

Move On When Reading MOWR



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Using Assessment Data To Drive Instruction



Objectives

- **define a comprehensive assessment system as required by MOWR**
- **develop an effective and efficient reading assessment plan (collecting and interpreting data)**
- **guide and support teachers in determining instructional needs of students (forming instructional groupings based on data)**
- **using data for Tiers I,II and III targeted instruction**

Background Information

- **Brief overview of basic components of an effective reading program: K – 3**
 - **Phonemic Awareness**
 - **Phonics**
 - **Fluency**
 - **Vocabulary**
 - **Comprehension Strategies**



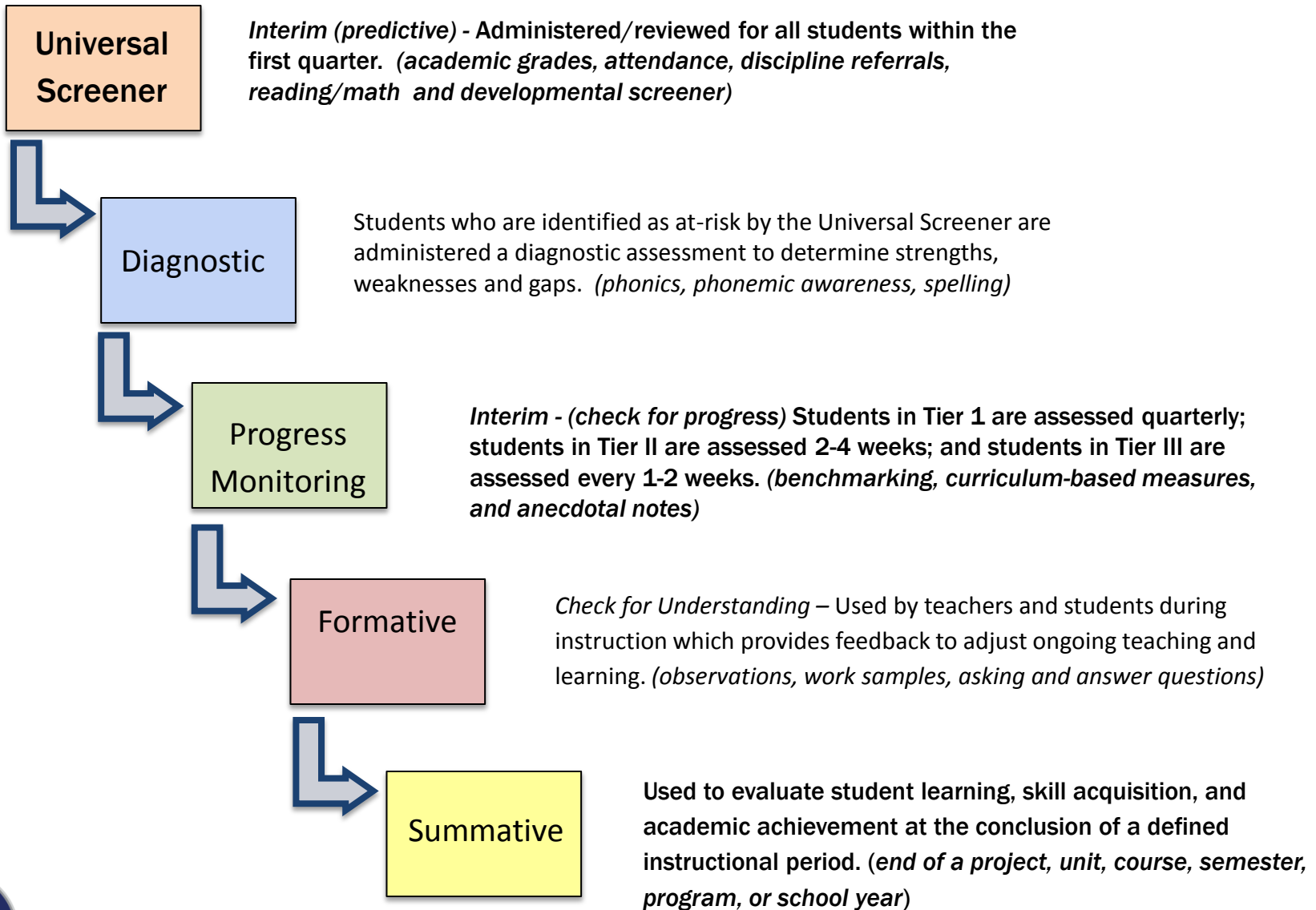
OBJECTIVES OF A COMPREHENSIVE ASSESSMENT PLAN

- Identify
- Monitor
- Collect
- Assess

*K-3 Comprehensive Assessment
Center of Instruction p. 1*



Comprehensive Assessment System



Reading Assessment Summary Form

Element	Name of Measure	Assessment Window	Who will Administer	Who receives data?	How will it be used?
Screening					
Progress Monitoring					
Diagnostics					
Outcome					



*Modified from Florida Center for
Reading Research*

Reading Assessment Summary Form

Element	Name of Measure	Assessment Window	Who will Administer	Who receives data?	How will it be used?
Screening					
Progress Monitoring					
Diagnostics	ARMMS	Following screening for students who fall below benchmark	Classroom teacher	Teacher and support staff	<ul style="list-style-type: none"> • target instruction in skills needed • use to create instructional groups
Outcome					



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Reading Research*

Reading Assessment Summary Form

Element	Name of Measure	Assessment Window	Who will Administer	Who receives data?	How will it be used?
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Universal Screener

- Tool is valid and reliable.
- Used to determine which students are achieving as expected and which are at risk in specific components of reading.
- Summarizes data by classroom/grade level.
- Used to determine who receives diagnostic assessment.
- Provides information on resource allocation.

Examples of Screening Resources



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MOWR Literacy Plan

Universal Screening Tools: Select a frequency for your screening schedule.

First (1 st) week of attendance	Second (2 nd) week of attendance	Third (3 rd) week of attendance	Fourth (4 th) week of attendance	Not currently being implemented
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Universal Screening Tools: given to all K-3 students to identify those who may be at risk for reading delays or who do not meet grade level benchmarks in essential components of literacy.

List your universal screeners and indicate the grade level assessed.	Kinder	1 st Grade	2 nd Grade	3 rd Grade	SEI Classroom

Teacher Reviews Screening Data

1. Who needs additional support?
Severity?
2. Which skills need to be taught directly and intensively?
3. How should groups be formed?
4. What resources are available?

		PSF	NWF	ORF
Susie				
John				
Ellen				
Sam				
Claude				
Tom				
Sallie				
Davis				
Matt				
Tobie				
Sarah				

At Risk

Approaching

Benchmark



MOWR Data Submission

- **Narrative analysis of student achievement with data submissions will be required three times per academic year.**
- **After analyzing your literacy data for each submission period, please provide a narrative review of:**
 - **How students are performing**
 - **What overall needs are identified**
 - **What actions or revisions will occur at the school level based on current student performance**



Diagnostic Assessment

- Administered following universal screener and for students not at benchmark.
- Provides information on specific reading skill development in the core reading components
- Determines student strengths, weaknesses and gaps
- Informs implementation of targeted instruction



MOWR Literacy Plan

Diagnostic Tools: identify areas of focus for instruction for K-3 students who are not at benchmark on universal screener.

Within 2 weeks of universal screener

Within 4 weeks of universal screener

Not currently being implemented

***Please provide explanation if Diagnostic Assessment is not being used as part of a comprehensive assessment system.**

List your diagnostic assessment and indicate the grade levels of students assessed with each tool.

Kinder

**1st
Grade**

**2nd
Grade**

**3rd
Grade**

**SEI
Classroom**



Sample Student Profile

CORE Phonological Segmentation Test		
Sentences into Words	2/5	I
Words into Syllables	6/8	I
Words into Phonemes	4/10	I
CORE Phonics Survey		
Alphabet Skills/Letter Sounds	52/52	
A & B Letter Names	18/21	
C. Consonant Sounds (x, y, q)	5/5 long	
D. Vowel Names and Sounds	3/5 short	
	Total 78/83	
	= S	
CORE Phonics Survey		
Reading and Decoding	3/10	I
E. Short vowels in cvc words	1/15	I
F. Consonant Blends with short vowels	1/15	I
G. Short vowels, digraphs, -tch trigraph	STOP	I
F-K. Only words read were “stop and when”		

I – Intensive
S - Strategic



CORE ARMMS

Phonological Segmentation Test

**Part A. Segmentation
into words**

2/5

Items 3-5 incorrect

**Part B. Words into
syllables**

6/8

Items 10 and 12 incorrect



CORE

Phonological Segmentation Test

Part C. Words into phonemes

4/10

16. thumb

/thu/ /m/

17. night

/n/ /i/ /g/ /t/

19. itch

/i/ /t/ /h/

21. short

/s/ /ort/

22. steak

/st/ /a/

23. clown

/cl/ /ow/

CORE Phonics Survey

Alphabet Skills and Letter Sounds

Parts A and B. Letter names (uppercase and lowercase)	All Correct
Part C. Consonant Sounds	18/21
Does not know x,y,q	
Part D. Vowel Sounds	5/5 long sounds 3/5 short sounds

Reading and Decoding

Part E. Short Vowels in CVC Words	2/5 1/5
<u>sip</u> mat/ tam let/lot bun/dun <u>hog</u>	
rut/rock fit/ ift <u>bat</u> hot/hop set/sit	
Part F.	1/5, 0/5, 0/5
“stop”	
Part G.	1/5, 0/5, 0/5
“ when”	

Interpret and Use Data

- Collect and analyze diagnostic data for all students below benchmark
- Group students with similar needs
- Determine appropriate evidence based instruction for each group



Example

Grouping for Instruction Planning Sheet

Group A Bette, Gloria	Group B Sean, Destiny, Rhonda, Lois
Instructional Focus: manipulating final phonemes in consonant- vowel-consonant (CVC) words	Instructional Focus: blending and segmenting individual phonemes; begin manipulating individual phonemes

***Instructional focus is
specific to the needs of
each group***



Progress Monitoring

- Used to determine whether students are making adequate progress.
- Used to determine whether instruction is meeting the student's needs.
- Indicates effectiveness of Core program.
- Measures reading skills such as phonemic awareness, phonics, fluency, vocabulary, or comprehension.
- Serves to predict success in meeting grade-level expectations.

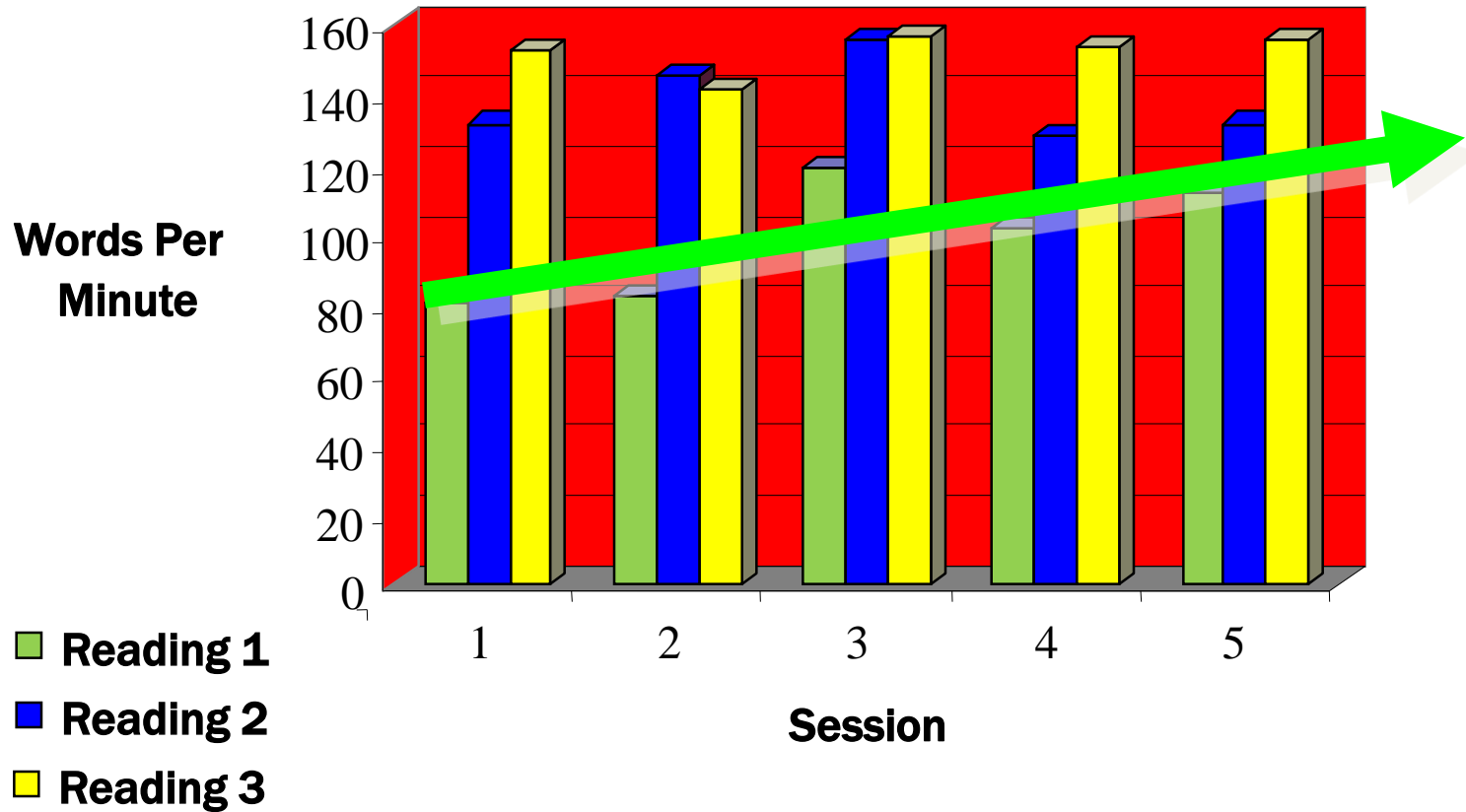
MOWR Literacy Plan

Progress Monitoring Tools: monitor literacy progress of K-3 students on a regular basis. Select how often you conduct progress monitoring on each student group below:

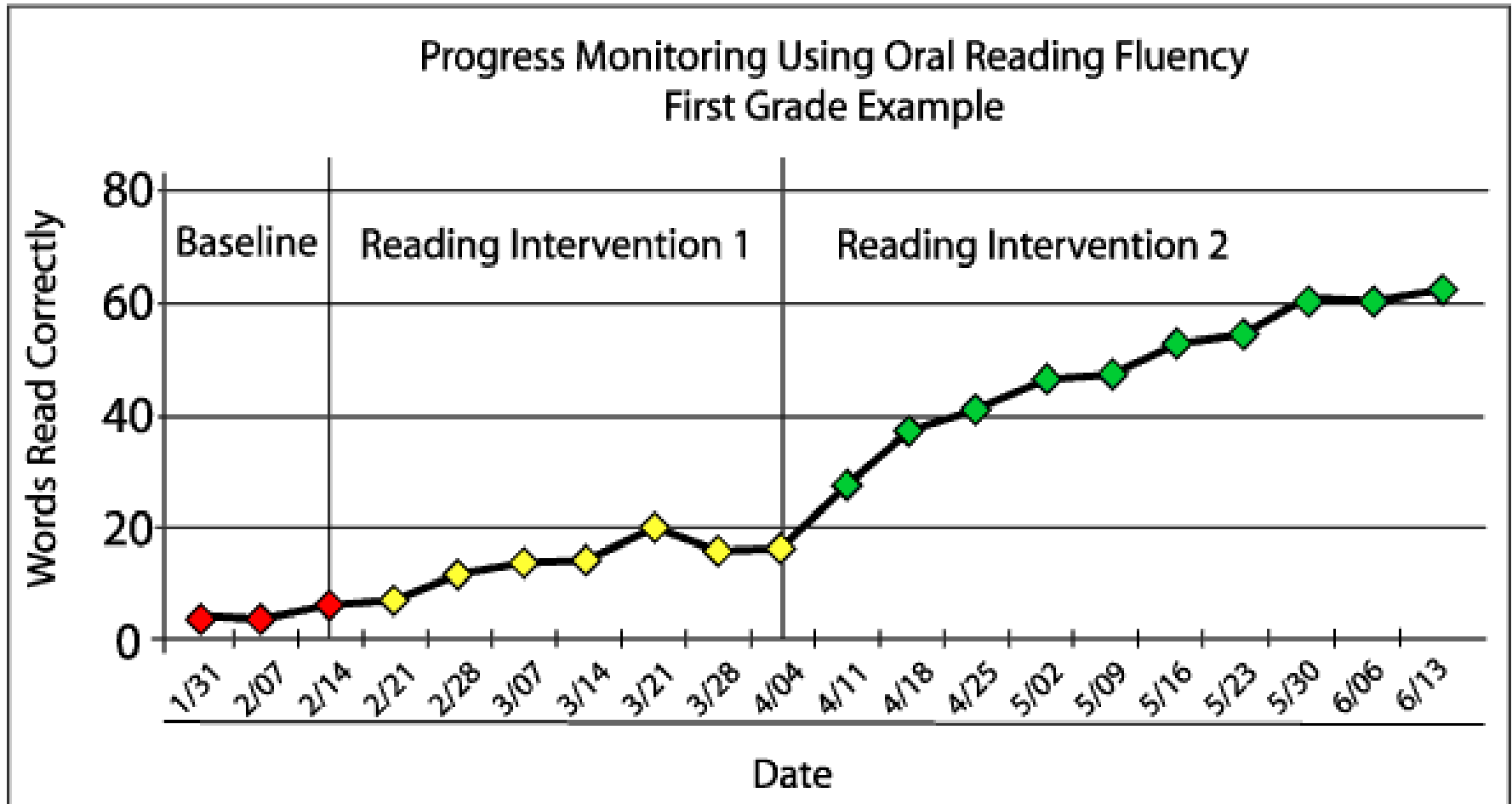
<u>Benchmark</u>						<u>Approaching</u>						<u>Significantly at Risk:</u>							
Every wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	NA	Every wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	NA	Every wk	Every 2 wks	Every 3 wks	Every 4 wks	Every quarter	Not given	Every wk	
<p>* Please provide explanation if Progressing Monitoring tools are not being used as part of a comprehensive assessment system.</p>																			
List Progress Monitoring Tool and indicate which grade level assessed.						Kinder	1st Grade	2nd Grade	3rd Grade	SEI Classroom									



Sample Student Progress Monitoring



Example from Data Notebook



Data Team Meetings



Monitor Student Progress

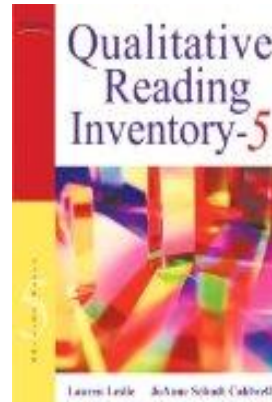
- Student Data
- Progress Monitoring
- Schedules

Problem Solving

- What's not working?
- Is more information needed?
- What changes are needed?

Summative Assessment

- Administered to all students at the end of the school year.
- Used to determine whether instruction met the student's needs.
- Provides a bottom line of effectiveness of Core program.



MOWR Literacy Plan

Summative Assessment Tools: End of year outcomes.					
	Kinder	1st Grade	2nd Grade	3rd Grade	SEI Classroom
				AzMerit	
				AzMerit	
				AzMerit	

How Does The Comprehensive Assessment System Support Student Achievement?

- The Universal Screener gives a big picture of all students.
 - Tells us if those who are at benchmark, continue to make expected progress
 - Provides a bottom line of effectiveness of Core program and Tier I instruction.
- The Diagnostic gives us specific information unique to each child's skill development.
 - Data is used to provide differentiated instruction.



How Does The Comprehensive Assessment System Support Student Achievement?

- Progress Monitoring gives us information on effectiveness of targeted instruction.
 - Tells us if students are on the trajectory towards their goals. Are we accelerating their learning?
- The Summative Assessment determines whether instruction met grade level expectations.
 - Provides a bottom line of effectiveness of Core program



Tiered Instruction

Tier I

Grade level instruction for all students

Tier II

Additional limited, targeted instruction beyond Tier I

Tier III

In addition to Tiers I, II

Tier 1 Basic Core Instruction	Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
<ul style="list-style-type: none"> • Grade-level content • Arizona's English Language Arts Standards • Differentiated instruction in large and small group settings • Assist students in reading independently at grade level • Assess students three times per year • All students 	<ul style="list-style-type: none"> • Skill-based (targeted skills) intervention • Diagnostic assessments and biweekly progress monitoring • Small group (1:3, not larger than 1:7) • Eight to ten weeks or longer if needed • Students below benchmark 	<ul style="list-style-type: none"> • Intensive intervention (urgent, relentless, and focused) • Multiple opportunities for student response • Skill-based (multiple targeted skills) • Weekly progress monitoring • Small group (maximum of 1:3) • Full school year • Not special education • Students below benchmark



Sample Data Groupings

Progress Monitoring & Reporting Network: Reports

Class Status Report

District: Your District School: Your School Teacher: KG - Teacher Name
 Grade: Kindergarten Probe: All Student: All
 Assessment: 4 School Year: 2003-2004 Date/Time:

Click on the column name to sort by that information.

[Class List](#) [Recommended Instructional Level](#) [LNF](#) [PSF](#) [NWF](#)

		Assessment 4		
		Benchmark 41	Benchmark 36	Target 26
Student 1	Intensive	24(HR)	0(HR)	0(HR)
Student 2	Intensive	34(MR)	4(HR)	0(HR)
Student 3	Intensive	8(HR)	0(HR)	0(HR)
Student 4	Intensive	19(HR)	38(LR)	9(HR)
Student 5	Intensive	6(HR)	0(HR)	0(HR)
Student 6	Intensive	14(HR)	44(LR)	0(HR)
Student 7	Intensive	21(HR)	3(HR)	2(HR)
Student 8	Intensive	22(HR)	25(MR)	8(HR)
Student 9	Intensive	20(HR)	13(MR)	4(HR)
Student 10	Intensive	25(HR)	41(LR)	21(MR)
Student 11	Intensive	8(HR)	3(HR)	6(HR)
Student 12	Strategic	38(MR)	29(MR)	7(HR)
Student 13	Strategic	29(MR)	15(MR)	13(HR)
Student 14	Strategic	35(MR)	54(AA)	19(MR)
Student 15	Initial	70(AA)	59(AA)	54(LR)
Student 16	Initial	52(AA)	41(LR)	22(MR)
Student 17	Initial	30(MR)	69(AA)	38(LR)
Student 18	Initial	45(LR)	35(MR)	29(LR)
Student 19	Initial	50(AA)	10(MR)	22(MR)
Student 20	Initial	37(MR)	49(AA)	27(LR)
Student 21	Initial	50(AA)	53(AA)	28(LR)



Modified from fcrr.org.

Tiered I, II and III Instructional Groupings

Group 1

Students **1, 3, 5, 11**

Diagnostic Results: Letter-naming, Phonemic Awareness

Students **1, 3, 5, and 11** were at high risk for all three measures on the Universal Screener.

The Phonics Survey diagnostic data showed they needed to learn letter names for more than 20 letters. The data from the Phoneme Segmentation Test showed that these students were unable to segment at the phoneme level. Instruction at the teacher-led center for this group will be intensive and focus on letter-naming both upper and lower case and letter sounds. Instruction will also focus on segmenting at the syllable level.

Tier II In addition to whole group and differentiated small group instruction, this group will also need additional instructional support, as described above, beyond the 90 minute reading block.



Modified from fcrr.org.

Tiered I, II and III Instructional Groupings

Group 2

Students **2, 4, 6, 7**

Diagnostic Results: letter – sound correspondence

Group 2 looks similar to group one but had slightly higher scores on some measures of the Universal Screener. Students 2, 4, 6, and 7 were placed in this group. The Phonics Survey diagnostic data showed they knew letter names and sounds for only a few. Instruction at the teacher-led center for this group will concentrate on letter-sound correspondences and writing letters.

Tier II In addition to whole group and differentiated small group instruction, this group may also need additional instruction and practice beyond the 90 minute reading block.



Modified from fcrr.org.

“To achieve 90% at or above standard, elementary schools must create a growth pattern where the majority of students’ achieve annual growth and nearly all students in the lowest quintiles make double annual growth or more....A systemic response requires making assessment and reporting systems available in classrooms that allow teachers to identify initial achievement levels, set growth targets, and measure students’ growth three to four times a year.”

(Fielding, Kerr, & Rosier, 2007, pp. 188-189)



Next Steps

- **Are we meeting our Standards and Benchmarks for all students?**
- **Are we able to identify students at risk of reading failure?**
- **Do we have a diagnostic system in place to determine why students are falling below benchmark?**
- **Do we have a structure to support students once they have been identified?**
- **How are we monitoring students' progress and effectiveness of targeted instruction?**
- **What do we need in the area of professional development?**

