EARLY LITERACY GUIDING PRINCIPLES

Literacy begins at birth.

Families and communities strengthen school–based learning.

Every child is full of literary promise.

Foundational skills matter.

Every child must be taught to read and write.

Multilingualism benefits everyone.

Educator knowledge and classroom practices are essential.

Oregon's Early Literacy Framework provides a research–based vision to guide teaching of reading and writing and is designed to build statewide coherence, clarity and common ground about literacy instruction.

Oregon's
Instructional Frameworks

EARLY LITERACY

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Assessment

> " Assessment in its purest form serves to accelerate student learning, contribute to student efficacy and engagement, identify areas for further support, and deepen the relationship between teacher and learner."
>
> — Oregon Department of Education[1]

Why is assessment important?

Assessment makes student thinking visible.

When conducted by teachers and students, assessment shows where students are along a progression of learning, including what they can do well. It supports educators in getting to know their students to determine next steps in learning with them.

Formative assessment catalyzes student agency and lifelong learning.

Formative assessment provides a process for students to participate in directing their own learning through goal setting, reflecting on progress and taking action. It enables collaborative decision–making and elevates the contribution of every student in learning.

Coherent assessment systems accelerate learning.

In a coherent assessment system, teachers use the right assessment tools for the right reasons. They intentionally select and use assessment tools and strategies that capture evidence of learning aligned with their specific purpose and grade level standards. This can support the design of instruction, scaffolds and other supports in response to students' learning needs, which is key to accelerated literacy learning.

[1] Oregon Department of Education. (2023). *Oregon's early literacy framework: A strong foundation for readers and writers (K–5)*. https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/Literacy%20Framework_2023.pdf

What does this look like in practice?

Practices	Examples
Educators strategically use different types of assessment tools and approaches to capture evidence of student learning.	When reading one-on-one with a student, a second grade teacher notices her student is struggling with understanding the main idea of the story. The teacher then conducts a short diagnostic assessment to determine if the student needs additional language support, additional literacy support or both.
Educators plan to intentionally gather evidence of student learning at key moments in a lesson.	A teacher plans a fifth grade science lesson where students perform an experiment based on informational text. First, she collects evidence of text understanding by reviewing students' written experiment plans. Later in the lesson, she analyzes their experiments, focusing on both science and literacy skills.
Educators communicate their belief in students' capability to reach the next level in their learning and provide asset-based, actionable feedback.	A third grade teacher observes pairs of students working on a math word problem. She notices that one pair needs support and asks them about their thinking. Realizing their misconception is based on misreading the word problem, she shares her confidence in them and then gives them feedback by engaging in a discussion about the words on the math word wall.

Discussion Starters

How can **educators** use evidence of learning to provide students actionable and asset-based feedback?

How can **leaders** support educators to use the right assessment tools and practices at the right time to support literacy learning?

How can **parents and caregivers** engage in reciprocal information exchanges about the status of their student's learning?

Learn More   Oregon's Early Literacy Framework

Oregon's **Instructional Frameworks** | **Early Literacy**

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