Texas Education Agency

Using Assessment Data

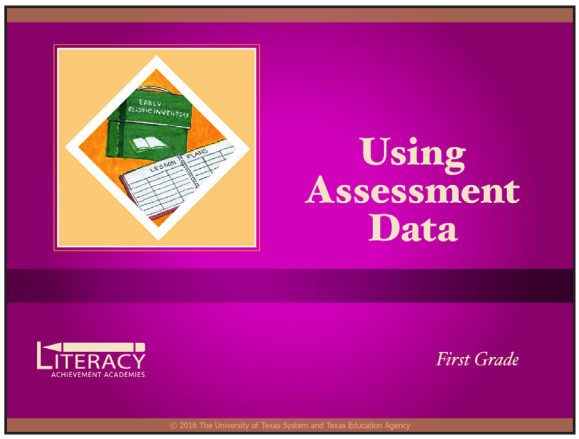
Participant Notes

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 1



Questions to Address

- Why should we use assessment data in first grade?
- What kind of data should we use in first grade?
- How should we assess and use data in first grade?
- Am I using data effectively?
- What are my next steps?

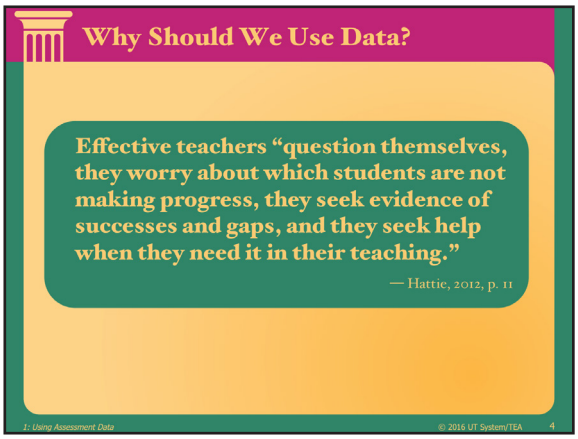
1: Using Assessment Data © 2016 UT System/TEA 2

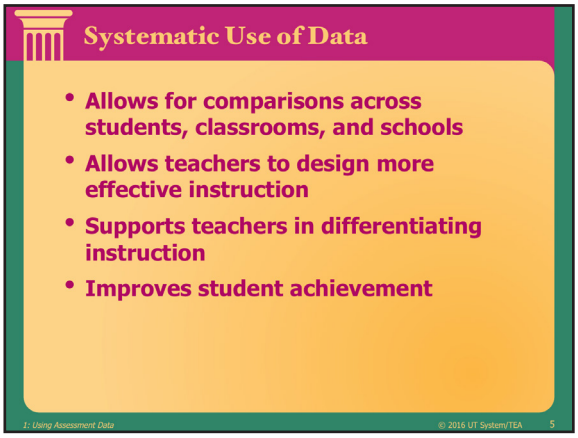
Video: Using Assessment Data

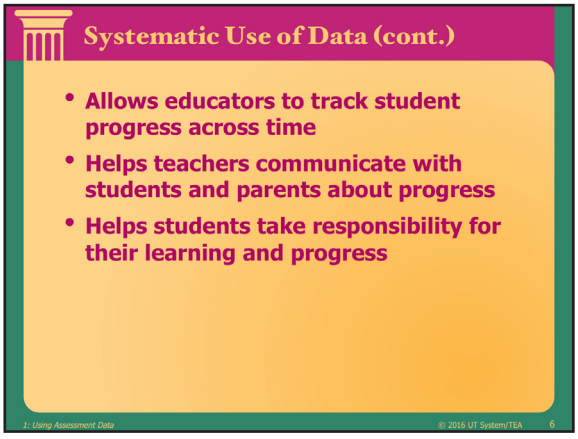
As you watch the video, take notes related to each of the following questions:

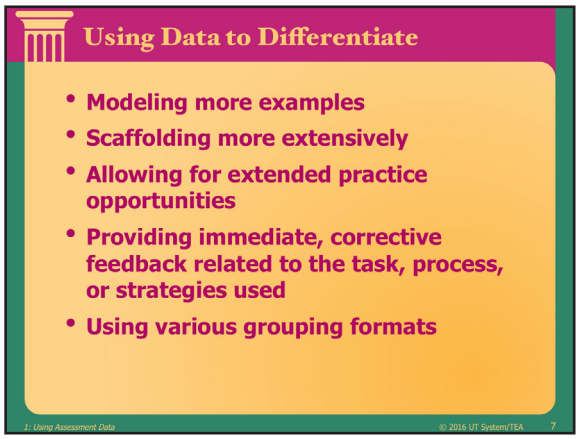
- How often do the teachers discuss collecting and using assessment data?
- What tools do the teachers use to analyze the data?
- What do the teachers talk about using the data for? How does it affect their instruction?

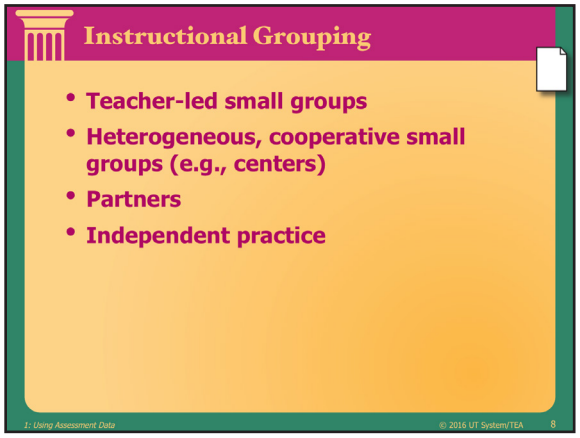
1: Using Assessment Data © 2016 UT System/TEA 3

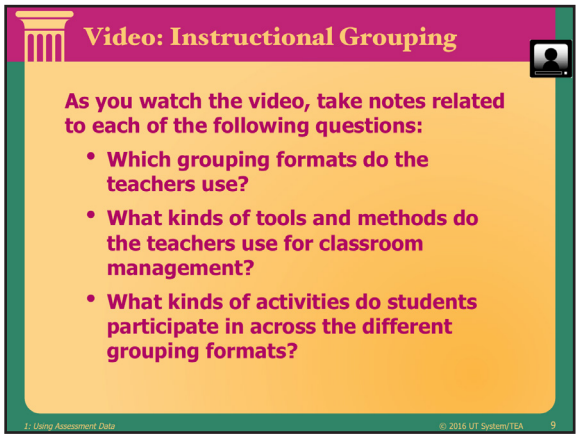


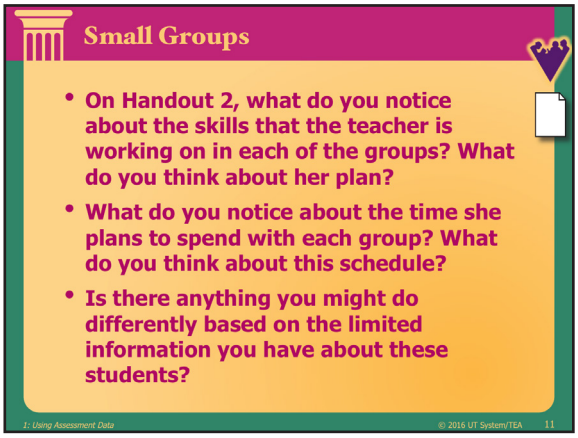


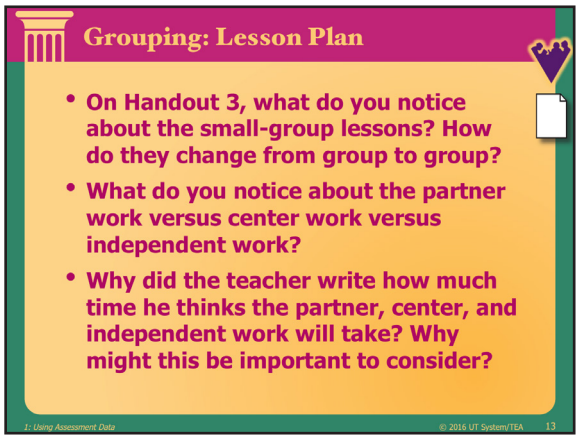


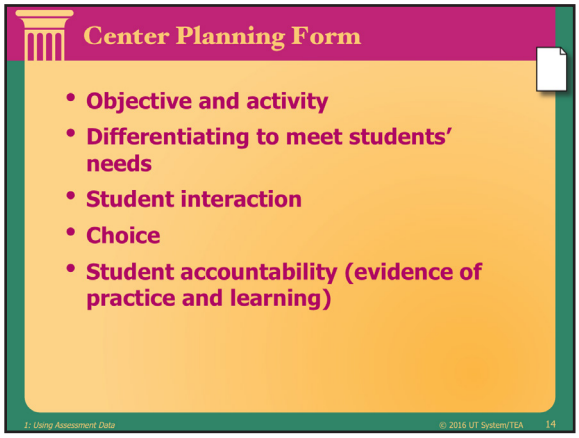


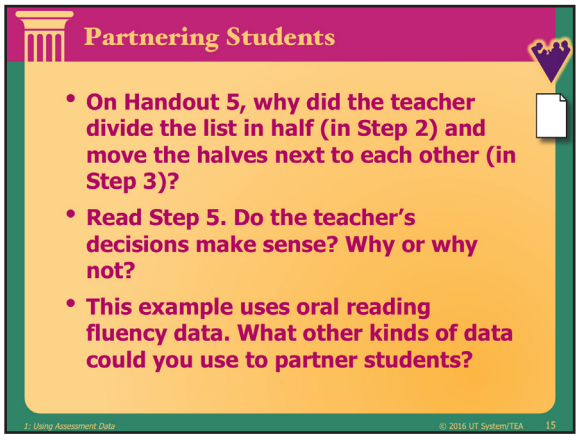


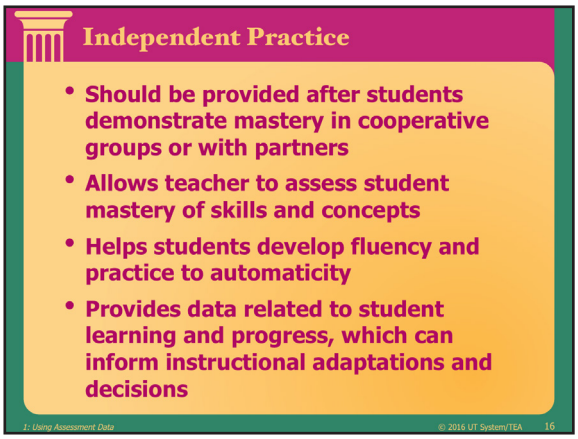


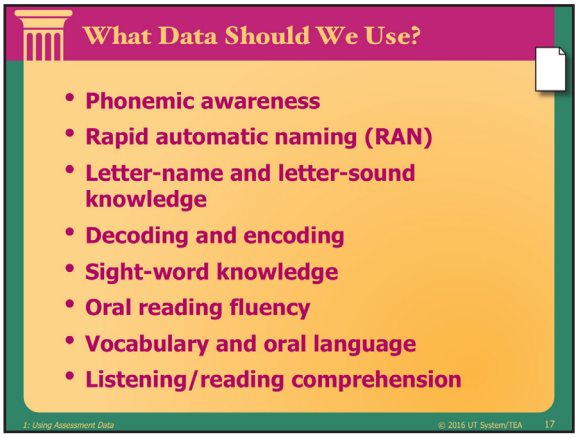


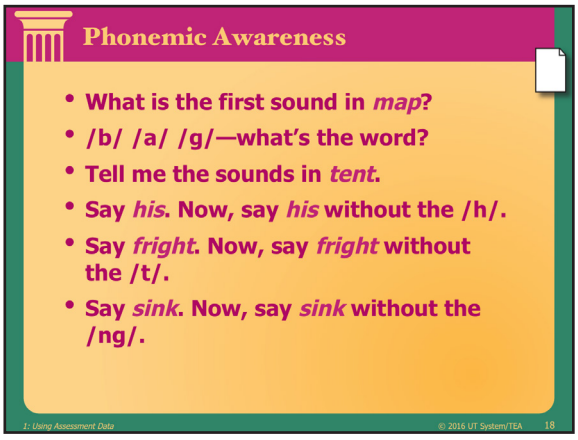


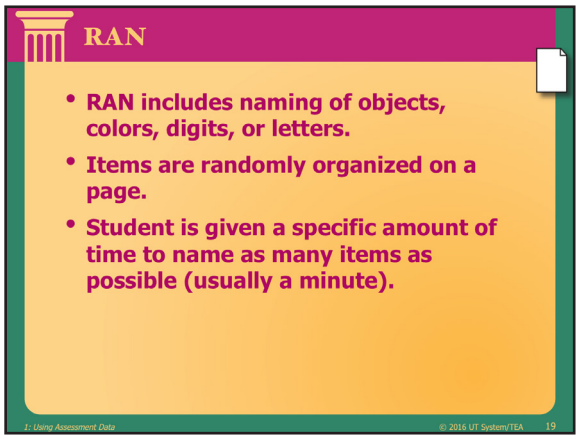


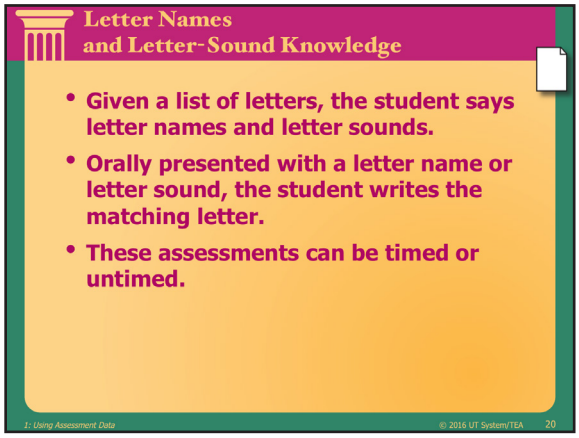


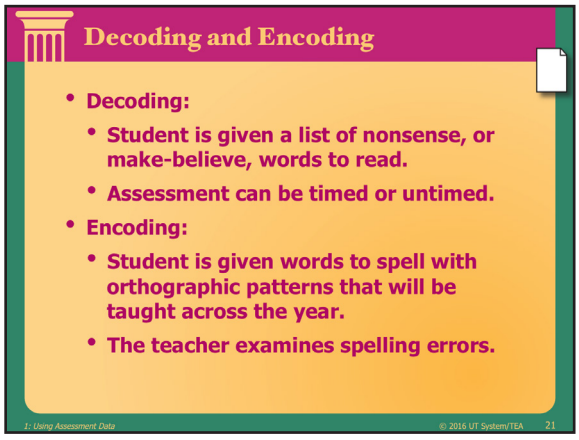


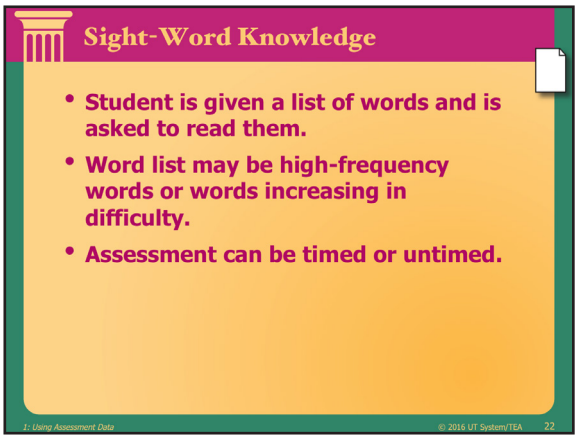


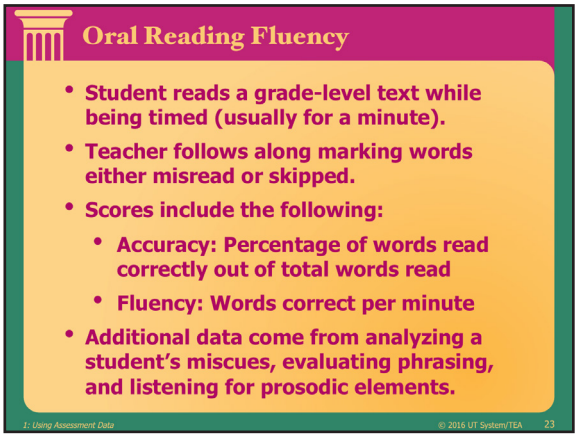


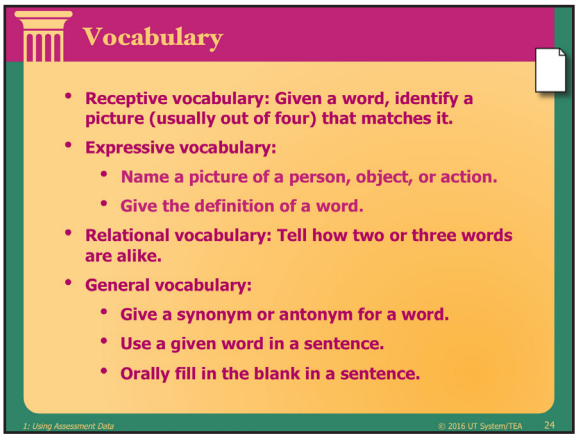


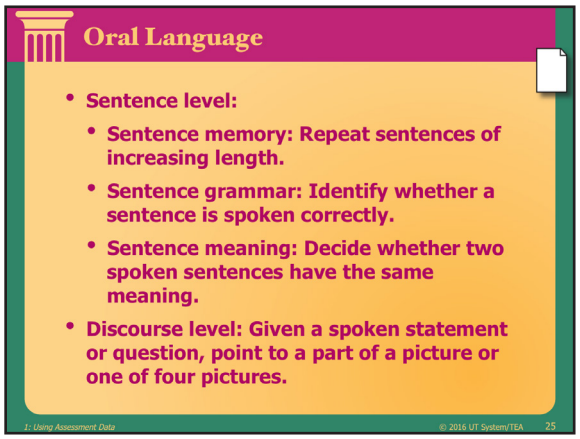


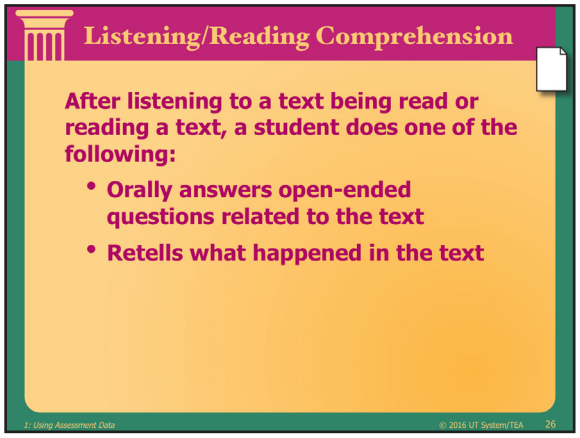


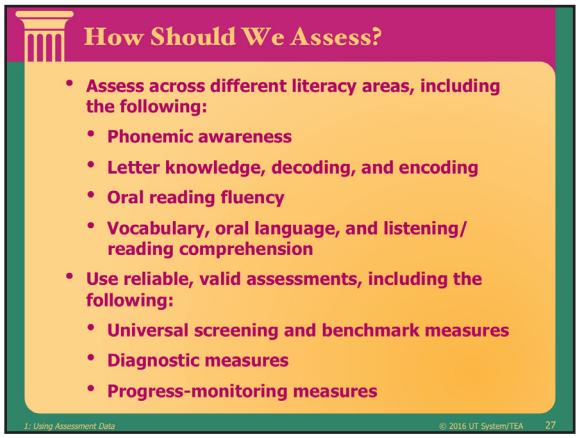


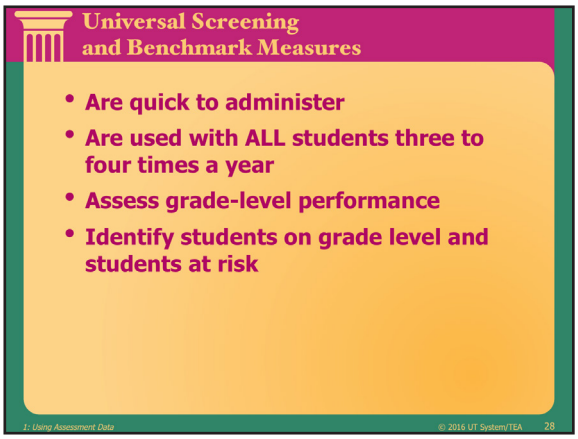


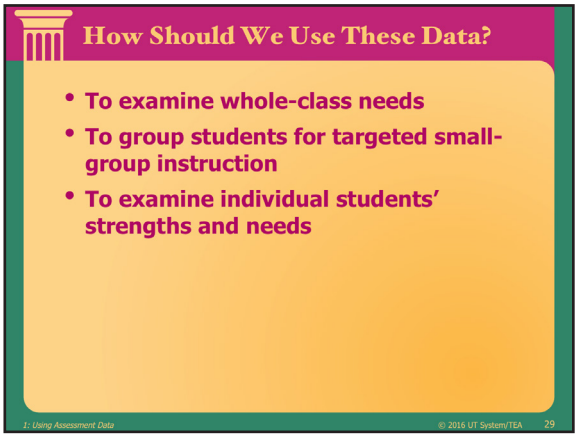


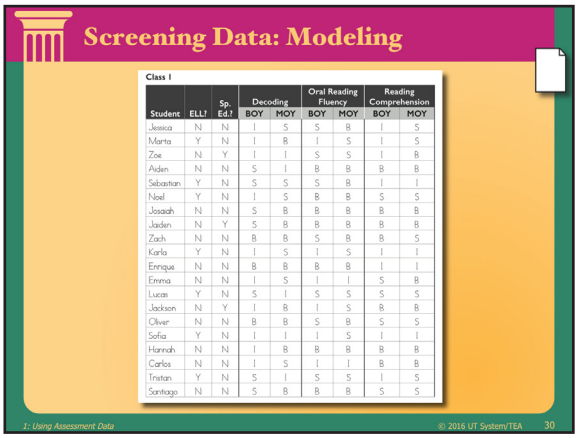












Student	ELL?	Sp. Ed.?	Decoding BOY	Decoding MOY	Oral Reading Fluency BOY	Oral Reading Fluency MOY	Reading Comprehension BOY	Reading Comprehension MOY
Jessica	N	N	I	S	S	B	I	S
Marta	Y	N	I	B	I	S	I	S
Zoe	N	Y	I	I	S	S	I	B
Aiden	N	N	S	I	B	B	B	B
Sebastian	Y	N	S	S	S	B	I	I
Noel	Y	N	I	S	B	B	S	S
Josiah	N	N	S	B	B	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
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

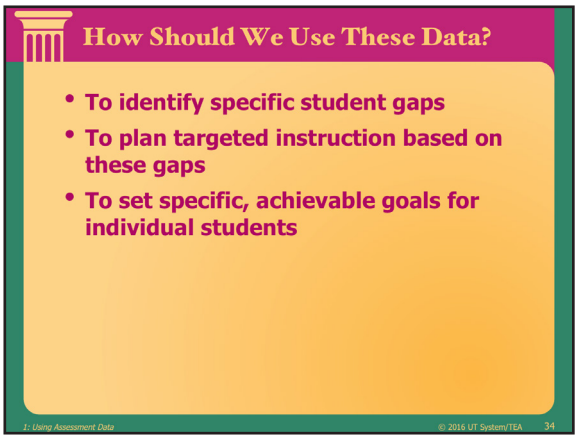
Student	ELL?	Sp. Ed.?	Decoding		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Freda	Y	N	S	B	B	B	I	S
Gabriel	N	N	B	B	B	B	B	B
Annella	N	N	I	B	S	B	I	I
Chance	N	N	B	B	I	B	S	S
Roshan	N	N	I	I	S	S	I	I
Arjun	Y	N	I	B	S	B	S	B
Kelsey	N	N	S	S	B	B	I	S
Prima	N	N	B	B	B	B	S	B
Alex	N	N	B	B	B	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

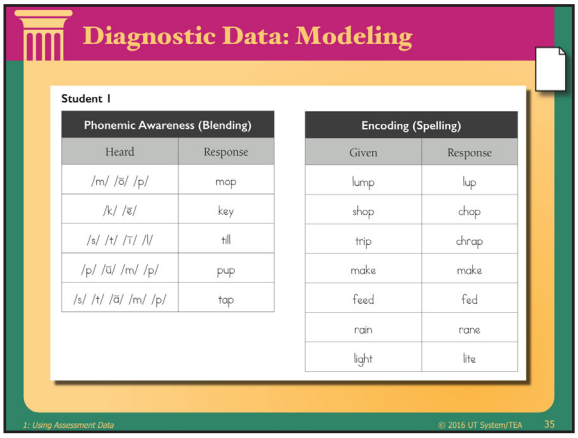
Activity Wrap-Up

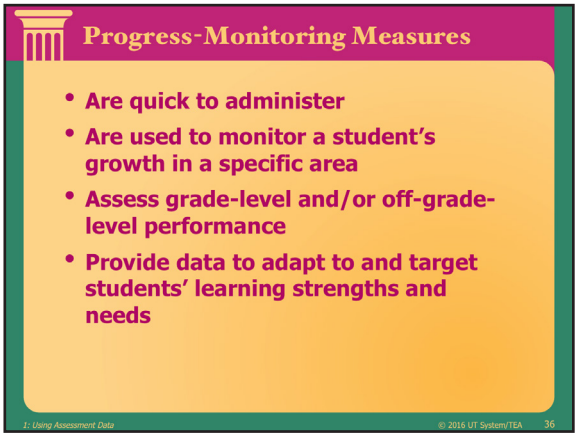
- Why would you want to do an analysis like on the Student Movement chart?
- Did you find it difficult or easy to create instructional groups based on the data? Why?
- How often should you do this kind of data analysis and grouping? Why?

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







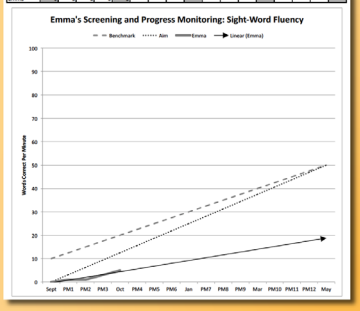
How Should We Use These Data?

- To 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

1: Using Assessment Data © 2016 UT System/TEA 37

Progress-Monitoring Data: Modeling

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.63	18.75	21.88	25	28.13	31.25	34.38	37.5	40.63	43.75	46.88	50
Emma	0	5	5	5	5												



1: Using Assessment Data © 2016 UT System/TEA 38

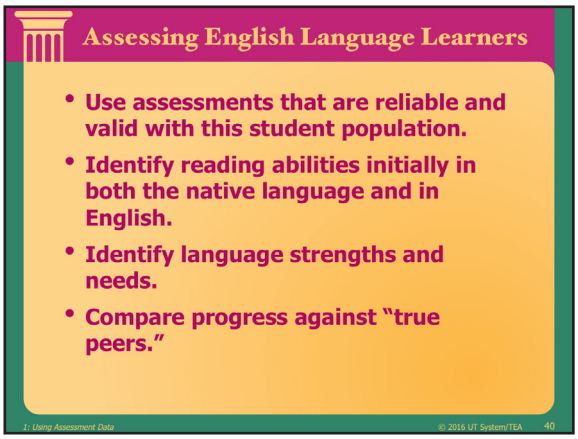
Graphing Progress-Monitoring Data

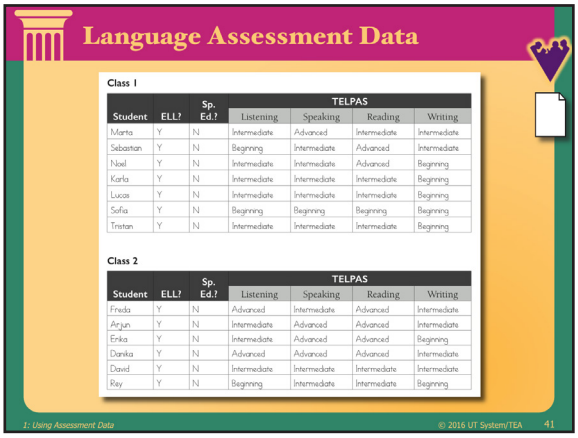
- Putting progress-monitoring data on a line graph helps you visualize a student's growth.
- It also helps you see whether instruction is truly accelerating learning.

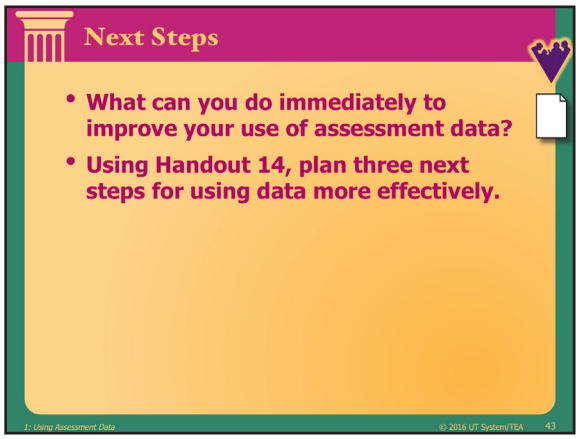
Tool to track progress-monitoring data:

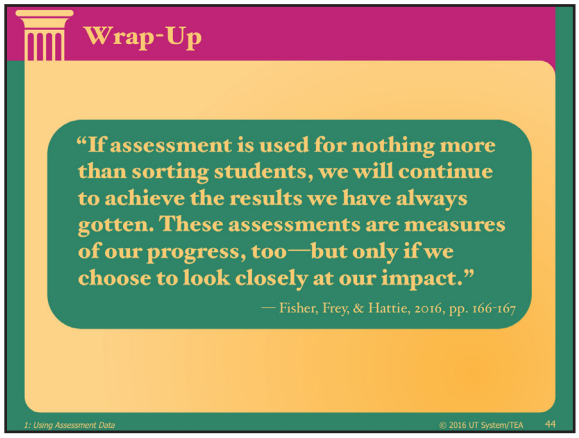
http://buildingrti.utexas.org/documents/progress-monitoring-line-graph

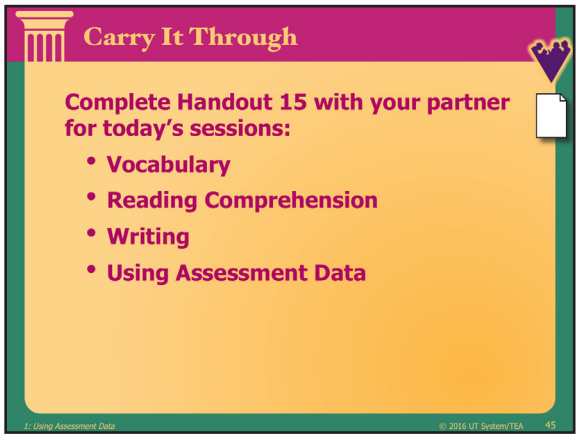
1: Using Assessment Data © 2016 UT System/TEA 39











Texas Education Agency

Using Assessment Data

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

GRADE 1

Grouping Plan

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

	Lesson Plan
Partner Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:
Center Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:
Independent Work	Phonological awareness: Phonics and word study: Fluency: Vocabulary: Comprehension:

Reading Groups: First-Grade Example

After administering a spelling inventory to her students, a first-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.

- One group of six students needs to work on initial blends (yellow group).
- Six students need to work on consonant digraphs (blue group).
- Four students need to work on short vowel sounds (red group).
- Three students need support with differentiating voiced and unvoiced consonant sounds (purple group).

Group	Skills to practice (both chorally and individually)	Time
Yellow (six students)	Read and spell words with initial blends (*st-*, *sc-*, and *sm-*) out of context Read decodable book with words with blends	6 minutes
	TRANSITION	1 minute
Blue (six students)	Read and spell words with consonant digraphs (*sh-*, *th-*, and *ch-*) out of context Read decodable book with words with consonant digraphs	6 minutes
	TRANSITION	1 minute
Red (four students)	Read and spell words with /ă/ and /ĭ/ out of context Read decodable book with /ă/ and /ĭ/	7 minutes
	TRANSITION	1 minute
Purple (three students)	Using Elkonin boxes, 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 Use mirrors to see how sounds are similar Read and spell words with the sound partners	8 minutes
	TOTAL	30 minutes

Grouping Plan: First-Grade Example

	Lesson Plan
Small Group 1	Phonological awareness: Review isolating last sound; practice blending and segmenting two- and three-phoneme words Phonics: Review reading CVC words with /ā/ and /ī/; reread decodable book
Small Group 2	Phonological awareness: Review blending and segmenting three-phoneme words; practice deleting initial sound Phonics: Review reading CVC words with /ā/, /ī/, and /ō/; reread decodable book
Small Group 3	Phonological awareness: Practice deleting initial sound Phonics: Review reading CVC words (all short vowels); reread decodable book Fluency: Word wall race
Small Group 4	Phonological awareness: Practice deleting initial and final sounds Phonics: Reread decodable book Fluency: Word wall race
Small Group 5	Phonics: Review VCe words Fluency: Echo read beginning of first-grade text Comprehension: Practice retelling story

	Lesson Plan
Partner Work	Phonological awareness: n/a Phonics and word study: Practice reading and spelling CVC words with /ā/ and /ī/ (10 minutes) Fluency: Play word fluency game (5 minutes) Vocabulary: Take turns orally putting two of last week's words in sentences; then write sentences together (10 minutes) Comprehension: n/a
Center Work	Phonological awareness: Play segmenting and blending game with whisper phones (5 minutes) Phonics and word study: n/a Fluency: n/a Vocabulary: n/a Comprehension: Listen to story on CD and draw in visualization log (10 minutes)
Independent Work	Phonological awareness: n/a Phonics and word study: n/a Fluency: n/a Vocabulary: n/a Comprehension: Draw picture and write sentences describing main character at listening center (10 minutes)

Center Planning Form

Element	Explanation
Center Name	
Objective	
Activity	
Materials	
Differentiation	
Student Interaction	
Student Choice	
Accountability	

Center Planning Form (Example)

Element	Explanation
Center Name	Pocket Chart Games
Objective	Segment individual sounds in three-, four-, and five-phoneme words Manipulate sounds in single-syllable words
Activity	Students play two different phonemic awareness games: • Sorting words by the number of phonemes • Deleting sounds When they finish, they are allowed to play any other related games in the hanging file.
Materials	Pocket chart, hanging file with games in baggies, number cards, picture cards
Differentiation	Students are in mixed-ability groups to provide modeling and scaffolding for one another.
Student Interaction	Students work together to sound out or manipulate words during games. During sound deletion game, one student gives the prompt, and another student responds.
Student Choice	When students finish the two must-do games, they can choose another game or two from the pocket chart. These games were must-do games in previous weeks.
Accountability	Lead student gives teacher the silent signal when they have finished sorting the cards. Teacher checks pocket chart from teacher table. During center wrap-up, teacher calls on a few students to segment or delete sounds in words from the games to check for understanding.

Partnering Students Example

Step 1: Rank students.

Last Name	First Name	Oral Reading Fluency
Hanson	Missy	55
Barrack	Mandy	46
Shore	Carolyn	46
Smith	Lance	40
Horner	Kaleb	39
Richards	Chris	37
Barr	Jenny	33
Nieto	Jose	31
Mason	Lori	28
Kaspian	Eli	28
Romero	Edgar	26
Kort	Ruby	24
Salinas	Melissa	24
Sanders	Sid	20
Moore	Jay	20
Willis	Heather	18
Stern	Tina	15
Doogan	Carl	13
Gunner	Landon	13
Mitchell	Diane	11
Jackson	Jerrel	10
Treviño	Leti	8
Stevens	Roger	7

Step 2: Divide list in half.

Step 3: Move halves next to each other.

Missy Hanson (55)
Mandy Barrack (46)
Carolyn Shore (46)
Lance Smith (40)
Kaleb Horner (39)
Chris Richards (37)
Jenny Barr (33)
Jose Nieto (31)
Lori Mason (28)
Eli Kaspian (28)
Edgar Romero (26)
Roger Stevens (7)

Ruby Kort (24)
Melissa Salinas (24)
Sid Sanders (20)
Jay Moore (20)
Heather Willis (18)
Tina Stern (15)
Carl Doogan (13)
Landon Gunner (13)
Diane Mitchell (11)
Jerrel Jackson (10)
Leti Treviño (8)

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

I moved Ruby into Jose's place because she is reading much more fluently than Landon, so she will provide a model for him.

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

I've 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, Jose

Mandy, Melissa

Carolyn, Sid

Lance, Jay

Kaleb, Heather

Chris, Tina

Jenny, Carl

Ruby, Landon

Lori, Diane, Roger

Eli, Jerrel

Edgar, Leti

First-Grade Assessment Examples

Phonemic Awareness

- What is the first sound in *map*?
- /b/ /a/ /g/—what's the word?
- Tell me the sounds in *tent*.
- Say *his*. Now, say *his* without the /h/.
- Say *fright*. Now, say *fright* without the /t/.
- Say *sing*. Now, say *sing* without the /ng/.

Rapid Automatic Naming (RAN)

- RAN includes naming of objects, colors, digits, or letters.
- Items are randomly organized on a page.
- Student is given specific time amount to name as many items as possible (usually a minute).

Letter Names and Letter-Sound Knowledge

- Given a list of letters, the student says letter names and letter sounds.
- Orally presented with a letter name or letter sound, the student writes the matching letter.
- These assessments can be timed or untimed.

Decoding and Encoding

- Decoding:
  - Student is given a list of nonsense, or make-believe, words to read.
  - Assessment can be timed or untimed.
- Encoding:
  - Student is given words to spell with orthographic patterns that will be taught across the year.
  - The teacher examines spelling errors.

Sight-Word Knowledge

- Student is given a list of words and is asked to read them.
- Word list may be high-frequency words or words increasing in difficulty.
- Assessment can be timed or untimed.

Oral Reading Fluency

- Student reads a grade-level text while being timed (usually for a minute).
- Teacher follows along marking words either misread or skipped.
- Scores include the following:
  - Accuracy: Percentage of words read correctly out of total words read
  - Fluency: Words correct per minute
- Additional data come from analyzing a student's miscues, evaluating phrasing, and listening for prosodic elements.

Vocabulary

- Receptive vocabulary: Given a word, identify a picture (usually out of four) that matches it.
- Expressive vocabulary:
  - Name a picture of a person, object, or action.
  - Give the definition of a word.
- Relational vocabulary: Tell how two or three words are alike.
- General vocabulary:
  - Give a synonym or antonym for a word.
  - Use a given word in a sentence.
  - Orally fill in the blank in a sentence.

Oral Language

- Sentence level:
  - Sentence memory: Repeat sentences of increasing length.
  - Sentence grammar: Identify whether a sentence is spoken correctly.
  - Sentence meaning: Decide whether two spoken sentences have the same meaning.
- Discourse level: Given a spoken question or statement, point to a part of a picture or one of four pictures.

Listening/Reading Comprehension

After listening to a text being read or reading a text, a student orally answers open-ended questions related to the text or retells what happened in the text.

Adapted from Farrall, 2012.

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.?	Decoding		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.?	Decoding		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)
Decoding	Zach Enrique Oliver	Marta Jackson Hannah	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	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
Decoding and Oral Reading Fluency	Zoe Lucas Tristan	Reading and spelling VCe words and high-frequency words Phrase fluency Fluency with decodable text (VCe words)
Decoding	Sofia Aiden Sebastian	Reading and spelling VCe words and high-frequency words Fluency with decodable text (VCe words)
Oral Reading Fluency	Emma Carlos Marta Karla	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 with decodable text (vowel teams: ai, ay, ee, ea) Phrase fluency Fluency in multiple-criteria text with some two- and three-syllable words
Fluency and Comprehension in Above-Grade-Level Text	Josaiah Jaiden Santiago Hannah Oliver	Fluency with above-grade-level text Making local and global coherence 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)
Decoding					
Oral Reading Fluency					
Reading Comprehension					

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

Possible Instructional Small Groups

Instructional Focus	Student Names	Additional Information
Decoding and Oral Reading Fluency		
Decoding		
Oral Reading Fluency		
Reading Comprehension		
Fluency and Comprehension in Above-Grade-Level Text		

Diagnostic Assessment Data

Student 1

Phonemic Awareness (Blending)	
Heard	Response
/m/ /ŏ/ /p/	mop
/k/ /ē/	key
/s/ /t/ /ĭ/ /l/	till
/p/ /ŭ/ /m/ /p/	pup
/s/ /t/ /ă/ /m/ /p/	tap

Encoding (Spelling)	
Given	Response
lump	lup
shop	chop
trip	chrap
make	make
feed	fed
rain	rane
light	lite

Student 2

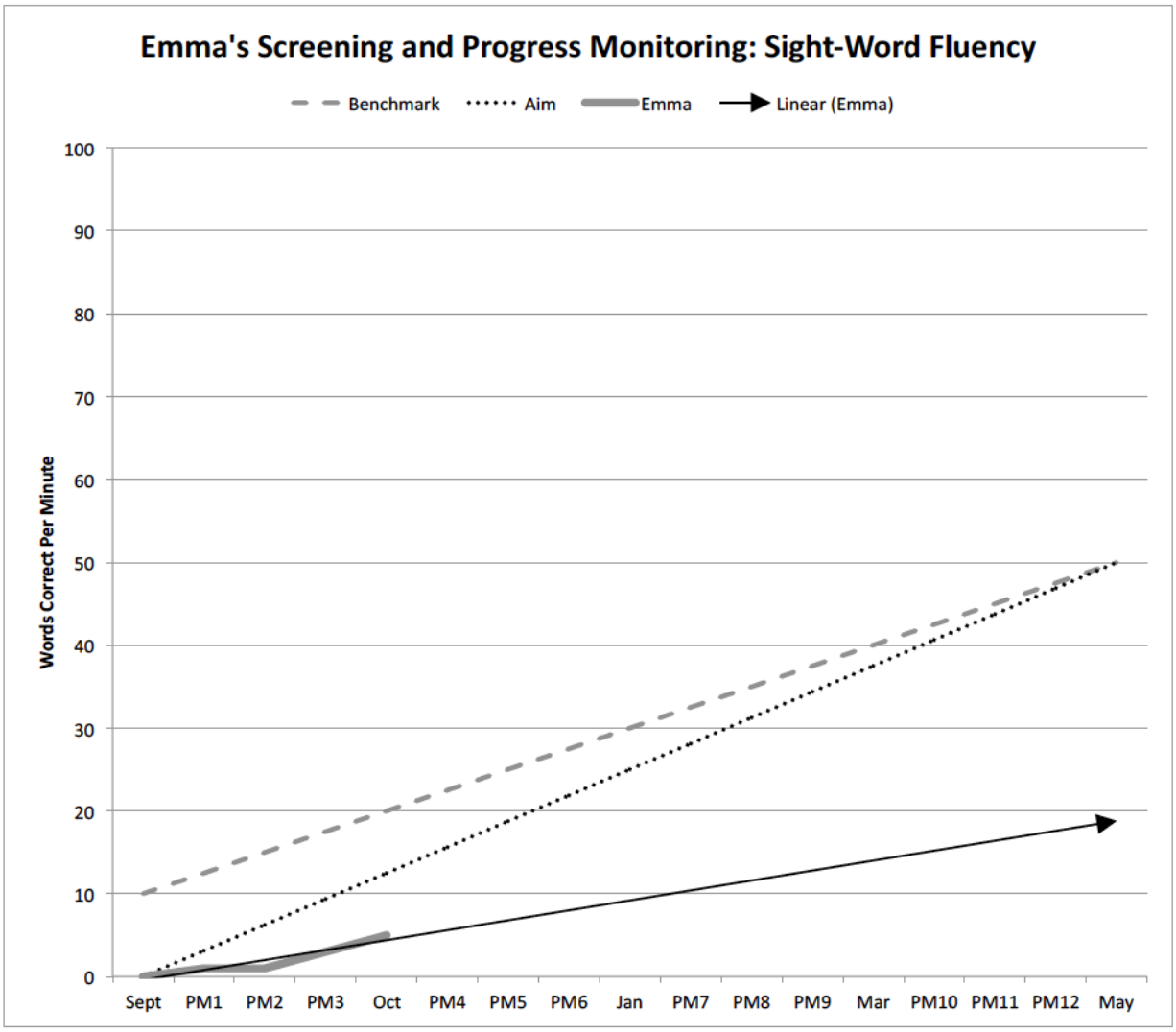
Phonemic Awareness (Blending)	
Heard	Response
/m/ /ŏ/ /p/	mob
/k/ /ē/	gey
/s/ /t/ /ĭ/ /l/	sill
/p/ /ŭ/ /m/ /p/	bub
/s/ /t/ /ă/ /m/ /p/	sab

Encoding (Spelling)	
Shown	Response
lump	lub
shop	hob
trip	hrep
make	mag
feed	fed
rain	rane
light	lid

Sample Progress-Monitoring Data

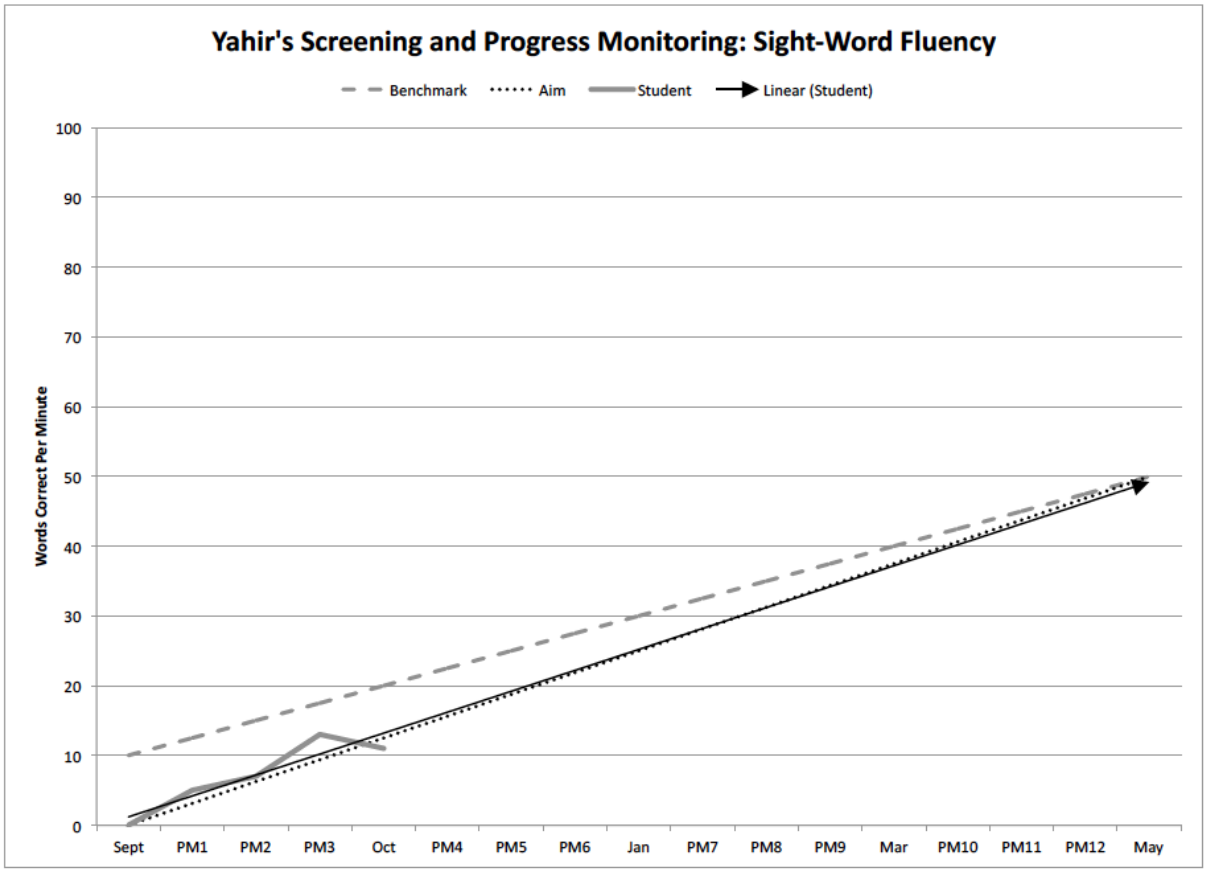
Emma's Data

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.63	18.75	21.88	25	28.13	31.25	34.38	37.5	40.63	43.75	46.88	50
Emma	0	1	1	3	5												



Yahir's Data

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50
Aim	0	3.125	6.25	9.375	12.5	15.625	18.75	21.875	25	28.125	31.25	34.375	37.5	40.625	43.75	46.875	50
Student	0	5	7	13	11												



Sample TELPAS Data

Class 1

Student	ELL?	Sp. Ed.?	TELPAS			
			Listening	Speaking	Reading	Writing
Marta	Y	N	Intermediate	Advanced	Intermediate	Intermediate
Sebastian	Y	N	Beginning	Intermediate	Advanced	Intermediate
Noel	Y	N	Intermediate	Intermediate	Advanced	Beginning
Karla	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Lucas	Y	N	Intermediate	Intermediate	Intermediate	Beginning
Sofia	Y	N	Beginning	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	Intermediate	Advanced	Intermediate
Arjun	Y	N	Intermediate	Advanced	Advanced	Intermediate
Erika	Y	N	Intermediate	Advanced	Advanced	Beginning
Danika	Y	N	Advanced	Advanced	Advanced	Intermediate
David	Y	N	Intermediate	Intermediate	Intermediate	Intermediate
Rey	Y	N	Beginning	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 9. 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 decoding, 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?
   - ❑ Phonemic awareness
   - ❑ Rapid automatic naming
   - ❑ Letter-name and letter-sound knowledge
   - ❑ Decoding and encoding
   - ❑ Sight-word knowledge
   - ❑ Oral reading fluency
   - ❑ Vocabulary
   - ❑ Oral language
   - ❑ Listening comprehension

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

Carry It Through

Topic(s): _____

Key Ideas	
My Questions	**What I Need and Who Can Help**
Actions I'll Take	

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

2. Identify areas for differentiating instruction:

Struggling Readers and Writers	**Other Strategies**
English Language Learners	
Other	

References

Archer, A., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

Davis, L. B., Fuchs, L. S., Fuchs, D., & Whinnery, K. (1995). "Will CBM help me learn?" Students' perception of the benefits of curriculum-based measurement. *Education and Treatment of Children, 18*(1), 19–32.

Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (1999). Grouping practices and reading outcomes for students with disabilities. *Exceptional Children, 65*, 399–415.

Esparza Brown, J., & Sanford, A. (2011). *RTI for English language learners: Appropriately using screening and progress monitoring tools to improve instructional outcomes*. Washington, DC: Office of Special Education Programs, National Center on Response to Intervention.

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.

Foorman, B. R., & Torgesen, J. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. *Learning Disabilities Research & Practice, 16*(4), 203–212.

Fuchs, L. S., Butterworth, J. R., & Fuchs, D. (1989). Effects of ongoing curriculum-based measurement on student awareness of goals and progress. *Education and Treatment of Children, 12*(1), 63–72.

Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. *Exceptional Children, 53*(3), 199–208.

Fuchs, L. S., & Fuchs, D. (1991). Curriculum-based measurements: Current applications and future directions. *Preventing School Failure, 35*(3), 6–11.

Fuchs, L. S., & Fuchs, D. (2001). *What is scientifically based research on progress monitoring?* Washington, DC: National Center on Student Progress Monitoring.

Fuchs, L. S., & Fuchs, D. (2011a). *Using CBM for progress monitoring in reading*. Washington, DC: Office of Special Education Programs.

Fuchs, L. S., & Fuchs, D. (2011b). *Using CBM for progress monitoring in written expression and spelling*. Washington, DC: Office of Special Education Programs.

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., & Tilly, W. D. (2008). *Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.

Hosp, M. K., & Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure, 48*(1), 10–17.

Kosanovich, M. L., Weinstein, C., & Goldman, E. (2009). *Using student center activities to differentiate instruction: A guide for teachers*. Portsmouth, NH: RMC Research, Center on Instruction.

Marston, D., Diment, K., Allen, D., & Allen, L. (1992). Monitoring pupil progress in reading. *Preventing School Failure, 36*(2), 21–25.

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). *Language and reading interventions for English language learners and English language learners with disabilities*. Portsmouth, NH: RMC Research, Center on Instruction.

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator, 36*(1), 12–19, 39.

Stecker, P. M., & Fuchs, L. S. (2000). Effecting superior achievement using curriculum-based measurement: The importance of individual progress monitoring. *Learning Disabilities Research & Practice, 15*(3), 128–134.

Tompkins (1998).

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D. P., Dickson, S., & Blozis, S. A. (2003). Grouping for reading instruction for students with reading difficulties. *Remedial and Special Education, 24*, 301–315.

Vaughn, S., Wanzek, J., Murray, C. S., & Roberts, G. (2012). *Intensive interventions for students struggling in reading and mathematics: A practice guide*. Portsmouth, NH: RMC Research, Center on Instruction.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S., (2007). Prevention and early intervention of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-based reading practices for response to intervention* (pp. 11–27). Baltimore, MD: Paul H. Brookes.

Resources and Recommended Reading

Websites

www.studentprogress.org

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/Curriculum_and_Instructional_Programs/Subject_Areas/English_Language_Arts_and_Reading/English_Language_Arts_and_Reading/

Articles and Booklets

www.studentprogress.org/library/training/cbm%20reading/usingcbmreading.pdf

www.studentprogress.org/summer_institute/2007/written/writing_manual_2007.pdf

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/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, Inc.

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.