

## A Parent's Guide to the Illinois Snapshot of Early Literacy (ISEL)

The Illinois Snapshot of Early Literacy is a reading performance inventory for early literacy skills. It provides an assessment of students' literacy strengths and competencies and assists the classroom teacher in developing lessons to meet each child's needs.

The ISEL is based on scientific research and classroom practice. You can access your child's scores in Skyward. You will see the score (the number scored correctly) and the range (the percentile). The range/percentile indicates your child's performance in relation to a 'normed' population of students from across the state. The 50<sup>th</sup> percentile (range) indicates that a child is making adequate literacy progress. A performance at the 30<sup>th</sup> percentile (range) or lower indicates that a child may be at risk for making adequate literacy progress.

There are 7 ISEL snapshots that are assessed in District 41.

<b>Alphabet Recognition</b>	
<i>What is it?</i>	Assesses a child's ability to notice the concept that letters have unique features and specific names
<i>Why is this important?</i>	With an inventory of known letters, the child is familiar with the visual details of print associated with emergent reading and writing.
<i>How can I help my child?</i>	Provide opportunities for your child to identify, match, and or sort upper and lowercase magnetic letters. Play games such as <i>Lotto</i> , <i>Concentration</i> and <i>Go Fish</i> . Read a variety of simple alphabet books. Search for and circle specific letters on a printed page.

<b>Story Listening</b>	
<i>What is it?</i>	Assesses a child's ability to listen to a story read aloud as well as to respond to questions about the story
<i>Why is this important?</i>	Listening to stories is especially important because children develop a sense of story and increase their vocabulary knowledge.
<i>How can I help my child?</i>	Help your child identify story elements such as characters, setting and plot while reading. Ask questions about the story before, during and after reading aloud to your child.

<b>Phonemic Awareness</b>	
<i>What is it?</i>	Assesses a child's ability to hear initial consonant sounds and to identify words that begin with the same sound
<i>Why is this important?</i>	Research acknowledges that phonemic awareness is one of the best predictors of reading success among kindergarten children and for reading performance among first and second grade children.
<i>How can I help my child?</i>	Play rhyming games with your child. Pronounce words slowly to highlight individual sounds. Read poems, songs and chants together. Match and sort pictures and words according to their beginning sounds.

<b>One-to-One Matching</b>	
<i>What is it?</i>	Assesses a child's concept of words as measured by how accurately the child repeats a sentence (after hearing it) while concurrently pointing to each of the words as he repeats that sentence
<i>Why is this important?</i>	Acquiring a concept of a word often is considered a prerequisite for developing an initial sight word vocabulary.
<i>How can I help my child?</i>	Point to the words as you read to your child. Help your child identify the differences between the spaces in a sentence, the letters in a sentence, and the words in a sentence.

<b>Letter Sounds</b>	
<i>What is it?</i>	An assessment that determines the number of letter sounds the child can orally reproduce correctly.
<i>Why is this important?</i>	Children who are in control of letter-sound relationships can use this knowledge to decode unknown words in print.
<i>How can I help my child?</i>	Build three and four letter words with magnetic letters. Read simple alphabet books. Pronounce words slowly and ask your child to identify the first sound of each word.

<b>Developmental Spelling</b>	
<i>What is it?</i>	Measures the child's level of phonemic awareness, letter-sound knowledge, and sequential letter production.
<i>Why is this important?</i>	Developmental spelling is a complex task involving three related areas. Teachers use spelling as a tool to gain insight into a child's thinking about words, noting whether or not a child can hear the sounds components of a word as well as represent them.
<i>How can I help my child?</i>	Ask your child to write simple dictated words and sentences. (Conventional spelling is not necessary.) Play spelling games such as <i>Boggle</i> , <i>Spill and Spell</i> , and <i>Junior Scrabble</i> .

<b>Word Recognition</b>	
<i>What is it?</i>	Assesses the child's ability to determine the number of isolated words that can be read independently
<i>Why is this important?</i>	Children need a large repertoire of words that can be recognized instantly. These are typically words that are seen frequently in texts. (e.g. a, and, the, to) As the number of sight words increase for a child, less attention may be devoted to word recognition, and the child can shift attention to the meaning of the story.
<i>How can I help my child?</i>	Ask your child to identify simple high frequency words in magazines and newspapers. Make a Bingo game using high frequency words.