged to value and share personal knowledge, to solve problems, to take risks, and to make independent decisions about their work-in-progress.	5	4	3	2	1
c) Students frequently confer with teachers and other students about work-in-progress.	5	4	3	2	1
d) Students work in varied grouping patterns—whole class, small group, and individual learning.	5	4	3	2	1
e) Students enjoy opportunities to investigate topics, to ask questions, and to present their findings to audiences.	5	4	3	2	1
f) Students sometimes engage in modified learning activities.	5	4	3	2	1
g) Students are offered a measure of choice in reading and writing content and in planning projects.	5	4	3	2	1

2. *How our school helps students achieve literacy outcomes through exploratory language and metacognition:*

	Program Strength			Program Need	
a) Students sometimes brainstorm and write notes, including journal and learning log entries, to explore ideas and strategies.	5	4	3	2	1
b) Students regularly use human resources and technology for help in choosing strategies to complete learning tasks.	5	4	3	2	1
c) Students frequently express their own interests and preferences in completing tasks.	5	4	3	2	1
d) Students frequently consider suggestions from others when completing tasks.	5	4	3	2	1
e) Students regularly set relevant and specific learning goals for themselves.	5	4	3	2	1
f) Students capably describe their strategies before, during, and after completing learning tasks.	5	4	3	2	1

3. *How our school helps students read well and comprehend print, oral, visual, and media texts:*

	Program Strength			Program Need	
a) Students interpret and evaluate a wide variety of texts, including print, oral, visual, and media texts.	5	4	3	2	1
b) Students experience a comprehensive reading program that includes independent reading and guided reading.	5	4	3	2	1
c) Students read for enjoyment at school and at home.	5	4	3	2	1
d) Students make productive use of school time allowed for reading.	5	4	3	2	1
e) Students regularly read a variety of complete texts representing different genres.	5	4	3	2	1

f) Students regularly identify comprehension strategies for interpreting texts, e.g.: questioning, predicting, building background knowledge, visualizing, connecting text to personal experience, and monitoring for understanding.	5	4	3	2	1
g) Students often reread to reconsider their interpretation of a text based on checking for details and engaging in discussion.	5	4	3	2	1
h) Students employ textual evidence to support their interpretations and judgements.	5	4	3	2	1
i) Students engage in reading activities related to clearly defined learning outcomes.	5	4	3	2	1
j) Students talk and write about their connections to new texts as well as to familiar texts and between new texts and familiar personal experiences.	5	4	3	2	1

4. *How our school helps students write well:*

	<i>Program Strength</i>			<i>Program Need</i>	
a) Students use print, media, and human sources to conduct research.	5	4	3	2	1
b) Students employ strategies to gather, record, and organize research information.	5	4	3	2	1
c) Students evaluate the source, relevance, accuracy, and value of research information.	5	4	3	2	1
d) Students frequently write to explore ideas and to develop understanding of new content.	5	4	3	2	1
e) Students write for a variety of purposes and audiences and in a variety of forms.	5	4	3	2	1
f) Students clearly articulate the purpose, the audience, the format, the topic, and the voice they use in writing a composition.	5	4	3	2	1
g) Students engage in appropriate pre-writing activities, such as interviewing, webbing, dramatizing, and making sketches or diagrams.	5	4	3	2	1
h) Students often engage in revision activities with an emphasis on applying specific criteria to revise their writing.	5	4	3	2	1
i) Students frequently present final draft writing to an audience.	5	4	3	2	1
j) Students receive both praise and well-focused, specific suggestions to improve their writing.	5	4	3	2	1
k) Students participate in conferences with both teacher and peers related to work-in-progress.	5	4	3	2	1

5. *How our school helps students achieve oral language outcomes:*

	<i>Program Strength</i>			<i>Program Need</i>	
a) Students and teachers perform and listen to oral language texts (e.g., poetry, plays, Readers' Theatre).	5	4	3	2	1
b) Students often make formal oral presentations to classmates.	5	4	3	2	1
c) Students interpret and assess their classmates' oral presentations.	5	4	3	2	1
d) Students often work collaboratively.	5	4	3	2	1

e) Students assess their own participation in small-group learning tasks.	5	4	3	2	1
f) Students monitor and assess their own listening.	5	4	3	2	1

6. *How our school helps students achieve viewing and representing outcomes:*

	<i>Program Strength</i>			<i>Program Need</i>	
a) Students interpret and assess publications, advertisements, films, graphics, cartoons, and other media texts (both print and non-print).	5	4	3	2	1
b) Students dramatize texts for peers and others.	5	4	3	2	1
c) Students create visual representations, including texts that combine word and image.	5	4	3	2	1
d) Students interpret and assess their own dramatizations and representations and those completed by peers.	5	4	3	2	1

7. *How our school uses planning and assessment to improve students' learning:*

	<i>Program Strength</i>			<i>Program Need</i>	
a) Long-range plans outline approximate timelines, themes, or topics; major expectations; principal resources; instructional procedures; and assessment techniques.	5	4	3	2	1
b) Short-range plans outline current work-in-progress; these plans account for timelines, theme, or topic; specific learner expectations; specific resources; specific instructional procedures; and specific evaluation techniques.	5	4	3	2	1
c) Instructional plans sometimes allow students to choose their own assignments.	5	4	3	2	1
d) Instructional plans account for modification of resources and learning activities, modified assessment, and support from the teacher, other adults, and peers.	5	4	3	2	1
e) Students' progress is assessed through a variety of methods: checklists, observation notes, one-on-one conferences, work samples, rubrics, and tests.	5	4	3	2	1
f) Students regularly assess their own work using specific criteria to check for specific features.	5	4	3	2	1
g) Students' assessment includes assessment of oral language and representational tasks.	5	4	3	2	1
h) Students' assessment emphasizes praise and specific feedback for each student in the class.	5	4	3	2	1
i) Students and teachers work together to develop and use rubrics.	5	4	3	2	1
j) Students work with exemplars for both instruction and assessment.	5	4	3	2	1
k) Students' learning includes activities that appeal to varied learning styles: visual, verbal, mathematical, musical, and kinesthetic.	5	4	3	2	1