

ASSESSMENTS

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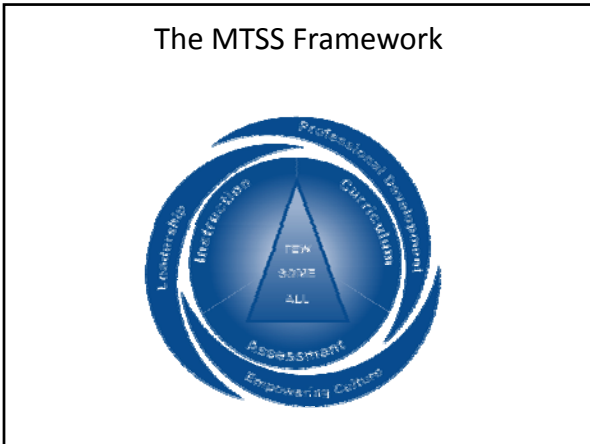
Assessment is the
collection of data to
make decisions.

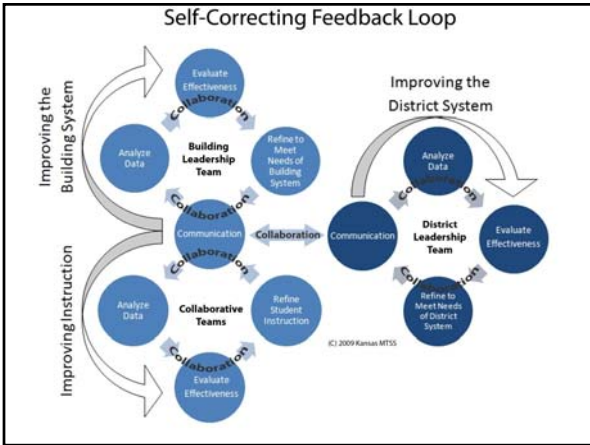
(Salvia & Ysseldyke, 1997)

*Assessment is useless if
we don't use it to guide
our actions.*

Discussion Points

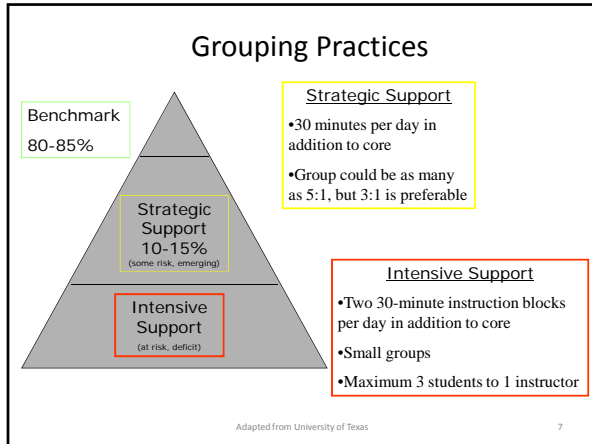
- MTSS Logo – Assessment Section
 - Core Beliefs
 - Assessments
 - Universal Screening
 - Progress Monitoring
 - Diagnostic
 - Outcome
- Data Analysis





Mission Valley Core Beliefs

We believe	This means	Doesn't mean
Every child learns and achieves to high standards	Data for each student shows progress is being made.	Our school makes AYP
Every member of the education community continues to grow, learn and reflect	Administrators and teachers will work together to improve instruction for all students and be guided by data.	Staff gets to self-select participation in professional development activities that will improve instruction for all students.
Every leader at all levels is responsible for every student	Every student in the building is my student. Staff takes complete ownership in all students	We talk about "their" students or subgroups.
Change is intentional, cohesive and dynamic	Staff is involved in improving instruction based upon data	Improvement activities are based upon current trends.



Assessments

Activity

- What student assessments are given in the district(s) and building(s) you work in?

Where do all these assessments fit??

Assessment

- **Formative Assessments**
 - Provide data used to make instructional decisions throughout the year.
- **Summative Assessments**
 - Measure final outcomes, for example, state assessments and end-of-instruction assessments.

4 Types of Assessments

TYPE	USE	PURPOSE
Universal Screening (Formative)	identify children who need more intense assessment to determine the potential for intervention.	"First Alert"
Progress Monitoring (Formative)	use information to determine student progress and to plan differentiated instruction.	"Growth Charts"
Diagnostic (Formative)	use information to plan instruction, including intensive intervention strategies.	"In-depth View"
Outcome (Summative)	Evaluate student performance after instruction is completed.	"Reaching our goals"

Important Feature....

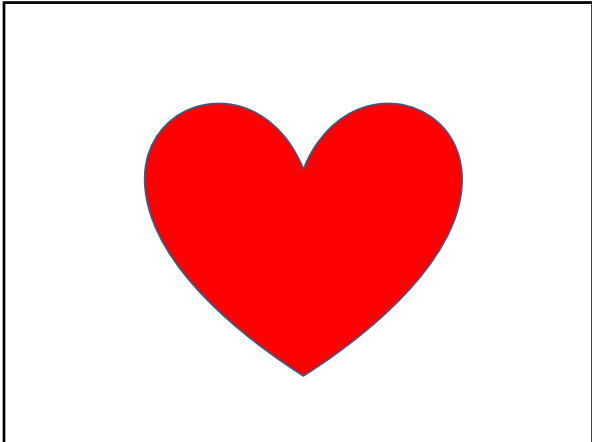
PUBLISHED ASSESSMENTS

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SUFFICIENT TECHNICAL ADEQUACY

➤ Assessments chosen need to be

- valid,
- reliable, and
- based on scientifically based research.



Comprehensive Assessment System

There are four steps in developing a comprehensive assessment system:

1. selecting assessments
2. determining who will conduct assessments,
3. assessment schedule, and
4. establishing a data management system

Hall, 2008

Selecting Assessments?

EARLY LITERACY ASSESSMENTS				
TYPE	EXAMPLES	USE	PURPOSE	QUESTIONS
Primary Source Screening (Formative)	•DIBELS •AIMSWEB •STEEP	identify children who need more intense assessment to determine the potential for intervention.	"First Alert"	Who is at risk? Who needs close monitoring?
Supporting Source Screening (Formative)	MAP			
Primary Source Diagnostic (Formative)	•DPS •HAST	use information to plan instruction, including intensive intervention strategies.	"In-depth View"	What are the strengths? The weaknesses? Are other students exhibiting similar profiles?
Supporting Source Diagnostic (Formative)	•GORT IV •PALS •CTOPP •DRA 2			
Progress Monitoring (Formative)	•DIBELS •AIMSWEB •STEEP	use information to determine student progress and to plan differentiated instruction.	"Growth Charts"	Who needs extra support? How should groups be formed? Which skills need emphasizing?
Outcome (Summative)	•STATE ASSESSMENTS •UNIT TESTS	Evaluate student performance after instruction is completed.	"Reaching our goals"	Have we accomplished our goals for a student? A class? A district? What needs changing next year? Things to continue?

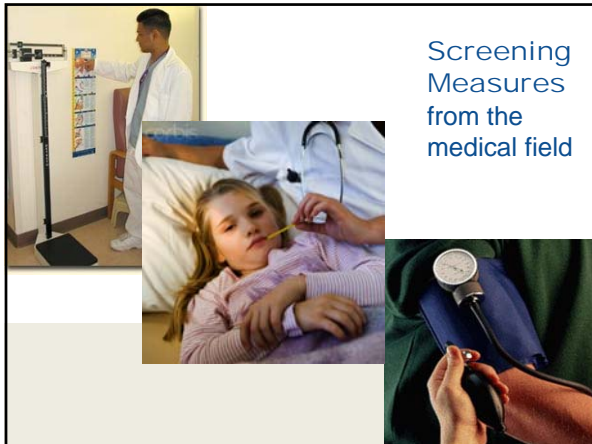
Assessments

➤ Please find the following handouts:

- Appendix B – Literacy Skills for Universal Screening
 - Appendix C – Stages of Mathematical Development
 - Appendix D – Reading Diagnostic Assessments
-
- We will soon be looking at the various areas on the handouts as we journey through assessments.

Universal Screening

EXAMPLES	USE	PURPOSE	QUESTIONS
•DIBELS •AIMSWEB •STEEP	identify children who need more intense assessment to determine the potential for intervention.	"First Alert"	Who is at risk? Who may need additional assistance? Who needs close monitoring?



Universal Screening Critical Features

- Grade level standardized test
- Brief, easy to administer and score, inexpensive, given with fidelity
- Measures critical skills
 - *5 areas reading
 - *Computation & P. Solving
- **Multiple forms for progress monitoring**
- Provides data to assist with decision-making
- Indicates which students are at-risk

Universal Screening Literacy Appendix B

- Identify students that may need additional support due to advanced or at-risk needs.
- Measure various skills.
- **K-3 All students are screened 3 times per year.**
- **4-8 All students are screened 3 times per year.**
 - ORF 3 passages

Universal Screening Literacy Cont.
Appendix B

Multi-step Process 9-12
All Students 2-3 Times Per Year

1. High Stake Assessments (State Assessments)
 2. Data From Other Group Tests (MAP, Locally Standardized Formative Assessments, Criterion Reference Assessments, ITED, etc.
- Which students are considered for EXTENSION?
 - Which students are considered in need of ACCELARATION?

Multi-step 9-12 Literacy
Process Cont.

- Which students are considered AT-RISK and in need of ACCELARATION?
- ✓ Any student with a score indicating at-risk is given an 8th grade level maze passage.

Universal Screening Math
Appendix C

- Most commonly measure early numeracy, computation, and concepts and application.
- Identify students that may need additional support.
- K-8 Screen all children 3 times per year.

Universal Screening Math Cont. Appendix C

Multi-step Process 9-12
All Students 2-3 Times Per Year

1. High Stake Assessments (State Assessments)
 2. Data From Other Group Tests (MAP, Locally Standardized Formative Assessments, Criterion Reference Assessments, ITED, etc.
- Which students are considered for **EXTENSION**?
 - Which students are considered in need of **ACCELERATION**?

Multi-step 9-12 Math Process Cont.

- Which students are considered **AT-RISK** and in need of **ACCELERATION**?
- ✓ Give an 8th grade level basic skills assessment of computation and concepts and applications.

DIBELS Booklet

S-1a

Dynamic Indicators of Basic Early Literacy Skills™ 4th Ed.
University of Oregon
First Grade Benchmark Assessment

Name: Tiffany Teacher: _____
School: _____ District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter	Benchmark 3 End/Spring
Date	9-15-08		
Letter Naming Fluency	34		
Phoneme Segmentation Fluency	15		
Nonsense Word Fluency	18		
DIBELS Oral Reading Fluency		(middle score)	(middle score)
Retell Fluency (Optional)		(middle score)	(middle score)
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

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S-1a

Dynamic Indicators of Basic Early Literacy Skills™ 4th Ed.
University of Oregon
First Grade Benchmark Assessment

Name: Bobby Teacher: _____
School: _____ District: _____

	Benchmark 1 Beginning/Fall	Benchmark 2 Middle/Winter	Benchmark 3 End/Spring
Date	9-15-08		
Letter Naming Fluency	42		
Phoneme Segmentation Fluency	36		
Nonsense Word Fluency	18		
DIBELS Oral Reading Fluency		(middle score)	(middle score)
Retell Fluency (Optional)		(middle score)	(middle score)
Word Use Fluency (Optional)	(Optional)	(Optional)	(Optional)

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Important Indicators Over Time

Assessment Periods	Kindergarten	1 st Grade	2 nd -6 th Grade
Fall	ISF	PSF or NWF	ORF
Winter	ISF	NWF	ORF
Spring	PSF	ORF	ORF

What About The Other Kids?

- If they **are not** in need of extension or acceleration?
- They should be reached through the **CORE** with **DIFFERENTIATED INSTRUCTION!**

Who can be **trained** to give the Screening Assessment?

- Teachers
- Paras
- Teacher Aids
- School Psychologist
- Principal
- Reading Specialist
- Special Education Teachers

Diagnostic Assessment

EXAMPLES	USE	PURPOSE	QUESTIONS
<ul style="list-style-type: none"> •QPS •PAST •GORT IV •PALS •CTOPP 	use information to plan instruction, including intensive intervention strategies.	"In-depth View"	What are the strengths? The weaknesses? Are other students exhibiting similar profiles?

Diagnostic Assessments

- **QPS** (Quick Phonics Screener) is a quick test of phonics skills.
- **PAST** (Phonological Awareness Skills Test) is a relatively brief measure of phonological and phonemic awareness skills.
- **GORT IV** (Gray Oral Reading Test) is a measure of reading comprehension.
- **PALS** (Phonological Awareness Literacy Screening) is a multi-skill measure of all the 5 Big Ideas of Reading
- **CTOPP** is a lengthy measure of phonological processing skills.

Using Data for Grouping

- **Scores alone are not enough!**
- **To form groups and plan instruction, you need to analyze all scores and other data—**
 - PA and Phonics Screeners
- **You may also have to go back “down” the skill continuum for older students**

Students Have Different Types of Needs

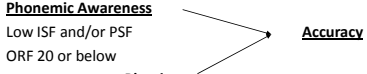
Phonemic Awareness
Low ISF and/or PSF
ORF 20 or below

Phonics
ORF is 20 or below &
Accuracy below 95%
Low NWF or
Phonics Screener

Accuracy

Fluency (passage level)
DIBELS ORF is higher than 40 with at
least 95% accuracy

Comprehension
Excellent ORF score, but RTF
below 25% of ORF

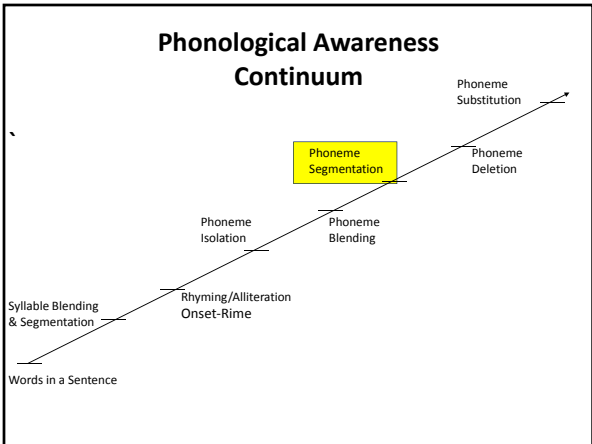


Phonological Awareness Assessment

Phonological Awareness Skills Test (PAST)

(Sounds in Action, Zgonc, 2000)

Phonological Awareness Continuum



Words in a Sentence

Syllable Blending & Segmentation

Rhyming/Alliteration
Onset-Rime

Phoneme Isolation

Phoneme Blending

Phoneme Segmentation

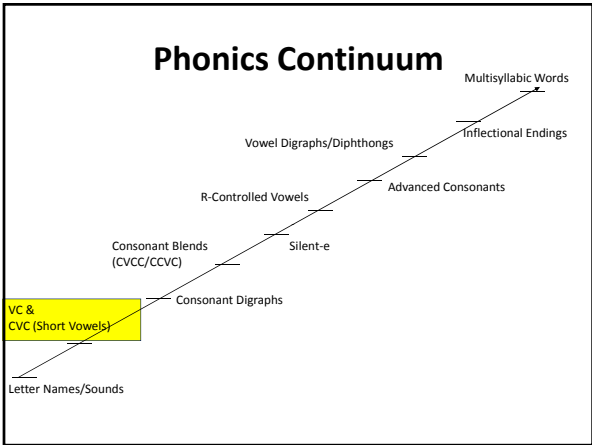
Phoneme Deletion

Phoneme Substitution

Phonics Assessment

Quick Phonics Screener (QPS)

Jan Hasbrouck, 2006



Diagnostic Assessments

WHEN?

- Students show they are not at benchmark due to the screening assessment or **are not showing gain due to progress monitoring.** (for elementary students)
- Students fail mazes for Literacy or the 8th Grade Basic Skills Math Assessment. (for secondary students)

Diagnostic Assessments Questions

Considerations when choosing a diagnostic instrument include:

- What is the amount of time it takes to give the assessment?
- Is this assessment effective and accurate in diagnosing student instructional needs?
- What criteria will be used to signal when a student may be in need of more intense assistance?
- Who will be trained to administer the diagnostic assessment and interpret the results?
- Who and how will this data be documented.

•Progress Monitoring

Defining Progress Monitoring

- “refers to formative assessments that are done regularly through the year to determine whether an individual student or group of students is making sufficient progress related in a particular skill area so the end of year goals will be met”
– (Safer, American Institutes for Research, 2006 LRP)

“Progress monitoring is a **scientifically based practice** that is used to **assess students' academic performance** and evaluate the effectiveness of instruction.
Progress monitoring can be implemented with individual students or an entire class”

National Center on Student Progress Monitoring

“The National Center on Response to Intervention defines progress monitoring as repeated measurement of academic performance to inform instruction of individual students in general and special education in grades K-8. It is conducted at least monthly to (a) estimate rates of improvement, (b) identify students who are not demonstrating adequate progress and/or (c) compare the efficacy of different forms of instruction to design more effective, individualized instruction”.

Progress Monitoring

- A means by which teachers can regularly and systematically monitor students' academic performance.
- Allows educators to check the progress of each individual student, determine if the child is making adequate progress towards attaining grade level proficiency
- Ensures that those students receiving interventions are progressing on target

(Fuchs,2002)

Connections: MTSS



- “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (NASDE, 2005).

- How does progress monitoring work?

“To implement progress monitoring, the student’s current levels of performance are determined and goals are identified for learning that will take place over time. The student’s academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student’s progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs”.

National Center on Student Progress Monitoring

Progress Monitor Excuses

- “I know what my kid’s need and what is happening without progress monitoring”!
- “I don’t have time to progress monitor”.
- “I’m a reading specialist and I have been trained to know what kids need, what interventions to use with out progress monitoring, and looking at that data”.
- “I don’t have time to teach because all I do is assessments”.
- We know this family!

William Allen White Elementary
DIBELS Benchmark Assessment Data (Kindergarten)

	Window 1 Intensive	Window 1 Strategic	Window 1 Benchmark	Window 2 Intensive	Window 2 Strategic	Window 2 Benchmark	Window 4 Intensive	Window 4 Strategic	Window 4 Benchmark
2003-04	51%	37%	12%	38%	31%	31%	40%	23%	23%

William Allen White Elementary
DIBELS Benchmark Assessment Data (Grade 4)

	Window 1 Intensive	Window 1 Strategic	Window 1 Benchmark	Window 2 Intensive	Window 2 Strategic	Window 2 Benchmark	Window 4 Intensive	Window 4 Strategic	Window 4 Benchmark
2003-04	27%	22%	51%	26%	23%	50%	30%	16%	54%

What are the benefits of progress monitoring?

“When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students’ progress;
- higher expectations for students by teachers; and fewer Special Education referrals”.

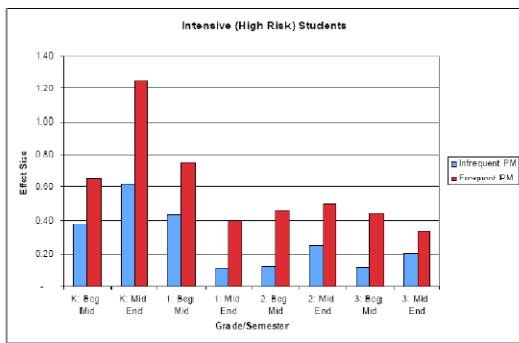
National Center on Student Progress Monitoring

Who should be practicing progress monitoring?

“Anyone who is interested in **improving results for children** should be implementing progress monitoring. Whether you are a regular educator, special educator, related service provider, administrator, or family member, you should be interested in implementing research-based progress monitoring practices”.

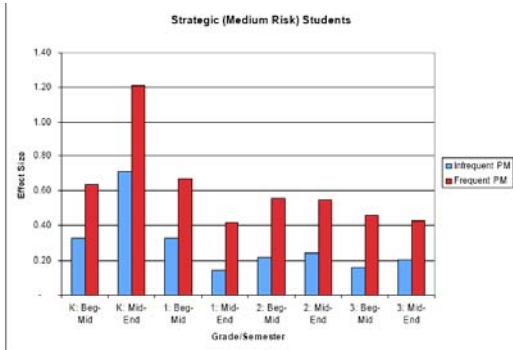
National Center on Student Progress Monitoring

Intensive (High Risk) Students

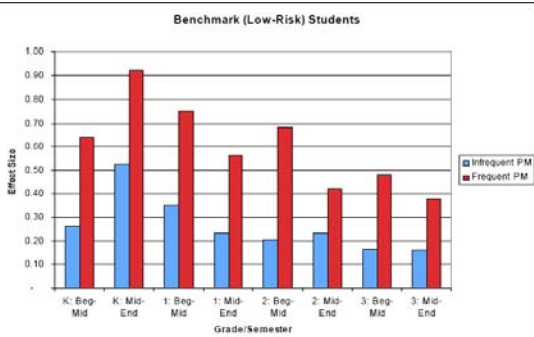


High positive effect sizes are observed, especially in early grades, with frequent PM showing greater effect.

Strategic (Medium Risk) Students



Benchmark (Low-Risk) Students



Even higher-performing students with higher amounts of PM show greater gains.

What Can I Expect If I Progress Monitor Tier 2 and Tier 3 Students?

- Tier 1 – **All Students** Received 90 Min. Daily Core Instruction.
- Tier 2 – Some Risk – Received 90 Min. Daily Core Instruction + 30 Min. Supplemental Instruction Daily.
- Tier 3 – At Risk – Received 90 Min. Daily Core + 60 Min. (30 + 30) Intensive Instruction Daily.

Mission Valley
Set Goal: By spring, we want 80% or more to be at Benchmark in reading.

Fourth Grade DIBELS			
	Intensive	Strategic	Benchmark
Fall	6/30=20%	10/30=33%	14/30=47%
Winter	3/30=10%	6/30=20%	21/30=70%
Spring	1/30=3%	5/30=17%	24/30=80%

William Allen White Elementary
DIBELS Benchmark Assessment Data (Kindergarten)

	Window 1 Intensive	Window 1 Strategic	Window 1 Benchmark	Window 2 Intensive	Window 2 Strategic	Window 2 Benchmark	Window 4 Intensive	Window 4 Strategic	Window 4 Benchmark
2003-04	51%	37%	12%	38%	31%	31%	40%	23%	23%
2004-05	35%	41%	24%	31%	38%	31%	6%	15%	79%
2005-06	32%	42%	26%	13%	27%	60%	2%	7%	91%
2006-07	31%	29%	40%	10%	23%	67%	0%	12%	88%
2007-08	37%	34%	29%	5%	14%	81%	0%	3%	97%
2008-09	31%	26%	43%	3%	21%	76%	0%	3%	97%

Progress Monitoring Assessments

EXAMPLES	USE	PURPOSE	QUESTIONS
<ul style="list-style-type: none"> DIBELS AIMSWEB Common Formative Assessments 	use information to determine student progress and to plan differentiated instruction.	"Growth Charts"	<ul style="list-style-type: none"> Who needs extra support? How should groups be formed? Which skills need emphasizing?

9 Characteristics of Progress Monitoring

1. Assess the specific skills embodied in state standards
2. Assess marker variables that have been demonstrated to lead to ultimate instructional target
3. Be sensitive to small increments of growth over time

(NASDSE, 2005)

9 Characteristics of Progress Monitoring

4. Be administered repeatedly (using multiple forms)
5. Result in data that can be summarized in teacher-friendly data displays.
6. Be comparable across students

(NASDSE, 2005)

9 Characteristics of Progress Monitoring

7. Be administered efficiently over short periods.
8. Be applicable for monitoring an individual student's progress over time.
9. Be relevant to development of instructional strategies and use of appropriate curriculum that addresses the area of need

(NASDSE, 2005)

Progress Monitoring

- Tier 2 and Tier 3
- Use progress monitoring to make instructional decisions.
- Use same tool as then Universal Screener with alternate forms.
- Supplemental (Tier 2) every 2 weeks.
 - ORF 1 Passage
- Intensive (Tier 3) every week.

Guidelines for Special Education

- Special Education students should be given the DIBELS assessments at grade level 3x a year.
- Progress monitoring should be given at least 2x a month,(weekly if possible) at the student's instructional level.

Progress Monitoring for Special Education

- **Determine Student's Independent Level** (Test backwards using one progress monitoring passage at each grade level until you find student's Independent Level (Independent Level is the grade level that the student reaches benchmark score)
- **Determine Student's Instructional Level** (One grade level above independent level)
- **Determine End of year Benchmark IEP goal** (one grade level above student's instructional level).

Progress Monitoring Questions

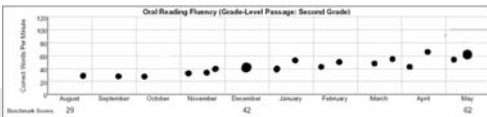
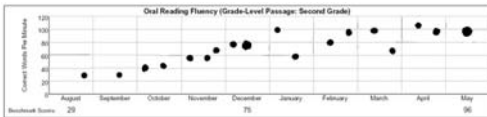
Considerations when choosing progress monitoring assessments:

- What is the amount of time it takes to progress monitor?
- Is this assessment effective and accurate in monitoring student instructional growth?
- What criteria will be used to signal when a student may be in need of more intense assistance?
- How will decision rules be established for determining when an adjustment in instruction is necessary?

Progress Monitoring Questions Cont.

- Who can give the Progress Monitoring Assessment?
- What do I progress monitor (skills)-(ORF-1Passage)?
- Who and How will we document the Progress Monitoring data (student – teacher - district)?
- Who needs to see the Progress Monitoring data?
– Teacher Student Parent District
- What action needs to be taken after progress monitoring and who is involved?
- Does the data drive my instruction?

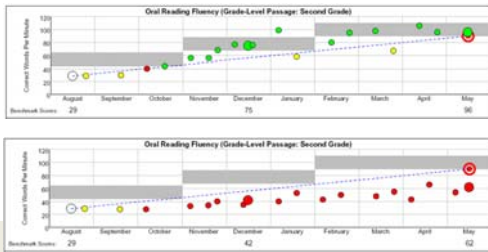
What's your Decision? Adjust Instruction or Not?



4-Point Decision Making Rule

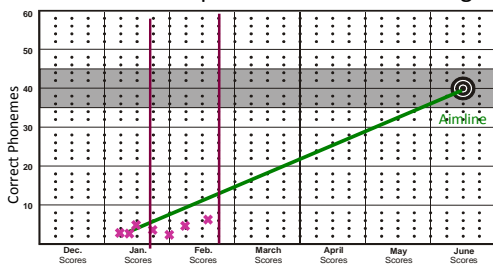
- Given at least 6 data points, examine the last 4 consecutive scores to determine instructional success.
 - If all 4 scores fall below the aim line, an adjustment in instruction is recommended.
 - If all 4 scores fall above the aim line, a goal raise is recommended.
 - If neither applies, keep collecting data until the 4-point rule can be applied.
- (Stecker & Fuchs, 2000)

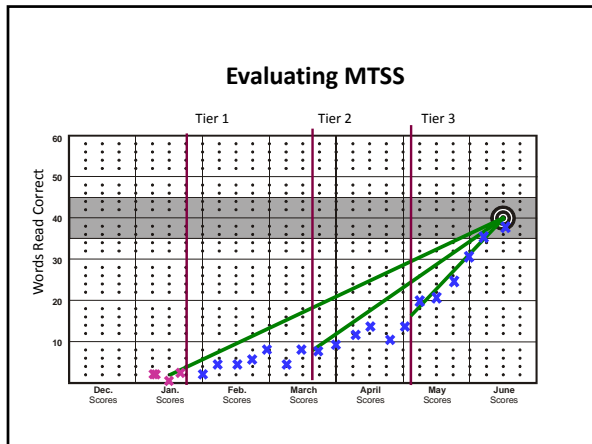
Progress Monitoring Decision Rules



Monitor and Evaluate Progress: Modify Instruction for Brandon?

Brandon: Whoops! Time to make a change!





Use Progress Monitoring Data To Adjust Interventions

When data show that student's scores are not on or above the aimline make adjustments:

- Check what you are monitoring
- Pacing of instruction
- Change pace of intervention
- Increase # of correct responses/time
- Lower the group size
- Move the student to a different group
- Fidelity (intervention, time, daily)

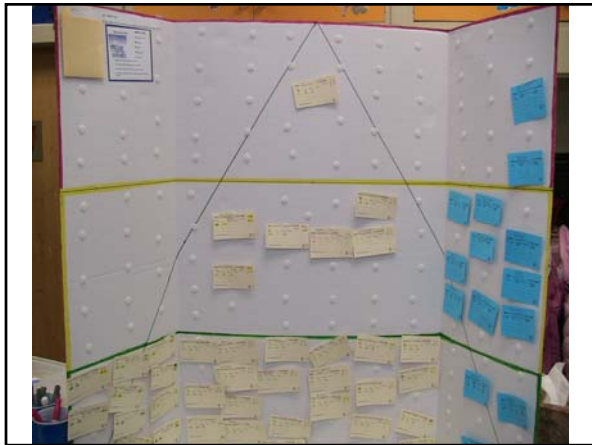
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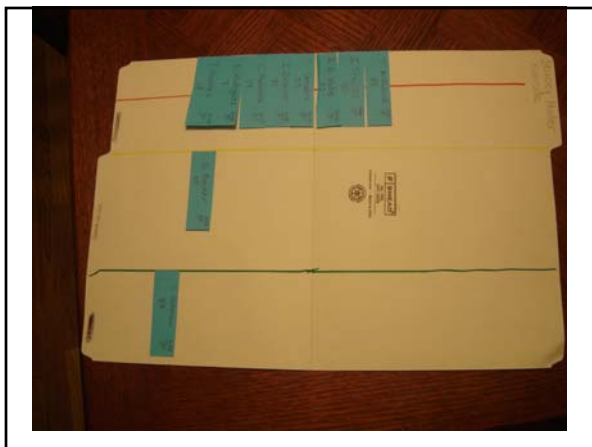
Pacing Chart

Date	Imagine It!	Imagine It! Assessments	District Assessment	Math Trailblazers	Math Trailblazers Assessments
Sept. 2	Lesson 6		MAP	Unit 2, Lesson 5	
Sept. 3	Lesson 7		MAP	Unit 3, Lesson 1	
Sept. 4	Lesson 8		MAP	Unit 3, Lesson 2	
Sept. 5	Lesson 9		MAP	Unit 3, Lesson 2	
Sept. 8	Lesson 10	Lesson Assessment	MAP	Unit 3, Lesson 2	
Sept. 9	Lesson 11		MAP	Unit 3, Lesson 3	
Sept. 10	Lesson 12		MAP	Unit 3, Lesson 4	
Sept. 11	Lesson 13		MAP	Unit 3, Lesson 4	
Sept. 12	Lesson 14		MAP	Unit 3, Lesson 5	
Sept. 15	Lesson 15	Lesson Assessment		Unit 3, Lesson 5	
Sept. 16	Lesson 1			Unit 3, Lesson 5	
Sept. 17	Lesson 2			Unit 3, Lesson 6	
Sept. 18	Lesson 3			Unit 3, Lesson 6	
Sept. 19	Lesson 4			Unit 3, Lesson 6	
Sept. 22	Lesson 5	Lesson Assessment		Unit 4, Lesson 1	

Assessment Wall



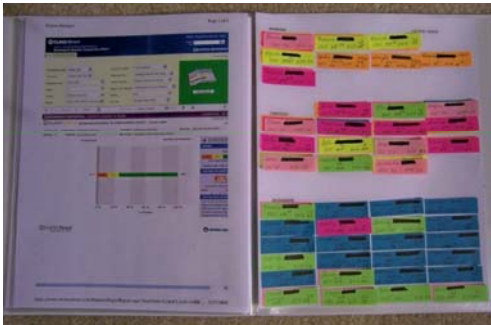




Data Folder



Class and Student Data



Student Data Review Dates and Needs

Staff,
On January 17 and 18 we will be having the student data review for reading.

- Data to go over that teachers need to bring:
 - Error analysis on current DIBELS data
 - Progress Monitoring Data
 - Teacher intervention logs
 - Updated QPS scores
 - Any other data they have that will help us determine a child's needs

Here is our proposed schedule:

- Wednesday morning (8:30-11:45) 1st and 2nd grade teachers
- Wednesday afternoon (12:45-4:00) 3rd and 4th grade teachers
- Thursday morning (8:30-11:45) kindergarten teachers
- Thursday afternoon – meet with Glenda, James, Sharon, Karen to discuss your thoughts on how we are doing – What do we need to do that we are not doing?

Student Problem Solving Worksheet

1. Is it a **WORD RECOGNITION** problem? (Accuracy is below 95%) YES NO
 Student Status : Some Risk At Risk

Passage 1: 26/32=81% Passage 2: 32/38=84% Passage 3: 30/38=79%
 Divide each student benchmark passage score by the number of words attempted.
 Example: (44/55 = 80%)

*** Circle the middle passage score**
{ If the middle score of the benchmark passage is below 95% there is an ACCURACY problem. }
*** Analyze Error Patterns, or**
Give a Phonics/Phonological Awareness Screener

Adapted from 3 Minute Reading Assessments (Rasinski, 2005) & Using DIBELS Data to Inform Intervention Instruction 95 Percent Group Inc., 2005)

Check Your Answers

2. Is it a **READING FLUENCY - AUTOMATICITY** problem? YES NO
 Target Score 44

Passage 1: 32 Passage 2: 38 Passage 3: 38 (Words attempted)

{ If 2 passages have scores lower than the targeted score there is a FLUENCY problem. }
*** Use a fluency rubric to determine skill needed**

3. Is it a **READING COMPREHENSION** problem? YES NO

Passage 1: 15% Passage 2: 21% Passage 3: 23% (Retell)

{ If the Retell passage score is below 25% of the oral reading passage score there is a COMPREHENSION problem. }
*** Give further comprehension assessments or rating scales to pinpoint comprehension deficits**

Adapted from 3 Minute Reading Assessments (Rasinski, 2005) & Using DIBELS Data to Inform Intervention Instruction 95 Percent Group Inc., 2005)

Organizing Data

<p>Group 1: Accurate and Fluent</p> <p>Claire</p>	<p>Group 2: Accurate but Slow Rate</p> <p>Liz Mac</p>
<p>Group 3: Inaccurate and Slow Rate</p> <p>Tommy</p>	<p>Group 4: Inaccurate but High Rate</p> <p>Jane</p>

Organizing data based on performance(s) assists in grouping students for instructional purposes.

Organizing Fluency Data: Making the Instructional Match

Group 1: Accurate and Fluent	Group 2: Accurate but Slow Rate
Group 3: Inaccurate and Slow Rate	Group 4: Inaccurate but High Rate

Group 1: Dig Deeper in the areas of reading comprehension, including vocabulary and specific comprehension strategies.

Group 2: Build reading fluency skills. (Repeated Reading, Paired Reading, etc.) Grades 4 -12 if reading below 60 wpm complete error analysis or PA/Phonics screener. Embed comprehension checks/strategies.

Group 3: Conduct an error analysis or PA/Phonics Screener to determine instructional need. Teach to the instructional need paired with fluency building strategies. Embed comprehension checks/strategies.

Group 4: If student can correct error easily, teach student to self-monitor reading accuracy. If reader cannot self-correct errors, complete an error analysis or PA/Phonics Screener to determine instructional need. Teach to the instructional need.

Four Quadrant Instructional Sort

Quadrant 1 Accurate and Fluent Reader Plan of Action: <ul style="list-style-type: none"> •Instruction on monitoring for meaning •Instruction on main idea •Instruction on fix-up strategies *Intervention: <ul style="list-style-type: none"> •6-Way Paragraphs 	Quadrant 2 Accurate and Slow Reader (lack of automaticity) Plan of Action: <ul style="list-style-type: none"> •Instruction on automaticity •Repeated and assisted reading of passages •Instruction on pacing and phrasing *Intervention: <ul style="list-style-type: none"> •Six Minute Solution
Quadrant 3 Inaccurate and Slow Reader Plan of Action: <ul style="list-style-type: none"> •Instruction on missing decoding skills •Instruction on missing sight words •Work on applying skills to connected text at instructional level 	Quadrant 4 Inaccurate and Fluent Reader Plan of Action: <ul style="list-style-type: none"> •Teach student to adjust rate of reading to type of text and purpose for reading •Instruction on missing decoding skills •Instruction on sight words

Four Quadrant Instructional Sort

Quadrant 1 Accurate and Fluent Reader Plan of Action: <ul style="list-style-type: none"> •Instruction on monitoring for meaning •Instruction on main idea •Instruction on fix-up strategies Progress Monitor?	Quadrant 2 Accurate and Slow Reader (lack of automaticity) Plan of Action: <ul style="list-style-type: none"> •Instruction on automaticity •Repeated and assisted reading of passages •Instruction on pacing and phrasing *Progress Monitor?
Quadrant 3 Inaccurate and Slow Reader Plan of Action: <ul style="list-style-type: none"> •Instruction on missing decoding skills •Instruction on missing sight words •Work on applying skills to connected text at instructional level 	Quadrant 4 Inaccurate and Fluent Reader Plan of Action: <ul style="list-style-type: none"> •Teach student to adjust rate of reading to type of text and purpose for reading •Instruction on missing decoding skills •Instruction on sight words

Step 3. PAST Information

Concept of Spoken Word		Rhyme Recognition	
1. Tom ran home. (3) +	2. I have two peas. (4) +	1. bed-fel (yes) +	2. cat-bow + (bed/ant)
3. Did you eat lunch? (4) +	4. What are you doing? (4) +	3. top-top (yes) +	4. hand-and (yes) +
5. Terry knows to play soccer. (5) +	6. Yesterday it rained. (3) +	5. busy-busy (yes) +	6. girl-giant (no) +
Rhyme Production		Syllable Blending	
1. pain -	2. cake -	1. pen-ell -	2. rain-bow +
3. hip -	4. war -	3. pig-ome -	4. black-board +
5. duck -	6. candy -	5. sub-wall +	6. paper +
Syllable Segmentation		Syllable Deletion	
1. window (2) +	2. basket (2) +	1. silver-silver-bow +	2. candle-candle +
3. notebook (2) +	4. hat-hat (3) +	3. bright-bright +	4. bag(g)-bag -back
5. maple (2) +	6. backpack (4) +	5. shirt-shirt +	6. black-board-board +
Phoneme Isolation-Initial Sounds		Phoneme Isolation-Final Sounds	
1. bag /b/ +	2. hat /h/ +	1. pack /k/ +	2. ran /r/ +
3. duck /d/ +	4. apple /p/ +	3. all /l/ +	4. bag /g/ +
5. duck /d/ +	6. ship /sh/ +	5. name /m/ +	6. tooth /th/ +

Grouping by Phonological Awareness Continuum (Tool 6)

Student	Concept of Spoken Word	Rhyme Recognition	Rhyme Production	Syllable Blending	Syllable Segmentation	Syllable Deletion	Isolation of Initial Sounds
Johnny	6	5	5	3	3	3	6
Suzie	6	4	5	2	3	6	6
Carol	6	3	5	3	2	3	5

Grouping by Phonics Continuum

Student	Letter Names	Letter Sounds	VC/CVC	Digraphs	Blends	Silent e	R-Controlled Vowels
Danny	26	26	10	7	6	5	9
Troy	26	26	7	6	9	7	5
Jenny	26	26	6	6	7	6	5

Walk To Intervention Model

- Walk To Intervention Groups
- Monday thru Friday 10:30-11:00 am
- Third Grade Teams
- Beginning Monday March 15th
- Student Groups
- Accuracy/Fluency - Kurzen Accuracy/Fluency - Katie
- Maria Ariel Joseph Rosa
- Joseph Guadalupe Robert Sue
- Alfredo Kaleigh Abner
-
- B-Guestbook - Comer
- Ezra
- Stephanie
- Manuel
-
- AP - Horton Romelton-Reading Mastery
- Halley Jimmy
- Danni Mary Rosa
-
- Fluency - 6 Minute Solution (Kurzen's Rm) Cars and Stars - Comprehension (Gross' Rm)
- Mrs. Luna/Kemper/Allen Henson/Leah/Fath
- Ahmad Ariana Erica Bertha Susan
- Anthony Marsol Tabe Katalina John
- Nicole Tony Alex Bob

Grade 1 Student Intervention Documentation

Last Name	First Name	Teacher	Date Sept. 1-Oct. 9 Intervention	Date Oct. 9-Nov. 12 Intervention	Date Nov. 12-Nov. 26 Intervention
Rodriguez	Rosa	Poertner	LNF	Sp phon	PSF
Castillo	Carlos	Poertner	Man Phon	CVC	B-Up 13 (Diagrams)
Sanchez	Mia	Baker	L Sounds	L Sounds	PSF
Garcia	Jose	Poertner	L Sounds	PSF	Man Phon
Garcia	Oscar	Romeiser	SMS	SMS	SMS
Jones	Anna	Baker	PSF	PSF	Man Phon
Browning	Daniel	Poertner	AP	AP	AP
Butch	Tyler	Baker	AP	AP	AP
Sanches	Jose	Romeiser	Comp./F	Comp./F	Comp./F


6MS= 6 Minute Solution LNF= Letter Naming Fluency
 B-Up= Build Up LS= Letter Sounds
 PSF=Phoneme Segmentation CVC=Short Vowels
 HF Words= High Frequency Words Man. Phon.=Manipulating Phonemes
 AP= Alphabetic Phonics Comp./F= Comprehension and Fluency
 Sp.Phon.=Splitting Phonemes

Growth for Special Education Students

- **Aim for 2 years growth in a year.**
- **Depends on severity of student**
- **Needs to be a team decision.**

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Questions? Progress Monitoring



Outcome Assessments

EXAMPLES	USE	PURPOSE	QUESTIONS
<ul style="list-style-type: none"> •State Assessments •Other Group Assessments 	Evaluate student performance after instruction is completed.	"Reaching our goals"	Are students meeting standards? Are instructional programs effective? Have we accomplished our goals for a student, a class or a district? What needs changing next year? What things should we continue?

Grouping by State Assessment Indicators

State Assessments Special Education Scores 2006

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
IDR	LNAM1	FNAM1	ESOL	SPEP_Ind	SCORE	IND1 1.1.02 4 Items 75%	IND2 1.3.05 6 Items 83%	IND3 1.4.02 4 Items 75%	IND4 1.4.05 4 Items 83%	IND5 1.4.06 4 Items 75%	IND6 1.4.08 4 Items 83%	IND7 1.4.09 4 Items 75%	IND8 1.4.10 4 Items 75%	IND9 1.4.11 4 Items 75%
				3rd Grade Indicators		Context Clues	Word Structure	Text Feature	Inference & Draw Conclusion	Text Structure	Compare & Contrast	Cause & Effect	Main Idea & Detail	
1				LD	AS	53	25		80			75	25	
2				LD	AS	51	75		25			0	66.7	
3				LD	AS	41	25		0			50	50	
				4th Grade Indicators		Context Clues	Word Structure	Text Feature	Inference & Draw Conclusion	Text Structure	Compare & Contrast	Cause & Effect	Main Idea & Detail	
1				LD	AS	62	25		25			75	66.7	
2				LD	AS	25	0	50	0	33.3	50	33.3	16.7	
3				LD	AS	98	100		80			100	75	
4				LD	MS	87	75		80			75	100	
5				LD	MS	76	75		50			50	100	
6				LD	MS	71	75	83.3	75	83.3	16.7	83.3	83.3	

Results

- **2002 – 43% SPED Proficient on State Assessments**
- **2007 -71% SPED Proficient on State Assessments**

- **28% increase # students Proficient on State Assessments**

2006-2007 State Assessments

- **2006-2007 (3rd-11th grade) 53 students received curriculum with fidelity**
- **96% Met Standard or above (51 out of 53 students)**
 - Exemplary – 26% (14 out of 53)
 - Exceeded Standard – 26% (14 out of 53 students)
 - Met Standard – 45% (24 out of 53 students)
 - Approached Standard – 4% (2 out of 53 students)

Documenting the System

- **Comprehensive Assessment Plan**
–Document what you have

Comprehensive Assessment Plan

Comprehensive Assessment Plan
□ Literacy or □ Mathematics

Universal Screening Assessments				
Assessment Used for Decisions	Source of Data	Which Students & Grades	When Administered	Who is responsible for administration
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting				
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting				

Comprehensive Assessment Plan
□ Literacy or □ Mathematics

Diagnostic Assessments		
Assessment Used	Source of Data	Which Students & Grades
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting		
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting		

Comprehensive Assessment Plan
□ Literacy or □ Mathematics

Progress Monitoring Assessments				
Assessment Used	Source of Data	Which Students & Grades	When Administered	Who is responsible for administration
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting				
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting				

Comprehensive Assessment Plan
□ Literacy or □ Mathematics

Outcomes Assessments			
Assessment Used	Source of Data	Which Students & Grades	Aligned to State/Local Standards
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting			
<input type="checkbox"/> Primary <input type="checkbox"/> Supporting			

Assessment Decisions

- What assessments are we using as a building for :
 - Screening Assessments
 - Diagnostic Assessments
 - Progress Monitoring Assessments
 - Outcomes Assessments
- Assessment Calendar
- Professional Development needs at the building level for assessments are meet.

Assessment Decisions Cont...

- Who will give the assessments?
- Where will the assessments be given?
- Decision Rules for academics addressing:
 - Access to supports
 - Changing supports
 - Intensifying supports
 - Exiting supports
- Assessment documentation system
- Plan for communication about assessment system and results with staff, parents, students

Helpful Websites...
WWW.kansasmtns.org



www.fcrr.org



www.studentprogress.org



www.aimsweb.com



<http://dibels.uoregon.edu/>



www.progressmonitoring.org

More Websites...



www.nationalreadingpanel.org



www.interventioncentral.org



www.texasreading.org/utcr/la/



<http://reading.uoregon.edu/>



The International DYSLEXIA Association
Promoting literacy through research, education, and advocacy.
 Founded in Memory of Samuel T. Orton
www.interdys.org

**WHEN DATA SPEAKS,
 YOU
 NEED TO MAKE
 DECISIONS!**

Setting Our Expectations

“The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”

-Michelangelo



Don't Let the MTSS Ball Drop!



“Alone we can do so little – together we can do so much.”

- Helen Keller
