Using Assessment Data

Participant Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 2

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES

GRADE 2

Using Assessment Data
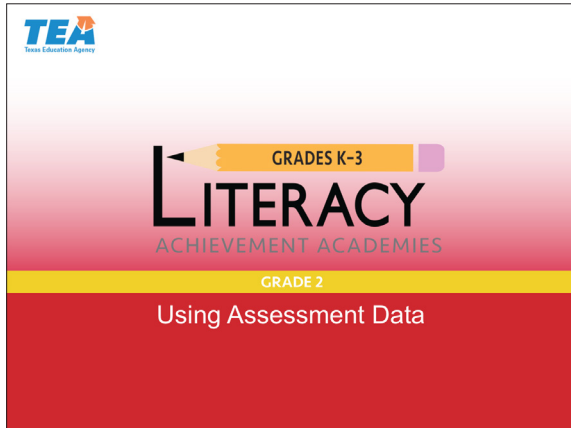
Section Objectives

This section will enhance your knowledge of
- different types of data,
- their purposes, and
- how to use them effectively.

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

Instructional Grouping

- Teacher-led small groups
- Heterogeneous, cooperative small groups (e.g., workstations)
- Partners
- Independent practice

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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?
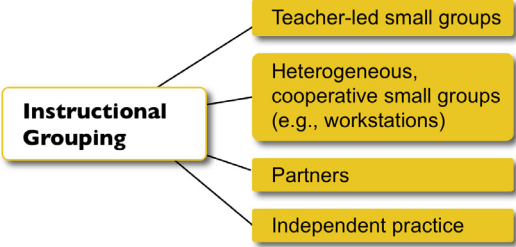
Instructional Grouping

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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

Instructional Grouping

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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?

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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?

Instructional Grouping

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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?

Instructional Grouping

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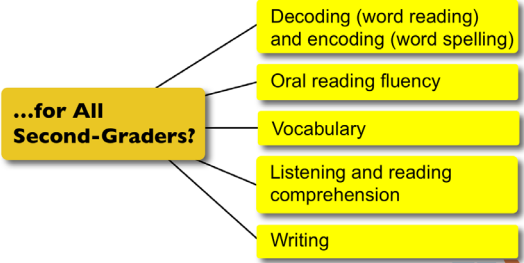
Independent Practice

- 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

Instructional Grouping

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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.

Data for All Students

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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.

Data for All Students

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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.

Data for All Students

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Writing

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

Data for All Students

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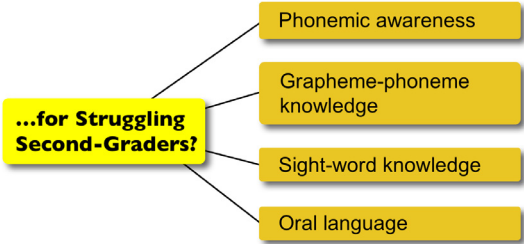
What Data Should We Use…

…for Struggling Second-Graders?

Phonemic awareness

Grapheme-phoneme knowledge

Sight-word knowledge

Oral language

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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		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
Josiah	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

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

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?

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?

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.

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

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

Progress-Monitoring Data: Oral Reading Fluency

Emma

Yahir
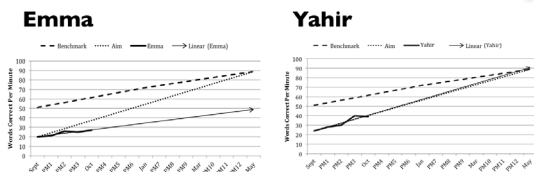
Graphing Progress-Monitoring Data

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

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.

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

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?

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

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

Using Assessment Data
Handouts

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES
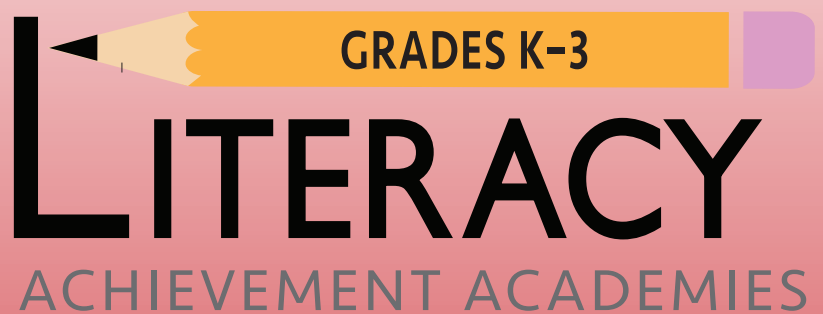
GRADE 2

Grouping Plan

	Lesson Plan
Small Group 1	
Small Group 2	
Small Group 3	
Small Group 4	
Small Group 5	

	Lesson Plan
Partner Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Workstations	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Independent Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:

Reading Groups: Second-Grade Example

After administering a spelling inventory, a second-grade teacher analyzes the data for student strengths and needs. She finds that some students need to work on phonology and many others need to work on specific orthographic patterns. She groups her students based on these data.

- Four students need to work on *r*-controlled vowel patterns (red group).

- Six students need to work on long-vowel patterns (blue group).

- Another six students need to work on initial and final blends (yellow group).

- Three students need support with differentiating voiced and unvoiced consonant sounds and short-vowel sounds (purple group).

Group	Skills to practice (both chorally and individually)	Time
Red (four students)	Read and spell words with *r*-controlled vowel patterns (*er, or, ar*) out of context. Read decodable book with words containing these vowel patterns.	5 minutes
	TRANSITION	1 minute
Blue (six students)	Read and spell words with long-vowel patterns (*ee, ea*) out of context. Read decodable book with words containing long-vowel patterns.	5 minutes
	TRANSITION	1 minute
Yellow (six students)	Read and spell words with initial blends (*sl-*, *tr-*, and *spr-*) and final blends (*-nk*, *-mp*, *-lk*) out of context. Read decodable book with words containing blends.	7 minutes
	TRANSITION	1 minute
Purple (three students)	Segment, blend, and manipulate words with voicing partners (e.g., /p/ and /b/, /d/ and /t/). Put hands on throat to feel the difference between the sounds and use mirrors to see how sounds are similar. Read and spell words with the sound partners. Read and spell words with /ă/ and /ĭ/ out of context. Read decodable book with /ă/ and /ĭ/.	10 minutes
		TOTAL 30 minutes

Grouping Plan: Second-Grade Example

	Lesson Plan
Small Group 1	<u>Word study and recognition</u>: Phoneme-grapheme map words with /ă/ or /ĕ/ sound; read words with these sounds. <u>Fluency</u>: Choral and whisper read a decodable text with /ă/ and /ĕ/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 2	<u>Word study and recognition</u>: Phoneme-grapheme map words with /ā/ spellings; read words with these sounds. <u>Fluency</u>: Choral and whisper read a decodable text with /ā/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 3	<u>Word study and recognition</u>: Phoneme-grapheme map words with /ā/ and /ē/ spellings; read words with these sounds. <u>Fluency</u>: Choral and whisper read a decodable text with /ā/ and /ē/ words; have individual students read aloud during whisper read to assess fluency.
Small Group 4	<u>Word study and recognition</u>: Sort words with prefixes pre-, re-, and un-; discuss meanings of words. <u>Vocabulary</u>: Have each student pick a word from the prefix sort and write it in a sentence. <u>Comprehension</u>: Partner students to read a short story to discuss the following day.
Small Group 5	<u>Writing</u>: Conference with four students who are in the planning stage of a writing piece.

	Lesson Plan
Partner Work	Word study and recognition: Spell /ē/ words using phoneme-grapheme mapping. (10 min.) Fluency: Play phrase fluency game. (5 min.) Vocabulary: Take turns orally putting three of last week's words in sentences; then write sentences together. (10 min.) Comprehension: n/a Writing: n/a
Workstations	Word study and recognition: Sort /ē/ words by spelling patterns. (8 min.) Fluency: n/a Vocabulary: n/a Comprehension: Complete two sentence anagrams (rearranging the words in the sentences to form new sentences). (5 min.) Writing: n/a
Independent Work	Word study and recognition: n/a Fluency: n/a Vocabulary: n/a Comprehension: Using model, fill out graphic organizer describing main character from story read aloud in whole group. (10 min.) Writing: Write sentences from comprehension workstation and add correct capitalization and punctuation. (5 min.)

Workstation Planning Form

Element	Explanation
Workstation	
Objective	
Activity	
Materials	
Differentiation	
Student Interaction	
Student Choice	
Accountability	

Workstation Planning Form (Example)

Element	Explanation
Workstation	Phrase Fluency Game
Objective	Build automaticity and phrasing by reading common phrases and short sentences.
Activity	With a partner, students play the phrase fluency game using the following procedures: • Partner A starts with the phrase cards. Partner B starts with the timer and "Yes" and "No" cards. • Partner B says, "Go" and starts the timer. • Partner A turns over the first phrase card in the deck, reads it aloud, and passes it to Partner B. Partner B checks to ensure Partner A read it correctly. If so, it goes in the "Yes" pile. If not, it goes in the "No" pile. • Partner B times for one minute while Partner A continues turning over cards and reading them aloud. • Partner B can help Partner A with any phrases. As long as Partner A reads the phrase aloud correctly, it can go in the "Yes" pile. • After one minute, Partner A stops, counts the cards in the "Yes" pile, and records the number on the Phrase Fluency chart. • Partner B prepares the materials for the next round by stacking the phrase cards and giving Partner A the timer and "Yes" and "No" cards. • Partners A and B then switch roles, with Partner B reading the cards and Partner A timing and checking Partner B's reading of the phrases. Each partner gets three turns reading the phrase cards. They record the number of phrases read in one minute each time on the Phrase Fluency chart. When the game is finished, each partner chooses one phrase to write in a sentence.
Materials	Phrase cards, "Yes" and "No" cards, Phrase Fluency chart, timer, pencil
Differentiation	Struggling readers are partnered with stronger readers. Phrase cards are color-coded based on difficulty, so students know which color they should use for the game.
Student Interaction	Students work together to play the game and help each other with difficult phrases.
Student Choice	Each student gets to choose one phrase to write in a sentence once the game is finished.
Accountability	Students must fill out the Phrase Fluency chart with the number of phrases read in one minute. There should be three scores. During workstation wrap-up, the teacher calls on a few students to share how they did.

Partnering Students Example

Step 1: Rank students.

Last Name	First Name	Oral Reading Fluency
Hanson	Missy	133
Barrack	Mandy	116
Shore	Carolyn	110
Smith	Lance	99
Horner	Kaleb	96
Richards	Chris	78
Barr	Jenny	75
Nieto	Jose	66
Mason	Lori	65
Kaspian	Eli	59
Romero	Edgar	55

Step 2: Divide list in half.

Last Name	First Name	Oral Reading Fluency
Kort	Ruby	55
Salinas	Melissa	47
Sanders	Sid	42
Moore	Jay	39
Willis	Heather	34
Stern	Tina	33
Doogan	Carl	31
Gunner	Landon	25
Mitchell	Diane	24
Jackson	Jerrel	19
Treviño	Leti	15
Stevens	Roger	11

Step 3: Move halves next to each other.

Missy Hanson (133)	Ruby Kort (55)
Mandy Barrack (116)	Melissa Salinas (47)
Carolyn Shore (110)	Sid Sanders (42)
Lance Smith (99)	Jay Moore (39)
Kaleb Horner (96)	Heather Willis (34)
Chris Richards (78)	Tina Stern (33)
Jenny Barr (75)	Carl Doogan (31)
Jose Nieto (66)	Landon Gunner (25)
Lori Mason (65)	Diane Mitchell (24)
Eli Kaspian (59)	Jerrel Jackson (19)
Edgar Romero (55)	Leti Treviño (15)
	Roger Stevens (11)

Step 4: Partner students based on list.

Missy, Ruby

Mandy, Melissa

Carolyn, Sid

Lance, Jay

Kaleb, Heather

Chris, Tina

Jenny, Carl

Jose, Landon

Lori, Diane

Eli, Jerrel

Edgar, Leti, Roger

Step 5: Repartner based on other information.

There is a big discrepancy between Missy and Ruby and Missy is not good at working with students who struggle, so I moved Kaleb up to work with Missy.

I moved Ruby into Kaleb's place because she is reading much more fluently than Heather, so she will provide a model for her.

I also moved Roger to work with Lori and Diane because Diane is not too much higher than Roger, and Lori and Diane follow directions well and will help Roger stay on task.

I have left the others partnered for now, but I may have to change them based on rate of progress, behavior issues, or need for modeling.

Final List

Missy, Kaleb

Mandy, Melissa

Carolyn, Sid

Lance, Jay

Ruby, Heather

Chris, Tina

Jenny, Carl

Jose, Landon

Lori, Diane, Roger

Eli, Jerrel

Edgar, Leti

Second-Grade Assessment Examples

All students should be assessed in each of the following areas.

Decoding

- Students read a list of nonsense, or make-believe, words.

- 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 either misread or skipped.

- Scores include accuracy (percentage of words read correctly out of total words read) and fluency (words correct per minute).

- Additional data come from analyzing students' miscues, evaluating phrasing, and listening for prosodic elements.

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 or Reading Comprehension

After listening to a text being read or reading a text, students

- orally answer open-ended questions, both literal and inferential;

- answer multiple-choice questions;

- respond in writing to open-ended questions; or

- retell a story or what was learned from an informational text.

Students read a text and fill in blanks by using

- a maze procedure, in which answers are chosen from three options; or

- a cloze procedure, in which no choices are provided.

Writing

- Before students write a text, the teacher provides a rubric that includes elements that will be assessed.

- After students have written the text, the teacher uses the rubric to gauge the effectiveness of the writing sample.

- Elements may include output, mechanics, vocabulary, sentence structure, organization of ideas, voice, and genre (or text) elements.

Possible Assessments for Students Who Struggle

For students who struggle in one or more of the areas listed on the previous pages, more diagnostic information can help teachers target specific needs in fundamental areas like phonemic awareness or grapheme-phoneme knowledge.

Phonemic Awareness
(for students struggling with decoding, spelling, or possibly fluency)

- Students blend, segment, or manipulate individual sounds in words.

- The teacher records students' correct and incorrect responses.

- The teacher examines the errors.

Sample items may include the following:

- /b/ /r/ /ī/ /t/—What's the word?

- Tell me the sounds in *plant*.

- Say *his*. Now, say *his* without the /h/.

- Say *fright*. Now, say *fright* without the /t/.

- Say *fry*. Now, replace the /f/ with /t/.

- Say *test*. Now, replace the /s/ with /n/.

Grapheme-Phoneme Knowledge
(for students struggling with decoding, spelling, or fluency)

- 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 are more extensive than the decoding measures described above.

- These measures can be timed or untimed.

Sight-Word Knowledge
(for students struggling with reading accuracy or fluency)

- 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.

Oral Language
(for students struggling with comprehension, not decoding or word reading)

Sentence-level assessments include the following:

- 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.

Adapted from Farrall, 2012; Kilpatrick, 2015; Spear-Swerling, 2015.

Story Retelling Record Sheet

Story retelling is a technique to promote comprehension and monitor students' comprehension progress. This record sheet can be used to record students' retelling of the beginning, middle, and ending of a story.

Name: **Date:**

Story: **Number of Times Read:**   **Pages:**

Story	Student's Retelling	Prompts
Beginning		• What happened in the beginning? • Where did the story happen? • Who were the main characters? • What was the problem?
Middle		• What happened next? • What did _____ do? • Why?
Ending		• How was the problem solved? • How did the story end?

Adapted from Tompkins, 1998.

Sample Screening Data

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

Note. ELL = English language learner; Sp. Ed. = special education; BOY = beginning of the year; MOY = middle of the year; I = intensive; S = strategic; B = benchmark.

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

Screening Beginning to Middle of Year
Class 1

Student Movement

	STILL ON TARGET (B to B)	BIG JUMP (I to B)	LITTLE JUMP (S to B)	LITTLE JUMP (I to S)	NO JUMP (I to I, S to S, or Dropped)
Spelling	Zach Enrique Oliver	Marta Hannah Jackson	Josaiah Jaiden Santiago	Jessica Noel Karla Emma Carlos	Zoe (I to I) Sofia (I to I) Aiden (S to I) Lucas (S to I) Tristan (S to I) Sebastian (S to S)
Oral Reading Fluency	Aiden Noel Josaiah Jaiden Enrique Hannah Santiago		Jessica Sebastian Zach Oliver	Marta Karla Jackson Sofia	Emma (I to I) Carlos (I to I) Zoe (S to S) Lucas (S to S) Tristan (S to S)
Reading Comprehension	Aiden Josaiah Jaiden Hannah Carlos Jackson	Zoe	Emma	Jessica Marta Tristan	Sebastian (I to I) Karla (I to I) Enrique (I to I) Sofia (I to I) Noel (S to S) Lucas (S to S) Oliver (S to S) Santiago (S to S) Zach (B to S)

Note. I = intensive; S = strategic; B = benchmark.

Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Spelling and Oral Reading Fluency	Zoe Lucas Tristan	Reading and spelling VCe words and high-frequency words Phrase fluency Fluency with decodable text (VCe words)
Spelling	Sofia Aiden	Reading and spelling VCe words and high-frequency words Fluency with decodable text (VCe words)
Oral Reading Fluency	Emma Carlos Marta Karla Jackson	Fluency with decodable text (vowel teams: ai, ay, ee, ea) Phrase fluency Fluency in multiple-criteria text with some two- and three-syllable words
Reading Comprehension	Sebastian Karla Enrique Sofia	Fluency in multiple-criteria text with some two- and three-syllable words Making inferences within text Practicing word-learning strategies
Fluency and Comprehension in Above-Grade-Level Text	Josaiah Jaiden Santiago Hannah Oliver	Fluency with above-grade-level text Making inferences within text Practicing word-learning strategies

Class 2

Student Movement

	STILL ON TARGET (B to B)	BIG JUMP (I to B)	LITTLE JUMP (S to B)	LITTLE JUMP (I to S)	NO JUMP (I to I, S to S, or Dropped)
Spelling					
Oral Reading Fluency					
Reading Comprehension					

Note. I = intensive; S = strategic; B = benchmark.

Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Group 1: **Spelling and Oral Reading Fluency**		
Group 2: **Spelling**		
Group 3: **Oral Reading Fluency**		
Group 4: **Reading Comprehension**		
Group 5: **Fluency and Comprehension in Above-Grade-Level Text**		

Oral Reading Fluency Scoring Probe: Student 1

My Pen Pal

I have a pen pal who lives in a faraway place. He lives all the way across the	18
ocean in a different country. He tells me about what it is like to live in his country. I tell	38
him about what it is like to live in mine. I live in India. In many ways, our lives are very	59
similar. We both go to school and both enjoy listening to music. There are also ways in	76
which our lives are different.	81
My pen pal and I usually write to each other at least once a month, but I waited	99
longer to write him a letter this month. I was waiting for my loose tooth to fall out. I	118
wiggled my tooth a lot. It didn't want to come out. I tried different tricks, but they did	136
not work. At last, while I was eating something sticky, the tooth came out.	150
Then I tossed my tooth up on the roof. I asked a sparrow to take the tooth and	168
give me a new one. This was a custom in my country. When a new tooth began to grow,	187
I thanked the sparrow.	191
I wrote a long letter to my pen pal about losing my tooth. He wrote back and	208
told me about his tradition when he loses a tooth. He said he puts the tooth under his	226
pillow. During the night, someone takes the tooth away. What a strange custom! I like	241
learning about different countries.	245

Total Words Read: _____   Total Errors Made: _____

Accuracy Score:
Number of words read correctly ÷ total number of words = _____% accuracy

Fluency Score:
Total words read – total errors made = _____ words correct per minute

Oral Reading Fluency Error Analysis

- ❏ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ❏ Self-corrects and monitors meaning
- ❏ Shows automaticity on reread words
- ❏ Uses effective decoding strategies
- ❏ Frequent errors on sight words (e.g., *I was, and, the, said*)
- ❏ Other:

- ❏ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❏ Frequent errors on phonetically irregular words
- ❏ Frequently omits words or letters
- ❏ Frequently adds words or letters
- ❏ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: _____

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71

72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

Oral Reading Fluency Scoring Probe: Student 2

My Pen Pal

I have a pen pal who lives in a faraway place. He lives all the way across the	18
ocean in a different country. He tells me about what it is like to live in his country. I tell	38
him about what it is like to live in mine. I live in India. In many ways, our lives are very	59
similar. We both go to school and both enjoy listening to music. There are also ways in	76
which our lives are different.	81
My pen pal and I usually write to each other at least once a month, but I waited	99
longer to write him a letter this month. I was waiting for my loose tooth to fall out. I	118
wiggled my tooth a lot. It didn't want to come out. I tried different tricks, but they did	136
not work. At last, while I was eating something sticky, the tooth came out.	150
Then I tossed my tooth up on the roof. I asked a sparrow to take the tooth and	168
give me a new one. This was a custom in my country. When a new tooth began to grow,	187
I thanked the sparrow.	191
I wrote a long letter to my pen pal about losing my tooth. He wrote back and	208
told me about his tradition when he loses a tooth. He said he puts the tooth under his	226
pillow. During the night, someone takes the tooth away. What a strange custom! I like	241
learning about different countries.	245

Total Words Read: _____   Total Errors Made: _____

Accuracy Score:
Number of words read correctly ÷ total number of words = _____% accuracy

Fluency Score:
Total words read – total errors made = _____ words correct per minute

Oral Reading Fluency Error Analysis

- ❑ Reads with appropriate phrasing, intonation and expression, and observed punctuation
- ❑ Self-corrects and monitors meaning
- ❑ Shows automaticity on reread words
- ❑ Uses effective decoding strategies
- ❑ Frequent errors on sight words (e.g., *I was, and, the, said*)
- ❑ Other:

- ❑ Frequent errors on phonetically regular words (e.g., *cat, milk*)
- ❑ Frequent errors on phonetically irregular words
- ❑ Frequently omits words or letters
- ❑ Frequently adds words or letters
- ❑ Skips lines

Fluency Rubric

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out Does not sound natural like talking to a friend	Reads in a quiet voice Sounds natural in part of the text but does not always sound like talking to a friend	Reads with volume and expression Sometimes slips into expressionless reading and does not sound like talking to a friend	Reads with varied volume and expression Sounds like talking to a friend and voice matches the interpretation of the passage
Phrasing	Reads word-by-word in a monotone voice	Reads in two- or three-word phrases, not adhering to punctuation, stress, and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and choppiness Reasonable stress and intonation	Reads with good phrasing, adhering to punctuation, stress, and intonation
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases Makes multiple attempts to read the same passage	Reads with extended pauses or hesitations Has many "rough spots"	Reads with occasional breaks in rhythm Has difficulty with specific words and/or sentence structures	Reads smoothly with some breaks but self-corrects with difficult words and/or sentence structures
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads fast and slow throughout reading	Reads at a conversational pace throughout

Score: _____

A score of 10 or more indicates the student is making good progress in fluency.
A score below 10 indicates the student needs additional instruction in fluency.

Retell Scoring

Count the number of words by marking a slash through numbers as the student says the retell.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71

72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Quality of Retell Response

1	2	3	4
Provides two or fewer details	Provides three or more details	Provides three or more details in a meaningful sequence	Provides three or more details in a meaningful sequence that captures a main idea

Adapted from Good & Kaminski, 2011; Rasinski, 2004.

Diagnostic Data From Spelling Inventory

Second Grade (Middle of Year): Spelling Inventory Data Disaggregated by Orthographic Pattern

Student Name	TOTAL Patterns Correct and Words Correct 82 Total Points	ORTHOGRAPHIC PATTERNS								Words Spelled Correctly 26 Points
		Beginning Consonants 7 Points	Final Consonants 7 Points	Short Vowels 7 Points	Consonant Digraphs 7 Points	Consonant Blends 7 Points	Long-Vowel Patterns 7 Points	Other Vowel Patterns 7 Points	Inflected Endings 7 Points	
Roshan	29	7	6	4	4	5	0	0	0	3
Makaila	35	7	7	1	4	5	1	2	2	6
Kelsey	42	7	6	5	5	6	1	1	2	9
Rey	44	7	7	7	6	6	0	1	2	8
Natalia	46	7	7	6	7	4	3	2	0	10
Ryan	46	7	6	6	6	5	1	2	2	11
Arjun	50	6	6	7	7	7	1	2	2	12
Annella	52	7	7	7	7	7	1	2	3	11
Yahir	53	7	7	7	6	6	3	1	3	13
Danika	59	7	7	6	6	4	4	4	5	16
Alex	59	7	7	6	7	7	3	4	3	15
Saul	60	7	7	6	6	7	5	5	2	15
Freda	62	7	7	7	7	6	4	3	4	17
Erika	62	7	7	6	7	7	5	4	4	15
Preston	68	7	7	7	7	7	5	5	4	19
David	68	7	6	7	6	7	7	7	3	18
Chance	73	7	7	7	7	7	6	6	6	20
Prima	74	7	7	7	7	7	6	6	5	22
Ashley	76	7	7	7	7	7	6	7	5	23
Gabriel	80	7	7	7	7	7	7	7	6	25

■ = 0–39, ■ = 40–49, ■ = 50–82

■ = 2 or more pattern errors

■ = 0–9, ■ = 10–14, ■ = 15–26

Using the diagnostic spelling inventory data, answer the following questions.

Which students need small-group instruction to fill gaps in orthographic patterns they should have mastered by the middle of the year in second grade? How would you group them?

Which students can be pushed to master more complex orthographic patterns?

Based on these data, what will be the focus of your whole-group instruction in word study and recognition?

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015.

Second-Grade Student Sample

Here are the first 12 words from a spelling inventory and Roshan's spellings. Examine the teacher's analysis of his spellings.

Word	Roshan's Spelling	Analysis
fan	fan	Spelled /ă/ and consonant sounds correctly
pet	pat	Confused the /ĕ/ sound with /ă/; spelled the consonant sounds correctly
dig	deg	Confused the /ĭ/ sound with /ĕ/; spelled the consonant sounds correctly
rob	rop	Spelled the /ŏ/ sound correctly; confused the voiced /b/ with the unvoiced /p/
hope	hop	Represented all of the sounds legitimately but did not apply the silent-*e* pattern
wait	wate	Represented all of the sounds legitimately but applied the silent-*e* pattern incorrectly
gum	gum	Spelled /ŭ/ and consonant sounds correctly
sled	sled	Spelled /ĕ/ and consonant sounds, including an initial blend, correctly
stick	stek	Confused the /ĭ/ sound with /ĕ/; spelled the initial blend correctly; did not apply the "*ck* after a short vowel" rule
shine	shin	Represented all of the sounds legitimately but did not apply the silent-*e* pattern
dream	jreem	In the initial *r*-blend, confused the /d/ with /j/; spelled /ē/ legitimately but not conventionally
blade	braid	In the initial *l*-blend, confused the /l/ with /r/; spelled /ā/ legitimately but not conventionally

Adapted from Bear, Invernizzi, Templeton, & Johnston, 2015

Sample Progress-Monitoring Data

Emma's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	51	53.6	56.3	58.9	61.5	64.1	66.8	69.4	72.0	74.1	76.3	78.4	80.5	82.6	84.8	86.9	89.0
Aim	20	24.3	28.6	32.9	37.3	41.6	45.9	50.2	54.5	58.8	63.1	67.4	71.8	76.1	80.4	84.7	89.0
Emma	20	21	26	25	27												
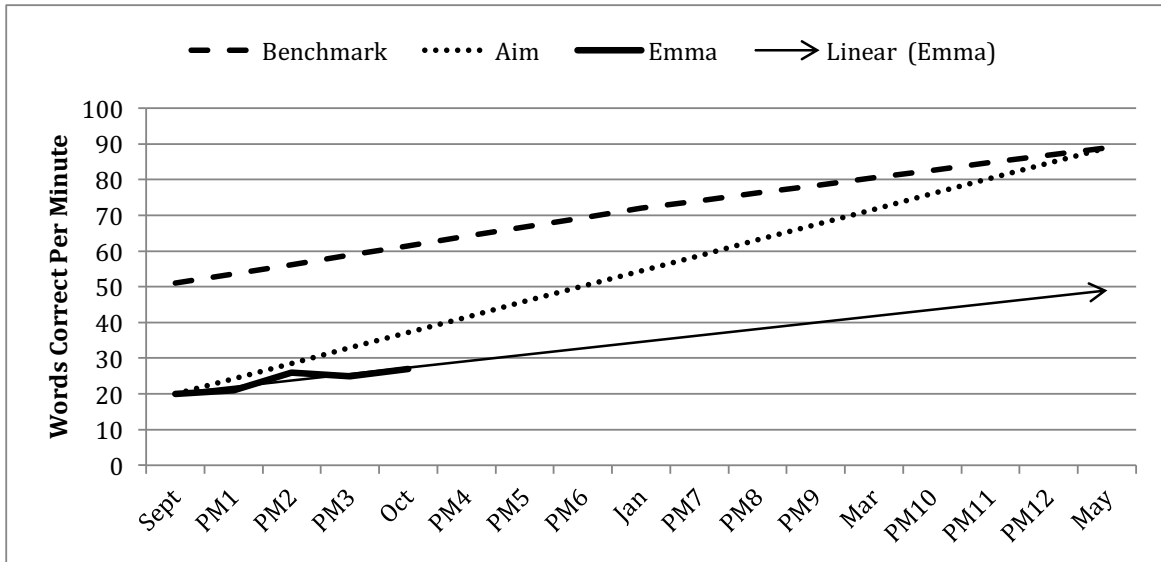
Yahir's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	51	53.6	56.3	58.9	61.5	64.1	66.8	69.4	72.0	74.1	76.3	78.4	80.5	82.6	84.8	86.9	89.0
Aim	24	28.1	32.1	36.2	40.3	44.3	48.4	52.4	56.5	60.6	64.6	68.7	72.8	76.8	80.9	84.9	89.0
Yahir	24	28.0	30.0	40.0	39.0												
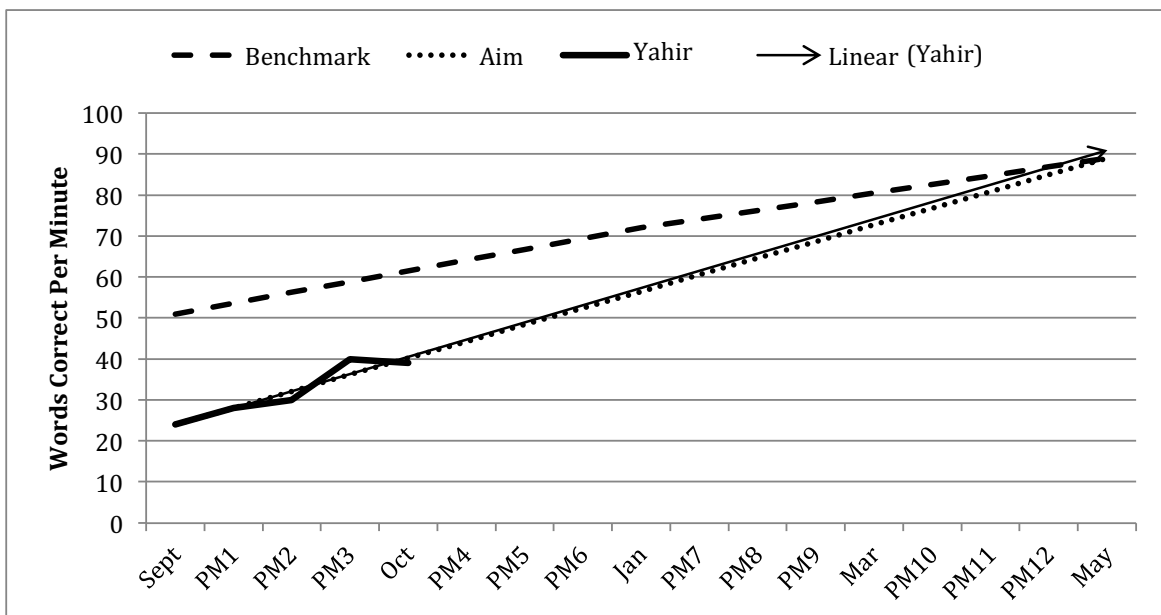
Sample TELPAS Data

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

What differences do you notice in these two classes?

Take a moment to go back to the screening data analysis on Handout 8. For each class, examine the English language learners' improvement and identified needs. What do you notice?

How might these TELPAS data have informed our analysis of the spelling, oral reading fluency, and reading comprehension data?

Reflection: Using Assessment Data

Reflect on your current use of assessment data. Check all below that you feel you do effectively. Circle the top three on which you need to improve.

1. Do you collect the right kinds of data?
   - ❏ Decoding and encoding
   - ❏ Oral reading fluency
   - ❏ Vocabulary
   - ❏ Listening and reading comprehension
   - ❏ Writing

2. Do you use data for all of the purposes discussed in this session?
   - ❏ Screening
   - ❏ Diagnosing
   - ❏ Progress monitoring
   - ❏ Assessing language abilities

3. Do you examine data consistently?
   - ❏ Analyzing data at the beginning, middle, and end of the year
   - ❏ Conducting error analysis within every screening and progress-monitoring assessment
   - ❏ Graphing student progress

4. Do you make instructional decisions and adaptations based on your students' data?
   - ❏ Managing data to have easy access (e.g., using charts or graphs)
   - ❏ Using data to form teacher-led small groups, mixed-ability groups, and partners
   - ❏ Regrouping based on student data
   - ❏ Using data to establish an instructional focus
   - ❏ Differentiating instructional delivery and/or activities
   - ❏ Providing students immediate feedback and scaffolding based on data

Next Steps: Using Assessment Data

Plan next steps toward more effective use of assessment data. Based on your reflection about where you currently stand, where do you want to go next? What are your priorities? What three steps can you take immediately? Record your responses below to form an action plan.

Step 1

Step 2

Step 3

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Resources and Recommended Reading

Websites

www.intensiveintervention.org/chart/progress-monitoring

http://buildingrti.utexas.org

www.rtinetwork.org

www.rti4success.org

www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx

http://tea.texas.gov/Academics/Subject_Areas/English_Language_Arts_and_Reading/English_
Language_Arts_and_Reading/

Articles and Booklets

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf

www.rti4success.org/sites/default/files/rtiforells.pdf

www.centeroninstruction.org/files/Using%20Student%20Center%2Epdf

Books

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