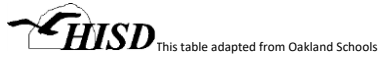


Assessment System Overview with Diagnostic Tools and Intervention Options for K-3 Literacy



	Screening	Diagnostic	Progress Monitoring	Summative
What is the primary question answered by this assessment?	<i>Is this student on track to meet end of the year expectations? Who might be at-risk for not achieving?</i>	<i>What and how do I need to teach tomorrow based on the student's individual needs? Why is the problem occurring?</i>	<i>Is the intervention effective in getting the student to his/her goal on time?</i>	<i>How does the student compare to curriculum standards? How does our school compare with like schools?</i>
Why should a school incorporate this assessment into their system?	Efficiently identifies students at-risk so that resources can be allocated and priorities examined	Deeply understand what a student knows and needs to learn next in order to tailor instruction or find the best program or intervention	Measure effectiveness of the instructional plan and make timely adjustments to accelerate progress	Demonstrate effectiveness of overall instructional programming. Accountability and comparison to other districts, state or national
Length of assessment	Short (<3-10 min)	Varies 10-90 min or longer	Short (<3-10 min)	Lengthy, per subject
Scope of assessment	Few, important, predictive constructs	Many constructs and deeper analysis	Few, important, predictive constructs	Many constructs and deeper analysis
When administered	Before instruction, F-W-S	When indicated by screener	Per the intervention plan	After Instruction, Spring
Frequency of administration	3 times per year	1-2 times per year (infrequent)	1 to 2 times per month to measure effectiveness	Usually yearly
Who should be typically administered this assessment?	All students	Some students (identified by Universal Screener or teacher)	Students who are receiving intervention	All students
Predictive of later learning	Yes	No	Yes	Yes
Sensitive to small growth	Yes	No	Yes	No
Alternate forms available	No	Some	Yes	No
Typical Format	Individual or group	Individual	Individual	Group
Examples from Local Districts that solidly fit into each purpose	<ul style="list-style-type: none"> Acadience AIMSWEB CBM Writing 	<ul style="list-style-type: none"> Analysis of Acadience booklets or Running Records Formative Assessment Diagnostic Decoding Surveys 	<ul style="list-style-type: none"> AIMSWEB Acadience CBM Writing 	<ul style="list-style-type: none"> M-STEP SAT, PSAT Praxis Test Final Exams/Unit Tests
Common misuses in schools	-Using screening data to make high-stakes decisions.	-Using diagnostic tools as progress monitoring tools -Not using formative assessment to inform instruction -Focusing on the score instead of what needs to be taught	-Not using progress monitoring data to guide instructional goals & plans -Progress monitoring students who are meeting benchmark.	-High stakes test prep and teaching to the test to improve scores
False beliefs about these Assessments	If the test does not measure every skill, it is not important	Diagnostic tests have predictive value or are benchmarks of performance	Teachers can subjectively measure progress without progress monitoring tools	The test represents all of the student's knowledge

Options Based on Areas of Need

Phonemic Awareness/Phonological Awareness			
Diagnostic Assessments for Phonemic/Phonological Awareness	Diagnostic Decoding Survey - from Really Great Reading	Intervention Programs	<ul style="list-style-type: none"> • Heggerty’s Phonemic Awareness Curriculum (PreK-1) • Sound Partners (K) • K-PALS Peer Assisted Learning Strategies (K) • Road to the Code (PreK-K)
	Phonemic Awareness Assessment - Heggerty Phonological Awareness Screening Test – Kilpatrick Acadience K-1 First Sound Fluency and Phoneme Segmentation – Error analysis	Strategies	<ul style="list-style-type: none"> • Florida Center for Reading Research Materials (K-5) • Elkonin Boxes, • Blending Boards
Phonics/Decoding (Inaccurate reading of words)			
Diagnostic Assessments for Phonics/Decoding	Acadience - Analysis of student error patterns in the DIBLES NEXT Booklets	Intervention Programs	<ul style="list-style-type: none"> • Phonics for Reading (K-3), REWARDS (4-12) • Teacher-Directed PALS, (1-2) <i>Paths to Achieving Literacy Success</i> • Corrective Reading-Decoding Strand (K-3) • Peer Assisted Literacy Strategies (PALS, K, 1, 2-6) • Pearson/Plaid Phonics (K-6) and Reading Mastery (K-5) • Sound Partners (K)
	Diagnostic Decoding Surveys - Really Great Reading Foundational Skills, Beginning Decoding, Advanced Decoding, and Letter Knowledge Surveys Words Their Way Inventories – Primary and Elementary Inventories	Strategies	<ul style="list-style-type: none"> • Elkonin Boxes/Letter Cards/Chaining/Word Sorts • EBLL • Florida Center for Reading Research Materials • LETRS Language Essentials for Teachers of Reading
Fluency			
Diagnostic Assessments for Fluency	Acadience - Study the Student Booklet. If the student is INACCURATE, phonics programs are most appropriate. If the student is ACCURATE but slow, then use Fluency interventions. Some students will need both. CFOL – Gr. 2-4, Section G (Fluency)	Intervention Programs	<ul style="list-style-type: none"> • Read Live (online version) and Read Naturally (1-12) • Peer Assisted Learning Strategies (PALS) (2-6) • Six Minute Solution (K-12)
		Strategies	<ul style="list-style-type: none"> • Repeated/Partner/Echo Reading • Charting and Graphing Progress • Florida Center for Reading Research Materials K-5
Vocabulary			
Diagnostic Assessments for Vocabulary	Classroom assessments CFOL K-4, Sections D (Syntax), E (Morphology) and F (Vocabulary)	Intervention Programs	<ul style="list-style-type: none"> • World of Words (PreK – 1) • REWARDS Writing Word Choice (5-12) • Read to Achieve (4-12)
		Strategies	<ul style="list-style-type: none"> • Explicit Vocabulary Instructional Routines • Step Up to Writing Vocabulary strategies • Florida Center for Reading Research Materials K-5 • Morphology study, Read Alouds

Comprehension			
Diagnostic Assessments for Comprehension	Comprehension Rubric Analysis CFOL - K-4, Sections A (Story/Text Structure), B (Listening Comprehension), C (Reading Comprehension), D (Syntax/Grammar) Qualitative Reading Inventory - Leslie & Caldwell <i>Qualitative Reading Inventory-6</i> . Concepts of Comprehension Assessment - Expository Text, Witmer, Duke, Billman, & Betts Sound-Meaning Flexible Reading Assessment - for suspected accurate readers with poor comprehension. Cartwright, Marshall, Dandy, & Isaac	Intervention Programs	<ul style="list-style-type: none"> • Corrective Reading-Comprehension Strand (3-12) • Reading Success, SRA (4-12) • REWARDS (4-5) • Read Well (K-3) • Read to Achieve (K-5) • Reading Mastery (K-5) • PALS Reading Methods (2-6) (Vanderbilt)
		Strategies	<ul style="list-style-type: none"> • Written responses to reading • Concept Maps, Graphic Organizers • Summarizing • Instructional Routines for Comprehension • Retell, Analogies, Text Feature Analysis • Florida Center for Reading Research Materials K-5
Writing (Not specifically listed in the 3 rd Grade Reading Legislation)			
Diagnostic Assessments	CBM Writing - Analysis of Error Patterns Rubric Analysis	Intervention Programs	<ul style="list-style-type: none"> • Step Up to Writing (K-12) • REWARDS Writing
		Strategies	<ul style="list-style-type: none"> • Explicit Instructional Practices (sentence construction, writing frames, handwriting, editing, interactive writing, exemplars)
Motivation/Engagement (Not specifically listed in the 3 rd Grade Reading Legislation)			
Diagnostic Assessments	Student Interest Surveys	Strategies	<ul style="list-style-type: none"> • Relationships and relevance/authentic tasks • Peer collaboration, flexible groupings • Incorporating student interests
Multiple Literacy Areas			
Diagnostic Assessments that address multiple literacy areas	K-2 MDE Interim Literacy Assessments Beacon (aligned to MI Standards and M-STEP) STAR DRA (not recommended for phonics skills) NWEA (not recommended for oral reading skills and decoding/phonics)	Intervention Programs	<ul style="list-style-type: none"> • Evidence Based Literacy Instruction (EBLI) • Language! (3-12) • Reading Mastery • Read Well • Read 180 • Wilson Reading
		Strategies	<ul style="list-style-type: none"> • Language Essentials for Teachers of Reading and Spelling (LETRS) • Florida Center for Reading Research Materials K-5

The deficit is not the CHILD. The deficit is the SKILL that can be taught. Children and teachers need to know what they know and do not know yet.