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Using Achieve3000 to Prepare for the TOEFL Tests

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About Achieve3000

Achieve3000 Literacy is a digital learning solution that accelerates literacy growth for students at every grade and ability level through differentiated content and instruction. Based on decades of scientific research, Achieve3000's patented and proven cloud-based solutions reach all students at their individual reading levels to accelerate their learning, improve assessment performance, and prepare them for university and career success. Achieve3000 offers the only literacy platform that provides differentiated instruction across the content areas and uses embedded assessments to adjust Lexile® levels to ensure that students read age-appropriate content always at their just-right reading level. Achieve3000 is a digital learning solution that accelerates literacy growth for students at every grade and ability level through differentiated content and instruction.

Achieve3000 provides the only patented literacy platform customized to ensure that every student can participate in grade-level instruction and that no child is excluded. Only Achieve3000 provides a holistic approach to learning that prioritizes equity for all students through:

✓ **Forecasting and Goal Setting:** Based on the initial LevelSet™ assessment, a proprietary forecasting tool determines students' preparedness for university and career and provides data to help identify a differentiated success plan to place each student on the path to success.

✓ **Differentiated Instruction:** The same highly engaging, grade-appropriate content is tailored at 12 levels in English and 8 in Spanish. Based on LevelSet Lexile results, students are precisely matched to the appropriate level of text complexity. Embedded scaffolds support the needs of all learners.

✓ **Embedded Assessments:** Built-in formative assessments identify students' needs, inform instruction, and provide data to accelerate growth to ensure literacy success. Monthly automatic adjustments ensure that students are always at their just-right reading level by determining when they are ready to engage with text that is more complex.

✓ **Customization:** Achieve3000's literacy platform is designed to flexibly fit into your initiatives by customizing content, professional learning, and contests to meet your student goals, and by integrating with your systems for a seamless experience.

Achieve3000: A Solution for TOEFL Readiness

The Test of English as a Foreign Language (TOEFL®), part of the Educational Testing Service (ETS) product line, is widely regarded as one of the most respected assessments of English language skills. The family of TOEFL tests is used by more than 11,000 colleges, universities, and agencies in more than 150 countries, including Australia, Canada, the U.K., and the United States, who accept and rely on TOEFL scores. TOEFL offers several tests that are designed for a variety of student populations:

- ✓ TOEFL iBT®, geared toward university-level admissions for students exiting high school-level coursework
- ✓ TOEFL ITP(R), for students ages 16 and older
- ✓ TOEFL Junior®, for students ages 11 and older
- ✓ TOEFL Primary™, for students ages 8 and older

> " I believe Achieve3000 helps all of our students but especially moves our ELL/EFL learners. I love how students can use the program at home, and the vocabulary experience my ELL/EFL students receive is so valuable.
>
> **Ramona L. Fowler, Data Strategist/Reading Teacher,,**
> *John C. Fremont Professional Development Middle School,*
> *Clark County School District, Las Vegas, Nevada*

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Assessments are administered in the United States and around the world to determine students' English literacy levels. To make comparisons across these assessments, a common metric is needed. Lexile measures serve this purpose for the Programme for International Student Assessment (PISA) and its correlation to the TOEFL scale scores and Common European Framework of Reference for Languages (CEFR) levels. The table below shows how the TOEFL Junior and Primary tests' scale scores correlate to Lexile measures.

Achieve3000 has fully integrated the only proprietary assessment, designed in collaboration with MetaMetrics®, to measure students' Lexile progress monthly. These Lexile measures can be easily compared to TOEFL scores and CEFR levels.

✓ Accelerating comprehension in preparation for TOEFL tests

✓ Promoting best practices for reading nonfiction and developing vocabulary

✓ Providing daily practice with TOEFL item types and a digital testing environment

✓ Offering evidence-based writing practice

✓ Embedding TOEFL-customizable rubrics at the point of use for student self-assessment

✓ Challenging students to create high-quality, well-developed essays

✓ Providing scaffolds, including audio supports

✓ Engaging students in authentic discussion and debate with every lesson

✓ Evaluating progress with customizable listening and speaking rubrics

Lexile Measure	TOEFL Scale Score	CEFR Level
750L	115	B1
	114	
	113	A2
550L	112	
	111	
	110	
325L	109	A1
	108	
	107	
125L	106	
	105	
	104	
BR125L	103	Below A1
	102	
	101	

Reading

Achieve3000 Accelerates Student Comprehension with Automatic Adjustments and Accurate Placement

Achieve3000 offers the only patented (U.S. Patent #8,714,986) model of digital differentiated instruction that assesses all students to reach them one-on-one at their individual reading levels. As students work through a proprietary 5-Step Literacy Routine, they improve their reading skills and acquire the academic and cross-disciplinary vocabulary necessary for the TOEFL readings that span art, humanities, life science, social studies, physical science, and other areas, as well as more general topics, such as the workplace, environment, and recreation.

Achieve3000's solutions accelerate comprehension levels using summative and embedded formative assessments. The summative assessment, LevelSet, establishes a baseline Lexile measure, which the system uses to match students to the appropriate level of text. LevelSet is administered twice more throughout the year to automatically adjust text complexity according to each student's reading growth.
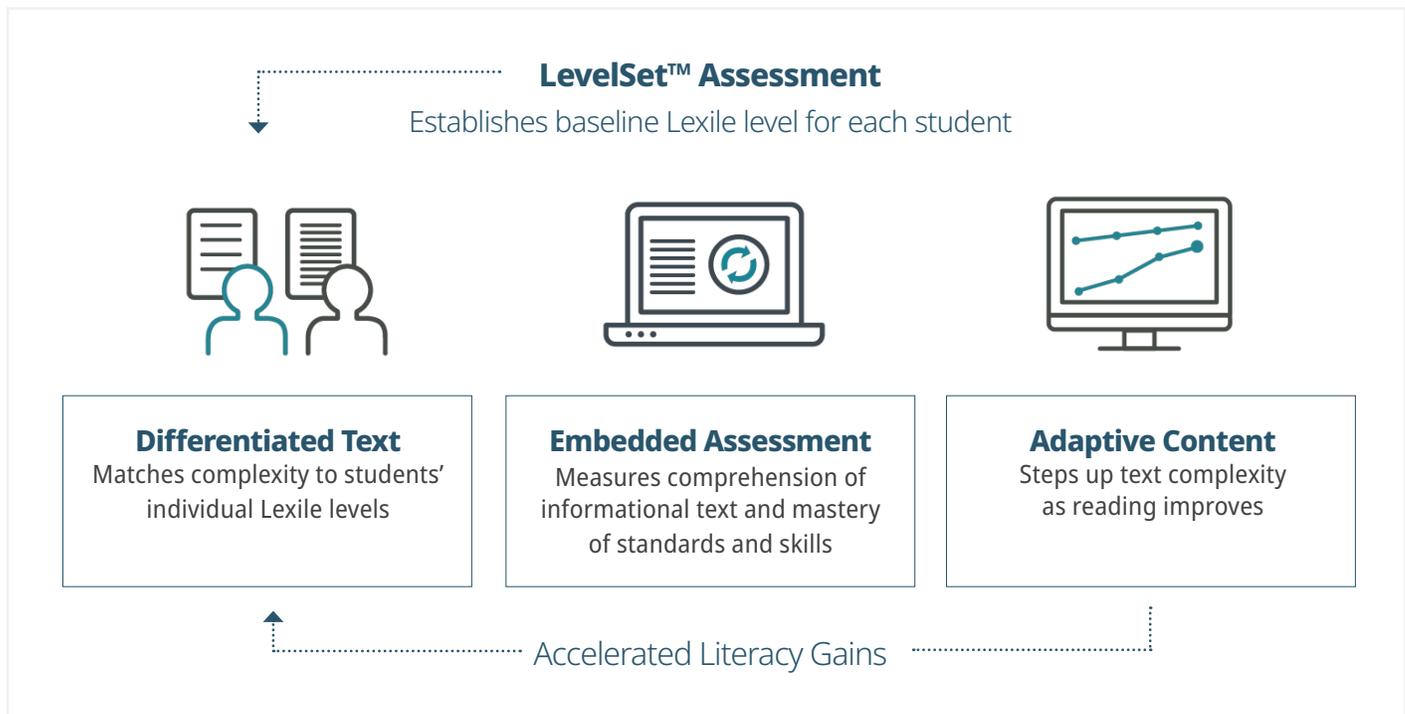

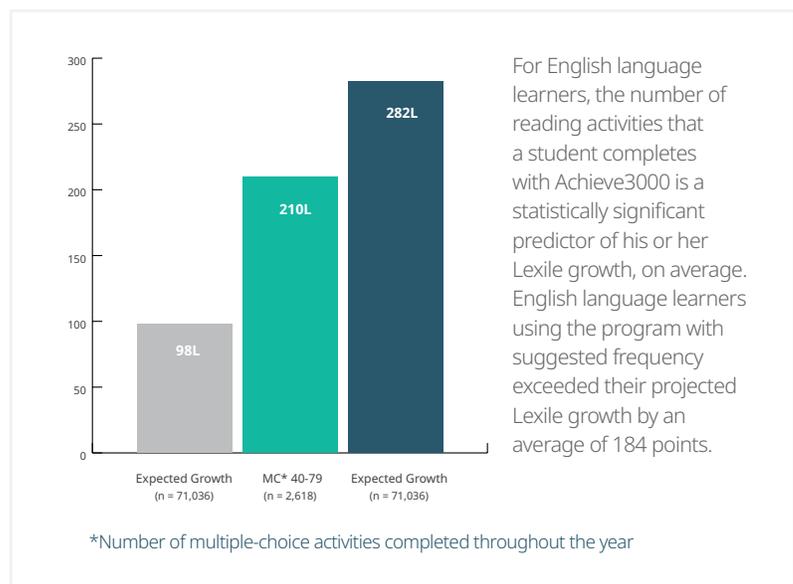
Ashley — LEXILE 1380

Sierra — LEXILE 880

Michael — LEXILE 520

The same grade-specific lesson is differentiated at 12 levels in English, 12 levels in English with Spanish supports, and 8 levels in Spanish.

Students follow a 5-Step Literacy Routine as they work on Achieve3000 lessons, building the close-reading and note-taking skills needed to comprehend complex text. The third step—the Activity Questions—is an embedded formative assessment featuring questions similar in format and type to the TOEFL. The system monitors students' results and automatically adjusts their reading levels to make sure they always receive the same lessons as their peers but at a text complexity that is precisely matched to their individual Lexile measures to most effectively build reading skills and foster the acquisition of new vocabulary.

LevelSet™ Assessment
Establishes baseline Lexile level for each student

Differentiated Text	**Embedded Assessment**	**Adaptive Content**
Matches complexity to students' individual Lexile levels	Measures comprehension of informational text and mastery of standards and skills	Steps up text complexity as reading improves

Accelerated Literacy Gains

Data from 2016-2017 reflect this growth, as well. Achieve3000 received an ESSA Evidence Rating of "Strong" for use with middle/high school students from the Center for Research and Reform in Education (CRRE) at Johns Hopkins University. The rating is based on a gold-standard independent research study that found positive, significant effects on students' Total Reading scores (effect size of +0.29). The effect size of +0.29 is one of the largest effect sizes demonstrated by literacy solutions for middle and high school students.

Expected Growth (n = 71,036): 98L
MC* 40-79 (n = 2,618): 210L
Expected Growth (n = 71,036): 282L

*Number of multiple-choice activities completed throughout the year

For English language learners, the number of reading activities that a student completes with Achieve3000 is a statistically significant predictor of his or her Lexile growth, on average. English language learners using the program with suggested frequency exceeded their projected Lexile growth by an average of 184 points.

Achieve3000 Builds Content-Area Knowledge and Vocabulary Through Nonfiction Texts

Achieve3000's focus on nonfiction academic texts in such areas as world history, world geography, life science, and physical science reflects an increased need for students to acquire grade-level content-area knowledge and develop academic- and content area-specific vocabulary. Each lesson identifies academic and content-specific vocabulary for each student's reading level, includes an audio dictionary, shows the words in context in the reading passage, and asks students to use new vocabulary in their writing or discussions. Academic vocabulary is essential for preparing students for success in school and in the workplace. Furthermore, students need frequent exposure to academic vocabulary and nonfiction texts to prepare for assessments such as TOEFL that require students to read and comprehend both academic and nonacademic texts. For example, students may encounter academic readings about topics like botany or astronomy and nonacademic readings in the form of emails or school newspapers. Achieve3000 has more than 15,000 archived lessons with nonfiction content, interactive vocabulary features, and an easy-to-use search tool for finding relevant topics that meet the needs of individual programs.
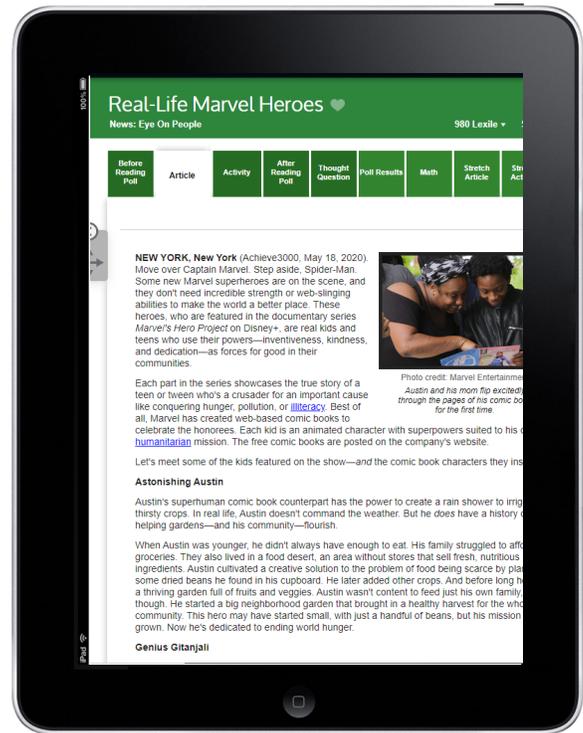
Achieve3000 Promotes Best Practices for Vocabulary Acquisition

Teachers have several direct-instruction lesson plans that they can use to help students learn how to look for and evaluate context clues, use references, and analyze word parts. Through direct instruction, teachers introduce students to these concepts, which are reinforced with collaborative activities. In each Achieve3000 lesson, Teacher Recommendations are provided to highlight grade-level academic and cross-disciplinary terms to focus on during instruction.

The independent 5-Step Literacy Routine provides exposure, practice, and assessment with academic and content-specific vocabulary at each level. Students benefit from point-of-use tools, such as definitions and audio supports. English learners receive extra vocabulary support and background information with a Vocabulary and Concept Preview and a summary of the article with its related vocabulary words in English and/or Spanish.

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Achieve3000 Promotes Best Practices for Reading Comprehension and Close Reading

In order for students to demonstrate success on any of the TOEFL tests, they must master reading comprehension strategies and close-reading skills. Teachers can provide instruction around a variety of reading comprehension strategies that are offered within Achieve3000 before students begin their independent practice. The second step of the routine is devoted to the development of these essential skills. Each student receives one of 12 English versions or one of 8 Spanish versions of the lesson most closely matched to his or her specific Lexile measure, ranging from 150L to 1350L, so all students are placed at their appropriate reading levels, including the readers who struggle the most.

The Article tab features tools for developing the close-reading techniques that are needed for full comprehension of informational text. The digital highlighting tool allows students to annotate text in a way that helps them gain a better understanding of the information they have read. The Thought Question is ideal for TOEFL preparation, as it allows students to see the question prompt prior to reading the article so they can proactively read for specific information. The Thought Question also challenges students to synthesize information from multiple sources, an essential higher-order critical-thinking skill.

Teachers are encouraged to then challenge students by having them read the Stretch Article, a version of the lesson written at grade-level text complexity. By practicing their newly honed strategies and close-reading techniques, students are able to stretch to the comprehension of grade-level text and the acquisition of higher-level vocabulary, which also gives them the confidence to interact with complex text on the TOEFL tests.

Achieve3000 Provides Regular Practice with TOEFL Item Types

The opportunity to work with text complexity and the types of questions they will encounter on the TOEFL tests is critical to students' success. Achieve3000 regularly delivers similar comprehension, vocabulary, and summarization challenges. Here are a few examples of TOEFL items and Achieve3000 items that demonstrate how this repeated practice increases students' comfort level and confidence.

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Comprehension: Author's Purpose

TOEFL Sample Item

In paragraph 2, why does the author include the information that dinosaurs had flourished for tens of millions of years and then suddenly disappeared?

a. To support the claim that the mass extinction at the end of the Cretaceous is the best-documented of the dozen or so mass extinctions in the geological record

b. To explain why as many as half of the species on Earth at the time are believed to have become extinct at the end of the Cretaceous

c. To explain why paleontologists have always been intrigued by the mass extinction at the end of the Cretaceous

d. To provide evidence that an impact can be large enough to disturb the environment of the entire planet and cause an ecological disaster

Achieve3000 Sample Item

The article states:

> The team...faced practical impediments—at the beginning of the project, there was a flu outbreak that closed indigenous lands to outsiders, and there were threats of violence from farmers who were trying to drive indigenous peoples from their lands. In addition, there is an ongoing lack of interest among young people.

The author's purpose for writing this passage was to _____.

A Emphasize the fact that the UNESCO project to save indigenous languages in Brazil has not been easy to implement

B Suggest that UNESCO should have given up on its project to transcribe indigenous languages in Brazil based on the impediments it encountered

C Explain that the lack of interest among young people is the least concerning challenge UNESCO faces in its work to save indigenous languages

Supporting Evidence

TOEFL Sample Item

Paragraph 6 supports which of the following statements about the factors that are essential for the survival of a species?

a. The most important factor for the survival of a species is its ability to compete and adapt to gradual changes in its environment.

b. The ability of a species to compete and adapt to a gradually changing environment is not the only ability that is essential for survival.

c. Since most extinctions of species are due to major meteorite impacts, the ability to survive such impacts is the most important factor for the survival of a species.

d. The factors that are most important for the survival of a species vary significantly from one species to another.

Achieve3000 Sample Item

Which passage from the article best supports the opinion that Adrian Peterson's recovery from knee surgery was vital to his future as an NFL running back?

A "My career could have easily been over, just like that," the Minnesota Vikings running back said.

B "I'm kind of speechless. This is amazing," Peterson said when accepting his awards at the "2nd Annual NFL Honors" show, which took place on February 2, 2013, in New Orleans, Louisiana.

C "I hope he does have a chance to do it again," Dickerson said, elaborating with a laugh, "But do I want him to break [my record]? No, I do not."

D "I played my heart out, every opportunity I had," Peterson said, adding, "The result of that is not what I wanted, which is being in the Super Bowl game."

Vocabulary

TOEFL Sample Item

The word emit in the passage is closest in meaning to

○ use

○ require

○ release

○ destroy

Achieve3000 Sample Item

Which is the closest **synonym** for the word *envisage*?

A Visualize

B Require

C Propose

Summarizing

The ability to summarize is a higher-order skill that demonstrates true comprehension of materials and is oftentimes challenging for readers. Because this skill is frequently assessed on the TOEFL tests, it is focused on in Achieve3000's 5-Step Literacy Routine.

The TOEFL tests typically ask students to complete a summary by selecting answer choices that express the most important ideas in the passage. Achieve3000 is designed to scaffold students toward this task and support their independent writing of a summary. Achieve3000 embedded assessment questions include those that have students identify statements that should or should not be included in a summary of the passage. This helps to lay the foundation for understanding the most important ideas in the passage.

In addition to these assessment items, Achieve3000's 5-Step Literacy Routine has students focus on summarizing when completing a Thought Question. Repeating this reading behavior helps build a key strategy that will prepare students for the TOEFL tests, as well as for reading across disciplines.

Testing in an Online Environment

TOEFL Junior can be administered in an online environment, and TOEFL iBT is only offered digitally. Students preparing for the TOEFL online must read and write digitally, as well as complete technology-enhanced items. Achieve3000 offers regular practice with reading, annotating, highlighting, writing, and taking assessments online. Practice with a variety of drag-and-drop activities and multi-select questions is a regular component of Achieve3000 grade-specific Challenge Courses. In both sample items below that assess higher-order critical thinking, students must drag and drop multiple correct answers into one of two categories.

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please call **1-800-838-8771** or visit **achieve3000.com**

Writing

Achieve3000 Provides Writing Practice from Multiple Sources

The TOEFL iBT test requires students to integrate information from multiple sources and then write independently and include personal experience or knowledge. These tasks involve reading, listening, and writing about academic information. For these writing assessments, students are evaluated based on their organization, appropriate and precise use of grammar, and vocabulary usage. Achieve3000's 5-Step Literacy Routine is uniquely able to prepare students for the variety of writing prompts they will encounter on the TOEFL tests.

Lessons in Achieve3000 include a source of information from which students must cull information to respond to informative writing prompts. In Challenge Courses, those sources may be text-based or include the use of multimedia, requiring students to hone their listening and reading skills. In such academic course areas as life science, physical science, world geography, economics, and psychology, students interact with at least two sources of information, including texts, infographics, and maps. For the world geography lesson to the right, students write a response to a Thought Question using information gleaned from both sources of text and the topographical map.

Sample TOEFL Integrated Writing Task #1

For the first task in this sampler, you will read a passage and part of a lecture about an academic topic. Then you will write a response to a question that asks you about the relationship between the lecture and the reading passage. Try to answer the question as completely as possible using information from the reading passage and the lecture. The question does not ask you to express your personal opinion. In an actual test, your response would be judged on the quality of your writing and on how well your response presents the points in the lecture and their relationship to the reading passage.

- Read an opinion or editorial piece from a newspaper. Interview a friend, classmate, family member or teacher on the same topic. Write a response comparing your interview with the written response.

Sample Achieve3000 Writing Task #1

Each Thought Question includes an informative writing rubric that focuses on idea development, essay organization, and writing accuracy and quality. Students are asked to infuse vocabulary into their writing, providing an ideal opportunity to use new words authentically.

Sample Achieve3000 Rubric for Writing Task #1			
Criteria:	5 points	4 points	3 points
Purpose for Writing *Does your writing use informative text to examine, or tell about, an appropriate topic?*	Your writing clearly uses informative text to examine an appropriate topic.	Your writing mostly uses informative text to examine an appropriate topic.	Your writing mostly uses info but the topic is somewhat unc
Organization *Does your writing have a clear introduction, a well-organized middle, and a definite conclusion?*	Your writing has a clear introduction, a well-organized middle, and a definite conclusion.	Your writing has an introduction, middle, and conclusion, but one or more parts need a little work.	Your writing needs to be clea might be missing parts of the middle, or conclusion.
Details *Do you include specific details, such as facts, definitions, and quotes, to develop your topic?*	Your writing includes many specific details, such as facts, definitions, and quotes, to develop your topic.	Your writing includes some specific details, but your topic could use more development.	Your writing includes few det your details do not help to ful your topic.
Sentence Structure and Style *Do you use a variety of sentences? Do you use transitions to link ideas? Do you establish and maintain a formal style of writing?*	Your sentences are strong and varied in structure, with transitions that clearly link ideas. You establish and maintain a formal style of writing.	Your sentences are mostly clear and varied, with transitions that adequately link ideas. Your writing is mostly formal in style.	Your writing is clear but coul sentence variety. There is roo improvement, including the u transitions and a more formal
Mechanics *Did you check your spelling, punctuation, and capitalization? Did you look for other errors?*	You have no spelling, punctuation, or capitalization errors. You have no other errors.	You have very few spelling, punctuation, and/or capitalization errors. You have few other errors.	You have some spelling, punc and/or capitalization errors. Y some other errors.

Sample TOEFL Integrated Writing Task #2
For the second task, you will demonstrate your ability to write an essay in response to a question that asks you to express and support your opinion about a topic or issue. In an actual test, your essay would be scored on the quality of your writing. This includes the development of your ideas, the organization of your essay, and the quality and accuracy of the language you use to express your ideas.

Question: Do you agree or disagree with the following statement?

A teacher's ability to relate well with students is more important than excellent knowledge of the subject being taught.

Use specific reasons and examples to support your answer.

In the second type of writing task, TOEFL requires students to express an opinion about a topic or issue, which is presented in the form of an agree/disagree opinion statement. In these prompts, supportive evidence must be included from the sources of text. Achieve3000's 5-Step Literacy Routine is uniquely designed to support this model of writing as well. In the first step of the routine, students are asked to decide whether they agree or disagree with an opinion statement.

After students have read or listened to a variety of sources of information, they return to the statement and have the opportunity to change their opinions based on any new information they encountered.

Sample Achieve3000 Before-Reading Poll

When they get to the Thought Question, students are asked to write an essay that responds to the opinion statement and includes evidence from the sources of information while focusing on the development and organization of their ideas and quality writing. An argument rubric helps students assess their work. Argument rubrics can be customized for the TOEFL independent writing assessment.

Students can write multiple drafts in response to the Thought Question, editing and revising their work based on new information from discussion with peers, teacher instruction around the Stretch Article, and feedback from teachers.

Achieve3000 Promotes High-Quality Essay Writing

The Achieve3000 Writing Center is designed to support writing practice for success on the TOEFL iBT test. Achieve3000 offers a wealth of writing opportunities, ranging from editing and revising activities to content-area writing, timed writing, and paragraph/essay-writing options. Students are provided scaffolding throughout the different activities, and teachers are able to monitor performance and provide feedback to support draft editing and revision. Much of the writing work can be done independently by students, but many teachers choose to use the activities for small-group instruction.

The Writing Center comprises four sections: The Writing Process, Writing Fluency, Test Prep, and Mechanics. Each section provides practice in several areas, as described below.

The Writing Process

Students begin the writing process (Read > Prewrite Draft > Revise/Edit) by reading a passage at their independent levels, then constructing a response to a prompt with a rubric for guidance. These activities are similar to the TOEFL iBT integrated writing prompts, and teachers can provide feedback, grades, points, and achievements to motivate students to draft, edit, and publish their work. Writing activities are offered in the following areas:

- **Expository Essay Writing:** Students can choose from numerous writing topics. Each topic includes one or more articles, a corresponding writing prompt with guided directions, a graphic organizer, and a writing rubric. Essay topics are provided for the following writing types: Cause and Effect, Compare and Contrast, Descriptive, Persuasive, Problem/Solution, Procedure, and Sequence of Events.

- **Expository Paragraph Writing:** As with the essay topics, students can choose from numerous prompts to write a paragraph using one of the following writing types: Cause and Effect, Compare and Contrast, Descriptive, Persuasive, Problem/Solution, Procedure, or Sequence of Events. Each topic includes one or more articles, a corresponding writing prompt with guided directions, a graphic organizer, and a writing rubric.

- **Letter Writing:** Students can choose from various prompts to write a formal letter, a friendly letter, or a letter to the editor. These teacher-graded activities feature an assigned article, a guided writing prompt, a graphic organizer, and a writing rubric.

Writing Fluency

For these teacher-graded activities, students can choose from an assortment of writing prompts across the content areas: Picture Prompts, Word Prompts (Quick Writes), Math Prompts, Social Studies Prompts, Arts Prompts, Quotation Prompts, Physical Sciences Prompts, Life Sciences Prompts, Earth and Space Sciences Prompts, and Health and Nutrition Prompts. These short activities give students the opportunity to practice writing in various subject areas or respond to more entertaining writing prompts, such as Picture Prompts, Words Prompts, and Quotation Prompts. Teachers are provided with a brief explanation of what students should include in their answers for the prompts covering the subject areas of social studies, arts, physical sciences, life sciences, earth and space sciences, and health and nutrition. Students do not read an article before writing their responses, but they do read a short prompt and are expected to develop their writing based on their prior knowledge or experience, similar to the TOEFL independent writing prompts.

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Timed Writing

Students work through the writing process in these timed writing activities. The activities are teacher-graded, and a grading rubric is provided. The prompts are designed to help students practice organizing and writing a response within a limited time period and follow the TOEFL recommendations for practice with writing short 30-minute essays.

Editing and Revising

These activities are automatically scored. Topics include adjectives, verbs, sensory details and concrete examples, clear and concise sentences, active voice, topic sentences, compound sentences, coordinating conjunctions, commas, and semicolons. Students work toward clarity in their writing to meet the TOEFL expectation that "language errors do not result in inaccurate or imprecise presentation of content or connections."

Mechanics

Students work independently to learn about and practice the mechanics of writing in the following areas:

- **Parts of Speech:** Students read about various parts of speech (nouns, verbs, adjectives, adverbs, and conjunctions), as well as confusing words, and then complete a writing and/or multiple-choice activity and/or an assessment. The multiple-choice activities are computer-graded, and rubrics are provided for the teacher-graded writing activities.
- **Punctuation:** Students learn about punctuation marks (commas, apostrophes, and colons), as well as capital letters, and then write sentences correctly and/or spot and correct errors in multiple-choice activities. The multiple-choice items are computer-graded, and rubrics are included for the teacher-graded writing activities.
- **Sentences:** Students learn about sentences (types of sentences, simple sentences, compound sentences, and complex sentences), and then complete writing or multiple-choice activities in order to demonstrate understanding. The multiple-choice activities are computer-graded, and rubrics are provided for the teacher-graded writing activities.

Mechanics and sentence construction are particularly important for the TOEFL independent writing, as the rubric requires "facility in the use of language, demonstrating syntactic variety, appropriate word choice and idiomaticity.

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Listening and Speaking Skills

Listening and speaking skills are essential components of the TOEFL tests, which assess English language proficiency for multiple purposes: language used in interpersonal relationships, to navigate situations, and for academic purposes. For the TOEFL Junior test, students listen, taking notes if they would like, and respond to multiple-choice questions or listen or read and then speak to explain what they understood. For the TOEFL iBT test, listening, reading, and speaking are integrated, so students may have to demonstrate all three skills around a similar topic.

Achieve3000 Promotes Listening Skills Development

With TOEFL listening prompts for the iBT, students are asked to listen and take notes before answering questions. Questions typically ask for the main idea, supporting details, and the speaker's attitude or purpose. In order to support students' listening skills, Achieve3000 strategy lessons include a 90-minute Listening for the Main Idea and Supporting Details Activity with individual and whole-group practice, lesson extensions, graphic organizers, listening strategies, and teacher supports.

Achieve3000 features embedded audio supports to promote listening skills development. All lessons in Achieve3000 include a text-to-speech audio feature so students can hear the lesson read aloud and an audio-supported dictionary for the key vocabulary words in that lesson.

An optional Workforce Readiness Course features lessons that provide learners with the tools they will need to enter and navigate the workforce. Lessons include embedded videos so students can listen to native speakers discuss topics that are relevant to their success in the future, such as advice about filling out a job application, conducting themselves on the job, and interviewing.

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Achieve3000 Engages Students in Authentic Discussion and Debate

Achieve3000 is the ideal vehicle for eliciting natural discussion and communication: all students in the same class are reading about the same topic, so every student is able to participate in class discussions and debates. Achieve3000's before- and after-reading polls encourage the use of authentic language and vocabulary as students speak and listen to each other. Students can also use the graphic organizers to record information and jot down notes about what they'd like to add to the conversation.

Embedded in the After-Reading Poll step is a comment feed designed to teach 21st-century literacy skills by mirroring popular social media apps to encourage even more discussion and debate.

Achieve3000 Sample Note-Taking Graphic Organizer

Title: _____

Poll Question:

Do you agree or disagree?
Place the poll question in the organizer below. Record the answer choices as well as supporting and opposing arguments for each one. Be sure to include evidence from the text to support your answer. Use the ideas from the organizer to defend your position.

Choice #1:		Here's what I think and why:
Supporting evidence from text:	Opposing arguments from text:	
Choice #2:		
Supporting evidence from text:	Opposing arguments from text:	

Argument Phrases:

One major advantage of	in spite of	on the other hand	furthermore
one major disadvantage of	one point of view	nevertheless	however
apart from this/that	in the first place	to start with	even though

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Achieve3000 Evaluates Student Progress with Listening and Speaking Rubrics

Teachers can use grade-level listening and speaking rubrics to assess student development in the areas of collaborative conversations and listening; comprehension; descriptive details; media and visual displays; and audible speech. The rubric below is included in Achieve3000 solutions and can be used during the before- and after-reading polls, as well as during the discussions that teachers facilitate with the text-dependent questions for each lesson.

Practicing listening skills is essential for all TOEFL tests, which require students to understand main ideas, whether stated or implied, identify important details, make inferences based on a speaker's intonation, understand idioms, and comprehend a speaker's purpose. For the TOEFL iBT and Junior, students' speaking skills are evaluated for fluency and clarity, use of effective grammar and vocabulary, use of basic and complex grammatical structures, development of a clear progression of ideas, use of supporting details, and employment of effective intonation.

Achieve3000 Sample Listening & Speaking Rubric

Rubric

Speaking and Listening Standards 6th – 8th Grade Rubric

Category	4	3	2	1
Collaborative Conversations and Listening	• Student always has read necessary materials and is always prepared for and participates effectively in a range of grade-appropriate conversations requiring speaking and listening skills. • Student always follows agreed upon rules for discussions, sets goals and deadlines, and carries out assigned roles with little supervision.	• Student usually has read necessary materials and is usually prepared for and participates effectively in a range of gradeappropriate conversations requiring speaking and listening skills. • Student usually follows agreed upon rules for discussions, sets goals and deadlines, and usually carries out assigned roles with some supervision. Student does not disrupt discussions.	• Student has sometimes read necessary materials and is sometimes prepared for and participates in a range of gradeappropriate conversations requiring speaking and listening skills. • Student sometimes follows agreed upon rules for discussions, sets goals and deadlines, and will occasionally carry out assigned roles. Student is sometimes disruptive in classroom discussions.	• Student rarely has read necessary materials and is rarely prepared for and does not participate effectively in a range of gradeappropriate conversations requiring speaking and listening skills. • Student rarely follows agreed upon rules for discussions, sets goals and deadlines, and will not carry out assigned roles. Student is often disruptive in classroom discussions.
	• Student always asks appropriate questions and makes appropriate comments that contribute to topic under discussion. • Student always demonstrates understanding of multiple perspectives and acknowledges new information expressed by others.	• Student usually asks appropriate questions and makes many appropriate comments that contribute to topic under discussion. • Student usually demonstrates understanding of multiple perspectives and usually acknowledges new information expressed by others.	• Student sometimes asks appropriate questions and makes some comments that are unrelated to the topic under discussion. • Student sometimes demonstrates understanding of multiple perspectives and cannot always acknowledge new information expressed by others.	• Student rarely asks appropriate questions and rarely makes comments that contribute to topic under discussion. • Student rarely demonstrates understanding of multiple perspectives and rarely acknowledges new information expressed by others.

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Achieve3000: The Ideal Platform for TOEFL Preparation

Achieve3000 is ideal for preparing students for the TOEFL tests and for their futures. Embedded formative and summative assessments are proven to accelerate students' comprehension of nonfiction text and acquisition of essential vocabulary, readying them for the complexity and item types they will encounter. Based on decades of scientific research, Achieve3000's 5-Step Literacy Routine is designed to accelerate reading gains and comprehension skills while also developing essential writing, listening, and speaking skills—all skills that are assessed on the TOEFL. Teachers benefit from supports in the scaffolded lesson structure and rubrics that align with grade-level and TOEFL expectations. With Achieve3000, students can experience greater success on all of the TOEFL tests.

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