

Assessment Handbook

Overview

iLit provides a robust suite of assessments and assignments that helps teachers and administrators measure student growth and identify areas of strength and areas that need improvement. The assessments and assignments closely represent the learning objectives and instruction in the program and include a large variety of response types. Because everything is available digitally, results are instantly or quickly generated.

Types

Norm-Referenced	GRADE™	
Summative	Benchmark Assessments Reading Checks	
Observational	Conferences Classroom Conversation	
Whole Class	Knowledge Checks	
Performance-Based	Critical Response (Interactive Reader) Summary Writing (Interactive Reader) Oral Fluency	Paragraph and Essay Writing Projects and Performance Tasks
Objective	iPractice Assignments Grammar Study Plan Vocabulary Practice Spelling Study Plan	Word Study Readers Phonics Readers Interactive Readers Reading Checkpoints

Norm-Referenced

GRADE Overview

The **Group Reading Assessment and Diagnostic Evaluation** (GRADE) is given at the beginning, middle, and end of the year. The assessments provide a norm-referenced, research-validated measure to

- determine when students need to enter or exit the course;
- place students in one of nine skill/reading levels; and
- determine which students need basic foundational skills instruction and practice.

Teachers can administer GRADE, or students can take it independently through the Student App. Depending on students' ages and abilities, it takes about 70 minutes to complete. Testing can be done in one session or in multiple shorter sessions to allow for breaks. The system saves students' work so they can pick up right where they left off.

GRADE contains multiple sections, or subtests. Each subtest contains questions, or items, designed to measure specific skills that are developmentally appropriate for that level.

- Vocabulary: measures word decoding and vocabulary knowledge
- Sentence Comprehension: measures ability to comprehend a sentence as a whole or a complete thought
- Listening Comprehension: measures understanding of spoken language

- Passage Comprehension: measures ability to comprehend extended text as a whole

GRADE is automatically scored by the system, and students will receive the following assessment measures:

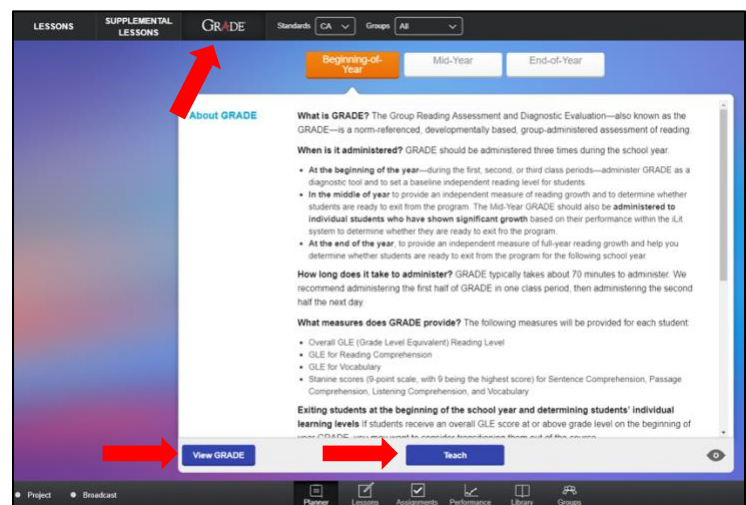
- Overall Grade Level Equivalent (GLE) Reading Level
- GLE for Reading Comprehension
- GLE for Vocabulary
- Stanine scores (9-point scale, with 9 being the highest score) for Sentence Comprehension, Passage Comprehension, Listening Comprehension, and Vocabulary

Administer GRADE

- at the beginning of the year to establish students' baseline independent reading levels;
- mid-year to provide an independent measure of reading growth and to determine if students are ready to exit the iLit program; and
- at the end of the year to provide an independent measure of full-year reading growth and to help determine if students are ready to exit the program.

Each student's overall GLE score will determine their initial Interactive Reader level and help them filter the independent library. When students search the library, they will see titles customized to their reading level.

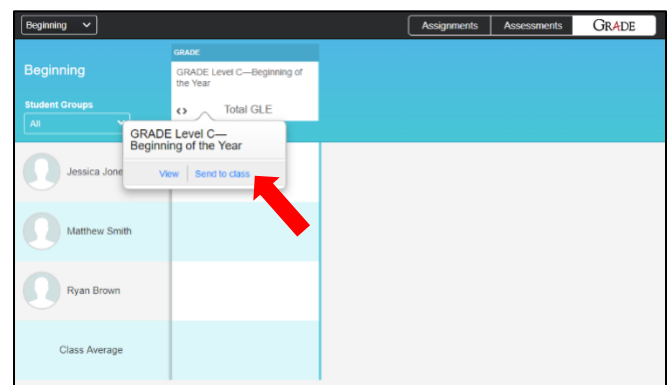
Teachers may administer GRADE by following instructions available in the iLit Teacher App, or teachers may have students complete GRADE independently in the Student App. Select the **GRADE** tab at the top of the screen. Read the helpful information about GRADE on this screen. To preview the test, select **View GRADE**. Click **Teach** to access the instructions and administer the test.



Send GRADE to students through the Assignments tab in the Teacher App. A box will appear with two options: **Teacher** and **App**.

Teacher: Teacher-administered mode—the teacher will need to read the instructions to the students.

App: App-driven mode—the students take it independently. They use headphones to listen to short tutorials.



Summative Assessments

Benchmark Assessments

These assessments cover skills taught during the Vocabulary; Whole Group; and Read Aloud, Think Aloud lesson segments. Assessment items evaluate students' acquisition of vocabulary words; use of word learning strategies; use of reading strategies; and acquisition of reading, writing, and literary skills.

A Benchmark Assessment is available for every unit of instruction. We recommend that students complete the assessment on the last day of the unit, though longer assessments may need to be taken over two days. The number of items in a Unit Benchmark Assessment reflects the length of the unit.

- 50-lesson units: The Benchmark Assessment consists of 40 multiple-choice items.
- 5- to 10-lesson units: The Benchmark Assessment consists of 10 multiple-choice items.

Short reading passages often provide the basis for assessment items associated with reading skills and strategies, such as identifying the main idea and details. These reading passages represent the variety of text structures that students read during instruction, as well as appropriate Lexile ranges.

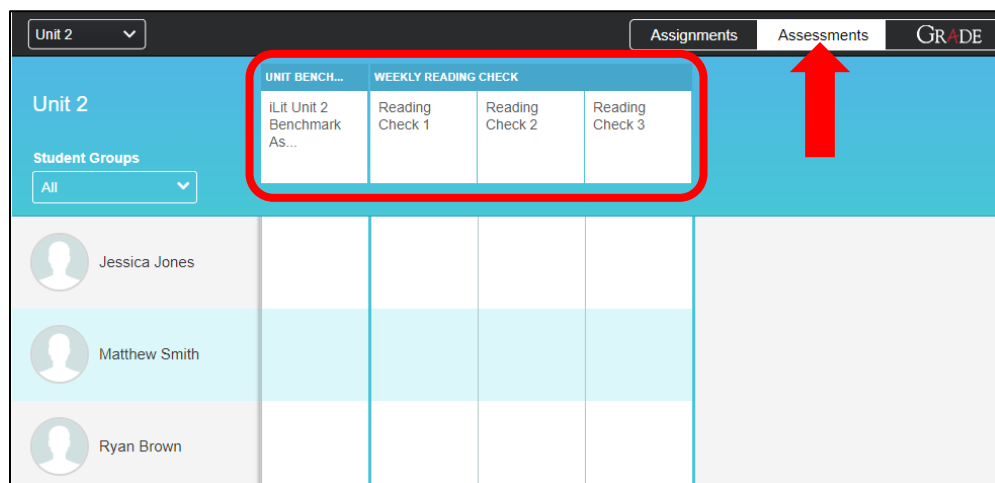
Reading Checks

These are short assessments designed to give a snapshot of students' reading comprehension as they progress through the iLit program. There are twelve Reading Checks per level, available at regular intervals.

Each Reading Check consists of a short reading passage followed by a set of five assessment questions in a multiple-choice format. Each passage is high interest, designed to have wide appeal. In each assessment, questions require students to think critically to identify the correct answer.

Students who answer two or more of the assessment items incorrectly may need additional instructional support. That support, available in Work Time in the Teacher App, offers specific guidance for reviewing each question, focusing on the thinking process involved in determining the correct answer.

Send Benchmark Assessments and Reading Checks to students through the **Assessments** tab in the Teacher App. Assessments are automatically scored by the system.



Unit 2	UNIT BENCH...	WEEKLY READING CHECK		
Student Groups	iLit Unit 2 Benchmark AS...	Reading Check 1	Reading Check 2	Reading Check 3
All				
Jessica Jones				
Matthew Smith				
Ryan Brown				

Observational

The Time to Read lesson segment gives teachers a chance to conference one-on-one with students. Use the Conference Form to take notes. Select a student to access the form or tap **Edit** to modify the list of students from which to choose. Check the Guiding Questions to help steer conferences or get ideas about what to discuss. Use this conference time to discuss books from the iLit library. Teachers can use the **Add Outside Reading** feature if they would like to discuss students' self-selected reading outside of the iLit library.

The screenshot shows the iLit Conference Form for Anna Smith, Unit 2, Lesson 1. The interface includes a 'History' button, a 'Done' button, and a 'CURRENT READING' section with a 'COMPREHENSION LEVEL' slider ranging from 0 to 4. Below the slider are labels: 'Inappropriate', 'Struggling', 'Fair', 'Satisfactory', and 'Good'. To the right is an 'Add Outside Reading' section with fields for 'New Book Title', 'No. Of Pages', and 'words per page', and a 'Book Complete' checkbox. The main area is divided into three columns: 'Process & Engagement' with a '+' icon, 'Additional Notes', and 'Guiding Questions'. The 'Guiding Questions' column contains a list of questions: 'Why did you choose this book?', 'Is this book easy, just right or challenging? How do you know?', 'Tell me what this book is about so far.', 'Is this book what you expected it to be about?', 'Does your mind ever wander when you are reading? If so, what do you do?', and 'What connection can you make between this book and your own'.

The Classroom Conversation lesson segment provides opportunities for formative assessment as students meet with peers or as a class to discuss questions related to texts. Use the Conversation Evaluation Form to record observations. Select a student to access the form or tap **Edit** to modify the list of students from which to choose.

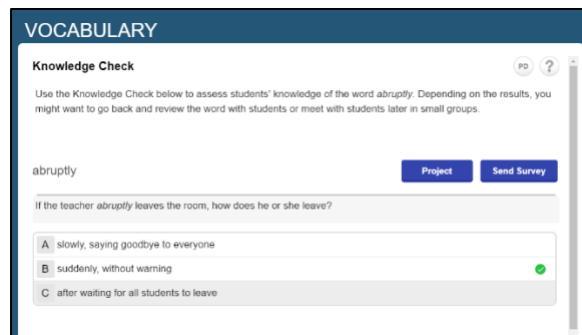
The screenshot shows the Classroom Conversation Evaluation Form. The title is 'CLASSROOM CONVERSATION'. Below it is the section 'Evaluate Collaborative Conversation'. There are two sub-sections: 'Guiding Collaborative Conversation' and 'Evaluating Collaborative Conversation'. The 'Evaluating Collaborative Conversation' section includes a 'Refresh' button and a list of student names. A red arrow points to the name 'Matthew Smith'.

The screenshot shows the Classroom Conversation Evaluation Form for Matthew Smith. The interface includes an 'OVERALL PARTICIPATION' slider ranging from 0 to 4, with labels: 'Inappropriate', 'Struggling', 'Fair', 'Satisfactory', and 'Good'. To the right is a 'Student Feedback' section with a text area for 'When you conference with students, give feedback about how they are doing during Classroom'. The main area is divided into three columns: 'Speaking' with a '+' icon, 'Listening' with a '+' icon, and 'Additional Notes'.

Whole Class

Knowledge Checks

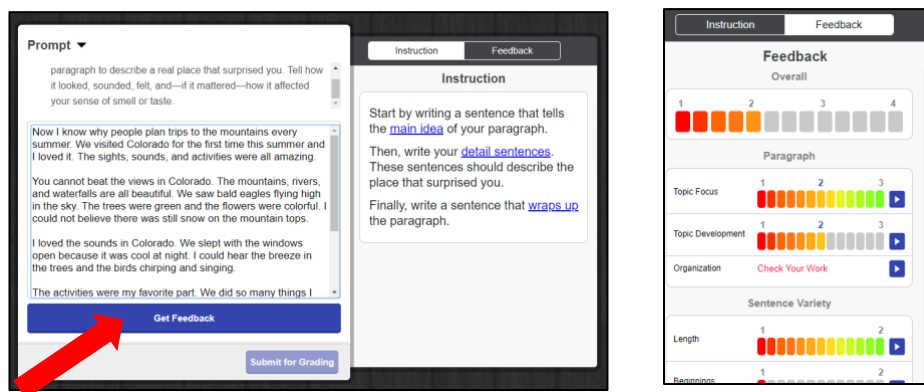
Students respond to several skills-based survey questions during Vocabulary; Whole Group; and Read Aloud, Think Aloud instruction. Their answers are automatically scored and visible to teachers. Use this formative assessment data to tailor instruction. Suggestions for adapting instruction based on students' responses are available at point of use. Teachers can also create custom polls by selecting **Connect** and then **Poll**.



Performance-Based Assessments

Each level of iLit includes instruction in the narrative, informative or explanatory, and opinion or argumentative writing modes. Students write short and long pieces in each of the three modes. Students also practice **Critical Response** and **Summary** writing as they complete Interactive Reader assignments. They respond to the Critical Response prompt using information from the text to support their ideas. Teachers score the responses using a rubric. Students write summaries of the Interactive Readers that must include details from every section. The system provides feedback and scores the summaries.

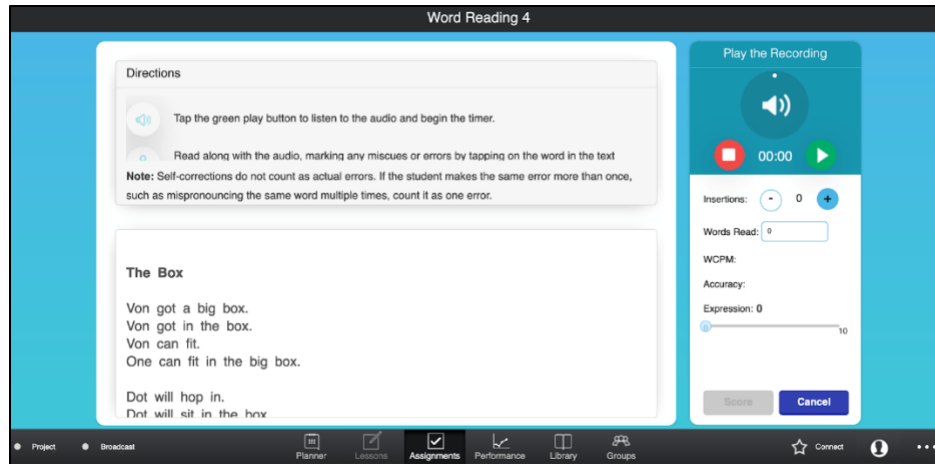
For every **Paragraph** and **Essay** writing assignment, the system assesses student work and provides personalized, scaffolded instructional feedback at point of use. As students work on writing assignments, they are encouraged to use the **Get Feedback** function to access targeted feedback designed to help them improve their writing. Once students submit their assignments, the system automatically scores the writing. If they wish, teachers may choose to override the score using a rubric embedded in the Teacher App at point of use.



iLit includes three **Projects** per level. Students work in collaborative groups to research and create multimedia presentations and complete writing projects. Teachers use the rubrics provided to assess students' work.

- **Drama Unit:** Students learn and analyze elements of drama and then apply what they've learned during a collaborative writing project, such as a monologue or a scene.
- **Research Unit:** Students work in collaborative groups to brainstorm and choose a topic, research the topic, and create a multimedia report to present to the class. Throughout the unit, there is an emphasis on writing. Students write research questions, take notes, and organize ideas for the presentation.
- **Poetry Unit:** Students learn themes and characteristics of poetry, study the language of poetry, and apply what they've learned as they write their own poems.

Most Word Study Readers and Word Reading assignments include **Oral Fluency Checks** that have students read short passages on high-interest topics. Students will need to access a microphone and speak aloud. Teachers will use digital running records to score and assess students' oral reading accuracy and fluency.



The table below shows the average Words Correct Per Minute (WCPM) for Grades 4 through 8.

GRADE LEVEL	BEGINNING OF YEAR	MID YEAR	END OF YEAR
4	94 WCPM	112 WCPM	123 WCPM
5	110 WCPM	127 WCPM	139 WCPM
6	127 WCPM	140 WCPM	150 WCPM
7	128 WCPM	146 WCPM	150 WCPM
8	133 WCPM	146 WCPM	151 WCPM

Objective

Interactive Readers

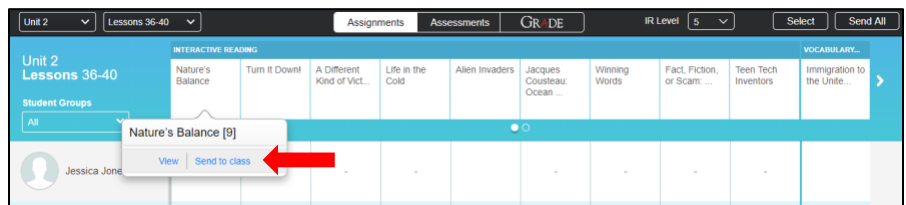
Interactive Readers are the leveled readers sent to students through the program. These assignments are the primary measure of reading comprehension. Students are assigned a level at the beginning of the year either based on their Beginning of Year GRADE or by the teacher manually setting Interactive Reader levels for students. As students complete the readers and teachers score and assign new ones, the system will adjust reading levels based on how students perform on the assessments built into the readers. There are nine levels of Interactive Readers, and all readers are nonfiction and high interest. Students will

- read the text;
- complete the **Reading Checkpoints**;
- write a **Summary**; and
- complete a **Critical Response** activity.

The Interactive Reader is one of the best measures of student progress, so it is important that the assignment be completed each week.

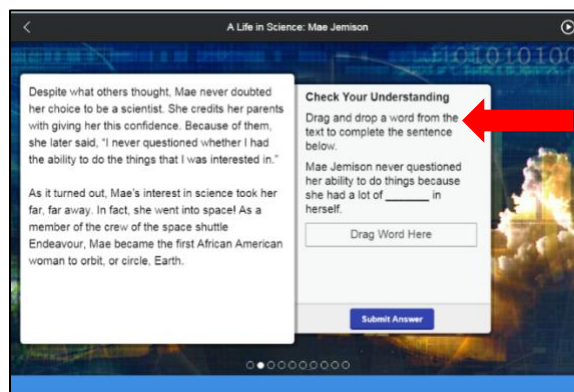
Follow these Interactive Reader steps:

- Assign the readers by clicking **Send to Class** for one of the readers listed in the Assignments tab. The system will automatically send the correct reader to each student.
- Students complete the assignment.
- Score the Critical Response activity. The system will score the Reading Checkpoints and Summary Writing.
- Assign the next Interactive Reader.



Reading Checkpoints

Every Interactive Reader has three levels of reading comprehension with increasing complexity. Reading Checkpoints are the first level. Students answer questions about the text using evidence from the text. Regular Reading Checkpoints help ensure that students understand the text. Students receive positive feedback if they answer the question correctly the first time. If they submit an incorrect answer, they receive a hint. If they answer incorrectly again, the system shows the correct response and provides an explanation to students.

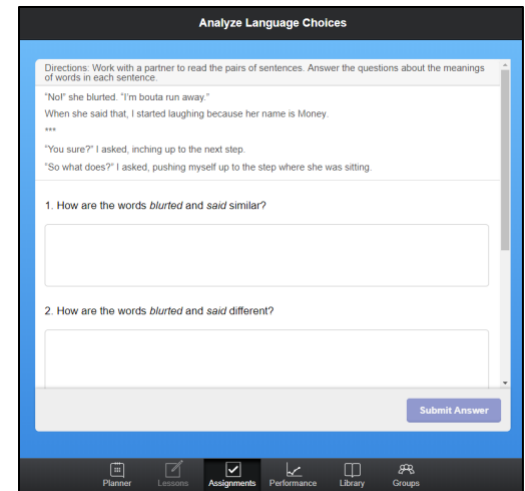


iPractice Assignments

iPractice assignments provide independent practice on skills and strategies directly taught in Read Aloud, Think Aloud and Whole Group. Assignments range from Analyzing a Theme to Determining the Sequence of Events to Making an Inference. Scoring is automatic, and results are recorded.

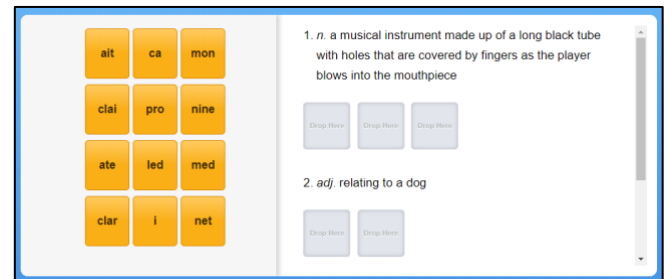
Study Plans

Study Plans provide personalized instruction and practice for Grammar, Spelling, and Vocabulary. Instruction and practice begins with an instructional video and then has students apply what they have learned by answering short-response questions.



Vocabulary Practice

Students use games to practice and solidify their acquisition of program vocabulary words. In Word Slam, students read definitions and build vocabulary words by moving letter tiles into position. In Word Match, they select a word to complete a sentence. Students receive feedback on their answers as they work. Assignments are automatically scored and results are recorded in students' performance data.



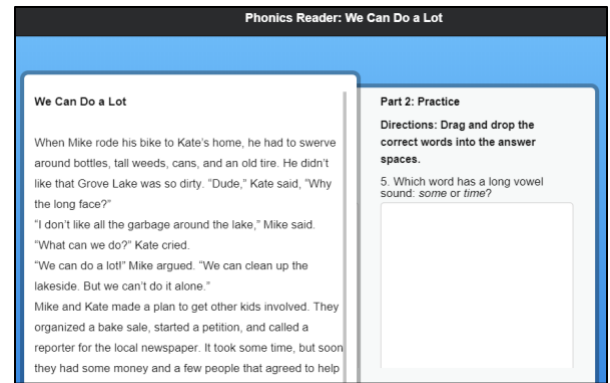
Word Study Readers

Word Study Readers begin with an instructional video on a word study skill, such as identifying root words. Students read text passages designed to increase both reading comprehension and vocabulary knowledge. Then students answer comprehension and word study questions. Word Study Readers in Grades 4 through 8 feature an oral fluency component.



Phonics Readers

These readers provide phonics skills practice in the context of text passages. Students answer comprehension and phonics skills questions.



Progress Monitoring

iLit has many features that help monitor student progress. Use the Teacher App and ClassView to quickly see how individual students, the whole class, or groups of students are performing.

The **Performance Dashboard** in the Teacher App allows teachers to track individual student, group, and whole class skills mastery in each of these strands:

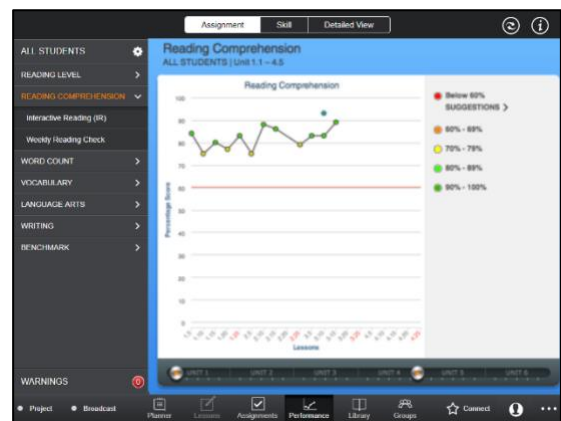
- Reading Growth (Reading Level)
- Reading Comprehension
- Word Count
- Vocabulary
- Language Arts
- Writing
- Benchmark Assessments

Student reading growth is measured using student performance on the Interactive Readers. Each student's reading level is captured on the Performance Dashboard. The Dashboard tracks students' growth over time, indicating the student's level each time he or she completes an Interactive Reader. The Interactive Readers stair-step in text complexity over the course of the school year. If students show strong comprehension, they will move up a level; if they struggle, they will move down a level.

Sample Reading Level Report

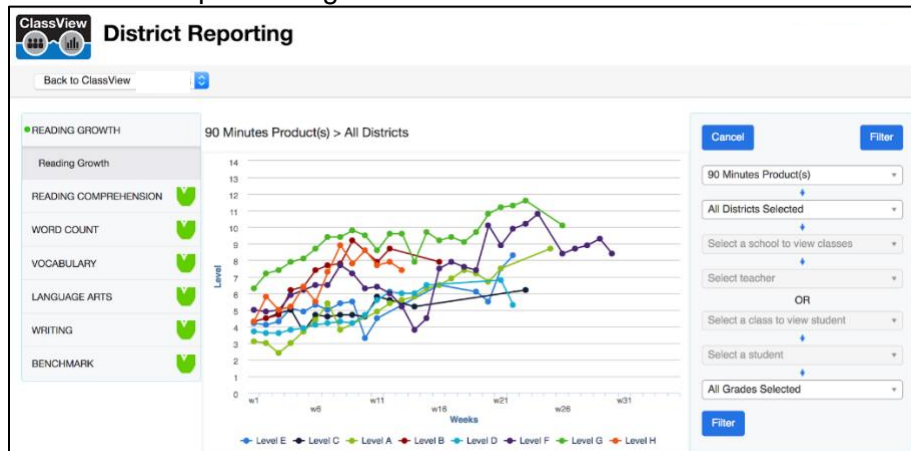


Sample Reading Comprehension Report



ClassView

- **District Performance:** Administrators can access data reports for the whole district. They can filter the data by iLit product, district, school, teacher, class, student, or grade level. They can also view categories such as reading comprehension, vocabulary, or writing in order to see how students across the district are performing.



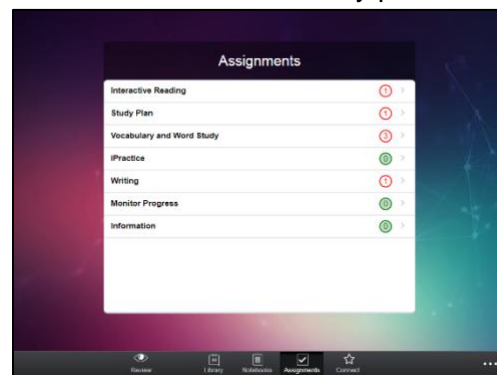
- **GRADE Performance and Completion:** These reports show if students have completed GRADE and their average score on each section. These can be filtered by district, school, grade level, and class.
- **Reading Growth:** This report includes reading growth data at the student, class, school, or district level. Reading Growth is calculated by comparing the student's initial reading level to the current reading level.
- **Student Progress:** This report includes student scores or average class scores on
 - GRADE (Beginning, Middle, and End of Year)
 - Initial Reading Level determined by the first Interactive Reader
 - Average Reading Level determined by Interactive Reader scores to date
 - Reading Growth
 - Initial Interactive Reader Lexile Level
 - Current Interactive Reader Lexile Level
 - Lexile Growth
 - Assignment completion percentage
 - Word Count scores
 - Average Reading Comprehension scores
 - Average Writing scores
 - Average Vocabulary scores
 - Average Language Arts scores
 - Average Benchmark scores
 - Average Phonics scores
- **Student Usage:** Usage reports will help teachers see how long students have been logged in to iLit. View how much time total time students have spent in the program as well as the time totals for the last week and the last four weeks. View the data by district, school, class, or student.
- **Weekly Student Assignments:** This report lists the students' names and the assignments for the selected week.

- **Student Gradebook Summary:** This report shows which assignments have been sent to the student, which are currently in progress, and which are ready to be scored. Scored assignments display both raw and percentage scores.

Inform and Involve Students

iLit empowers learners by helping them take responsibility for their own assessment, growth, and goals. Promote these skills by doing the following:

- Encourage students to review learning objectives before a lesson and set their own learning goals.
- Have students reflect on the submitted work in their Student Notebooks in order to identify positive outcomes as well as areas for improvement.
- Regularly conference with students using data, such as the Student Summary Report, and engage students in discussions about their work.
- Teach students to keep track of their assignments in their Student Notebooks.
- Have students set independent reading goals.



- Use the rubrics provided to review the evaluation criteria with students. Have students refer to the rubrics regularly as they complete their work. Then use the rubrics to provide feedback.

A screenshot of a 'Rubric for a Multimedia Presentation'. It includes directions: 'Directions: Read each question carefully. As you work with your group, make sure that your multimedia presentation meets these requirements. Do not submit this assignment until your teacher tells you to do so.' The rubric contains three numbered questions: 1. 'Group Members:', 2. 'Audience and Purpose' (with sub-question 2. 'Is our main topic clearly identified and presented?'), and 3. 'Is our main topic appropriate for the audience?'. Each question has a corresponding text input field. A 'Submit Answer' button is located at the bottom right.

- Encourage students to use the system-generated feedback to improve their writing.
- Guide students to use the Writer's Handbook as a reference source to answer their own questions about language conventions.
- When students are participating in Classroom Conversation, Book Clubs, and collaborative partner or group work, have them refer to the Collaborative Conversation Routine and use the sentence starters to acknowledge and provide constructive feedback on one another's ideas.

A screenshot of the 'Collaborative Conversation Routine' interface. On the left is a sidebar menu with options like 'Lesson Screens', 'Routine Cards', 'Active Listening Routine', 'Peer Conferencing Routine', 'Presenting Routine', 'Rules for Conversation Routine', 'Time to Read Routine', 'Writing Routine', 'Collaborative Projects Routine', 'Collaborative Conversation Routine' (highlighted), 'Book Club', and 'Standards'. The main area displays the 'Collaborative Conversation Routine' with instructions: 'Participate Share your ideas and opinions clearly so that your classmates understand what you are trying to say.' It includes sections for 'Listen Listen carefully so that you understand the statements and opinions of your classmates.', 'Offer or Ask for Ideas or Opinions Use statements such as these to either present your ideas or ask classmates for theirs.', and 'Clarify or Add Information Use statements such as these to make clarifying points, add information, or clarify a classmate's idea.' Each section contains specific sentence starters for students to use.

- Have students regularly use the Peer Conferencing Routine to review another student's written work.

- Send the self-evaluation survey in the Vocabulary lesson segment to students so they can evaluate their own knowledge of words.

VOCABULARY

Introduce Vocabulary

Tell students that they will learn two new words today. Send the survey and say the word aloud. Have students say the word and reinforce the correct pronunciation if necessary.

animosity

Do you know what animosity means?

☐ A No, I have never heard or seen this word before.

☐ B I have seen or heard the word before, but I do not know what it means.

☐ C I think I know what the word means, but I cannot use it in writing or conversation.

☐ D Yes, I know what the word means. I can use it in writing or conversation.

Project **Send Survey**

- Review assessment results with students on an individual basis, offering both feedback and encouragement.

Inform and Involve Parents and Caregivers

iLit provides Family Letters for every unit. Teachers can email the letters to parents and caregivers or print and send them home with students. They are available in multiple languages.

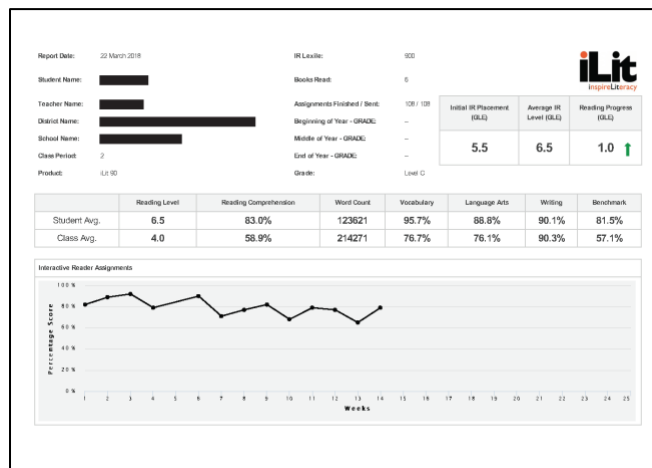
The Unit 1 Family Letter describes iLit instructional routines, as well as key assessments used to monitor student progress. The Family Letter for each of the remaining units describes instructional activities that are highlights of that unit. All of the Family Letters provide information on how the unit's instruction represents the Common Core State Standards for English Language Arts. In addition, each letter suggests activities that parents and caregivers can do at home to support their child's development as an active, proficient reader and writer.

In addition, parents and caregivers can log in to the Student App and see the following:

- The amount of words, pages, and books the student has read.
- The books that the student has read, accessed by tapping or clicking **My Books**.
- The student's completed work, which is saved in the Student Notebook.

Students' completed work is also saved in the Teacher App. Teachers can access completed assignments at any time, which is ideal for parent/teacher conferences. To access student work, go to the Assignments tab, tap or click an assignment listed beside a student's name, and tap or click **View**.

Teachers can also use the Student Summary Report to give parents a snapshot of the student's iLit work.



Note: View the ClassView Reporting tutorials and guides on [MySavvasTraining.com](https://www.pearsoned.com/mySavvasTraining) for more information.