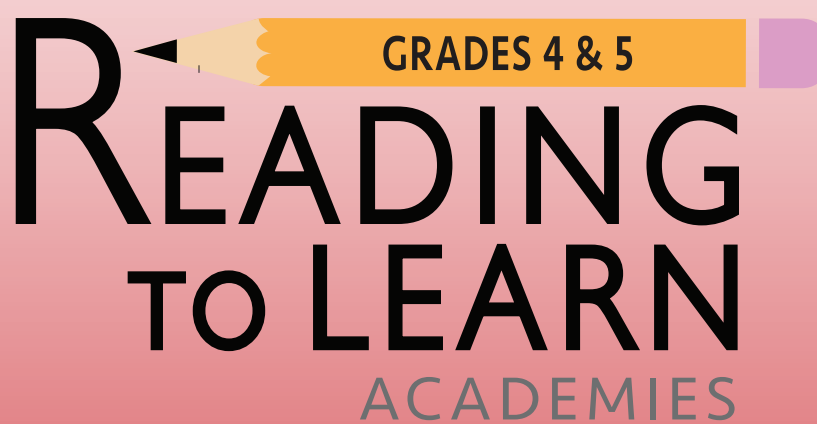


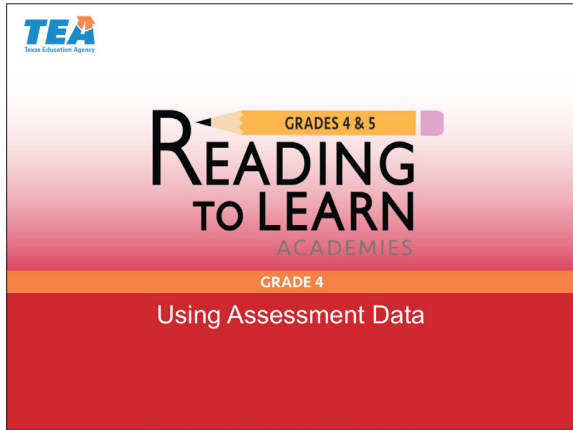


Using Assessment Data

Participant Notes




GRADE 4



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



Video: Using Assessment Data

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


- What do the teachers use their data for? How do the data affect their instruction?
- How do the teachers use data to differentiate their instruction?
- Which grouping formats do the teachers use?
- What kinds of activities do students participate in across the different grouping formats?



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




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




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

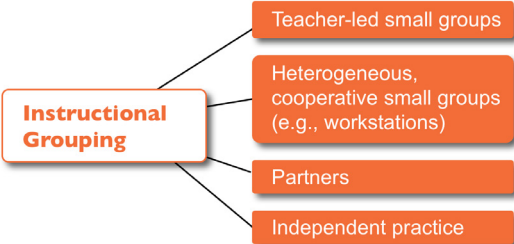


Using Data to Differentiate


- 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



Instructional Grouping



```
graph LR; A[Instructional Grouping] --- B[Teacher-led small groups]; A --- C[Heterogeneous, cooperative small groups (e.g., workstations)]; A --- D[Partners]; A --- E[Independent practice];
```



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



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



Grouping: Lesson Plan

- On Handout 2, what do you notice about the small-group lessons? How do the plans 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 he thinks the partner work, workstations, and independent work will take? Why might this be important to consider?


Instructional Grouping



Workstation Planning Form

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


Instructional Grouping



Partnering Students

- On Handout 4, 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



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



What Data Should We Use...

```
graph LR; A["...for All Fourth-Graders?"] --- B["Encoding (word spelling)"]; A --- C["Oral reading fluency"]; A --- D["Vocabulary"]; A --- E["Reading comprehension"]; A --- F["Writing"];
```

TEA
Texas Education Agency

Encoding

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

Data for All Students

TEA
Texas Education Agency

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

TEA
Texas Education Agency

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 


Reading Comprehension

After 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 

Writing

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

Data for All Students 

What Data Should We Use...

```
graph LR; A[...for Struggling Fourth-Graders?] --- B[Phonemic awareness]; A --- C[Decoding]; A --- D[Grapheme-phoneme knowledge]; A --- E[Sight-word knowledge]; A --- F[Oral language]; A --- G[Listening comprehension];
```

TEA
Texas Education Agency

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

TEA
Texas Education Agency

Decoding

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

Data for Struggling Students

TEA
Texas Education Agency

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



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



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



Listening Comprehension

- Used to assess students who struggle with reading comprehension but do not demonstrate difficulties in decoding, word reading, or fluency
- Provides data similar to reading comprehension but removes the influence of word-reading ability
- Used to diagnose whether a student's comprehension problems stem from language or understanding difficulties or from word reading difficulties

Data for Struggling Students




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
- Summative assessments
- Language assessments




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



Screening Data: Modeling

Class 1		ELL?	Sp. Ed?	Spelling		Oral Reading Fluency		Reading Comprehension	
Student	BOY			MOY	BOY	MOY	BOY	MOY	
Jessica	N	N	I	S	I	S	I	S	
Maria	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	
Isaac	Y	N	I	S	B	B	S	S	
Josiah	N	N	S	B	B	B	B	B	
Jaden	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	
Erincole	N	N	B	B	B	B	I	I	
Ernesto	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	
Carla	N	N	I	S	I	I	B	B	
Treton	Y	N	S	I	S	S	I	S	
Santiago	N	N	S	B	B	B	S	S	



Screening Data: Practice

Class 2		ELL?	Sp. Ed?	Spelling		Oral Reading Fluency		Reading Comprehension	
Student	BOY			MOY	BOY	MOY	BOY	MOY	
Freda	Y	N	S	B	B	B	I	S	
Gabriel	N	N	B	B	B	B	B	B	
Ariella	N	N	I	B	S	B	I	I	
Chana	N	N	B	B	I	B	S	S	
Rohan	N	N	I	I	S	S	I	I	
Arcun	Y	N	I	B	S	B	S	B	
Kelley	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	
Danka	Y	N	S	B	B	B	I	S	
Madalio	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	
Soul	N	N	B	B	S	S	B	S	
Yaher	N	N	I	B	I	B	S	B	
Jay	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







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





Diagnostic Data: Fluency Analysis


- As you listen to the student 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).






Diagnostic Data: Retell Analysis

- 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).



Diagnostic Data: Analysis






Examine the student's data.



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

Compare notes with those of 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.




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

Month	Words Correct Per Minute
Sept	50
PM1	55
PM2	60
PM3	65
PM4	70
PM5	75
PM6	80
PM7	85
PM8	85
PM9	85
PM10	85
PM11	85
PM12	85
May	85

Yahir

Month	Words Correct Per Minute
Sept	40
PM1	45
PM2	50
PM3	55
PM4	60
PM5	65
PM6	70
PM7	75
PM8	80
PM9	85
PM10	90
PM11	95
PM12	100
May	115



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>



Summative Assessment: State of Texas Assessments of Academic Readiness (STAAR)

- Is used at the end of instruction to measure mastery of end-of-year expectations
- Provides an overall gauge of student achievement related to grade-level content



How Should We Use These Data?

Examine data at the end of the year to find strengths and areas of need in relation to specific vocabulary and comprehension expectations

Combine these data with other data (decoding, spelling, and fluency screening data) to do the following:


- Analyze specific student needs across all reading and writing components
- Set annual goals to improve students' overall reading and writing abilities
- Plan instructional changes for the following year based on students' strengths and areas of need



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?



Next Steps


What can you do to improve your use of assessment data? Write three steps you can take on Handout 14.



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



The Reading Rope

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

The diagram illustrates the 'Reading Rope' model. It shows two main strands: 'LANGUAGE COMPREHENSION' and 'WORD RECOGNITION'. 'LANGUAGE COMPREHENSION' includes 'BACKGROUND KNOWLEDGE' (World, literature, etc.), 'VOCABULARY' (Bridges, prefixes, etc.), 'LANGUAGE STRUCTURES' (Syntax, semantics, etc.), 'VERBAL REASONING' (Inference, analogies, etc.), and 'LITERACY KNOWLEDGE' (Genre concepts, genres, etc.). 'WORD RECOGNITION' includes 'PHONOLOGICAL AWARENESS' (Initials, phonemes, etc.), 'ORTHOGRAPHY' (Spelling, orthography, etc.), and 'SOUND RECOGNITION' (of familiar words). These strands are woven together to form a rope that leads to 'SKILLED READING: Fluent, accurate and coordinated word recognition and text comprehension'. The diagram is attributed to Scarborough, 2001, and includes the TEA logo.

Scarborough, 2001

My Synthesis and Summary

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

Three to four **workstation ideas**

Small Groups and Workstations

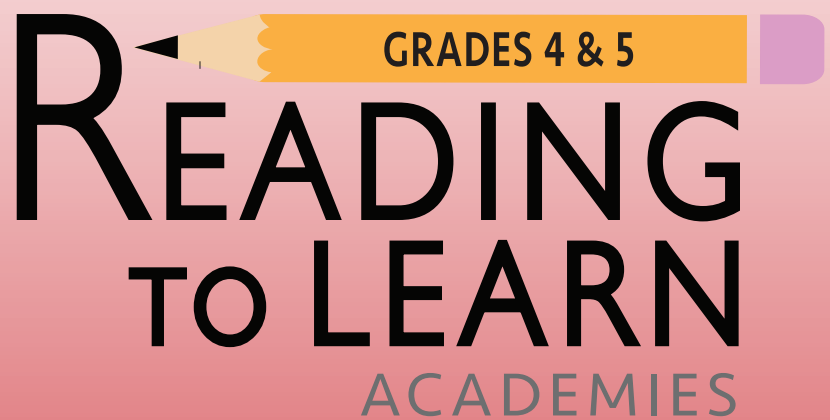
Two to three ideas you want to use with **struggling learners**

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



Using Assessment Data

Handouts



GRADE 4

Grouping Plan

Lesson Plan		Lesson Plan	
Small Group 1		Partner Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Small Group 2		Workstations	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Small Group 3		Independent Work	Word study and recognition: Fluency: Vocabulary: Comprehension: Writing:
Small Group 4			
Small Group 5			

Grouping Plan: Fourth-Grade Example

Lesson Plan		Lesson Plan	
Small Group 1	<p><u>Word study and recognition:</u> Practice spelling words with /ă/, /î/, or /ë/ sound; read words with these sounds.</p> <p><u>Fluency:</u> Choral and whisper read a decodable text with /ă/, /î/, or /ë/ words; have individual students read aloud during whisper read to assess fluency.</p>	Partner Work	<p><u>Word study and recognition:</u> Spell words with prefixes <i>pre-</i>, <i>re-</i>, and <i>un-</i>. (10 min.)</p> <p><u>Fluency:</u> Partner read an informational text. (5 min.)</p> <p><u>Vocabulary:</u> Take turns orally putting three of last week's words in sentences; then write sentences together. (10 min.)</p> <p><u>Comprehension:</u> n/a</p> <p><u>Writing:</u> n/a</p>
Small Group 2	<p><u>Word study and recognition:</u> Practice spelling words with /ă/ and /ë/ spellings; read words with these sounds.</p> <p><u>Fluency:</u> Choral and whisper read a decodable text with /ă/ and /ë/ words; have individual students read aloud during whisper read to assess fluency.</p>	Workstations	<p><u>Word study and recognition:</u> Sort words with prefixes <i>pre-</i>, <i>re-</i>, and <i>un-</i>. (8 min.)</p> <p><u>Fluency:</u> n/a</p> <p><u>Vocabulary:</u> n/a</p> <p><u>Comprehension:</u> Complete two compound sentence anagrams. (5 min.)</p> <p><u>Writing:</u> n/a</p>
Small Group 3	<p><u>Word study and recognition:</u> Sort words with prefixes <i>pre-</i>, <i>re-</i>, and <i>un-</i>; discuss meanings of words.</p> <p><u>Vocabulary:</u> Have each student pick a word from the prefix sort and write it in a sentence.</p> <p><u>Comprehension:</u> Partner students to read an expository text to discuss the following day.</p>	Independent Work	<p><u>Word study and recognition:</u> n/a</p> <p><u>Fluency:</u> n/a</p> <p><u>Vocabulary:</u> n/a</p> <p><u>Comprehension:</u> Write a summary using a completed main idea graphic organizer for the informational text read previously. (10 min.)</p> <p><u>Writing:</u> Write sentences from comprehension workstation and add correct capitalization and punctuation. (5 min.)</p>
Small Group 4	<p><u>Word study and recognition:</u> Sort words with roots <i>tract</i>, <i>port</i>, and <i>rupt</i>; discuss meanings of words.</p> <p><u>Vocabulary:</u> Have each student pick a word from the root sort and write it in a sentence.</p> <p><u>Comprehension:</u> Partner students to read an expository text to discuss the following day.</p>		
Small Group 5	<p><u>Writing:</u> Conference with five students who are in the revising stage of a writing piece.</p>		

Workstation Planning Form

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

Workstation Planning Form (Example)

Element	Explanation
Workstation	Partner Reading
Objective	Improve automaticity, phrasing, and prosody by reading a text aloud.
Activity	<p>If this is the cold read, before reading, partners skim the text to see what it will be about and to identify any difficult words.</p> <p>Students then follow the partner-reading format.</p> <ul style="list-style-type: none"> • Partners switch papers. • Partner A reads aloud, while Partner B times, marks errors, provides corrective feedback, and circles the last word read. • Partner B reads aloud, while Partner A times, marks errors, provides corrective feedback, and circles the last word read. • The partners switch papers back and figure out their total words read, errors, and words correct per minute. • If this is either the cold or hot read, each partner graphs his or her words correct per minute. <p>When students finish, they discuss one thing they learned from their reading.</p>
Materials	<p>Partner reading folder with two copies of the same text, error-correction feedback cards, and two bar graphs</p> <p>Timer</p> <p>Pencils</p>
Differentiation	<p>Struggling readers are partnered with stronger readers.</p> <p>Text is at the instructional or independent level of the struggling reader.</p>
Student Interaction	Students work together to read the text, provide corrective feedback to one another, graph their words correct per minute, and discuss what they learned from the reading.
Student Choice	The teacher allows each student pair to pick from a variety of texts at the struggling student's instructional or independent level. These texts are then put in their partner reading folder to use at the workstation.
Accountability	<p>Students must fill out their bar graphs for the cold and hot reads. On other days, students complete comprehension activities related to the text's content (e.g., answering questions, writing a summary).</p> <p>During workstation wrap-up, the teacher calls on a few students to share how they did and what they read about at the Partner Reading workstation.</p>

Partnering Students Example

Step 1: Rank students.

<u>Last Name</u>	<u>First Name</u>	<u>Oral Reading Fluency</u>
Hanson	Missy	165
Barrack	Mandy	163
Shore	Carolyn	155
Smith	Lance	150
Horner	Kaleb	146
Richards	Chris	130
Barr	Jenny	122
Nieto	Jose	119
Mason	Lori	110
Kaspian	Eli	103
Romero	Edgar	96
Step 2: Divide list in half.		
Kort	Ruby	96
Salinas	Melissa	88
Sanders	Sid	80
Moore	Jay	79
Willis	Heather	75
Stern	Tina	74
Doogan	Carl	65
Gunner	Landon	64
Mitchell	Diane	61
Jackson	Jerrel	55
Treviño	Leti	40
Stevens	Roger	36

Step 3: Move halves next to each other.

Missy Hanson (165)	Ruby Kort (96)
Mandy Barrack (163)	Melissa Salinas (88)
Carolyn Shore (155)	Sid Sanders (80)
Lance Smith (150)	Jay Moore (79)
Kaleb Horner (146)	Heather Willis (75)
Chris Richards (130)	Tina Stern (74)
Jenny Barr (122)	Carl Doogan (65)
Jose Nieto (119)	Landon Gunner (64)
Lori Mason (110)	Diane Mitchell (61)
Eli Kaspian (103)	Jerrel Jackson (55)
Edgar Romero (96)	Leti Treviño (40)
	Roger Stevens (36)

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 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

Fourth-Grade Assessment Examples

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

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.

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/.

Decoding

(for students struggling with fluency)

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

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.

Listening Comprehension

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

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

- Orally answer open-ended questions, both literal and inferential
- Retell a story or what was learned from an informational text

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		<ul style="list-style-type: none"> • What happened in the beginning? • Where did the story happen? • Who were the main characters? • What was the problem?
Middle		<ul style="list-style-type: none"> • What happened next? • What did _____ do? • Why?
Ending		<ul style="list-style-type: none"> • How was the problem solved? • How did the story end?

Adapted from Tompkins, 1998.

Sample Screening Data

Class I

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
Josaiiah	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	Josaiiah 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 Josaiiah 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 Josaiiah 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 multisyllabic words with long-vowel patterns Phrase fluency Fluency with text containing multisyllabic words with long-vowel patterns
Spelling	Sofia Aiden	Reading and spelling multisyllabic words with long-vowel patterns Fluency with text containing multisyllabic words with long-vowel patterns
Oral Reading Fluency	Emma Carlos Marta Karla Jackson	Reading multisyllabic words out of context to build automaticity Phrase fluency Fluency in multiple-criteria text with multisyllabic words
Reading Comprehension	Sebastian Karla Enrique Sofia	Fluency in instructional- or independent-level text Making inferences within text Practicing word-learning strategies
Fluency and Comprehension in Above-Grade-Level Text	Josaiiah 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
Spelling and Oral Reading Fluency		
Spelling		
Oral Reading Fluency		
Reading Comprehension		
Fluency and Comprehension in Above-Grade-Level Text		

Oral Reading Fluency Scoring Probe

Wonderful Water

Some people say, "You are what you eat." It might be more accurate to say, "You	16
are what you drink." That is because about two-thirds of the human body is made up of	34
water.	35
Our bodies use water in many ways to maintain our health and well-being. We	50
need water to help with digesting and absorbing the food we eat. Water controls our	65
body temperature, keeping us from getting too hot in warm weather. It helps to carry	80
oxygen and nutrients to all the body's cells and even acts as a protective cushion for	96
joints, such as knees and hips.	102
Each day, our bodies lose as many as six pints of water through evaporation and	117
perspiration. Replacing that water is important for maintaining good health. People	128
who exercise vigorously lose even more water. Running, playing soccer, bicycling, and	140
hiking can increase the amount of water you need to drink.	151
How can you get all the water you need? First, try to drink plenty of fresh water	168
with every meal and after you exercise. It's also good to drink water at other times	184
during the day, especially if it is a warm day. Eat plenty of fresh fruits and vegetables,	201
which also contain water. Eating these can also help you get the water your body	216
needs.	217
Many people do not drink enough water to maintain their health. They say they	231
do not feel thirsty. Sometimes people who do not think they are thirsty are confusing	246
thirst for hunger. They think their body is asking for food, instead of water.	260

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

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Reads with appropriate phrasing, intonation and expression, and observed punctuation <input type="checkbox"/> Self-corrects and monitors meaning <input type="checkbox"/> Shows automaticity on reread words <input type="checkbox"/> Uses effective decoding strategies <input type="checkbox"/> Frequent errors on sight words (e.g., <i>I was, and, the, said</i>) <input type="checkbox"/> Other: | <ul style="list-style-type: none"> <input type="checkbox"/> Frequent errors on phonetically regular words (e.g., <i>cat, milk</i>) <input type="checkbox"/> Frequent errors on phonetically irregular words <input type="checkbox"/> Frequently omits words or letters <input type="checkbox"/> Frequently adds words or letters <input type="checkbox"/> 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

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

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

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

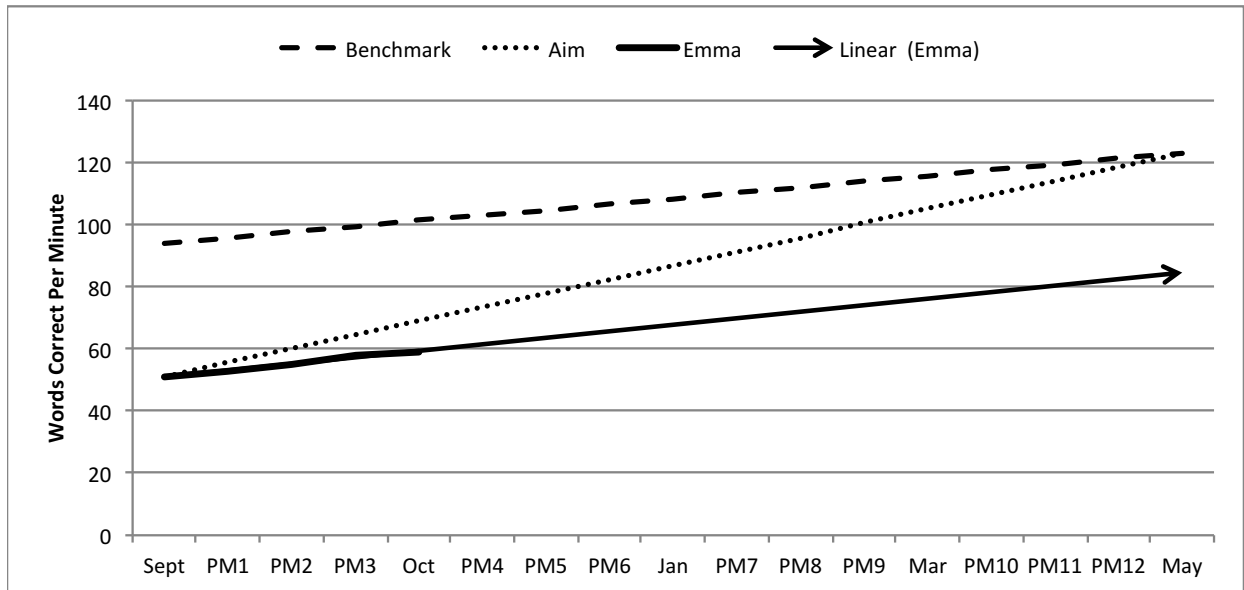
Based on these data, what will be the focus of your whole-group instruction in word study and recognition?

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

Sample Progress-Monitoring Data

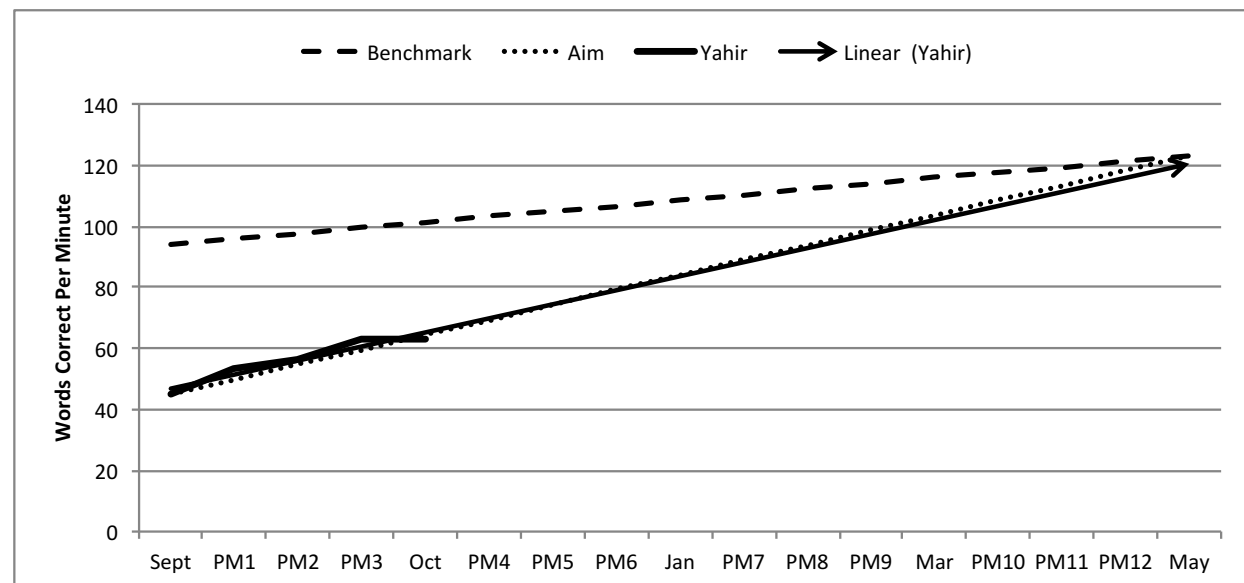
Emma's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	94	95.8	97.6	99.4	101.3	103.1	104.9	106.7	108.5	110.3	112.1	113.9	115.8	117.6	119.4	121.2	123.0
Aim	51	55.5	60.0	64.5	69.0	73.5	78.0	82.5	87.0	91.5	96.0	100.5	105.0	109.5	114.0	118.5	123.0
Emma	51	53	55	58	59												



Yahir's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	94	95.8	97.6	99.4	101.3	103.1	104.9	106.7	108.5	110.3	112.1	113.9	115.8	117.6	119.4	121.2	123.0
Aim	45	49.9	54.8	59.6	64.5	69.4	74.3	79.1	84.0	88.9	93.8	98.6	103.5	108.4	113.3	118.1	123.0
Yahir	45	53.0	56.0	63.0	63.0												



Sample TELPAS Data

Class 1

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

Class 2

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

What differences do you notice in these two classes?

Take a moment to go back to the screening data analysis on Handout 7. 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?

Adapted from Texas Education Agency, 2011.

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?

- Encoding
- Oral reading fluency
- Vocabulary
- Reading comprehension
- Writing

2. Do you use data for all of the purposes discussed in this session?

- Screening
- Diagnosing
- Progress monitoring
- Assessing language
- Summative assessment

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

Farrall, M. L. (2012). *Reading assessment: Linking language, literacy, and cognition*. Hoboken, NJ: John Wiley & Sons.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy: Implementing the practices that work best to accelerate student learning*. Thousand Oaks, CA: Corwin.

Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems*. Baltimore, MD: Paul H. Brookes.