TNTP

Literacy – Reading Foundational Skills Task Review Protocol

The task review protocol is intended to help teachers, leaders, and other stakeholders answer the question, "Do the task(s) within this Reading Foundational Skills lesson give students the opportunity to meaningfully engage with and practice worthwhile grade-level content?". If students have not yet completed the task—or, based on the context of the task(s), observers are unable to collect individual student responses--users only review the quality of the task/practice opportunity. If students have completed the task(s), users first review the quality of the task and then analyze students' performance or oral response(s).

Content: Does this task align with the expectations defined by grade-level standards for Reading Foundational Skills?

Is this task focused on building students' foundational reading skills aligned to grade level standards? *(Note: In addition to Reading Foundational Skills standards, the task/practice opportunity may incorporate a variety of additional literacy standards, but they should all be in service of advancing student mastery towards target foundational skill(s).)*	*Standard(s):*				
What is the grade-level reading foundational skills focus of the task? • Print Concepts (K-1) • Phonological Awareness (K-1) • Phonics and Word Recognition (K-5) • Fluency (K-5) • Language (Conventions, Knowledge of Language, Vocabulary Acquisition and Use) (K-5) *Tasks can contain a combination of skills or a focus on one skill.*	Print Concepts (K-1)	Phonological Awareness (K-1)	Phonics and Word Recognition (K-5)	Fluency (K-5)	Language (Conventions, Knowledge of Language, Vocabulary Acquisition and Use) (K-5)
	Evidence:				
Does the task contain questions, sub-tasks, and/or practice opportunities that work toward the depth of grade-level standard(s)? • Does the task/task(s) align closely to expectations articulated by grade-level standards?	*Yes*			*No*	
	Evidence:				
Is the task connected to a systematic scope and sequence of skills? • Is there evidence that the task/tasks(s) address(es) foundational skills that are part of a systematic scope and sequence?	*Yes*			*No*	
	Evidence:				

Overall Content Rating: Overall, do the demands of this task/task(s) align with the expectations defined by evidence-based practice and grade-level standards?

0 – No Opportunity	**1 – Minimal Opportunity**	**2 – Sufficient Opportunity**
The task is not aligned to grade-level foundational skills standards and is not connected to a systematic scope and sequence of skills.	The task is somewhat, but insufficiently, aligned to grade-level foundational skills standards and/or connected to a systematic scope and sequence of skills.	The task is aligned to grade-level foundational skills standards and is aligned to a systematic scope and sequence of skills.

Literacy Practices: Does the task provide meaningful practice opportunities for this content area and grade level?

Does the task provide multiple opportunities for students to practice foundational skills out of context (e.g. segmenting, matching, isolating/manipulating phonemes, or dictation)? • Does the task allow students to practice the targeted skill(s) in multiple ways (through reading, writing, speaking and/or listening)?	*Yes*	*No*
	Evidence:	
	Yes	*No*

Does the task provide opportunities for students to practice foundational skills in context (within an aligned, DECODABLE text, or in a writing task that allows students to apply practiced skill(s))? (mid-K and beyond) • Are students asked to apply new and previously introduced foundational skills to comprehend decodable text? • Are students asked to apply new and previously introduced foundational skills in authentic writing?	*Evidence:*

Overall Practice Rating: Overall, to what extent does the task provide meaningful practice opportunities in- and/or out-of-context for this content area and grade level?

0 – No Opportunity The task does not provide students with any opportunities to practice new foundational skills either/both in and out of context.	**1 – Minimal Opportunity** The task provides some, but insufficient, opportunities for students to practice either/both in and out of context.	**2 – Sufficient Opportunity** The task provides sufficient and varied practice opportunities either/both in and out of context.

Relevance: Overall, does the task give students an authentic opportunity to connect academic standards to real-world contexts?

Does the task require students to use their newly acquired foundational skills to enhance their command of the English language? • Does the task/task(s) provide opportunities for students to develop oral language and vocabulary?	*Yes*	*No*
	Evidence:	

Does the task give students an opportunity to apply their newly acquired foundational skills to authentic reading and/or writing? • Do students have an opportunity to apply their skills to appropriate texts (Early K- words and sentences, Mid K-2 decodable text, 3-5, authentic grade-level text)? • Do students have opportunities to demonstrate comprehension of decodable text? • Do students have opportunities to engage in authentic writing using their newly acquired skills?	*Yes*	*No*
	Evidence:	

Overall Relevance Rating: Overall, to what extent does the task give students an authentic opportunity to connect reading foundational skills to their development as readers, writers, and speakers?

0 – No Opportunity The task does not develop oral language and vocabulary or allow students to apply skills to authentic reading and writing.	**1 – Minimal Opportunity** The task provides some, but insufficient, opportunity to develop oral language and vocabulary, and allow students to apply skills to authentic reading and writing.	**2 – Sufficient Opportunity** The task provides sufficient opportunity to develop oral language and vocabulary and apply skills to authentic reading and writing.

Student Performance

Describe the context of the task(s)/task(s) that you observed during the lesson:

Which students met the expectations of the task, as communicated by the directions and/or scoring key? • *If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the task expectations.*						
Student 1	**Student 2**	**Student 3**	**Student 4**	**Student 5**	**Student 6**
Evidence:						

Which students met the expectation of the target standard(s) for the task? • *If the task meets the demands of the standards, then student performance on the standards should match that of the task.* • *If the task does not meet the demands of the standards, then student performance likely won't meet the demands of the standards.*						
Student 1	**Student 2**	**Student 3**	**Student 4**	**Student 5**	**Student 6**
Evidence:						