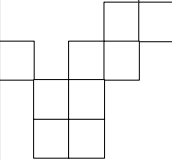
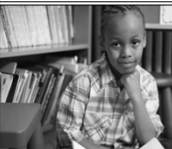


## Response to Instruction: Using Data to Make Decisions





**PRESENTER:** Lexie Domaradzki

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## Welcome...



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
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## Goals for Session

- Build common understanding of comprehensive assessment system
- Increase knowledge and skill with current assessments being used in your school district
- Increase skill with understanding rate and accuracy issues

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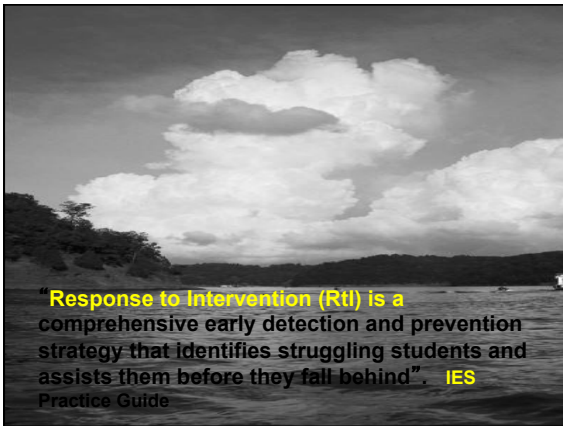
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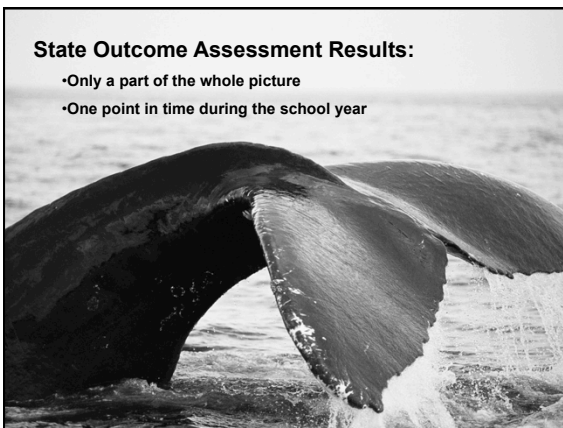
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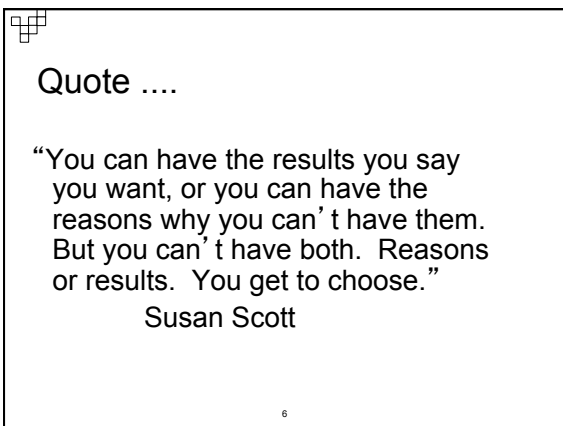
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## Application for Data Analysis

- If 70% or more students are not at benchmark/proficient, indicates a need for strengthening core instruction
- Students scoring in the tier II category usually need additional practice and repetition
- Students scoring in the Tier III category have usually not mastered essential skills

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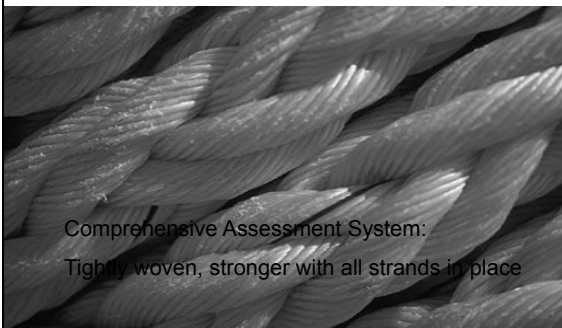
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## Center On Instruction K-3 Assessment Guide for




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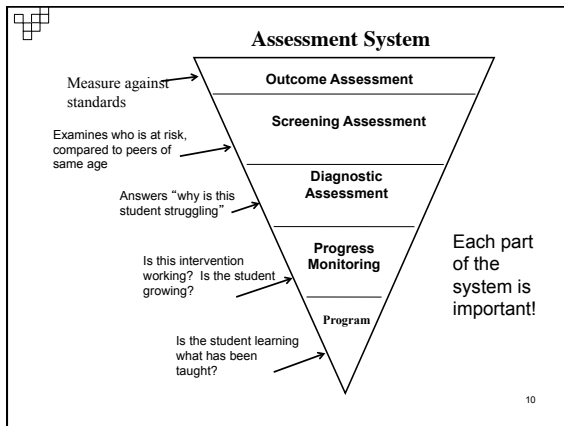
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**Universal Screening**

**All students**

**Usually 3 times a year**

**Measure performance compared to students of their own age**

IES Practice Guide, pg 13

Reliable and Valid  
Brief

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**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 <sup>26</sup>	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.

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Where to you stand with implementation of a screening measure?




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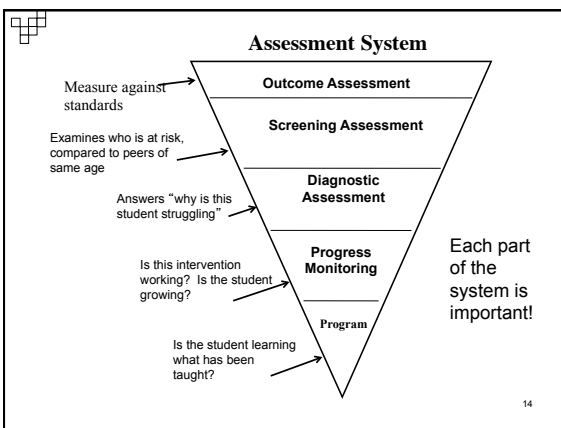
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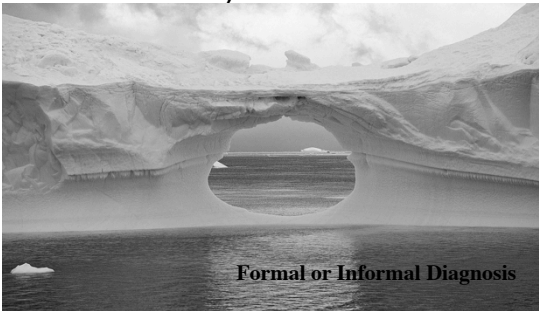
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Diagnosing-(looking for vulnerabilities)



Formal or Informal Diagnosis

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## Diagnostic Tools

- Not grade level specific
- Skill specific
- Should be used with struggling students
- Usually takes about 20 minutes per child
- Information used for designing intervention or instructional emphasis in core instruction

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## 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

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## Digraphs and Blends

Digraphs are two letters that spell one sound.

- ☐ Common consonant digraphs on the Surveys:
  - sh - she
  - ch - cha p
  - wh - whi p
  - th - the n or thu m b
  - ck - b a ck

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

- ☐ A few blends on the Surveys are:
  - st - must, sto p
  - tr - trap
  - nd - band
  - br - brat

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**Beginning Decoding Survey**  
**50 Very Easy**  
**One-Syllable Words**

5 high frequency words →

5 real words with short vowels & 3 letters →

5 real words with short vowels & 4 letters (digraphs) →

5 real words with short vowels & 4 letters (blends) →

22 one-syllable words in sentences: short vowels & high frequency words →

8 nonsense words with short vowels

- 4 with 3 letters
- 4 with 4 letters (digraphs)

Set 1 Words and Sentences to Read

see one they you are

rag lid dot hum bet

rich shop tack quit moth

dust step trip pond bras

Set 2

1. The cat hid in a box.

2. The fresh fish is still on the wet grass.

3. Six flat shells were in my bath.

Set 3

vop yud zin keb

shap thid chut weck

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**Schools Often Use Only Six Steps**

1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. Group students with similar instructional needs based on the screening DATA.
4. Plan instruction based on DATA acquired during screening.
5. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
6. Progress monitor students and use DATA to adjust instruction accordingly.

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**Seven Steps to Achieve the Best Results**

1. Establish an evidence-based core reading or language arts program appropriate to student and teacher population. Use DATA to determine if the core programs are effective.
2. Screen students and use DATA from screening assessment to identify those who may not be reading as well as expected for a grade level.
3. ***Diagnose weaknesses and use diagnostic assessment DATA to pinpoint the specific weaknesses of students identified during screening who are not performing as expected.***
4. Group students with similar instructional needs based on the screening and diagnostic DATA.
5. Plan instruction based on DATA acquired during screening and diagnosis.
6. Teach students in small, homogenous groups. Use progress monitoring DATA to adjust instruction.
7. Progress monitor students and use DATA to adjust instruction accordingly.

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## Intermediate Reading System

### ■ Identify students at risk:

- ☐ State outcome assessment (SBA)
- ☐ Program/district assessments (Terra Nova)
- ☐ Give students a Grade Level Fluency assessment

### ■ Give students who did not score well on the grade level fluency, a fluency assessment 2-3 grades below grade level

### ■ Give students who didn't meet the target a diagnostic assessment

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Screening for Secondary Students		Target Fall 127 wcpm	
Student Names	5th Grade score		
Janie	78		
Marcus	135		
Sunshine	93		
Roy	110		
Johnathon	104		
Daisy	57		
Lola	111		
James	99		
Roger	43		
Brandon	102		
Jamila	152		
Susan	147		
Franklin	94		
Walter	101		
Betsy	121		
Kerry	134		
Screening for Secondary Students		Target Fall 95 wcpm	
Student Names	5th Grade score	3rd Grade Score	
Jamila	152		
Susan	147		
Marcus	135		
Kerry	134		
Betsy	121		
Lola	111	126	
Roy	110	137	
Johnathon	104	118	
Brandon	102	126	
Walter	101	104	
James	99	100	
Franklin	94	102	
Sunshine	93	96	
Janie	78	82	
Daisy	57	73	
Roger	43	61	
Students in light green need a Diagnostic			

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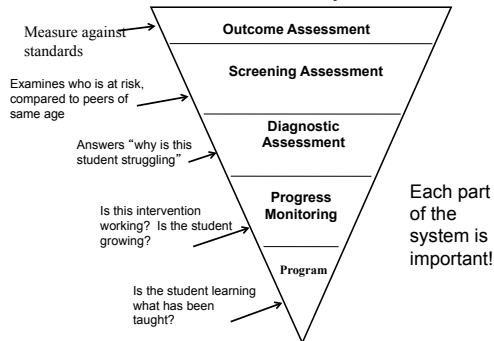
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## Assessment System



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## Progress monitoring

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

**Is the intervention having a positive impact?**

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## Progress monitoring

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

- One or two subskills
- 1 to 2 minutes per day
- 1 a month-benchmark
- 2x a month struggling students
- Can be given at instructional level
- 2 students per day

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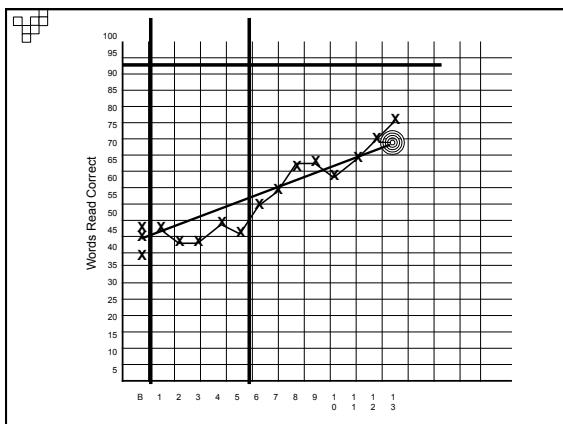
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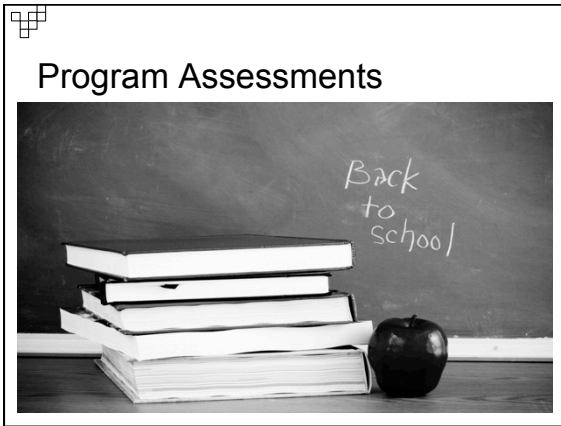
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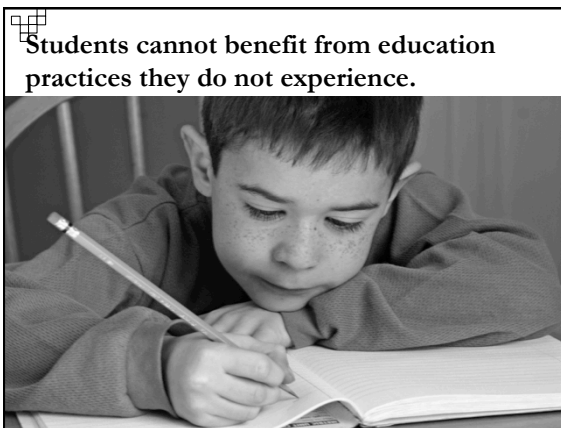
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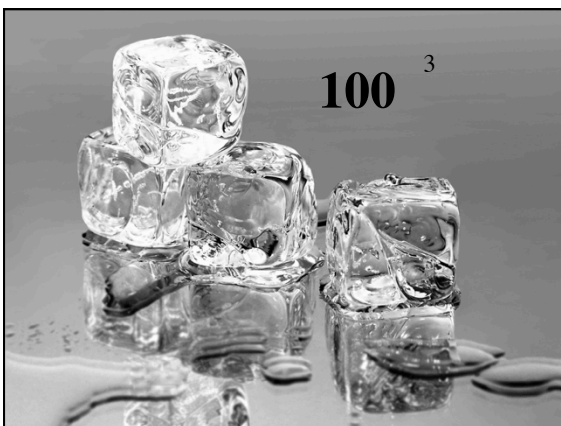
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Wrap Up- thank you



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