



**Title:** ELA/Literacy Standards Implementation: Needs Assessment

**Intended Audience:** School/District Leaders, Curriculum Directors, Teacher Leaders

**Description:** This needs assessment is designed to be utilized with staff as a survey to consider the level of knowledge staff members have regarding the ELA/Literacy Illinois Learning Standards. Once completed, leaders will be able to assess the data collected and make decisions regarding what professional development needs are necessary for their school/district.

**Suggested Uses for this Document:**

1. District/school leadership may use this document to independently analyze the current level of implementation as well as identify areas of need.
2. District/school leadership may distribute this document to staff to provide an overview of current levels of implementation and areas of future need.
3. District leadership may distribute this document to school building leadership to provide an accurate representation of the district's level of ELA/Literacy Standards implementation and areas of future need.

**Instructions and Explanation for this Document:**

1. After distribution, participants mark the appropriate box next to the statement. An evidence, reflection, comments box is also listed to keep notes. This portion can assist with organization for staff members by including such items as a date upon completion or attaching documents that might serve as a collection bank for grade levels. Fostering a climate of honest marks by participants will yield the most accurate results for professional development needs.
2. When categorizing a yes or no question (Professional Learning Section), a suggested practice is only marking the event yes once the event is completed. This will assist the leader in classifying whether more time is to be provided to complete an event before moving on to other professional development needs.

**For further information/feedback:** Contact—[www.plscomments.org](http://www.plscomments.org)

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## ELA/Literacy Standards Implementation: Needs Assessment

The following Needs Assessment can provide schools/districts/classrooms with a pulse check on the level of implementation of the ELA/Literacy Standards. Use this document to track progress (i.e., moving from “none” to “some”) as well as record evidence, reflections and comments of indicators as they are

Indicators	Objective	Progress				Reflections/Evidence/Comments
		None	Some	Most	All	
<b>Foundational Knowledge</b>	I have read and I understand the ELA/Literacy Standards at my grade level.					
	I have participated in activities to understand the variety of skills included in each standard. (i.e., unpacking)					
	I understand the ELA/Literacy Standards and their progression from each grade to increase in rigor.					
	I understand the content, design, and progression of the ELA/Literacy Standards.					
<b>Alignment to the Rigors of the ELA/Literacy Standards</b>	I have read the College and Career Readiness Anchor Standards and understand that the ELA/Literacy Standards progress in rigor from grade to grade leading to the Anchor Standards.					
	Lessons/units in my classroom make close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.					
	Lessons/units in my classroom include a clear and explicit purpose for instruction.					

\*These objectives were retrieved from the EQUIP Rubric.

\*\*These objectives were retrieved from the Learning Forward Standards for Professional Learning. [www.learningforward.org](http://www.learningforward.org)

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Indicators	Objective	Progress				Reflections/Evidence/ Comments
		None	Some	Most	All	
<b>Key Areas of Focus</b>	Text-Based Evidence: Lessons/units in my classroom facilitate rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable: illustrations, charts, diagrams, media). *					
	Writing from Sources: Lessons/units in my classrooms routinely expect that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, formal essays). *					
	Increasing Text Complexity: Each lesson focuses on a complex text or a segment of a complex text. (units include longer or additional texts) The complexity of texts are at an appropriate grade level.					
	Infuse technology when appropriate and build a progression of grade specific technology skills students need to progress to the rigor decided by the district/school.					
	Lessons/units in my classroom include a balance of informational and literary texts. Students in grades 6-12 should ensure that the students' school day/year reflects this. <ul style="list-style-type: none"> <li>• 45% literary texts – 55% informational by 8<sup>th</sup> grade</li> <li>• 30% literacy texts – 70% informational by 12<sup>th</sup> grade</li> </ul>					

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Indicators	Objective	Progress				Reflections/Evidence/Comments
		None	Some	Most	All	
<b>Instructional Supports</b>	I have begun collecting a toolbox of resources of increased informational texts and poetry as emphasized by the ELA/Literacy Standards.					
	My classroom cultivates student interest and engagement in reading, writing, and speaking about texts.					
	Lessons/units in my classroom provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level; they include appropriate scaffolding so that students directly experience the complexity of the text. *					
	Lessons/units in my classroom include a progression of learning where reading and writing skills advance and deepen over time.					
	I seek out other resources such as <a href="http://www.illinoisliteracyinaction.org">www.illinoisliteracyinaction.org</a> that will assist with instruction as needed.					
<b>Assessment</b>	Lessons/units in my classroom elicit direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level standards with appropriately complex text(s). *					
	Lessons/units in my classroom include aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance. *					
	I analyze results from student learning data to plan standards driven instruction.					

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Indicators	Objective	Progress				Reflections/Evidence/Comments
		None	Some	Most	All	
Cont'd from Assessment	I have begun collecting or designing a toolbox of formative assessments to monitor student understanding of a variety of text. These may include: simulations, Reader's Theater, learning logs, exit slips, manipulatives, tasks, etc.					
	Assesses student proficiency using methods that are unbiased and accessible to all students.					
	In longer lessons/units use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.					

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## ELA/Literacy Standards Implementation: Needs Assessment

Indicators	Objectives	Yes	No	Evidence Record evidence of professional learning in action.
<b>Professional Learning</b>	Professional learning is in place that increases educator effectiveness and results for all students within learning communicates committed to continuous improvement, collective responsibility, and goal alignment.**			
	Professional learning is in place that requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**			
	Professional learning is in place that requires prioritizing, monitoring, and coordinating resources for educator learning.**			
	Professional learning is in place that uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**			
	Professional learning is in place that integrates theories, research, and models of human learning to achieve its intended outcomes.**			
	Professional learning is in place that applies research on change and sustains support for implementation of professional learning for long-term change.**			
	Professional learning is in place that aligns its outcomes with educator performance and student curriculum standards.**			
	Professional learning is in place that sets aside time for consistent grade level/content area team meetings for collaborative discussions regarding ELA/Literacy Standards implementation.			

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