

Utah's K-3 Literacy Measures

ELA RISE	Acadience Reading	Lexile
<i>Purpose of the Measure</i>		
<p>To gauge students' proficiency on the Utah ELA Core standards. The grade 3-8 assessments play a crucial role in monitoring student progress, promoting accountability, and informing instructional practices.</p>	<p>To identify:</p> <ul style="list-style-type: none"> • students who may be at risk for reading difficulties • skills to target for instructional support • the impact of instruction and to guide instructional adjustments based on student response 	<p>To communicate to educators and parents the level of text a student can read and comprehend independently.</p>
<i>Administration Audience</i>		
<ul style="list-style-type: none"> • 3rd-8th grade students 	<ul style="list-style-type: none"> • K-6 students • Required in K-3 	<ul style="list-style-type: none"> • A Lexile is generated for all students who participate in the Acadience Reading Benchmark assessment
<i>How is the measure used?</i>		
<ul style="list-style-type: none"> • Provide the public, the legislature, the state board, school districts, public schools, and school teachers with evaluative information regarding the various levels of proficiency achieved by students, so that they may have an additional <u>tool to plan</u>, measure, and evaluate the effectiveness of <u>programs</u> in the public schools. • School accountability (Achievement and growth) • Measuring academic success 	<ul style="list-style-type: none"> • To identify students who may be at risk and need additional support • To identify if core instruction needs improvement • To identify the percentage of students reading on grade level (ROGL) • To identify the percentage of students making growth • To report to parents on the school report card 	<ul style="list-style-type: none"> • To support educators, parents, and students in finding books that students can read independently • Note: A Lexile measures the quantitative features of a text (e.g., sentence length, number of multisyllabic words) and should not be the sole measure used for selecting a text for a child. Elements like the student's interest or appropriateness of the material for the age of the student should also be considered.