Building the K-5 **Chinese Readability Scale** for Assessing Early Literacy

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Agenda

- Literacy challenges facing Chinese language teachers
- English language assessments/scales
- Introduce Program Team
- Building the CRS Prototype
1. Standard texting rates only (worst cast US $0.20)
2. We have no access to your phone number
3. Capitalization doesn’t matter, but spaces and spelling do
Learning to read is the central achievement of early elementary schooling,
Differences in characteristics of word comprehension impacts reading ability and comprehension.

Charles Perfetti-
Universal Theory of Reading

Enduring Understanding

"These reading glasses don't work. I got a C in Reading Comprehension."
Do you recognize these students?
“It’s like torture for my students to read in Chinese”

"If reading books is so important, how come you never see people on television doing it?"

“A blank screen with no sound. It’s the Reading Channel.”
Reading assignments

- How much do you assign and how often?
- Can students choose their own books?
- Do you find and recommend specific books to each student?
- How do you assess reading proficiency?
  - Individually
  - Look at vocabulary
  - Comprehension
  - Ability to read with and without pinyin
  - Evidence of understanding and extrapolation
The Challenge

We want our students to choose the right level books to reinforce and challenge their reading but

- not enough reading materials
- not easy to find
- not leveled

- Not easy to match with students’ developmental reading level and interests
Literacy Assessment Approaches

• Scale
  – An instrument with a numeric/quantitative result
  – A measure of reading level
  – Purpose- diagnostic, progress monitoring
  – Formative or Summative

• Assessment Practices
  – Directly tied to instruction
  – Formative or summative
  – Can be qualitative or quantitative
  – Individual student-level data
  – Informs instructional efficacy and focus
Systems and Approaches to English literacy and vocabulary assessment

Building the K-5 Chinese Readability Scale
Assessing Early Literacy
<table>
<thead>
<tr>
<th>Learning A-Z</th>
<th>Ages</th>
<th>Grade</th>
<th>Fountas &amp; Pinnell</th>
<th>Reading Recovery</th>
<th>DRA</th>
<th>PM Readers</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4-6</td>
<td>K</td>
<td>A</td>
<td>1</td>
<td>A-1</td>
<td>Starters 1</td>
<td>BR-70</td>
</tr>
<tr>
<td>B</td>
<td>4-6</td>
<td>K</td>
<td>B</td>
<td>2</td>
<td>2</td>
<td>Starters 2</td>
<td>BR-70</td>
</tr>
<tr>
<td>C</td>
<td>4-6</td>
<td>K</td>
<td>C</td>
<td>3-4</td>
<td>3-4</td>
<td>3-4 red</td>
<td>BR-70</td>
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<tr>
<td>D</td>
<td>4-7</td>
<td>1</td>
<td>D</td>
<td>5-6</td>
<td>6</td>
<td>5-6 red/yellow</td>
<td>80-450</td>
</tr>
<tr>
<td>E</td>
<td>6-7</td>
<td>1</td>
<td>E</td>
<td>7-8</td>
<td>8</td>
<td>7-8 yellow</td>
<td>80-450</td>
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<tr>
<td>F</td>
<td>6-7</td>
<td>1</td>
<td>F</td>
<td>9-10</td>
<td>10</td>
<td>9-10 blue</td>
<td>80-450</td>
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<tr>
<td>G</td>
<td>6-7</td>
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<td>G</td>
<td>11-12</td>
<td>12</td>
<td>11-12 blue/green</td>
<td>80-450</td>
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<tr>
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<td>6-7</td>
<td>1</td>
<td>H</td>
<td>13-14</td>
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<td>13-14 green</td>
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<tr>
<td>I</td>
<td>6-7</td>
<td>1</td>
<td>I</td>
<td>15-16</td>
<td>16</td>
<td>15-16 orange</td>
<td>80-450</td>
</tr>
</tbody>
</table>
Key Features

- A **common scale** for measuring literacy and literacy activities
- A **developmental scale** for maintaining longitudinal perspectives on growth
- Enables **targeted literacy activities** to enhance growth
- Promotes **personalized instruction**
## CCSS Lexile® Text Measures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Historical Text Measures</th>
<th>2012 CCSS Text Measures*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>230L to 420L</td>
<td>190L to 530L</td>
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<tr>
<td>2</td>
<td>450L to 570L</td>
<td>420L to 650L</td>
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<tr>
<td>3</td>
<td>600L to 730L</td>
<td>520L to 820L</td>
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<tr>
<td>4</td>
<td>640L to 780L</td>
<td>740L to 940L</td>
</tr>
<tr>
<td>5</td>
<td>730L to 850L</td>
<td>830L to 1010L</td>
</tr>
</tbody>
</table>

### Educational Level

- **Grade 1**: 200L, 300L
- **Grade 2**: 400L, 500L
- **Grade 3**: 600L, 700L
- **Grade 4**: 800L, 900L
- **Grade 5**: 1000L, 1100L
- **Grade 6**: 1200L, 1300L
- **Grade 7**: 1400L, 1500L
- **Grade 8**: 1600L
The Premise

If we know how well a student can read (performance) and the vocabulary levels of specific books/texts, we can predict how well that student will comprehend the book/text.

- **Text Measure**
  Industry standard measurement on difficulty of book

- **Reader Measure**
  Industry standard assessment on student’s reading ability
Some Criteria for Leveling Books

- Length
- Layout
- Structure & Organization
- Illustrations
- Words / Characters
- Graded Vocabulary List
- Phrases and Sentences
- Literary Features
- Content and Theme
What criteria do you use to select reading texts for your students?

- A interviews B for 2 minutes, listening attentively and asking probing questions and records the answers.
- At a signal, reverse roles and B interviews A for the same number of minutes.
- At the next signal, each pair turns to another pair, forming a group of four. Each member of the group introduces his or her partner, highlighting the most common responses.
Development, validation and testing of a diagnostic tool to determine text complexity in grades K-5

A CRS User Guide that will articulate how to:

- Use
- Administer
- Assess/test
- Score
- Select reading materials
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Our Strategy

- Narrative vs. Informational
- Categories by level
  - i. Instructional
  - ii. Independent
  - iii. Frustration
- Instructional Category by grade
  - i. Alignment with Content Standards
  - ii. Reading Comprehension questions
  - iii. Vocabulary
- Building corpus of material that align to levels
The Chinese Readability Scale Team

Helen Shen  
L2 Chinese Literacy Expert
Ping Liu  
Chinese Linguist
Xiaqi Xu  
Consultant
Magaly Lavadenz  
Co-Director
Yalan King  
Co-Director
Master Practitioners (N=10)

Building the K-5 Chinese Readability Scale
Assessing Early Literacy
Chinese Readability Scale Pilot
Development Phases

Phase I: Developing the K-5 CRS
- Review constructs of Chinese
- Early reading development
- ACTFL alignment
- Design CRS
- Assessments

July 27-31, 2015

Phase II: Field, Application Reliability Testing
- Test CRS in classrooms
- Use to select texts
- Assess students’ reading levels
- Collect and submit results for analysis

Aug to Dec 2015

Phase III: Review and Refine
- Review data and analysis
- Refine CRS
- Compile reading assessments
- Teachers document students’ literacy development

Nov 2015 – Jan 2016

Phase IV: Creating the K-5 CRS User Guide
- Articulate how to use CRS to level authentic texts and determine students’ reading levels

Jan – Feb 2016

Building the K-5 Chinese Readability Scale
Assessing Early Literacy
Benefits

Teachers will now have a standardized instrument that will enable them to:

- Determine the readability levels of K-5 students
- Level authentic Chinese language texts
- Create reading tools and assessments
- Develop balanced literacy programs
Interested in participating?

- Three Ways to Participate:
  1. Share grade level vocabulary lists - by July 1, 2015
  2. Share reading materials lists - by July 1, 2015
  3. Pilot CRS - Fall 2015

If interested, please submit your email address and name
“It’s called ‘reading’. It’s how people install new software into their brains”