

Environmental Scale for Assessing Implementation Levels (ESAIL)

Descriptions of Four Criteria Used in the DVD Series

Description: The ESAIL instrument is designed to assess a school's level of implementation in a comprehensive literacy model. Schools can use the ESAIL for multiple purposes, including: 1) a pre-assessment to determine a school's readiness for implementing a comprehensive literacy model, 2) a periodic assessment to study a school's growth on one or more literacy criteria, and 3) a post-assessment to measure a school's improvement over the academic year. Schools can use the ESAIL to guide and monitor school-wide efforts, including professional development in particular areas.

Criterion 1: Creates a Literate Environment: Teachers create a literate environment by providing a wide variety of reading experiences, including rich and diverse opportunities for students to read, discuss, and write texts across the curriculum. Students' learning at various stages in the reading and writing process is celebrated and displayed on walls within and outside classrooms. Classrooms are arranged to promote whole and small group problem-solving discussions. Inquiry-based learning is evident, including relevant and purposeful talk. Respectful talk and attitudes are promoted and used among students, and students' questions are valued by providing additional opportunities for clarifying and seeking information through research.

Criterion 2: Organizes the Classroom: Teachers organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Other features include an emphasis on establishing classroom norms that support the children's ability to self-regulate their literate behaviors for different purposes and across changing contexts, including staying on-task, working independently, assuming responsibility for classroom materials, and respecting the rights of others. Teachers' workspace and materials, including assessment notebooks, are organized and used to document learning and plan for instruction. Students' workspace and materials, including students' logs, are organized and easily

accessible. Classroom libraries are well organized and contain an abundant amount of reading material across genres, authors and topics.

Criterion 3: Uses Data to Inform Instruction and To Provide Research-Based

Interventions. Teachers use assessments to inform instruction and to monitor students' learning. A range of summative and formative assessments are used, including portfolio assessments, conference notes, constructed response measures, observations, anecdotal notes, running records, logs, and norm- and criterion-referenced tests. Data are used to tailor interventions that provide multiple layers of support for the most needy students, including a comprehensive intervention model with Reading Recovery in first grade and small group interventions across the grades. The specialty teachers collaborate and plan with the classroom teachers to ensure consistency of interventions across the school day.

Criterion 4: Uses a Differentiated Approach to Learning: Teachers use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops. Small group reading and writing instruction is provided to meet the needs of diverse learners; and explicit mini-lessons are tailored to meet the needs of the majority of students across the curriculum. Daily one-to-one conferences are scheduled with students during the workshop framework. Teaching prompts are used to promote problem-solving strategies, higher-order thinking processes, and deeper comprehension. Quality literature is read, enjoyed, and analyzed across the various workshops. A writing continuum is used to meet student needs, plan instruction, and monitor student progress. Writing is taught as a process, including drafting, revising, editing, and publishing processes. Mentor texts and notebooks are used as resources across genres; and inquiry-based learning is promoted and arranged across the content areas.

Source:

Dorn, L.J. & Soffos, C. (2011). *Interventions that work: A Comprehensive Intervention model for preventing reading failure in grades K-3*. Boston, MA: Pearson.

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Criterion 1: Creates a Literate Environment	Proficiency Levels		
	Meeting	Approaching	Below
1. Reading responses through writing are displayed on classroom walls, in hallways, and in students' reading logs.			
2. Writing is taught as a process and published versions are displayed in the classroom and hallways.			
3. Diverse reading materials are enjoyed, discussed and analyzed across the curriculum.			
4. Co-constructed language charts display academic language and reflect grade-level expectations, and are used in student logs to scaffold independent learning.			
5. Tables, clusters of desks and/or areas are arranged to promote collaborative learning and problem solving.			
6. Problem-solving is collaborative (pairs or groups) and talk is purposeful and goal-directed.			

7. Engagement is maintained by meaningfulness and relevance of the task.			
8. Respectful talk and attitudes are promoted and used among all learners.			
9. Elaborated discussions around specific learning goals are promoted and all students' thinking is valued and discussed.			
10. Classroom environment is conducive to inquiry-based learning, and students are engaged in constructive interactions around purposeful literacy events.			

Additional Notes:

Criterion 2: Organizes the Classroom	Proficiency Levels		
	Meeting	Approaching	Below
1. Routines and procedures are clearly established.			
2. Classroom is designed for whole group, small group and one-to-one, and independent learning.			
3. Teacher workspace and instructional materials are well organized for efficient teaching.			
4. Student materials are organized and easily accessible.			
5. Student logs are organized and reflect integrated learning across the curriculum.			
6. Classroom libraries contain a broad range of reading materials with varying degrees of complexity and include both traditional and digital texts.			

7. High quality literary and non-literary texts are used as mentor texts and are accessible for student learning.			
8. Books in classroom library are organized according to logical categories, such as genre, theme, author, topic, award, and print types.			
9. Literacy tasks are organized and are designed to meet the needs of groups and individual learners.			
10. Summative and formative assessments are organized for instructional purposes and documentation.			

Additional Notes:

Criterion 3: Uses Data to Inform Instruction and To Provide Research-Based Interventions	Proficiency Levels		
	Meeting	Approaching	Below
1. Summative and formative assessments are used to determine where to begin instruction and to provide interventions.			
2. Data are used across the curriculum to monitor student progress and to guide and plan instruction.			
3. Summative and formative assessments are used to tailor in-class interventions to meet the needs of struggling learners.			
4. Data are used to plan a Comprehensive Intervention Model (CIM), including one-to-one and small groups in other grades.			
5. Teachers collaborate with intervention teacher/s around student/s progress and collaboratively develop a plan of action.			

Additional Notes:

Criterion 4: Uses a Differentiated Approach to Learning	Proficiency Levels		
	Meeting	Approaching	Below
1. Instruction is delivered within an integrated workshop that links reading, writing, language, and content areas.			
2. Whole-group mini-lessons include clear models, explicit language, and guided practice for assisting students to learn and apply new information.			
3. Daily small group reading and writing lessons are designed to meet the instructional needs of diverse learners.			
4. Daily one-to-one reading and writing conferences are tailored for the highest degree of differentiation.			
5. Prompts are used to scaffold successful problem-solving strategies, higher order thinking, and deeper comprehension.			
6. Writing is taught as a process, including composing, drafting, revising, editing, and publishing.			

7. A writing continuum is used to meet student needs, plan instruction, and monitor progress over time.			
8. Multi-cultural literature is read, enjoyed and analyzed across the curriculum.			
9. Mentor texts and student logs are used as non-verbal scaffolds to promote independence.			
10. Inquiry based learning and research activities are promoted and arranged across the curriculum.			

Additional Notes: