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GRADES K–3

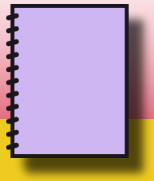
LITERACY

ACHIEVEMENT ACADEMIES

GRADE 2

Using Assessment Data

Section Objectives



This section will enhance your knowledge of

- different types of data,
- their purposes, and
- how to use them effectively.

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Questions to Address

- Why should we use assessment data in second grade?
- What kind of data should we use in second grade?
- How should we assess and use data in second grade?
- Are we using data effectively?
- What are our next steps?

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Video: Using Assessment Data

As you watch the video, take notes related to each of the following questions:

- What tools do the teachers use to analyze the data?
- How often do the teachers discuss collecting and using assessment data?
- What do the teachers discuss related to using student data?

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Why Should We Use Data?

Effective teachers "question themselves, they worry about which students are not making progress, they seek evidence of successes and gaps, and they seek help when they need it in their teaching."

— Hattie, 2012, p. 11

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Systematic Use of Data

- Allows for comparisons across students, classrooms, and schools
- Allows teachers to design more effective instruction
- Supports teachers in differentiating instruction
- Improves student achievement

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Systematic Use of Data (cont.)

- Allows educators to track student progress across time
- Helps teachers communicate with students and parents about progress
- Helps students take responsibility for their learning and progress

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Using Data to Differentiate

- Modeling more examples
- Scaffolding more extensively
- Allowing for extended practice opportunities
- Providing immediate, corrective feedback related to the task, process, or strategies used
- Using various grouping formats

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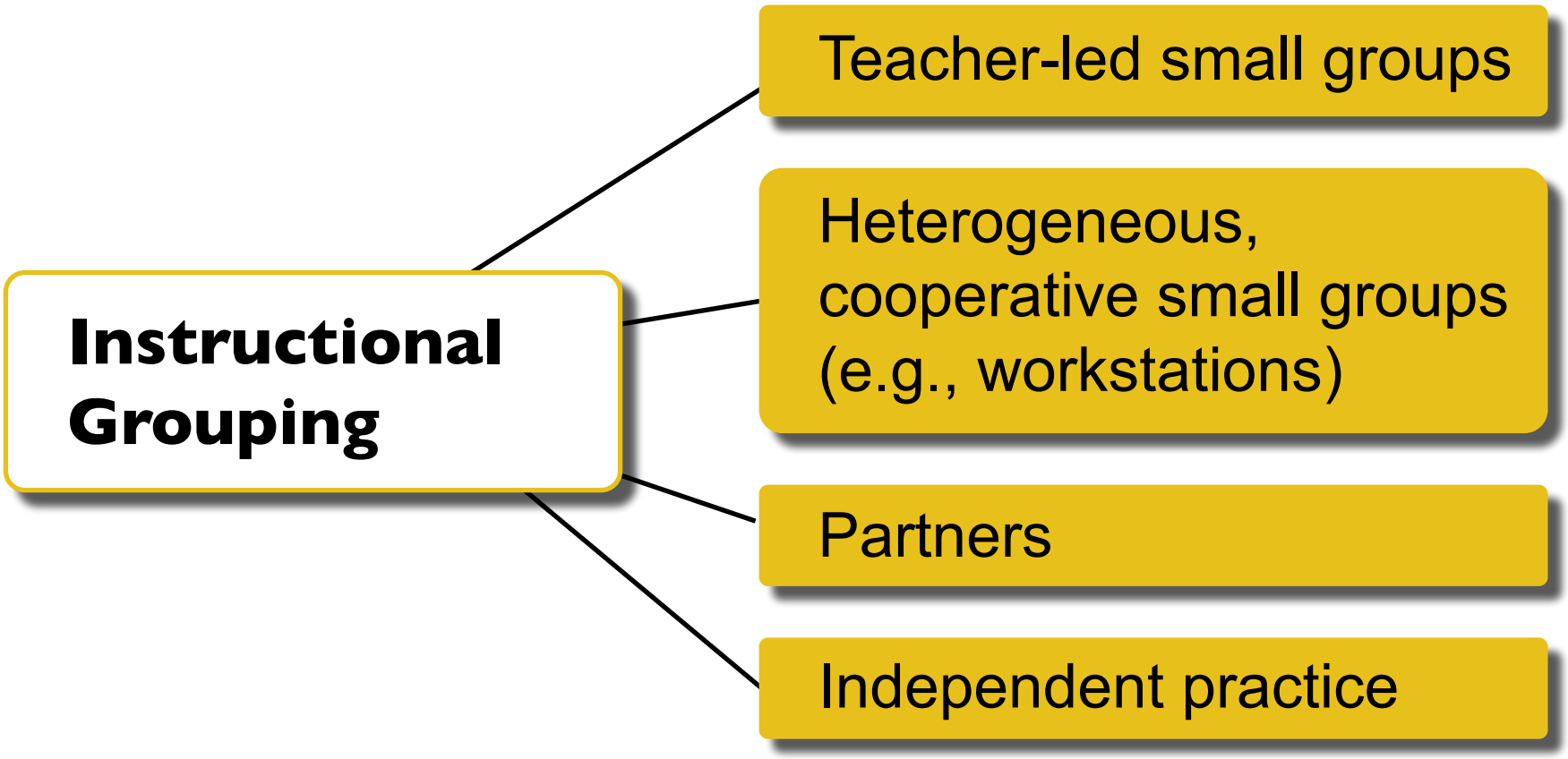
Instructional Grouping



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Video: Instructional Grouping

As you watch the video, take notes related to each of the following questions:

- Which grouping formats do the teachers use?
- What kinds of tools and methods do the teachers use for classroom management?
- What kinds of activities do students participate in across the different grouping formats?

Teacher-Led Small Groups

Can be used to target specific student needs, including the following:

- Students who struggle with a skill or concept
- Students who need enrichment to move beyond grade level
- Students who require more language support

Allow teachers to provide the following:

- More modeling
- More extensive scaffolding
- Extended practice opportunities
- Immediate feedback

Small Groups

- On Handout 2, what do you notice about the skills that the teacher is working on in each of the groups? What do you notice about the teacher's instruction?
- What do you notice about the time the teacher plans to spend with each group? What do you notice about the instructional schedule?
- Is there anything you might do differently based on the limited information you have about these students?

Heterogeneous, Cooperative Small Groups and Partners

- Provide extended practice opportunities of previously taught skills with support from peers
- Give students the chance to scaffold and model strategies for one another
- Provide time for students to discuss strategies, thinking, and learning processes
- Foster oral language development, especially with academic language

Instructional Grouping

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Grouping: Lesson Plan

- On Handout 3, what do you notice about the small-group lessons? How do the students change from group to group?
- What do you notice about the partner work versus workstations versus independent work?
- Why did the teacher write how much time should be spent in partner work, workstations, and independent work? Why might this be important to consider?

Workstation Planning Form

- Objective, activity, and materials
- Differentiation to meet students' needs
- Student interaction
- Choice
- Student accountability (evidence of practice and learning)

Instructional Grouping

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Partnering Students

- On Handout 5, why did the teacher divide the list in half (in Step 2) and move the halves next to each other (in Step 3)?
- Read Step 5. Do the teacher's decisions make sense? Why or why not?
- This example uses oral reading fluency data. What other kinds of data could you use to partner students?

Independent Practice

- Should be provided after students demonstrate mastery in cooperative groups or with partners
- Allows teacher to assess student mastery of skills and concepts
- Helps students develop fluency and practice to automaticity
- Provides data related to student learning and progress, which can inform instructional adaptations and decisions

What Data Should We Use…

…for All Second-Graders?

- Decoding (word reading) and encoding (word spelling)
- Oral reading fluency
- Vocabulary
- Listening and reading comprehension
- Writing

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Decoding and Encoding

Decoding

- Students read a list of nonsense, or make-believe, words.
- The assessment can be timed or untimed.

Encoding

- Students spell words with orthographic patterns that will be taught across the year.
- The teacher examines spelling errors.

Oral Reading Fluency

- Students read a grade-level text while being timed (usually for a minute).
- The teacher follows along, marking words misread or skipped.
- Scores include accuracy (the percentage of words read correctly out of the total words read) and rate (the words correct per minute)
- Additional data come from analyzing a student's miscues, evaluating phrasing, and listening for prosodic elements.

Data for All Students

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Vocabulary

- **Receptive vocabulary:** Students identify a picture (usually out of four) that matches a given word.
- **Expressive vocabulary:** Students name a picture of a person, object, or action or give the definition of a word.
- **Relational vocabulary:** Students tell how two or three words are alike.
- **General vocabulary:** Students give a synonym or antonym for a word, use a given word in a sentence, or orally fill in the blank in a sentence.

Listening and Reading Comprehension

After listening to a text being read or reading a text, students do one of the following:

- Orally answer open-ended questions, both literal and inferential
- Answer multiple-choice questions
- Respond in writing to open-ended questions
- Retell a story or what was learned from an informational text

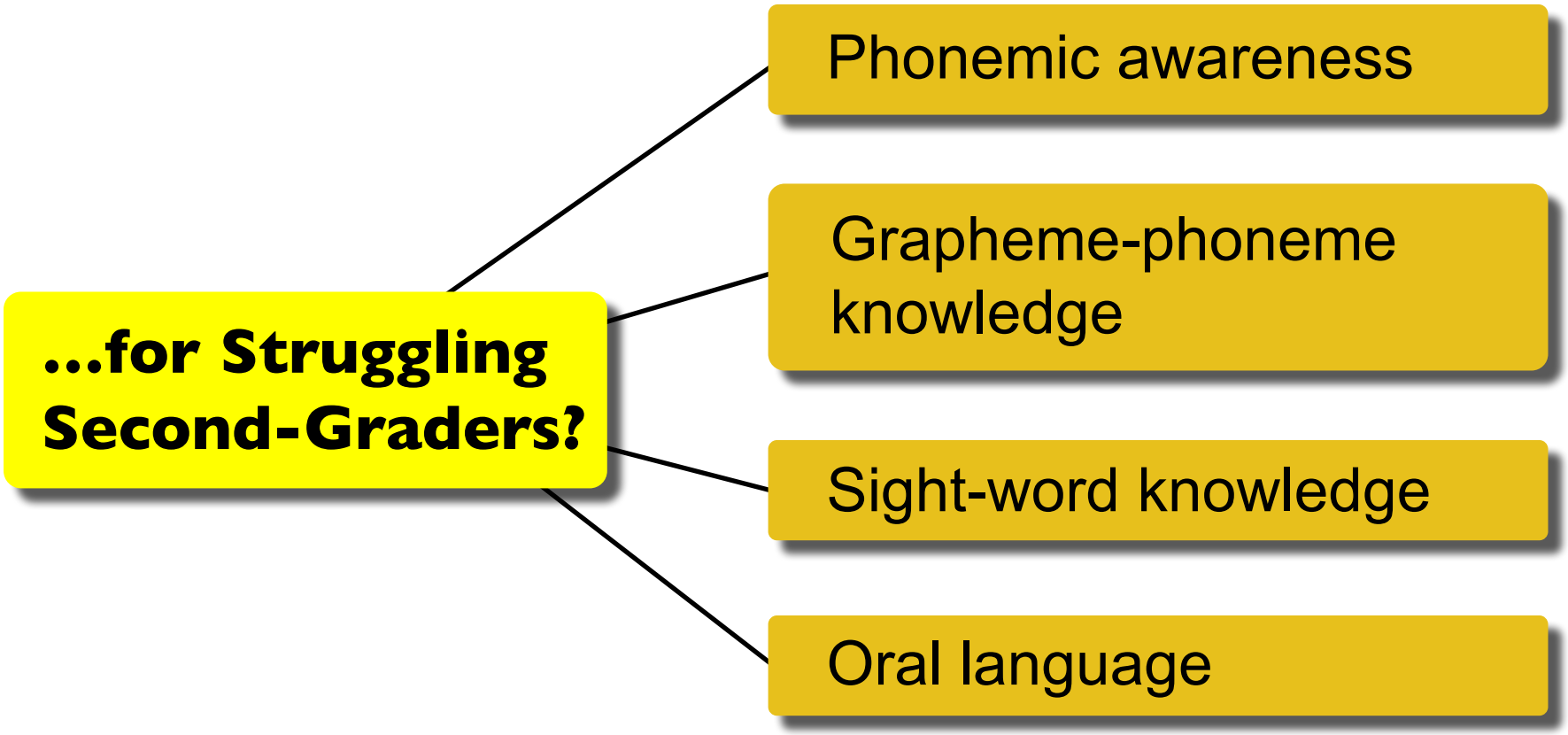
Students read a text and fill in blanks, using one of the following procedures:

- Maze: Answers are chosen from three options.
- Cloze: No choices are provided.

Writing

- Output
- Mechanics
- Vocabulary
- Sentence structure
- Organization of ideas
- Voice
- Genre (or text) elements

What Data Should We Use…



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Phonemic Awareness

- Students blend, segment, or manipulate individual sounds in words.
- The teacher records students' correct and incorrect responses.
- The teacher examines the errors.

Data for Struggling Students

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Grapheme-Phoneme Knowledge

- Students say the sounds of a given list of letters and letter combinations.
- Students write the matching letter or letter combination(s) of an orally presented sound.
- Students read words with various orthographic patterns (e.g., closed syllables, vowel teams).
- These measures can be timed or untimed.

Data for Struggling Students

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Sight-Word Knowledge

- Students read a list of words.
- The list may include high-frequency words or words increasing in difficulty.
- These assessments can be timed or untimed.

Data for Struggling Students

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Oral Language

Sentence-level assessments

- Sentence memory: Students repeat sentences of increasing length.
- Sentence grammar: Students identify whether a sentence is spoken correctly.
- Sentence meaning: Students decide whether two spoken sentences have the same meaning.

Discourse-level assessments

Given a spoken question or statement, students point to a part of a picture or one of four pictures.

Data for Struggling Students

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How Should We Assess?

Assess across different literacy areas, including the following:

- Decoding and encoding
- Oral reading fluency
- Vocabulary and listening and reading comprehension
- Writing

Use reliable, valid assessments, including the following:

- Universal screening and benchmark measures
- Diagnostic measures
- Progress-monitoring measures
- Language assessments

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How Should We Assess? (cont.)

Universal Screening and Benchmark Measures

- Are quick to administer
- Are used with **all** students three to four times a year
- Assess grade-level performance
- Identify students on grade level and students at risk

Data Uses

- Examine whole-class needs
- Group students for targeted small-group instruction
- Examine individual students' strengths and needs

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Screening Data: Modeling

Class 1

Student	ELL?	Sp. Ed.?	Spelling		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Jessica	N	N	I	S	S	B	I	S
Marta	Y	N	I	B	I	S	I	S
Zoe	N	Y	I	I	S	S	I	B
Aiden	N	N	S	I	B	B	B	B
Sebastian	Y	N	S	S	S	B	I	I
Noel	Y	N	I	S	B	B	S	S
Josaiah	N	N	S	B	B	B	B	B
Jaiden	N	Y	S	B	B	B	B	B
Zach	N	N	B	B	S	B	B	S
Karla	Y	N	I	S	I	S	I	I
Enrique	N	N	B	B	B	B	I	I
Emma	N	N	I	S	I	I	S	B
Lucas	Y	N	S	I	S	S	S	S
Jackson	N	Y	I	B	I	S	B	B
Oliver	N	N	B	B	S	B	S	S
Sofia	Y	N	I	I	I	S	I	I
Hannah	N	N	I	B	B	B	B	B
Carlos	N	N	I	S	I	I	B	B
Tristan	Y	N	S	I	S	S	I	S
Santiago	N	N	S	B	B	B	S	S

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Screening Data: Practice

Class 2

Student	ELL?	Sp. Ed.?	Spelling		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Freda	Y	N	S	B	B	B	I	S
Gabriel	N	N	B	B	B	B	B	B
Annella	N	N	I	B	S	B	I	I
Chance	N	N	B	B	I	B	S	S
Roshan	N	N	I	I	S	S	I	I
Arjun	Y	N	I	B	S	B	S	B
Kelsey	N	N	S	S	B	B	I	S
Prima	N	N	B	B	B	B	S	B
Alex	N	N	B	B	B	S	B	S
Erika	Y	N	B	B	S	B	S	S
Natalia	N	N	I	S	I	I	S	S
Ryan	N	N	S	S	S	S	I	B
Danika	Y	N	S	B	B	B	I	S
Makaila	N	Y	I	I	I	I	B	B
Preston	N	N	B	B	S	B	B	B
David	Y	N	S	B	B	B	S	S
Saul	N	N	B	B	S	S	B	S
Yahir	N	N	I	B	I	B	S	B
Rey	Y	N	I	S	I	B	I	I
Ashley	N	Y	S	B	B	B	I	I

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Activity Wrap-Up

- Did you find it difficult or easy to create instructional groups based on the data? Why?
- How often should you do this kind of data analysis and grouping? Why?

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Diagnostic Measures

- Give more in-depth information about each student's needs
- Show individual learning gaps
- Help you set goals that are more student-specific
- Allow for more precisely targeted instruction

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How Should We Use These Data?

- To identify specific student gaps
- To plan targeted instruction based on these gaps
- To set specific, achievable goals for individual students

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Diagnostic Data: Fluency Analysis 1

- As you listen to Student 1 read, mark errors you hear.
- Pay attention to other fluency elements like phrasing, prosody, and attending to punctuation.
- When the student finishes reading, use the checklist (on page 2) to mark observed patterns and summarize errors.
- Use the fluency rubric (on page 2) to assess expression, phrasing, smoothness, and pace.
- Calculate the student's accuracy score (percentage of words read correctly) and fluency score (words correct per minute).

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Diagnostic Data: Retell Analysis 1

- As you listen to the retell, use the number chart (on page 3) to count words in the retell.
- Rate the quality of the retell using the four-point scale (on page 3).

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Diagnostic Data: Fluency Analysis 2

- As you listen to Student 2 read, mark errors you hear.
- Pay attention to other fluency elements like phrasing, prosody, and attending to punctuation.
- When the student finishes reading, use the checklist (on page 2) to mark observed patterns and summarize errors.
- Use the fluency rubric (on page 2) to assess expression, phrasing, smoothness, and pace.
- Calculate the student's accuracy score (percentage of words read correctly) and fluency score (words correct per minute).

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Diagnostic Data: Retell Analysis 2

- As you listen to the retell, use the number chart (on page 3) to count words in the retell.
- Rate the quality of the retell using the four-point scale (on page 3).

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Diagnostic Data: Comparison

Examine your data for the two students.

- How does each student's fluency score compare to the fluency norms we examined during the Fluency session?
- What strengths does each student demonstrate?
- What areas of need do you see for each student?
- How can these data inform your instruction?

Compare notes with your tablemates.

- Are your data similar?
- Do you see the same strengths and areas of need?

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Diagnostic Data: Spelling Analysis

On a spelling inventory, instead of simply counting each spelling as right or wrong, examine students' spelling patterns.

- Which patterns has each student mastered?
- With which patterns does each student need more instruction and practice?

Use the data to group students and target word study and recognition instruction.

- Group students with like needs together.
- For patterns that more than half of the class needs support with, teach the whole group.

Diagnostic Data: Individual Student Spelling Analysis

For struggling students, examine specific errors made. Examples include the following:

- Confusing specific sounds (/ă/ for /ĕ/ or /ch/ for /sh/)
- Omitting sounds (leaving out the *n* in *sink*)
- Overgeneralizing an orthographic pattern (spelling all long-vowel sounds using the silent-*e* pattern—*wait* spelled *wate*)

Use the data to target specific student needs.

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Progress-Monitoring Measures

- Are quick to administer
- Are used to monitor a student's growth in a specific area
- Assess grade-level and/or off-grade-level performance
- Provide data to adapt to and target students' learning strengths and needs

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How Should We Use These Data?

- To examine students' current level of performance
- To examine students' progress across time
- To gauge movement toward goals and grade-level expectations
- To adapt instruction based on performance level and improvement level
- To set new learning goals

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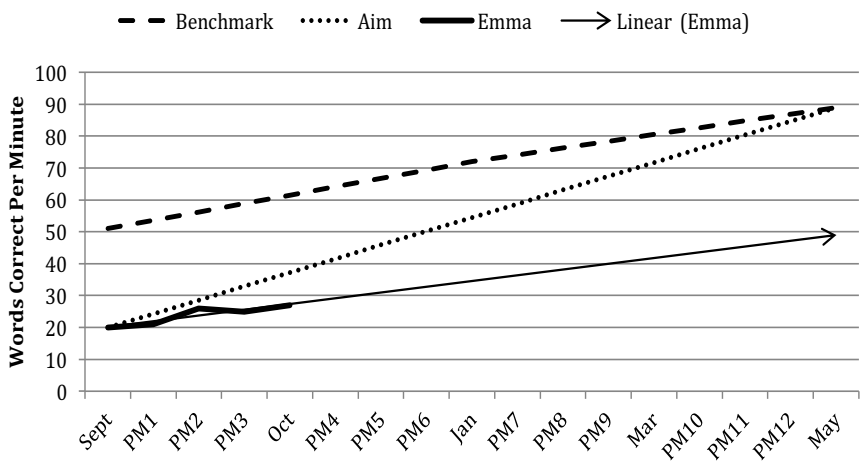
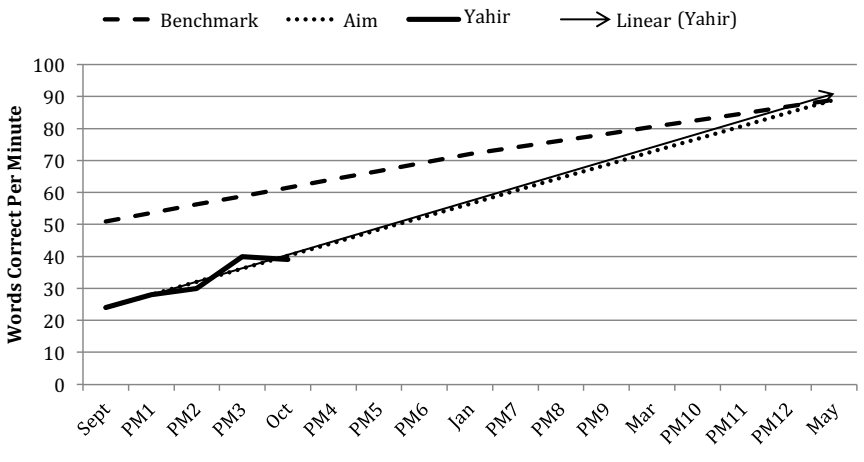
Progress-Monitoring Data: Oral Reading Fluency

Emma



Yahir



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Graphing Progress-Monitoring Data

Showing progress-monitoring data in a line graph helps you visualize a student's growth and determine whether instruction is truly accelerating learning.

Tool to Track Progress-Monitoring Data

http://buildingrti.utexas.org/instructional-materials/progress-monitoring-line-graph

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Assessing English Language Learners

- Use assessments that are reliable and valid with this student population.
- Identify reading abilities initially in both the native language and in English.
- Identify language strengths and needs.

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Language Assessment Data

Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Advanced	Intermediate	Advanced	Intermediate
Noel	Y	N	Advanced	Intermediate	Advanced High	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Advanced	Intermediate	Intermediate	Intermediate
Sofia	Y	N	Intermediate	Beginning	Beginning	Beginning
Tristan	Y	N	Intermediate	Intermediate	Intermediate	Beginning

Class 2

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Freda	Y	N	Advanced High	Advanced	Advanced	Intermediate
Arjun	Y	N	Advanced High	Advanced	Advanced	Intermediate
Erika	Y	N	Advanced	Advanced High	Advanced	Intermediate
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Advanced	Advanced	Intermediate
Rey	Y	N	Advanced	Intermediate	Intermediate	Beginning

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How Are We Doing?

Reflect on your current use of assessment data.

- Do you collect the right kinds of data?
- Do you use data for all of the purposes discussed in this session?
- Do you examine that data consistently?
- Do you make instructional decisions and adaptations based on your students' data?

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Next Steps

What can you do to improve your use of assessment data? Write three steps you can take on Handout 17.

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Remember

"If assessment is used for nothing more than sorting students, we will continue to achieve the results we have always gotten. These assessments are measures of our progress, too—but only if we choose to look closely at our impact."

— Fisher, Frey, & Hattie, 2016, pp. 166–167

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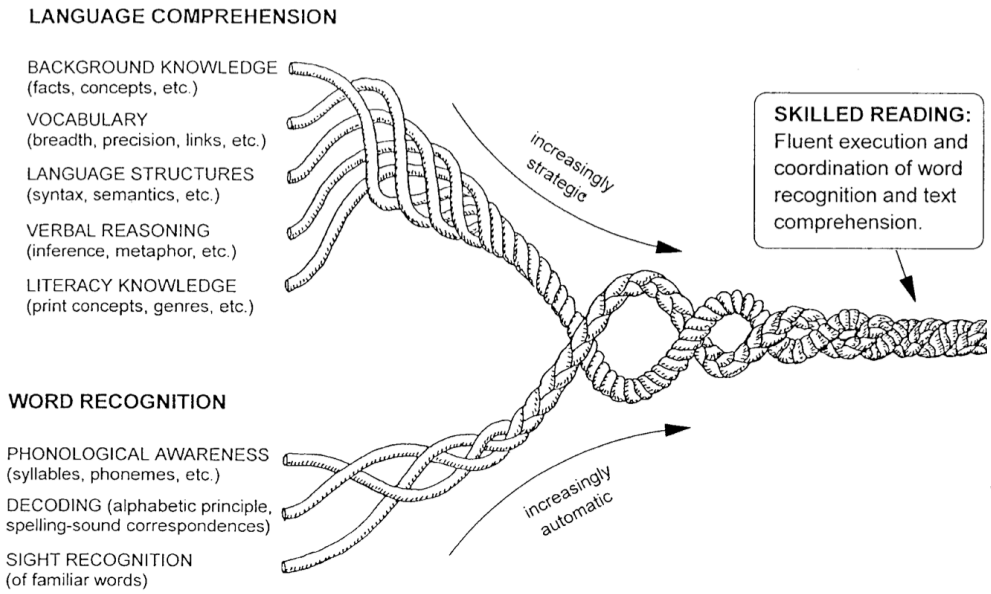
The Reading Rope

How do these instructional practices benefit English language learners, struggling students, and gifted students?



Scarborough, 2001

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My Synthesis and Summary

Three to four **example activities and lessons** you want to use

Three to four **workstation ideas**

Small Groups and Workstations

Two to three ideas you want to use with **struggling learners**

At least one scaffold you will provide to **English language learners** who need it