



Literacy Interventions and Foundational Toolkit

LIFT



Administration Materials

You will only need one copy of this document.

Updated 11.6.23



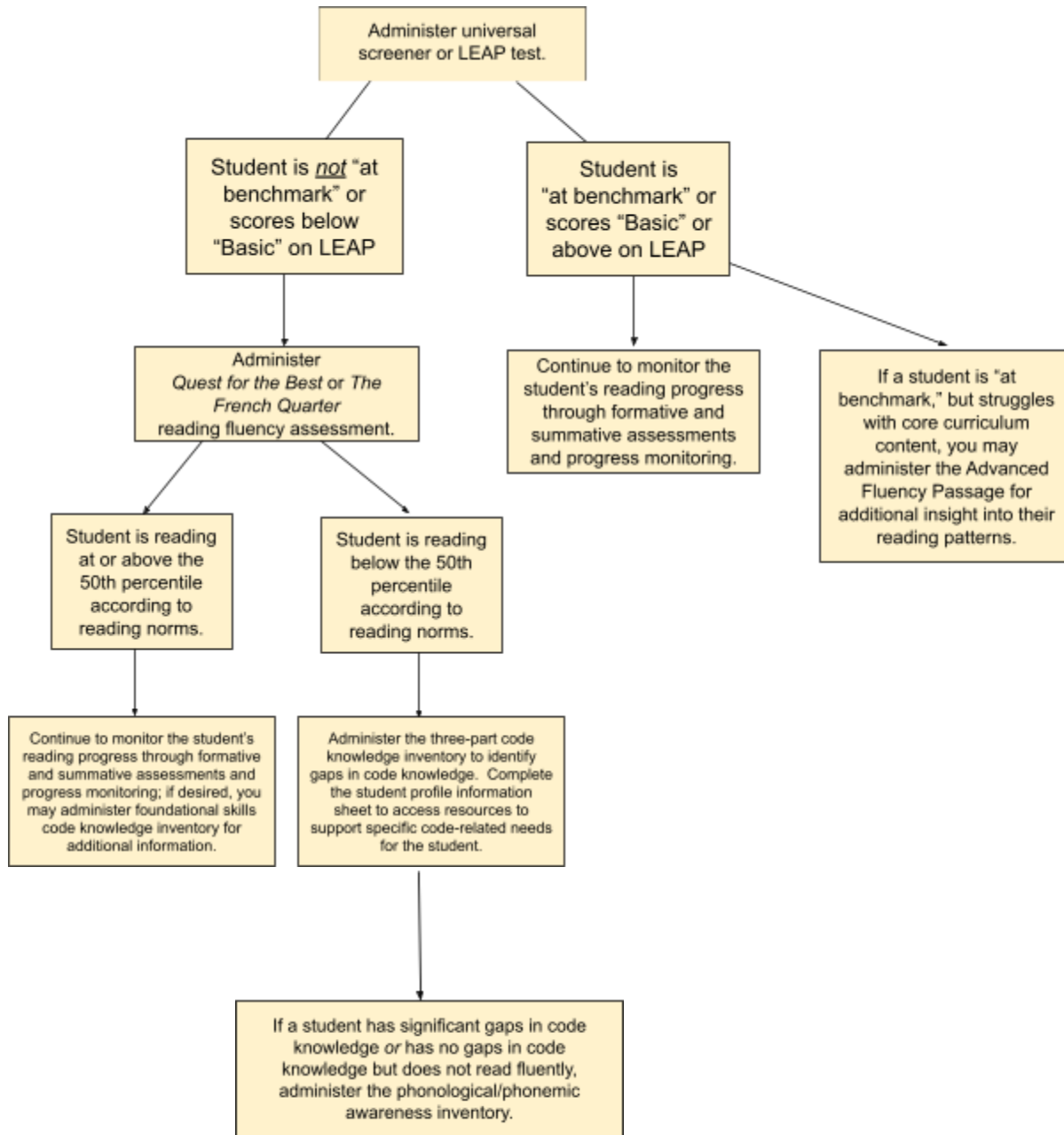
The Louisiana LIFT diagnostic assessment is designed to support teachers in identifying gaps in foundational skills knowledge for students in grades 3 and up. ***It is not a substitute for a universal screener.*** This diagnostic assessment is designed to be administered to any students who score below benchmark on a universal screener, who score basic or below on the LEAP, and/or those who may be struggling with ELA content.

Diagnosing gaps in reading foundations is an important first step in supporting students who are struggling to read or master grade-level content. This resource will support you in identifying those gaps. It will also provide links to resources that will assist you in providing targeted support for specific foundational skills. The flowchart below details how this assessment should be administered. **Students may not need to take all parts of this assessment.** The different parts of this assessment are also available individually in the LIFT Library. Follow the flowchart for guidance as to when you should administer the different parts of this assessment.

Teachers will need to print a copy of the [Student Recording Packet](#) for each student who will take this assessment. The packet includes a Foundational Skills Student Profile At-A-Glance document that will clearly detail the student's gaps in foundational skills knowledge. This can be used as a roadmap for supporting each student.



Foundational Skills Diagnostic Flowchart





Foundational Skills Fluency Passages

Starting Point:

The first step in the LIFT diagnostic assessment is to administer the fluency passage “Quest for the Best” to any student not scoring “at or above benchmark” on the beginning of year screener or any students who are having difficulties with core content. **Record scores on the Foundational Skills Student Profile At-a-Glance sheet in the [Student Recording Packet](#).** Place the student passage in front of the student and tell them that they are going to read a story about two friends who are looking for the best gumbo and red beans and rice in Louisiana. Tell them to do their very best reading. Begin timing when they read the first word. Give them one minute to read as much of the passage as they can. Mark a bracket after the last word read. Then use the [Words Correct Per Minute](#) calculator to calculate both accuracy and WCPM.

Advanced Fluency Passage Option (“The French Quarter”)

Administer the advanced fluency passage **ONLY** to students who read “Quest for the Best” successfully but may still demonstrate difficulties in core instructional content. Place the student passage in front of the student and tell them that they are going to read a story about a famous tourist destination. This is only to be administered to students for whom you may need additional insights on their reading behaviors. Begin timing when they read the first word. Give them one minute to read as much of the passage as they can. Mark a bracket after the last word read. Then use the [Words Correct Per Minute](#) calculator to calculate both accuracy and WCPM.

How to Manually Calculate Words Correct Per Minute (WCPM)

Total Words Read - Total Errors = Words Correct (WC)

WC / Number of Seconds Spent Reading (ex. 2 minutes = 120 seconds) * 60

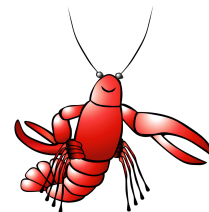
Ex: 180/120*60 = 90 WCPM

Assessment administrators may also use the [Words Correct Per Minute \(WCPM\) Calculator](#).

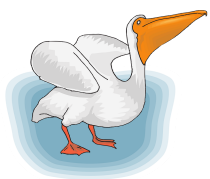


Quest for the Best

Once upon a time there were two friends, Peggy Pelican and Cam Crawfish. These two friends loved to eat yummy food and would go all over the state to find new places to eat. Peggy's favorite food was gumbo, and Cam's favorite food was red beans and rice. One day, Peggy asked Cam to go on a quest to find the best gumbo and red beans and rice in the entire state.



Peggy said, "I can't wait to find the best gumbo in our state. It will be a great adventure for us!" Cam was also excited to start this quest for the best, but he did not think he could find red beans and rice that tasted better than his mom's. "I am excited to start this quest, but I know no one makes better red beans and rice than my mom!"



The next day, Peggy and Cam set off on their fun food adventure. They ate bowls and bowls of gumbo and red beans and rice. At the end of the day, they were so full they could barely move! "I have eaten so much today, but I still don't think I've found the



best gumbo,” said Peggy. Cam said, “I like trying all of these different styles of red beans and rice, but I still haven’t found one that comes close to being as good as my mom’s.”

Day after day, Peggy and Cam continued on their quest to find the best. Peggy kept finding better bowls of gumbo, but Cam never found one he liked better than his mom’s. One day, Cam told Peggy, “We have tried so many places in our great state, but there is one last place I would like you to try.” Peggy agreed, and Cam brought Peggy to his favorite restaurant, his house.

Cam’s mom made a big bowl of gumbo and a big bowl of red beans and rice. Peggy and Cam ate every bite and asked for more. At the end of the meal, Peggy looked at Cam and told him, “Our quest for the best is over. Your mom makes the best gumbo and red beans and rice I’ve ever eaten!” Cam nodded and said, “It’s been fun trying other places, but the best food can always be found at home.”



The French Quarter

The city of New Orleans has a rich history that intrigues people from all over the world. Millions of tourists come to New Orleans each year to learn about its history and see its many historical sites. One of the most famous sites of all is the French Quarter. The French Quarter is one of the oldest neighborhoods in the United States. It was founded by the French in 1718, and many of the streets in the French Quarter are named after royal families in France and Catholic saints. In 1788 and then again in 1794, there were two great fires that destroyed nearly 80% of the neighborhood's buildings. For this reason, most of the buildings in the French Quarter date from the 1790s and beyond.

The St. Louis Cathedral is a top tourist destination in the French Quarter. It is the oldest cathedral in continuous use in North America. It was built in 1789 following the Great New Orleans fire that destroyed the original church built on the same site. The cathedral has been the site of many papal and presidential visits, and is often said to be haunted by one of its most famous priests, Pere Antoine. It is situated in the heart of the French Quarter, and you can view its beautiful steeples and facade from Jackson Square. Each year, hundreds of thousands of tourists visit St. Louis Cathedral to learn about its history and enjoy this iconic structure.



Many tourists also come to the French Quarter to view its beautiful architecture. Despite its name, much of the architecture of the French Quarter was influenced by Spanish and Afro-Caribbean architecture of the eighteenth century. The flat roofs, stucco facades, pastel colors and wrought-iron balconies and galleries were common features of Spanish and Afro-Caribbean architecture of the time. High ceilings were commonplace, and were designed to help keep buildings cool during New Orleans' notoriously hot and humid summers.



Tourists also come to enjoy the unique cajun and creole cuisine found in many of the French Quarter's restaurants. Delicious gumbo, crawfish etouffee, and seafood are just a few examples of the types of food found in these restaurants. Some of these restaurants are over 100 years old! Antoine's Restaurant was founded in 1840, and is still serving delicious food today! Another favorite destination for tourists is Cafe du Monde, known for its delicious powdered-sugar covered beignets.

There are many interesting things to see and do in New Orleans' French Quarter. It is definitely a top tourist destination for millions of people each year, and its rich history and delicious food will ensure that it continues to delight tourists for years to come.



Foundational Skills Code-Knowledge Inventory

Why is this assessment important?

For students who are not able to read with sufficient fluency to support comprehension, there are often significant gaps in knowledge of basic and advanced phonetic code. The “code” refers to the many different graphemes or spellings for each of the 44 different phonemes (sounds) in the English language. Pinpointing gaps in code knowledge is an effective way for teachers to identify where they should provide additional support for students in third grade and beyond.

Who needs this assessment?

This foundational skills code-knowledge inventory will support teachers in identifying particular gaps in students’ code-knowledge. This inventory should be administered to any student who was not able to read *Quest for the Best* with a WCPM score that falls below the [50th percentile for their grade level](#) and 95% accuracy. If a student was able to read *Quest for the Best* successfully but the teacher has additional concerns about a student’s ability to read fluently, this inventory may also be helpful in identifying gaps in the student’s code-knowledge.

How to use this assessment:

This is a three-part inventory. The first part will have students read a series of words in isolation that include many different graphemes (spellings) for the 44 phonemes (sounds) heard in the English language. This will assist teachers in identifying if there are particular phoneme/grapheme correspondences that may need to be taught.

The second part of this inventory will have students read short sentences that include a variety of different words with different graphemes. This will help to identify if students’ are able to decode words in isolation and in connected text.

The final part of the inventory focuses on “encoding” or generating spellings for sounds that are heard. The teacher will ask the students to transcribe a sentence that is read aloud. By analyzing the students’ ability to apply code knowledge to “encode” words, the teacher can determine if the student has specific struggles with encoding.

Materials: Recording Sheet (1 per student), Student Copy (for parts 1 and 2)

Part 1:

To administer this inventory, the teacher will have the student read each of the words. As the student is reading the words, the teacher will use the recording sheet to note whether or not the student read the word correctly or if the student was unable to decode particular sounds in the word.

Important Note: The code knowledge in this inventory is presented from least complex to more complex. If a student misses two or more words in a given section, the teacher may decide to discontinue the assessment and provide support in the areas that the student has not yet mastered. The teacher may also choose to administer the entire assessment to have a comprehensive assessment of student code knowledge.

Foundational Skills Code Knowledge Inventory
Part 1

CVC/short vowels, basic consonants				
hat	bed	kid	cot	rug
mad	let	pit	sob	bun
fed	but	hot	jam	dim
wed	yak	fix	vat	zip
double-letter spellings				
doll	stuff	pass	buzz	puff
consonant digraphs				
chip	shut	wham	thin	that
thing	cash	math	whiz	chop

r-controlled vowels

car

her

dirt

form

blur

long vowels

chase

complete

mice

hose

cute

vowel digraphs

meet

steer

bread

leaf

book

soak

pie

couch

mow

pour

cow

toe

brain

blue

pool

diphthongs

oil

toy

foil

enjoy

toil

schwa

about

the

alone

zebra

pencil

multisyllabic words

window

bedroom

basket

button

cookie

garden

astronaut

computer

hamburger

unacceptable



Part 2: Sentence Reading

Pat ran up the hill.

My dad likes to eat chips.

The jar is full of blueberry jam.

The shopkeeper was ready to close the store.

The girl won a large toy playing the claw machine.

Did you hear that a snake was missing at the zoo?

Sandy jumped in her car and drove all the way to the movie theater.

The bee buzzed right by the hive.



Part 3: Encoding

DIRECTIONS: These sentences should be read aloud to the students for them to write in the student recording packet.

T: The children enjoyed eating the apples.

T: What time is the party?

T: It was a beautiful day to go on a hike with my family.



Phonemic and Phonological Awareness Inventory

Student: _____ Date: _____

Directions: You will need a copy of this recording sheet for each student. Read the instructions and mark whether or not the student is able to correctly demonstrate the targeted skill.

Discriminating between different sounds - Total Correct: _____/2

T: "Are these sounds the same or different?"

Bell/Tapping on Table (Different)

Tapping on Table/Tapping on Table (Same)

Counting the number of words - Total Correct: _____/3

T: "How many words do you hear in this sentence?"

The cat ran. (3)

I played with my friends. (5)

I like jumping rope. (4)

Onset/rime

T: Tell me the first sound that you hear in each of these words:

"lip" What is the last part of "lip"?

"mat" What is the last part of "mat"?

"hot" What is the last part of "hot"?

Counting Syllables

T: How many syllables do you hear in each of these words?

"run" (1)

"eating" (2)

"hit" (1)

Blending

T: "I will say some sounds. Blend the sounds together and tell me the word that they make."

/r/ /u/ /n/ "run"

/j/ /a/ /m/ "jam"

/p/ /l/ /ay/ "play"

Segmenting

T: "Now I will say some words. Tell me all of the sounds you hear in these words."

"rug"

"like"

"sheep"



Rhyming

T: "I am going to say some words. Tell me if the words rhyme or don't rhyme."

"jug" "hug" (rhyme)

"sip" "sit" (don't rhyme)

"cheese" "ship" (don't rhyme)

T: "Now I will give you a word. Tell me a word that rhymes."

"lit"

"jump"

"hat"

Phoneme matching

Which words sound alike? men, sit, sap (Correct response: sit, sap)

Phoneme isolation – Initial (first) sound

What's the first sound in "map?" (Correct response: /m/)

Phoneme isolation – Final (last) sound

What's the last sound in "sat?" (Correct response: /t/)

Phoneme isolation – Medial (middle) sound

What's the middle sound in "sat?" (Correct response: /a/)

Phoneme blending

T: What word do these sounds make? /h/ – /o/ – /t/ (Correct response: hot)

Phoneme segmentation

What sounds do you hear in "hot?" (Correct response: /h/ – /o/ – /t/)

Phoneme manipulation – Initial (first) sound

Say "mat" without the /m/ sound. (Correct response: at)

Phoneme manipulation – Final (last) sound

Say "mat" without the /t/ sound. (Correct response: ma)

Phoneme manipulation – Substitution

Say "pig." (Correct response: pig)

Now change the /p/ in "pig" to /f/. (Correct response: fig)