

Using Data to Make Decisions

A Presentation of RMC Research



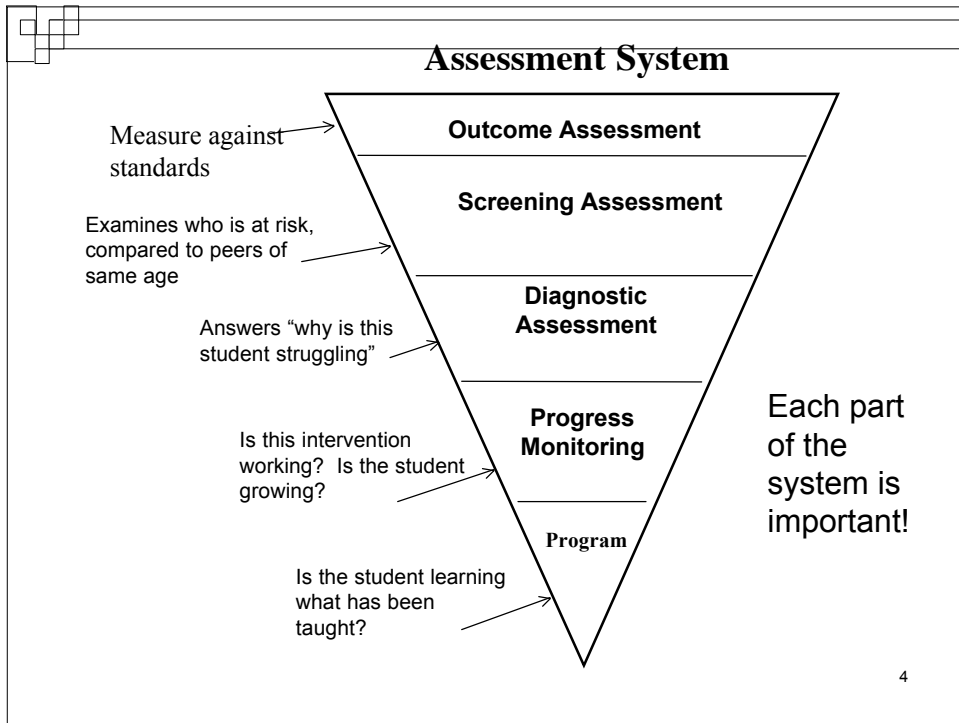
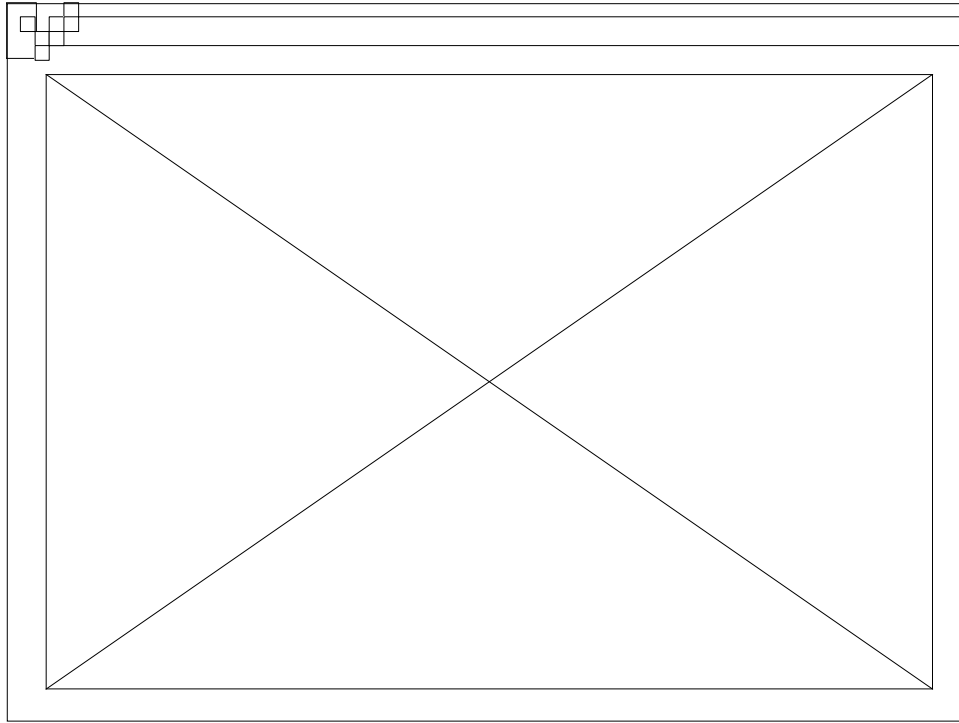
**PRESENTER: Lexie
Domaradzki**

DATE: May 31st, 2010



Goals for Session

- Increase knowledge of Comprehensive Assessment System
- Increase skill in using Screening, Diagnostic, Progress Monitoring and Program assessments



Universal Screening

All students

Usually 3 times a year

Measure performance compared to students of their own age

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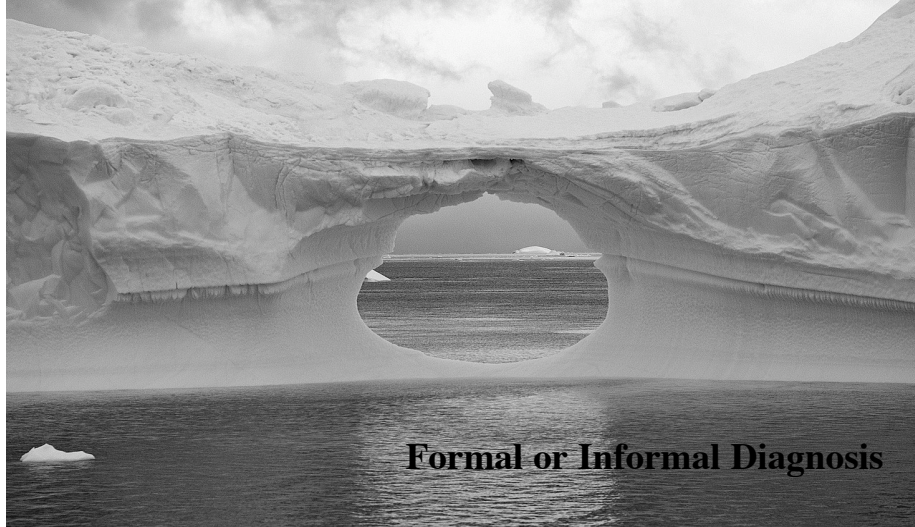
13 (19 of 60) 75% Find

Table 3. Recommended target areas for early screening and progress monitoring

Measures	Recommended grade levels	Proficiencies assessed	Purpose	Limitations
Letter naming fluency	K-1	Letter name identification and the ability to rapidly retrieve abstract information	Screening	This measure is poor for progress monitoring since students begin to learn to associate letters with sounds. It is not valid for English learners in kindergarten, but seems valid for grade 1.
Phoneme Segmentation	K-1	Phonemic awareness	Screening and progress monitoring	This measure is problematic for measuring progress in the second semester of grade 1. As students learn to read, they seem to focus less on phonemic skills and more on decoding strategies.
Nonsense word fluency	1	Proficiency and automaticity with basic phonics rule	Screening and progress monitoring	This measure is limited to only very simple words and does not tap the ability to read irregular words or multisyllabic words.
Word identification ²⁶	1-2	Word reading	Screening and progress monitoring	This measure addresses many of the limitations of nonsense word fluency by including multisyllabic and irregular words.
Oral reading fluency (also called passage reading fluency)	1-2	Reading connected text accurately and fluently	Screening and progress monitoring	Although the measure has moderately strong criterion-related validity, it cannot give a full picture of students' reading proficiency. Many students will score close to zero at the beginning of grade 1. The measure still is a reasonable predictor of end of year reading performance.

Source: Authors' compilation based on Fuchs, Fuchs, Thompson, Al Otaiba, Yen, Yang, Braun, and O'Connor (2001b), Senechal et al. (2003b), Schatschneider (2006), O'Connor and Jenkins (1999), and Baker and Baker (2008) for letter

Diagnosing-(looking for vulnerabilities)



Two Types of Diagnostic Assessments

■ Formal

- Administered by experts
- Given to students with significant and unexplained reading weaknesses
- Most often are normed and provide percentiles for each skill measured
- Often used to place students for special services
- Examples are: Woodcock-Johnson, GORT

■ Informal

- Do not have to be given by experts
- Provide information about strengths and weaknesses for specific skills
- Designed to be used to guide instruction
- Most often do not provide norms

Digraphs and Blends

Digraphs are two letters that spell one sound.

□ Common consonant digraphs on the Surveys:

- sh - she
- ch - chap
- wh - whip
- th - then or thumb
- ck - back

Blends are two consonant letters together, each with its own sound.

□ A few blends on the Surveys are:

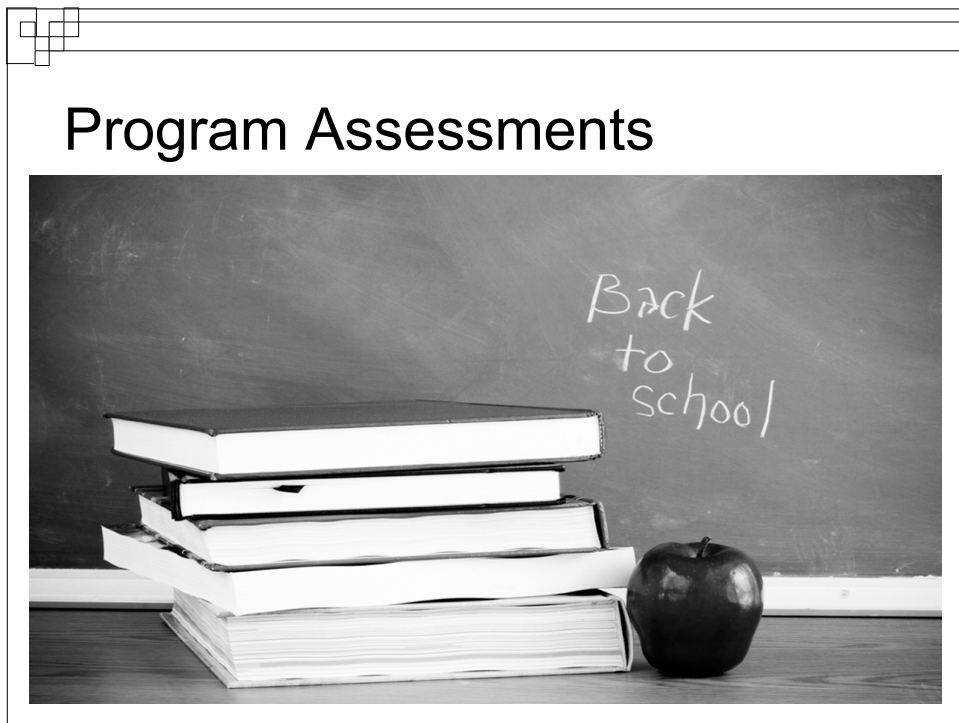
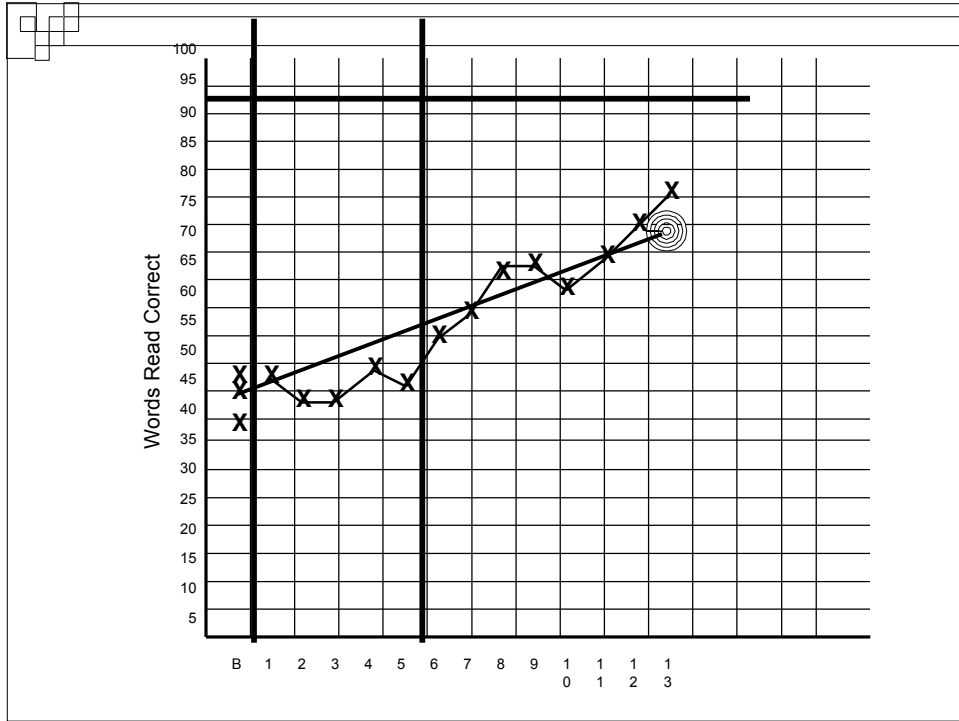
- st - must, stop
- tr - trap
- nd - band
- br - brat

Progress monitoring

<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>



Is the
intervention
having a positive
impact?





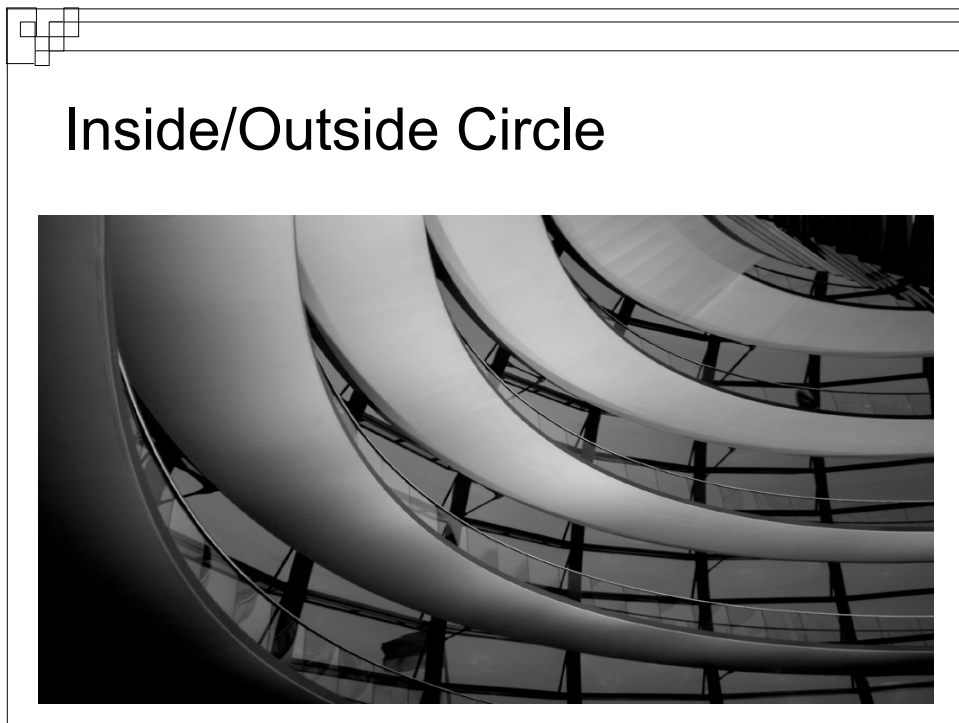
Comprehensive Assessment Guide

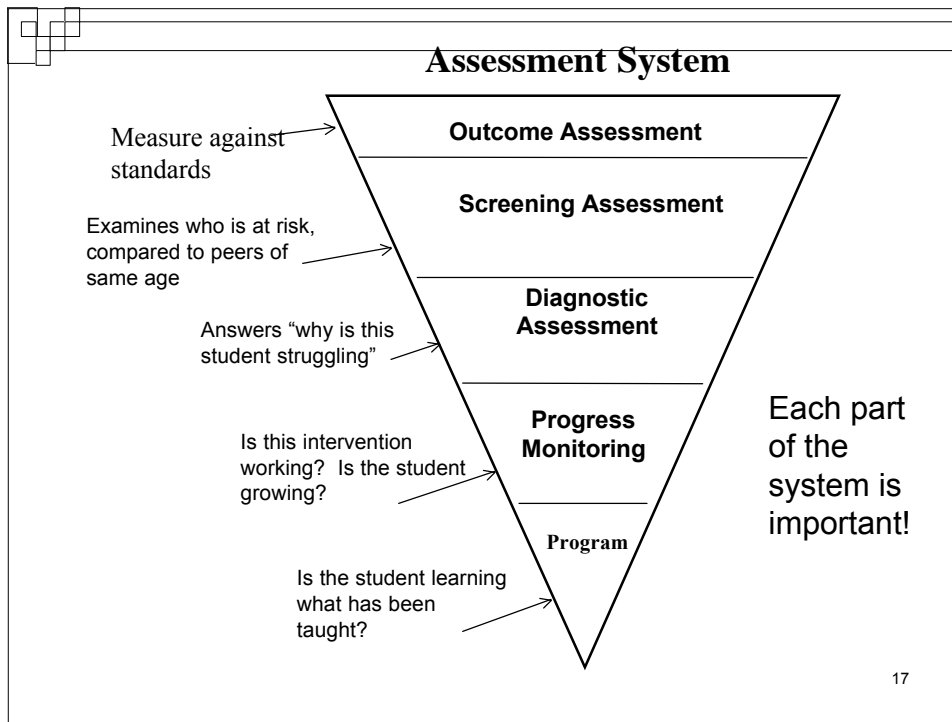
- Concise reference for the assessment system
- Developed by the Center On Instruction
- Share with members of your district, school board, staff



Students cannot benefit from education practices they do not experience.







Transparency rules

“Technically, leaders must become more and more what we call *assessment literate*. They must be able to decipher and use data effectively.” M. Fullan

The more the leader becomes assessment literate and the more he or she practices transparency, the better they get at it.



Resources

- Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
- Torgesen, J. K. (2006) A comprehensive K-3 reading assessment plan: Guidance for school leaders. Portsmouth, NH. RMC Research Corporation, Center on Instruction





Thank you

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