# Early Literacy Inventory (ELI)

## Early Literacy Inventory (ELI) Assessment Program Status:

Growth of K-2 District Average from 2005-2006 First ELI Administration to 2005-2006 End of Year Administration:

Stage 1=At-Risk

Stage 2=Progressing

Stage 3=On-Level

Kindergarten	Middle of Year	End of Year	Possible Score
Letter Identification	47/ Stage 3	52 / Stage 2	54
Letter Sounds	21/ Stage 3	24 / Stage 2	26
Word List	8/ Stage 2	8 / Stage 2	10
Concepts About Print	6/ Stage 3	7 / Stage 3	7
Phonological Awareness	Stage 3	Stage 3	Stage 3
Writing Sample	Model 3 / Stage 3	Model 3 / Stage 3	Stage 3
Text Level	2B / Stage 3	4D / Stage 3	4D / Stage 3

First Grade	Beginning of Year	End of Year	Possible Score
Letter Identification	51 / Stage 2	53 / Stage 3	54
Letter Sounds	22 / Stage 2	26 / Stage 3	26
Word List	10 / Stage 2	14 / Stage 3	15
Phonological Awareness	Stage 3	Stage 3	Stage 3
Dictation	23 / Stage 2	44 / Stage 3	48
Text Level	4D / Stage 3	18J / Stage 3	18J / Stage 3

Second Grade	Beginning of Year	End of Year	Possible Score
Word List	17 / Stage 2	18 / Stage 3	20
Dictation	40 / Stage 2	42 / Stage 2	46
Text Level	18J / Stage 3	28M / Stage 2	30N / Stage 3
Fluency	71 / Stage 2	92 / Stage 3	90 or above

## ELI Assessment Program Needs- 2006-2007:

#### Strengthen Writing Development in Kindergarten/First Grade

- Stronger writing program will positively impact phonemic awareness/phonics development-letter, letter sound, and word identification knowledge
- o Stronger writing program will positively impact text reading development
- Conduct district staff development series-Developing Young Authors, Writer's Workshop and the 6+1 Traits, SALSA
- o Conduct district/campus writing series-Rivera and Borman (K-1)
- o Provide classroom support through Curriculum Coordinators and ISTs
- Adjust ELI assessment timeline to add kindergarten assessment at beginning-of-year

# Strengthen Reading Development-Comprehension, Fluency, Vocabulary

- o Adjust ELI to add fluency assessment to end of year first grade
- o Increase full implementation of text level ceilings (K-2) for 2006-2007
- o Provide district staff development series-Shared/Guided Reading, Reader's Workshop, SALSA
- Provide district/campus Literacy Teams (1<sup>st</sup> grade)-Ginnings, Hawk, Lee, Newton Rayzor, Rivera
- o Provide classroom support through Curriculum Coordinators and ISTs

#### Timely ELI Test Administration and Data Keeping

- o Provide annual ELI updates and training conducted by the campus Reading Recovery/DLL team
- o Provide annual updates and training on using Running Records as an assessment tool
- o Determine funding sources for updating and providing additional DRA Text Level Assessment Kits
- o Continue process of implementation of ELI Administration and Record Keeping on Dell Axim using Eduphoria!
- Increase use of ELI data for instructional decision-making at the campus-level through focused-study groups-Literacy Teams-Ginnings, Hawk, Hodge, Lee, Newton Rayzor, Rivera



Scl	hedule Status:COMPLETE				FOF	MUL	1		Repo	rt ID:000					
d	Grants		Orga	nizatio	n:Denton I	SD						ty-Distr			
TE	XAS EDUCATION AGENCY		ESC	Region:	1:11 Vendor ID: 1756001311						Schoo	School Year: 2006-2007			
	20	05-2	006 C	onsol	idated F	teadir	ıg Init	iatives	(RI)	Repor	t		11100		
				Early	y Readir	ng Ins	trume	ents	0.0538		great govern	7-08-98	4000		
	Table of Contents	E	R1011	– Ea	rly Read	ling I	nstrur	nents	Repo	rt	(	Inst	ruction	ıs	
Pa	art 1: Students Assessed in	Grades	K-2											Help	
T	Accommont Cate				Kind	ergart			Grade				nde 2	id of	
	Assessment Cate	egory			Mid- Yea	r I	nd of 'ear	Begins of Ye		End of Year		ginning of Year		ear	
1.	Number of students receiving instruction and assessed in Er				1360	1	370	133	6	1358		1266	1	258	
2.	Number of students receiving reading instruction and assessed in Spanish				225		234	204	4	213		212	2	212	
N	umber of Students NOT	Asses	sed Du	е То										Heli	
1.	Student New to District				0		0	0		0		0		0	
2.	ARD Committee Decision				1		0	3		5		7		10	
3.	No Instrument in Student's Language for Reading Instruction			$\neg$	0		0	0		0	T	2		0	
4.	Other (Please Specify) (	max 65	characte	rs)	7		1	2		3	$\neg$	1		0	
	Extreme Illness-1(KDG Mid-Ye	ar) / Mo	ved		2.0		76	1 -		355					
_			10000	$\rightarrow$				-	-		+		+		
P	art 2: TPRI Screening and I	nventor	У	-	Kind	ergar	ten Grade		le 1	1 Gr		ade 2			
	Student Count Ca	tegory		- 1		_	nd of	Begin		End of		eginning		nd of	
-				-	Mid- Yea	Ir '	rear_	of Y		Year	+	of Year 0	+-'	Year	
1.	Number of students assessed with screen ONLY				0		0	0		0		0			
2.	Number of students assessed AND inventory	with scr	een		0		0	0		0	The second second	0		0	
Te	otal Students Assessed														
	Total	Student	s Asses	sed:	0		0	0		0		0		0	
3.	Number of students "develop	ed" on	screenin	g	0		0	0		0		0			
P	art 3: Data From TPRI Rega	rding I	mporta	nt Read	ding Conce	pts by	Story L	evel						Hel	
	Student Count Catagon		-		Grade 1							de 2		End of Year	
	Student Count Category	1	Beg:	inning i	of Year	5	End o	f Year 5	1	Beginnin 2	g or yea	ar 4	End o	of Yea	
1.	Number of students reading stories at instructional or independent level	0	0	0	0	0	0	0	0	0	0	0	0	0	
2.	Reading Fluency Rate: Grade 1, number of students reading approx. 60+ words correctly per minute on grade level							0		*					
3.	<ul> <li>Reading Fluency Rate: Grade 2, number of students reading approx. 90+ words correctly per minute on grade level</li> </ul>													0	
-	SAS# SSIPAA06	1000	1000	ancel	- Carrie	of Cont		Save					Page 1	of 2	

<< ER1011-1





E	edule Status: COMPLETE		FORMULA	Report ID:0002240334	y-District: 061901
TE)	Grants	Organization: Der ESC Region: 11	Vendor ID: 1756001311		Year: 2006-2007
	AS EDUCATION AGENCY		ed Reading Initiatives		2000 2001
_	200		ading Instruments	(RI) Report	
	Title of Contents		teading Instruments F	Panort [	Instructions
Hilip	Table of Contents			(eport	2113CI UCCIONS
_	t 4: Students Assessed with	Early Reading Instrumen	ts Other Than the TPRI		
1	rdergarten	Instrument		Mid- Year	End of Year
8	nglish				
1.	DIBELS-K, VIP-K, or PAPI and Test (EVT); (b) Woodcock Mini &			0	0
2.	Early Reading Diagnostic Assess	ment - R (ERDA-R)		0	0
3.	Fox in a Box			0	0
4.	Other (Please Specify)		(max 95 characters)	1360	1370
_	Early Literacy Inventory				
-	panish			0	0
5.	El Inventario de Lectura en Espa	añol de Tejas (Tejas LEE), R	evised 2006-2008	U	0
6.	Instrumento de Observación: S	egunda Parte	10	0	0
7.	Other (Please Specify)		(max 95 characters)	225	234
	Spanish Early Literacy Inventory				
Gr	ade 1				
-		Instrument		Beginning of Year	End of Year
-	nalish				
1.	nglish  DIBELS-1 or VIP-1 and one o Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Ac	f the following: (a)The Grou (b)Gates MacGinitie Readin	g Tests (GMRT), 4th edition;	0	0
	DIBELS-1 or VIP-1 and one o Diagnostic Evaluation(GRADE);	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read nd the Expressive Vocabular tal Reading Assessment (Di	g Tests (GMRT), 4th edition; ing First LEAs) y Test (EVT) <b>and</b> one RA);		
1.	DIBELS-1 or VIP-1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Ac DIBELS-1 or VIP-1 or PAPI ar of the following:(a)Development	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular tital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading	g Tests (GMRT), 4th edition; ing First LEAs) y Test (EVT) <b>and</b> one RA); g First LEAs)	0	0
2.	DIBELS-1 or VIP-1 and one of Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS-1 or VIP-1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E	g Tests (GMRT), 4th edition; ing First LEAs) y Test (EVT) <b>and</b> one RA); g First LEAs)	0	0
2.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor Test of Word Reading Efficiency	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E	g Tests (GMRT), 4th edition; ing First LEAs) y Test (EVT) <b>and</b> one RA); g First LEAs)	0	0
<ol> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Developmen (b)Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assession in a Box	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E	g Tests (GMRT), 4th edition; ing First LEAs) y Test (EVT) <b>and</b> one RA); g First LEAs)	0 0	0 0 0
1. 2. 3.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assession of the following Diagnostic Assession of the following:(a)Development (b)Qualitative Reading Efficiency Test of Word Reading Efficiency Early Reading Diagnostic Assession of the following Diagnostic	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E	g Tests (GMRT), 4th edition; ing First LEAs)  y Test (EVT) <b>and</b> one RA); g First LEAs)  dition	0 0 0	0 0 0 0
1. 2. 3. 4. 5.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assession in a Box Other (Please Specify)	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read and the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E	g Tests (GMRT), 4th edition; ing First LEAs)  y Test (EVT) <b>and</b> one RA); g First LEAs)  dition	0 0 0 0 0	0 0 0 0 0 1358
1. 2. 3. 4. 5.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assession a Box Other (Please Specify) Early Literacy Inventory	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read nd the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E sment - R (ERDA-R)	g Tests (GMRT), 4th edition; ing First LEAs)  y Test (EVT) <b>and</b> one RA); g First LEAs)  dition  (max 95 characters)	0 0 0	0 0 0 0
1. 2. 3. 4. 5.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following:(a)Development (b)Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assession in a Box Other (Please Specify) Early Literacy Inventory Spanish	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read nd the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E sment - R (ERDA-R)	g Tests (GMRT), 4th edition; ing First LEAs)  y Test (EVT) <b>and</b> one RA); g First LEAs)  dition  (max 95 characters)	0 0 0 0 0	0 0 0 0 0 1358
1. 2. 3. 4. 5. 6.	DIBELS—1 or VIP—1 and one or Diagnostic Evaluation(GRADE); (c)Woodcock Mini Battery of Act DIBELS—1 or VIP—1 or PAPI are of the following: (a) Development (b) Qualitative Reading Inventor Test of Word Reading Efficiency Early Reading Diagnostic Assess Fox in a Box Other (Please Specify) Early Literacy Inventory Epanish  El Inventario de Lectura en Esp Instrumento de Observación: S	f the following: (a)The Grou (b)Gates MacGinitie Readin hievement (For NON-Read nd the Expressive Vocabular ital Reading Assessment (Di ry-3 (QRI-3) (FOR Reading (TOWRE) and GMRT, 4th E sment - R (ERDA-R)	g Tests (GMRT), 4th edition; ing First LEAs)  y Test (EVT) <b>and</b> one RA); g First LEAs)  dition  (max 95 characters)	0 0 0 0 0 1336	0 0 0 0 0 1358

<< ER1011-2

<< ER1011-3

>>	80%	
100017		-01112

€	hedule Status: COMPLETE		FORMULA		Re	port 1		334130001				
E	Grants	Organization: De						nty-District:				
-	XAS EDUCATION AGENCY	ESC Region: 11	Vendor ID					ool Year: 200	6-2007			
_	2005-2	006 Consolidat			ves (R	I) Re	eport					
_			ading Inst									
		R1011 - Early						Instruc	tions			
	art 4 (Continued): Students Assesse Grade 2	d with Early Readi	ng Instrumen	ts Other Ti	nan the	TPRI						
		nstrument				Begin	ning of Ye	ar End o	of Year			
1.	English  DIBELS-2, VIP-2, or TOWRE and one Diagnostic Evaluation(GRADE); (b)Gate (c)Woodcock Mini Battery of Achieveme	;	0 0			0						
2.	DIBELS-2 or VIP-2 or the PAPI and the one of the following: (a)Developmental (b)Qualitative Reading Inventory-3 (Q)			0		0						
3.	Early Reading Diagnostic Assessment -						0		0			
4	Fox in a Box						0					
	Other (Please Specify)		Imav	95 characte	re)		4000	-	250			
	Early Literacy Inventory		(max	22 characte	0)		1266	1	208			
-	spanish											
6.	El Inventario de Lectura en Español de	Tejas (Tejas LEE), R	evised 2006-20	108			0		0			
7.	Instrumento de Observación: Segunda Evaluación del Desarrollo de la Lectura						0		0			
8.	Other (Please Specify)		xem)	95 characte	ers)		212	2	212			
	Spanish Early Literacy Inventory											
P	art 5: Data From Tejas LEE Regardir	g Important Read							Hel			
	Student Count Catego	гу	Kinder	garten End of	Begin	Grad ning	e 1 End of	Grac Beginning	de 2 End of			
	301 1990 35 UV 301 UV 3		Mid- Year	Year	of Y		Year	of Year	Year			
1.	time of administration on the majority	of skills within	0	0	0		0	0	0			
	each of the following domains, as appri grade level: phonological awareness, d comprehension, fluency, and vocabular	ecoding,										
2.	grade level: phonological awareness, d comprehension, fluency, and vocabular	ecoding, y. er of students who					0					

<< ER1011-3

