

Brief Description of Main Literacy Assessments used by the Oakland Unified School District and the State of California

(adapted from OUSDdata.org)

Reading Inventory

Reading Inventory (formerly the Scholastic Reading Inventory or SRI) is a screening assessment of reading levels. It is currently given to all Oakland Unified School District (OUSD) Grade 3-11 students with the exclusion of students who are:

1. Enrolled in an English class for Severe Handicapped students and/or
2. Enrolled in a US school for less than a year

Students receive a lexile score, which can be used to indicate the grade level at which the student is reading as well as a performance band. The test is computer adaptive, and is the primary measure by which the Foundation, the Coalition, OUSD, and the City monitors progress towards third grade reading proficiency in Oakland.

Fountas & Pinnell

In OUSD and some charter schools, teachers also use the Fountas & Pinnell (F&P) assessment to monitor students' progress in reading, beginning in the middle of student's kindergarten year. It is currently the only district-wide measure for progress in reading in Kindergarten to second grade. It is administered one-on-one by a teacher, and while time-consuming, generally yields more substantive information to support instruction. Students are leveled according to an F&P Text Level ranging from A to Z corresponding to grade level.

Smarter Balanced Assessment Consortium

The SBAC, or Smarter Balanced Assessment Consortium, is California's state-mandated test for all students. The SBAC is based on Common Core State Standards adopted in 2010 by 42 states. The test has computer adaptive multiple choice sections (the test level adjusts as the student answers questions correctly or incorrectly) and also includes long answer performance tasks. It is considered to be the most rigorous of the assessments. It is also the only comprehensive measure used by both district and charter schools in Oakland.

For the English Language Arts (ELA) portion of the test, proficiency is measured by the percentage of students meeting or exceeding the standard across four claims: Reading, Writing, Listening, and Research/Inquiry. Students in third to eighth grade and eleventh grade took the assessment in Spring 2015, 2016, and 2017.

When looking at OUSD's three main measures for third grade reading proficiency, test scores for the same group of third graders over three school years vary significantly, as highlighted by the chart below. Though the assessments are admittedly measuring different skills, this makes the messaging to partners around programmatic and assessment alignment challenging.

Year (Spring)	Reading Inventory	F&P	SBAC ELA Overall	SBAC Reading Claim
2014-15	42.8%	42.4%	26.3%	12.4%*
2015-16	46.3%	50.5%	29.1%	14.8%*
2016-17	46.4%	54.4%	29.3%	15.7%*
2017-18	48.4%	57.9%	35.2%	19.3%*

*In the Reading Claim score comparisons, there was a significant percentage of students who were "Near Standard"; 33.3% in 2014-15, 37.4% in 2015-16, 31.06% in 2016-17, and 38.8% in 2017-18. If we include these percentages, the totals increase to 45.7%, 52.2%, 46.8%, and 58.1% in 2014-15, 2015-16, 2016-17, and 2017-18 respectively.