

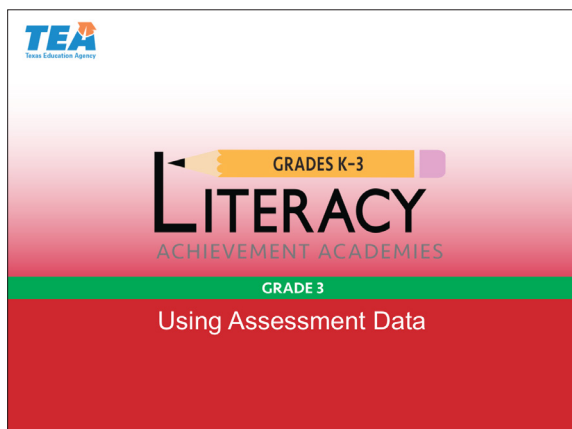


Using Assessment Data

Participant Notes




GRADE 3



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



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?



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

Instructional Grouping

Teacher-led small groups

Heterogeneous, cooperative small groups (e.g., workstations)

Partners

Independent practice



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



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



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?

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 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



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 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




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...



**...for All
Third-Graders?**


Decoding (word reading) and encoding (word spelling)

Oral reading fluency

Vocabulary

Listening and reading comprehension

Writing



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



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



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



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



Writing

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


Data for All Students



What Data Should We Use...

...for Struggling Third-Graders?

- Phonemic awareness
- Grapheme-phoneme knowledge
- Sight-word knowledge
- Oral language



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



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



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

Student	ELL?	Sp. Ed?	Spelling		Oral Reading Fluency		Reading Comprehension	
			BOY	MOY	BOY	MOY	BOY	MOY
Isabella	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
Isabel	Y	N	I	S	B	B	S	S
Joseph	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
Erin	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
Julia	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
Amelia	N	N	I	B	S	B	I	I
Chloe	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
Alia	N	N	B	B	B	S	B	S
Eniko	Y	N	B	B	S	B	S	S
Nandita	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
Ray	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 I

- 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).



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).



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).



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).




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 /ě/ 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?

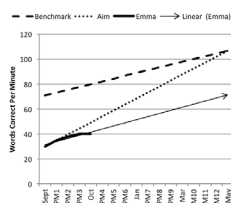
- To examine students' current level of performance
- To examine students' progress across time
- To gauge movement toward goals and grade-level expectations
- To adapt instruction based on performance level and improvement level
- To set new learning goals



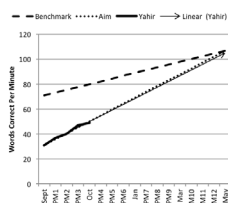
Progress-Monitoring Data: Oral Reading Fluency



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>



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



Example: Using STAAR With Other Data

Students Scoring Advanced on STAAR			Students Scoring 70% to 85% on STAAR			Students Scoring 0% to 49% on STAAR		
n	EOY Oral Reading Fluency	Four Students' Scores	n	EOY Oral Reading Fluency	n	EOY Oral Reading Fluency	EOY Oral Reading Fluency	
68	Four students (6%) read fewer than 100 WCPM	81, 95, 96, 99	172	12 students (7%) read fewer than 80 WCPM	355	223 students (63%) read fewer than 80 WCPM	318 students (90%) read fewer than 100 WCPM	

What relationship do you see between fluency and comprehension?
Why should you combine data from different assessments like these?



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
Freida	Y	N	Advanced High	Advanced	Advanced	Intermediate
Ajuna	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?



Next Steps



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



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?

Scarborough, 2001

TEA
Texas Education Agency

My Synthesis and Summary

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

Three to four **workstation ideas**

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

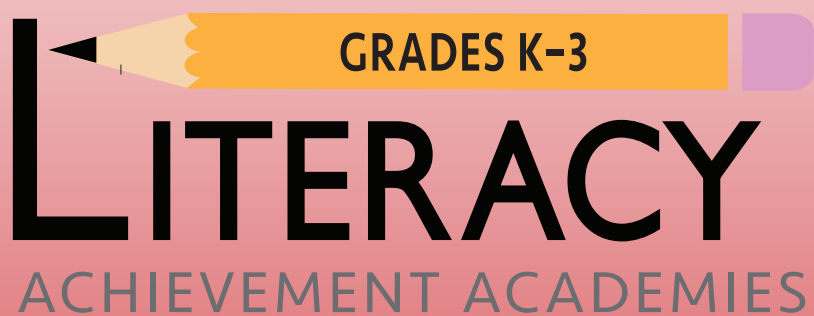
At least one scaffold you will provide to **English language learners** who need it

Small Groups and Workstations



Using Assessment Data

Handouts



GRADE 3

Grouping Plan

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

Reading Groups: Third-Grade Example

After administering a spelling inventory, a third-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.

- Six students need to work on words with inflectional endings and other suffixes (red group).
- Six students need to work on words with various vowel patterns (blue group).
- Another four students need to work on initial and final blends (yellow group).
- Two 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 (six students)	Read and spell words with inflectional endings (-s, -ed, -ing) and other suffixes (-ion, -able, -ful) out of context. Read book with words with these morphological units.	5 minutes
	TRANSITION	1 minute
Blue (six students)	Read and spell words with vowel patterns (long spellings, <i>er, ar, oi, ou</i>) out of context. Read decodable books with words containing various vowel patterns.	6 minutes
	TRANSITION	1 minute
Yellow (four students)	Read and spell words with initial and final blends (<i>sl-, pr-, str-, -nk, -mp, -lk</i>) out of context. Read decodable books with words containing blends.	6 minutes
	TRANSITION	1 minute
Purple (two 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/, /i/, and /ě/ out of context. Read decodable book with /ă/, /i/, and /ě/.	10 minutes
	TOTAL	30 minutes

Grouping Plan: Third-Grade Example

	Lesson Plan		Lesson Plan
Small Group 1	<p><u>Word study and recognition:</u> Phoneme-grapheme map words with /ă/ or /ě/ sound; read words with these sounds.</p> <p><u>Fluency:</u> Choral and whisper read a decodable text with /ă/ and /ě/ words; have individual students read aloud during whisper read to assess fluency.</p>	Partner Work	<p><u>Word study and recognition:</u> Spell /ě/ words using phoneme-grapheme mapping. (10 min.)</p> <p><u>Fluency:</u> Play phrase fluency game. (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> Phoneme-grapheme map words with /ă/ spellings; read words with these sounds.</p> <p><u>Fluency:</u> Choral and whisper read a decodable text with /ă/ words; have individual students read aloud during whisper read to assess fluency.</p>		<p><u>Word study and recognition:</u> Sort /ě/ words by spelling patterns. (8 min.)</p> <p><u>Fluency:</u> n/a</p> <p><u>Vocabulary:</u> n/a</p> <p><u>Comprehension:</u> Complete two sentence anagrams (rearranging the words in the sentences to form new sentences). (5 min.)</p> <p><u>Writing:</u> n/a</p>
Small Group 3	<p><u>Word study and recognition:</u> Phoneme-grapheme map words with /ă/ and /ě/ spellings; read words with these sounds.</p> <p><u>Fluency:</u> Choral and whisper read a decodable text with /ă/ and /ě/ words; have individual students read aloud during whisper read to assess fluency.</p>	Workstations	<p><u>Word study and recognition:</u> n/a</p> <p><u>Fluency:</u> n/a</p> <p><u>Comprehension:</u> Complete two sentence anagrams (rearranging the words in the sentences to form new sentences). (5 min.)</p> <p><u>Writing:</u> n/a</p>
Small Group 4	<p><u>Word study and recognition:</u> Sort words with prefixes pre-, re-, and un-; 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 a short story to discuss the following day.</p>		<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> Using model, fill out graphic organizer describing main character from story read aloud in whole group. (10 min.)</p> <p><u>Writing:</u> Write sentences from comprehension workstation and add correct capitalization and punctuation. (5 min.)</p>
Small Group 5	<p><u>Writing:</u> Conference with four students who are in the planning stage of a writing piece.</p>	Independent Work	

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	<p>With a partner, students play the phrase fluency game using the following procedures:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>When the game is finished, each partner chooses one phrase to write in a sentence.</p>
Materials	Phrase cards, "Yes" and "No" cards, Phrase Fluency chart, timer, pencil
Differentiation	<p>Struggling readers are partnered with stronger readers.</p> <p>Phrase cards are color-coded based on difficulty, so students know which color they should use for the game.</p>
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	<p>Students must fill out the Phrase Fluency chart with the number of phrases read in one minute. There should be three scores.</p> <p>During workstation wrap-up, the teacher calls on a few students to share how they did.</p>

Partnering Students Example

Step 1: Rank students.

<u>Last Name</u>	<u>First Name</u>	<u>Oral Reading Fluency</u>
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
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 2: Divide list in half.

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

Third-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/ /i/ /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		<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
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 words with long-vowel patterns and high-frequency words Phrase fluency Fluency with decodable text (words with long-vowel patterns)
Spelling	Sofia Aiden	Reading and spelling words with long-vowel patterns and high-frequency words Fluency with decodable text (words with long-vowel patterns)
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 I

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the planet clean. Throwing away trash properly is one way to do this. Recycling is another way.

People can litter without even knowing they are doing it. Sometimes, drivers put trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill out. It is then carried all over by the wind to another place. Who knows where it might end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects our drinking water as well as fish and other wildlife. If you are someplace and you are not sure that the trash will be picked up, wait to throw it away in a place where you know it will not become litter.

Even when it is thrown away properly, trash is bad for the Earth. Another way to deal with trash is to make less of it. This is where recycling can help. You can ask family and friends to buy things with packaging that can be recycled or reused. You can also try to avoid paper plates and cups and instead use washable dishes that you can use again. Using reusable grocery sacks cuts down on the number of plastic bags we use and throw away.

Sometimes you will need to use things you can't recycle or reuse. The most important thing is to try to use less of this type of item. Doing your part to help keep our planet clean helps us all.

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

- | | |
|--|---|
| <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: | <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.

Oral Reading Fluency Scoring Probe: Student 2

Keeping the Planet Clean

No matter where you are in the world, you can always do your best to keep the planet clean. Throwing away trash properly is one way to do this. Recycling is another way.

People can litter without even knowing they are doing it. Sometimes, drivers put trash in roadside bins that are overly full. Before the bin gets emptied, the trash can spill out. It is then carried all over by the wind to another place. Who knows where it might end up? Almost twenty percent of our litter ends up in rivers and oceans. This affects our drinking water as well as fish and other wildlife. If you are someplace and you are not sure that the trash will be picked up, wait to throw it away in a place where you know it will not become litter.

Even when it is thrown away properly, trash is bad for the Earth. Another way to deal with trash is to make less of it. This is where recycling can help. You can ask family and friends to buy things with packaging that can be recycled or reused. You can also try to avoid paper plates and cups and instead use washable dishes that you can use again. Using reusable grocery sacks cuts down on the number of plastic bags we use and throw away.

Sometimes you will need to use things you can't recycle or reuse. The most important thing is to try to use less of this type of item. Doing your part to help keep our planet clean helps us all.

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

- | | |
|--|---|
| <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: | <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

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

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

Third-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.

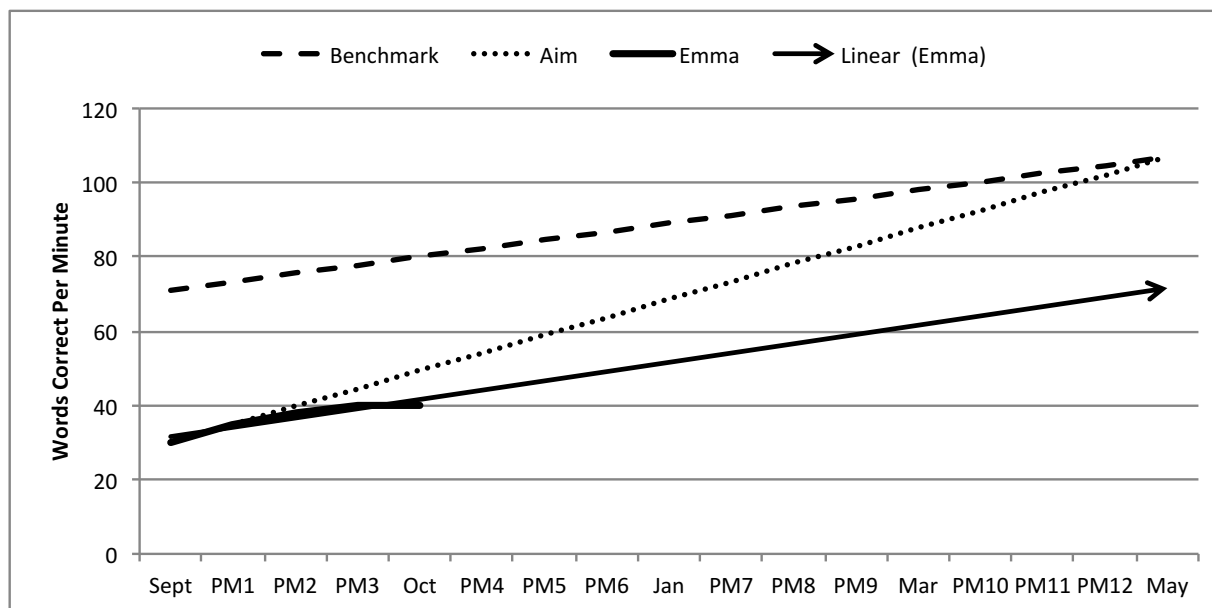
Word	Roshan's Spelling	Analysis
fan	fan	Spelled /ă/ and consonant sounds correctly
pet	pat	Confused the /ĕ/ sound with /ă/; spelled the consonant sounds correctly
dig	deg	Confused the /ī/ sound with /ĕ/; spelled the consonant sounds correctly
rob	rop	Spelled the /ō/ sound correctly; confused the voiced /b/ with the unvoiced /p/
hope	hop	Represented all of the sounds legitimately but did not apply the silent- <i>e</i> pattern
wait	wate	Represented all of the sounds legitimately but applied the silent- <i>e</i> 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 /ī/ sound with /ĕ/; spelled the initial blend correctly; did not apply the “ <i>ck</i> after a short vowel” rule
shine	shin	Represented all of the sounds legitimately but did not apply the silent- <i>e</i> pattern
dream	jreem	In the initial <i>r</i> -blend, confused the /d/ with /j/; spelled /ē/ legitimately but not conventionally
blade	braid	In the initial <i>l</i> -blend, confused the /l/ with /r/; spelled /ā/ legitimately but not conventionally

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

Sample Progress-Monitoring Data

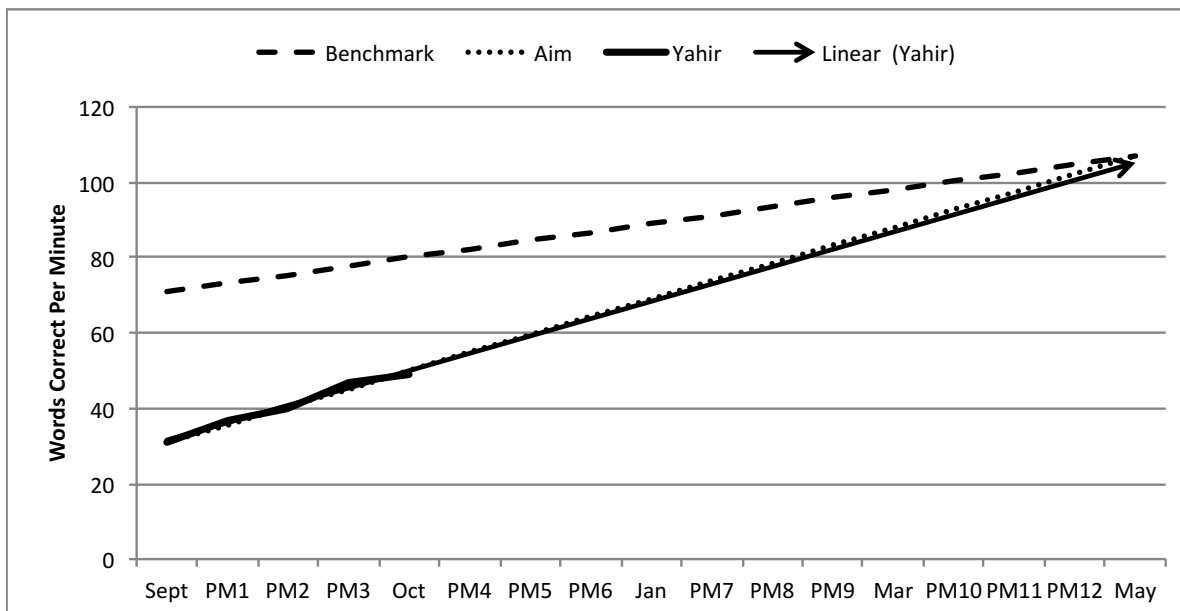
Emma's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	71	73.3	75.5	77.8	80.0	82.3	84.5	86.8	89.0	91.3	93.5	95.8	98.0	100.3	102.5	104.8	107.0
Aim	30	34.8	39.6	44.4	49.3	54.1	58.9	63.7	68.5	73.3	78.1	82.9	87.8	92.6	97.4	102.2	107.0
Emma	30	35	38	40	40												



Yahir's Data: Oral Reading Fluency

	Sept	PM1	PM2	PM3	Oct	PM4	PM5	PM6	Jan	PM7	PM8	PM9	Mar	PM10	PM11	PM12	May
Benchmark	71	73.3	75.5	77.8	80.0	82.3	84.5	86.8	89.0	91.3	93.5	95.8	98.0	100.3	102.5	104.8	107.0
Aim	31	35.8	40.5	45.3	50.0	54.8	59.5	64.3	69.0	73.8	78.5	83.3	88.0	92.8	97.5	102.3	107.0
Yahir	31	37.0	40.0	47.0	49.0												



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
Anjun	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?

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?

- ☐ 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
- ☐ Summative assessment
- ☐ 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%20.pdf

Books

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