

The Essential Skill of Reading



Why a focus on Reading skills for graduation?

In today's knowledge-based world, our students need to be expert readers, writers and thinkers to compete and succeed in a global economy. Reading is the first skill that must be mastered for success in school, postsecondary education, meaningful employment, and lifelong learning and citizenship.

Reading development begins early in life and is cumulative. When students learn to read beginning in kindergarten, and they continue to improve each year, they are able to read materials in geography, mathematics, literature, science, history, agriculture, marketing, and so on. Reading is the "gatekeeper" for learning academic content and other skills.

What is required for graduation and when?

Students who were first enrolled as 9th graders in 2008-09 must demonstrate proficiency in the Essential Skill of Reading to earn a diploma. There are three assessment options available to students to show that they have met the requirement.

Approved Assessment Options		Achievement Scores
1.	OAKS Reading Test	236
2.	Other Standardized Tests:	
	▪ ACT	18
	▪ PLAN	18
	▪ Work Keys	5
	▪ Compass	81
	▪ ASSET	42
	▪ SAT	440
	▪ PSAT	44
	▪ Accuplacer Reading Comprehension	86
	▪ AP European History Exam	3
	▪ AP English Literature & Composition Exam	3
	▪ AP Macroeconomics Exam	3
	▪ AP Microeconomics Exam	3
	▪ AP Psychology Exam	3
	▪ AP United States History Exam	3
	▪ AP World History Exam	3
	▪ AP United States Government & Politics Exam	3
	▪ AP Comparative Government & Politics Exam	3
	▪ IB English Language Exam	4
	▪ IB History of Americas Exam	4
	▪ IB History of Europe Exam	4

	▪ IB 20th Century Topics Exam	4
	▪ IB Economics Exam	4
	▪ IB Psychology Exam	4
	▪ IB Social Anthropology Exam	4
3.	Local Performance Assessment: 2 Reading Work Samples; at least one informational reading selection (the second reading selection may either be informational or literary)	Score: 12 across the three required traits for each work sample (each trait must receive an individual score of at least 3); locally scored with the Official State Reading Scoring Guide

How should schools prepare students for meeting the Reading Essential Skill graduation requirement?

Reading expectations leading to proficiency in the Reading Essential Skill are described in the Common Core State Standards for English Language Arts & Literacy. Districts and schools should align curriculum, instruction, and assessment to the standards. The Oregon K-12 Literacy Framework - **Reading** gives guidance on teaching the standards in reading classes and also in instructional-area classes. Additional resources to assist schools with implementation are listed below.

Key Resources for Implementation

INSTRUCTION

- The **Oregon K-12 Literacy Framework – Reading (Reading Framework)**, adopted by the State Board of Education, provides a strategic “blueprint” of what schools in Oregon need to do to help:
 - All students read at grade level or above as soon as possible after entering school
 - All students continue to advance each year in grade-level reading skills across content areas
 - All students reading below grade level to receive the strongest reading instruction and interventions possible to help them read at grade level.<http://www.ode.state.or.us/search/page/?id=2568>
- **Intervention strategies** presented in the Instruction chapter of the Reading Framework include 4 tiers of instructional support for students based on how far below or above grade level they are reading. <http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-3-instruction.pdf>
- **Oregon Response to Intervention (Or-RTI)** provides high-quality instruction and intervention matched to student need. The Oregon K-12 Literacy Framework is aligned to Or-RTI. Several Oregon school districts are implementing secondary literacy around the RTI service delivery model. <http://www.ode.state.or.us/search/page/?=315>

ASSESSMENT

- **Assessment strategies** presented in the Assessment chapter of the Oregon K-12 Literacy Framework include screening, progress monitoring, summative outcomes, and diagnostic measures to ensure all students are supported to read at grade level or above. <http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf>
- The **Assessment of Essential Skills Toolkit** is a process and resource guide to aid districts in designing, implementing and sustaining an assessment system for the Essential Skills. <http://assessment.oregonk-12.net/>

- The **DATA Project** is an initiative aimed at providing Oregon educators with the data knowledge and skills necessary to apply sound assessment practices in the classroom to differentiate instruction in order to meet students' specific needs. <http://data.k12partners.org/>
- **Test Administration Manual**
Appendix K: Requirements for Assessment of Essential Skills
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2012-13_appendix_k.pdf
Appendix M: Work Samples and State Scoring Guides
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2012-13_appendix_m.pdf
- **Work Sample Resources and Training Materials**
Reading - <http://www.ode.state.or.us/search/page/?id=2703>
All subjects - <http://www.ode.state.or.us/search/page/?id=219>

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