

“Meeting” on OAKS Reading in Grades 4 - 8 and High School

The Oregon K-12 Literacy Framework, the Oregon DATA Project, OrRTI, and/or EBISS

The summative or most important reading goal is that all grade 4 through high school students read at grade level or above each year as measured by the OAKS¹ ([Goals](#), p. 6).² With higher cut scores, Oregon is similar in rigor to other states. Students receiving daily support as they read grade-level materials or above in all of their classes will acquire, through practice, the reading skills they need to meet or exceed each year on the OAKS. Meeting on the high school OAKS demonstrates proficiency in the Essential Skill of Reading required for an Oregon Diploma.

The online [Oregon K-12 Literacy Framework](#) and the companion portal, [Professional Development for the Oregon K-12 Literacy Framework](#), provide districts and schools standards-based guidance on teaching all students to read. Students reading below grade level need to receive the strongest instruction and interventions possible to help them read at grade level. Using the [Oregon DATA Project, Or RTI](#), and/or [EBISS](#) methodology, schools can collect reading data regularly, analyze it in grade and department-level teams, and use it to make decisions about instruction in the classroom and in reading classes. The [Reading Scoring Guide](#) supports instruction, formative assessment, and may also be used to measure whether high school students have achieved proficiency in the Essential Skill of reading. Assessing students should always include [Best Practices in Administering OAKS](#).

To prepare students to reach the “meets” level on the OAKS at grades 4 through high school:

- ✓ **Screen students and analyze the data in grade and department-level teams** ([Assessment](#), pp. 4-6)
 - *Grades 4-8:* reading fluency, 3 times per year
 - *Grade 9:* reading fluency, beginning of the year and/or use grade 8 OAKS scores ([Assessment](#), p. 5 footnote 9)
 - *Grade 9-12 students not at grade level:* Maze and Cloze comprehension assessments ([Assessment](#), p. 6) (Oregon districts may use K-8 [easyCBM](#) and related resources at no cost—also for screening grade 9 students and for 9-12 students reading below level.)
- ✓ **Provide reading support for all students** ([Instruction](#), pp. 3-5)
 - *Grades 4-5:* 90 minute reading block; strategy-supported reading³ daily across all classes
 - *Grades 6-8:* 2-4 hours of strategy-supported reading daily across all classes; a 40-60 minute reading class (assignments based on screening data) recommended for all students
 - *Grades 9-12:* 2-4 hours of strategy-supported reading daily across all classes
- ✓ **Analyze & use data in grade and department-level teams** ([Leadership](#), p. 12-14) **to make decisions about instruction & interventions** ([Instruction](#), pp. 36-40).
- ✓ **Use strategy-supported reading in all classes** ([Instruction](#), p. 17; pp. 20-25)

BEFORE READING
<p>Previewing</p> <ul style="list-style-type: none"> • Encourage students to observe text organization and text features • Help students to anticipate new content <p>Activating Prior Knowledge</p> <ul style="list-style-type: none"> • Prepare students to engage actively in new learning • Help students remember relevant knowledge <p>Understanding Relationships</p> <ul style="list-style-type: none"> • Strengthen students' abilities to categorize and classify

DURING READING	AFTER READING
<p>Increasing Thinking and Memory Skills</p> <ul style="list-style-type: none"> • Build cognition and metacognition • Help students learn how to remember new information • Help students develop and see relationships among ideas 	<p>Answering Comprehension Questions</p> <ul style="list-style-type: none"> • Focus on the essence of the question • Help students answer the question accurately and succinctly <p>Summarizing</p> <ul style="list-style-type: none"> • Increase factual recall and conceptual understanding of content information

For more information, see [Instruction](#), p. 25.

¹ Oregon Assessment of Knowledge and Skills (OAKS)

² Chapter and page numbers, *Oregon K-12 Literacy Framework*

³ Content-specific vocabulary and comprehension