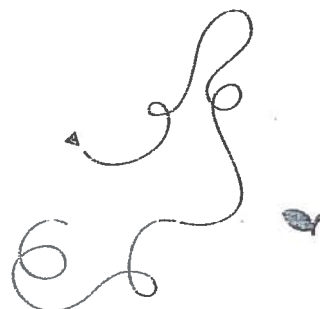
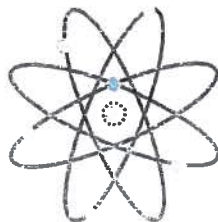


Introduction

This Kinder Binder has been collaboratively created by teachers in SD 48 to be used in conjunction with the E.L.P. (SD 23 - Early Learning Profile) assessment binder. One teacher from each school came together to form a collaborative working group, in order to share our learning and create tools for teachers to have at their fingertips. This is only a starting place and our hope is that as grade one, two and three teachers begin using the E.L.P., they too will add to this resource.

Teachers found that during their learning of how to use the E.L.P, these simplified tools were helpful. They felt that they should be created and shared!

It is important to note that this Kinder Binder must be used in conjunction with the original E.L.P. binder as references to the original binder are frequently referred to throughout this simplified version.



writing



art



math

spelling

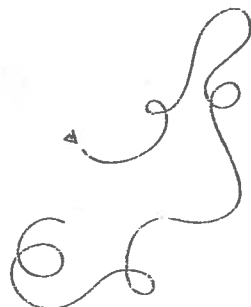
What is the ELP?

The E.L.P. or Early Learning Profile has been developed by School District No. 23. It is a screener that is designed for kindergarten to grade 3. The intention is that if students are provided with intervention early on then they will be able to be supported earlier, thus reducing the number of vulnerable readers by the end of grade 3.

There are eight main areas of the Early Learning Profile:

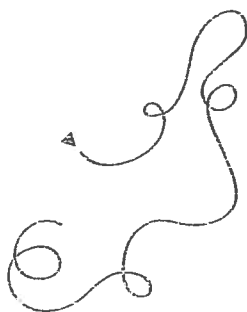
1. Phonological Awareness
2. Concepts of Print
3. Oral Language
4. Letter Recognition
5. Word Recognition
6. Developmental Spelling
7. Writing
8. Reading Fluency (Grade 1 and up)

Refer to pages 3 – 6 of the E.L.P. (Early Learning Profile) original binder for detailed information.



Getting Started with the ELP

1. Locate school ELP binder
2. Make a class set of the ELP student portfolios (1 per student)
3. Read through the following pages of the ELP guidelines and information located in this simplified Kinder Binder
4. Familiarize yourself with the Teacher Administration Folders.
5. Look through the intervention strategies and get an idea of where to go when intervention is needed.



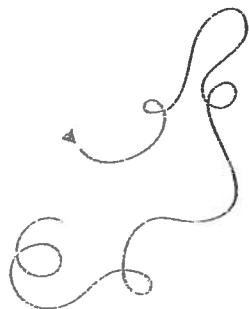
Administration Procedure Folder Information

In order to simplify the administration of the ELP, a collection of ELP Procedure Folders at your Fingertips have been created for you. We have taken the information directly from the ELP binder and have made one folder per sub-test. All information needed (materials, student pages, direction, scoring) can be found within this folder. Teachers are recommended to consult the ELP binder as necessary for additional information that pertains to each sub-test.

Sub-Test Folders:

1. Phonological Awareness – blue
2. Concepts of Print – yellow
3. Oral Language – grey
4. Letter Recognition – red
5. Word Recognition – green
6. Developmental Spelling – pink
7. Writing – purple
8. Reading Fluency (Grade 1 and up) – turquoise

Note: For students who come out vulnerable, they will require a re-screening again once intervention has occurred.



ELP Guideline Information and Suggested Timeline

The following is a suggested timeline to assist you with the ELP.

Term 1

September, October, November

Getting Started

1. Locate your schools ELP Binder. Your ELP school contact person or Learning Support Teacher will know where it is kept
2. Familiarize yourself with the ELP Kinder Binder and ELP Procedure Folders.
3. Make a class set of the Student Portfolio (in appendix at back of binder). You need one per student in your class.
4. Familiarize yourself with Term 1 skills (Phonological Awareness, Concepts of Print).
5. Familiarize yourself with the sight words from your grade Word Recognition. Although these are not assessed until Term 3 it is recommended that you begin to introduce these skills (using play based approach, interactive word wall) throughout the year.
6. Assess children during calm, quiet times in the classroom as these are auditory tasks that require Focused attention. Refer to Assessment Tips in appendix.

7. Keep in mind that although the timeline is a guideline, the goal is to have the first screen for Concepts of Print and Phonological Awareness completed by mid-**November**.

Phonological Awareness (Focus of Term 1):

1. Teach all pieces of Phonological Awareness skills separately (rhyming, isolation, blending, segmentation, deletion) to your class. Assess after you have taught each skill or cumulative after you have taught all skills.

Concepts of Print:

2. Model concepts of print with the entire class and assess Concepts of Print.
3. Use a familiarized, patterned text for the Concepts of Print assessment.

Writing:

1. Although it is optional to complete a fall writing sample, it is highly recommended as it provides valuable information. (Note there are 3 different options for assessing writing).

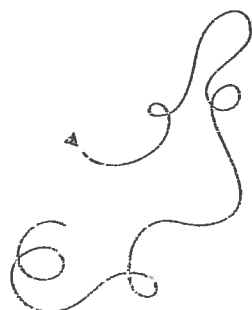
Recording:

1. After assessing each student record his or her student scores on the Portfolio Cover Sheet.
2. Record and highlight final skill scores in yellow, of any students that came out vulnerable in each skill area. Note who your vulnerable students are and who will require interventions during Term 2. Also complete this step at the

end of term 3. This information could be shared with your SBT.

Intervention Resources for re-teaching necessary skills:

1. Refer to Intervention Strategies in the appendix for phonological awareness activities that can help with intervention.
2. There are 2 – 3 Intervention Bins filled with games to practice phonological awareness somewhere in your school. Rhyming games, dice, and puzzles are included and were provided by the district. Please find and use these games.



Term 2

December/January/February/March

Getting Started:

1. During term 2 the focus should be on providing interventions for students who were identified as vulnerable in term 1 as well as Re-screening. Oral Language and Letter Recognition should be taught and assessed during this term.

Interventions and re-screening:

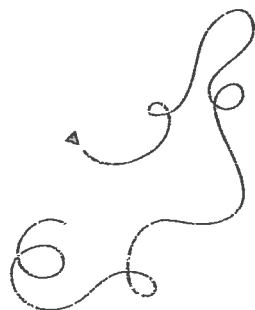
2. Continue to teach Phonological Awareness skills and Concepts of Print. Provide direct intervention for students who were identified as vulnerable in term 1. Consult and collaborate with your Learning Support Teacher which students may require in-class, play-based interventions for these two parts. Re-screen these students after interventions are complete.

Oral Language: January

1. Assess oral language by completing the Oral Language screener (you don't need the student to be present during this part). **Note: This section is a language-based assessment not a behavioral assessment. Check "Yes" to areas that are a concern.**
2. Record student scores on Portfolio Cover Sheet and note which students are vulnerable and will require further intervention.

Letter Recognition: February

1. Assess Letter Recognition (of both upper and lowercase letters, letter sounds, and ability to generate a word). See benchmarks – (It is not expected that children will know all letter names and sounds at this time).
2. Record student scores on Portfolio Cover Sheet and note which students are vulnerable and will require further intervention.



Term 3

April/May/June

Getting Started:

1. During term 3 the focus should be on providing interventions for students who were identified as vulnerable in term 2 as well as re-screening. Continue to teach and provide review and intervention of all skills from Term 1 and 2. Word Recognition, Writing and Spelling should be taught and assessed during this term.

Interventions:

1. Continue to teach Letter Recognition and Oral Language skills. Provide intervention for students who were identified as vulnerable in term 2. Consult and collaborate with your Learning Support Teacher which students may require in-class, play-based interventions for these two parts.

Word Recognition:

1. Expose children to sight words from Word Recognition Assessment Lists (ELP word lists – all levels).
2. Assess Word recognition.
3. Record student scores on Portfolio Cover Sheet and note which students are vulnerable and will require further intervention.

Reading Level/Fluency:

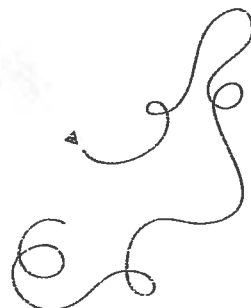
1. Select a text from the PM Benchmark Kit at the student's instructional level. Read the book with the student and have them re-tell the story to you. Complete a Reading Record form from the PM Benchmark. Complete the Multi-Dimencional Fluency Scale based on the oral reading of the text.

Writing:

1. There are three options for assessing writing.
 - a. Fall and Spring Alphabet and Vocabulary template
 - b. Writing sample with the Achievement Indicators Checklist,
 - c. Writing sample with a Writing and Representing Rubric
2. Assess student writing.
3. Record student scores on Portfolio Cover Sheet and note which students are vulnerable and will require further intervention.

Developmental Spelling:

1. Assess student spelling on Developmental Spelling Test form.
2. Use Scoring sheet inside skill folder to score test.
3. Record student scores on Portfolio Cover Sheet and note which students are vulnerable and will require further intervention.



Preparing Student Portfolios for the next year

1. Fill Out and complete the Student Portfolio Overall Record Sheet. Highlight in **pink** any students that came out vulnerable after the second test (see example in appendix). This flags them as vulnerable for next year's teacher.
 2. Ensure that all information is included on the Cover Page and Portfolio Cover Sheet of each child's Student Portfolio.
 3. Record information about your vulnerable students on the Class Summary Page (see appendix, one per class). This includes the Talley of Vulnerable Students in the areas of Phonological Awareness, Concepts of Print, Letter Recognition and Reading (grade 1). This sheet should be given to the Learning Support Teacher by the end of June.
 4. ELP Student Portfolio booklets will be stored in a designated filing cabinet for ELP's in your school. In September Portfolio Cover Sheets will be given to next year's teachers by the learning support teacher. ELP Student Portfolio booklets will stay in filing cabinet as a reference if needed. Student Portfolio's showing vulnerability will clearly be identified on the Portfolio Cover Sheet in **pink** highlighter. The receiving teachers will then carry on with interventions and rescreening for vulnerable students.
- ⚡ Note: You do not need to complete any record sheets inside student portfolio booklets. Only Portfolio Cover Sheet needs to be completed.