



CENTER ON
INSTRUCTION

Improving Instruction through the Use of Data

Part II: How to Use Your Data to Inform Literacy Instruction

YOUR QUESTIONS ANSWERED

Dr. Debby Houston Miller, Ms. Christy Murray and Dr. Mabel Rivera

October 20, 2011



CENTER ON INSTRUCTION

The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California-Berkeley; the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

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To download a copy of this document, visit www.centeroninstruction.org.

2011

About the Center on Instruction

- One of five national content centers, part of the Comprehensive Center network
- Funded by the Office of Elementary and Secondary Education and the Office of Special Education Programs at the U.S. Department of Education.
- Primary clients are the 16 Regional Comprehensive Centers and state departments of education
- Topics : Literacy, mathematics, science, special education, RTI, English language learning, eLearning, early childhood
- Our work: COI develops and identifies free research-based resources, including syntheses of recent research, practitioner guides, professional development materials, tools for educators, and examples from the field.
- Goal: Help RCCs and SEAs support schools and districts to close achievement gaps, raise student achievement, and improve teaching and learning for all students.
- www.centeroninstruction.org



Using Data: Week 6

WEEK 6 (October 17-21): Improving Instruction through the Use of Data

Part II: How to Use Your Data to Inform Literacy Instruction

Monday – Set the stage and post resources related to this topic

Tuesday – Webinar with experts

Wednesday – Opportunity to submit questions to COI; online discussion forum

Thursday – COI responds to your questions and answers

Friday – Summary



Today's Presenter and Panelists



Dr. Debby Houston Miller



Ms. Christy Murray



Dr. Mabel Rivera



Your Forum Questions Answered

What questions do you have of the presenters from the October 18 webinar? | School Turnaround Learning Community - Mozilla ...

File Edit View History Bookmarks Tools Help

What questions do you have of ...

www.schoolturnaroundsupport.org/discussion/what-questions-do-you-have-presenters-octc

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school turnaround learning community

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School Turnaround Learning Community

Welcome back, Sheryl Turner
My account | Logout

Home Groups Discussions Calendar Resources Members

What questions do you have of the presenters from the October 18 webinar?

Home > Groups > Using Data to Support Effective Turnaround

Submitted by Administrator
Tue, 10/18/2011 - 10:52am

What questions do you have for the presenters of the Tuesday, October 18 webinar on improving literacy instruction through the use of data? Please share them here, then join us on Thursday, October 20 at 11:00am PDT, 2:00pm EDT, when the presenters will answer questions and engage in further discussion of the topic. Please register for Thursday's session by going to the group calendar and clicking on the webinar entry.

View Tuesday's archive here,

Groups: Using Data to Support Effective Turnaround
Add new comment | Bookmark this | Unsubscribe from: Discussion posts in Using Data to Support Effective Turnaround | Subscribe to: This post

Actions

- Create Discussion
- Invite friend
- 589 members
- Manager: Administrator
- My membership
- Stop getting notifications

Upcoming group events

- Webinar (Oct 18): How to Use Data to Inform Literacy Instruction (Please

start

Inbox - Mailbox - She... Slides for Week 6 QA... Center on Instruction

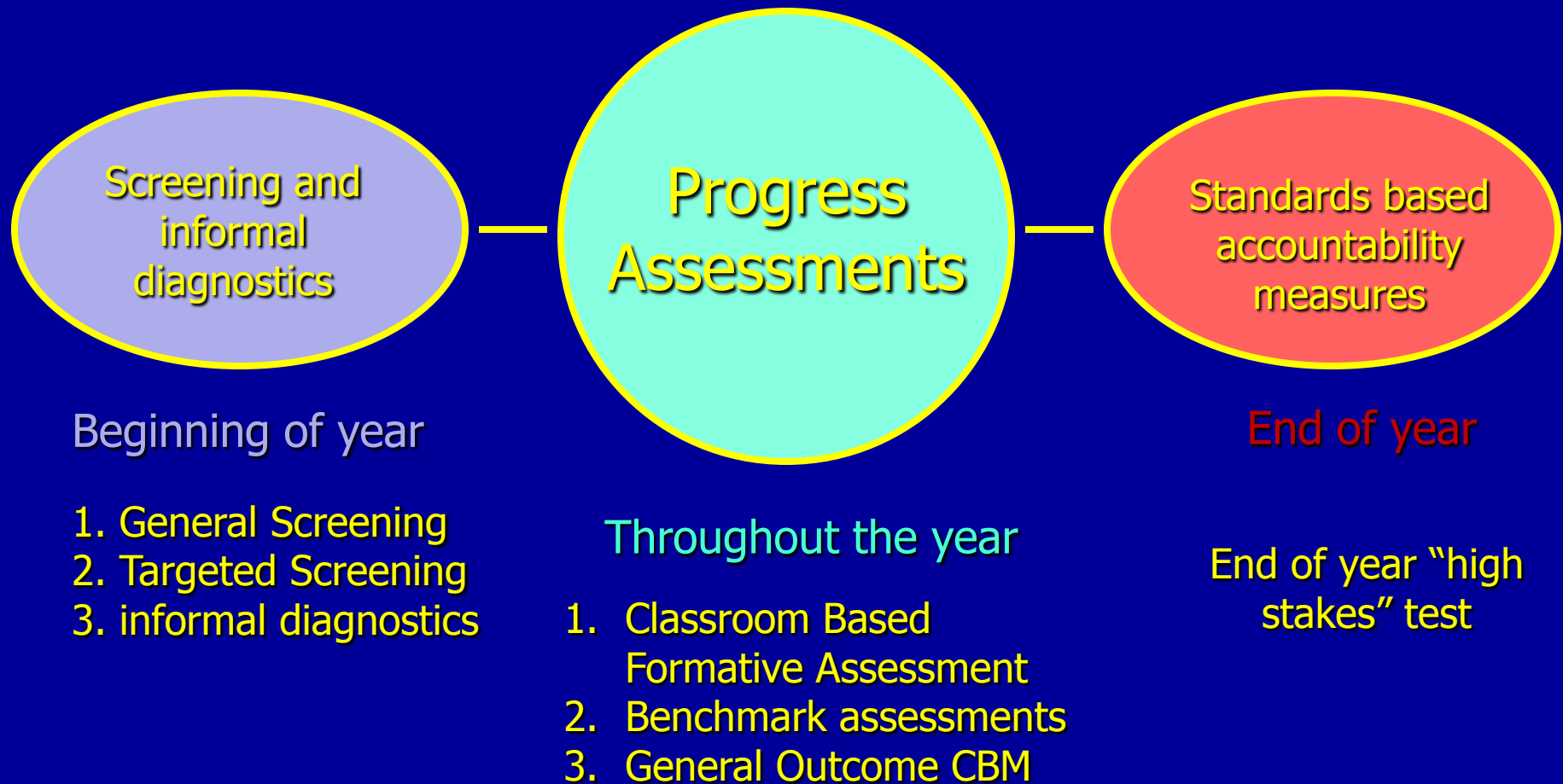
Slides for Week 6 QA... What questions do y...

100%

4:02 PM Tuesday 10/18/2011

Funded by U.S. Department of Education





Formal and informal diagnostic measures can really be given anytime during the year, whenever the need arises

General Screening info. at beginning of year

On track

Classroom based
formative assessments

Grade level,
standards based
progress monitoring

At risk - receive further *targeted* screening

**Needs support for
comprehension**

Classroom based
formative
assessments

Grade level,
standards based
progress
monitoring

Needs comprehensive intervention

Further diagnostics

Classroom based
formative
assessments

CBM- lower
level growth
indices

Important Considerations

- What further diagnostic information is needed to explain poor performance on the summative test and to guide instruction?
- Is your instruction aligned with a research-based, developmental sequence of knowledge and skills? [Learning Progressions]
- Assessments that cover the continuum of literacy skills inform instruction for struggling and accelerated students.

Alphabetic Skills in K-2

Kindergarten	<ul style="list-style-type: none">• Print Awareness• Letter name and sound knowledge• Phoneme Blending• Phoneme Deletion Word Parts/Initial• Letter Sound Connection Initial• Letter Sound Connection Final• Word Building –Initial Consonants• Word Building –Final Consonants• Word Building –Medial Vowels
First Grade	<ul style="list-style-type: none">• Letter Sound Knowledge• Phoneme Blending• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –Vowels• Word Building –CVC /CVCe• Word Building –Blends
Second Grade	<ul style="list-style-type: none">• Phoneme Deletion Initial• Phoneme Deletion Final• Word Building –Consonants• Word Building –CVC /CVCe• Word Building –Blends & Vowels• Multisyllabic Word Reading

Formative Assessment: Encoding

Word Building

F_n (Make “fan”): assess CVC

F_t_ (Make “fate” : Assess CVCe

Fa__ (Make “fast”): Assess CVCC

F_at (Make “flat”) : Assess CCVC

Spelling Errors

Orthographic Errors	Phonological Errors
1. Letter Scrambling – Addition of letter already present e.g. lucidity/lucidity	1. Confusions, omission of vowel e.g. psn/person, drter/daughter
2. Letter Scrambling – Inversion of letter order e.g. exeragrate/exaggerate	3. Substitution of consonants e.g. stasun/station
4. Letter Scrambling – Deletion of letter occurring elsewhere e.g. physican/physician	2. Omission of consonants in blends e.g. ieln/island
5. Poor retention of low-frequency word patterns e.g. they said could	3. Substitution of vowels e.g. merred/married
6. Overreliance on surface phonetic spelling e.g. shun/tion	4. Omission of unaccented (schwa) vowels e.g. reltifh/relatives
	7. Omission or confusion of inflections –ed and -s e.g. takt/talked, dress/dresses

Language Curriculum

(after Marcia Henry, *Unlocking Literacy*, 2003)

	Sounds		Syllable	Morpheme
Anglo-Saxon	Consonants: single blends digraphs	Vowels: short/long r-controlled teams diphthongs	6 types: closed open r-controlled c-le vowel team vce	compounds inflections
Romance (Latin)				prefixes suffixes roots plurals
Greek	y=/l/ ch=/k/ chorus ph=/f/ sphinx			combining forms scientific vocab. (micro+meter) (psych+ology) Plurals: crises

Dimensions of Word Knowledge

- Knowledge of word's spoken form (pronunciation)
- Written form (spelling)
- Grammatical behavior (syntactic/morphological features)
- Co-locational behavior (occurs with other words)
- Frequency (orally and in print)
- Stylistic register (e.g., academic language; informal)
- Conceptual meaning (antonyms, synonyms)
- Association with other words (inter-relatedness)

Formative Assessment: Syntax

- Pizza is one of my favorite foods, (although, as, when) we only get to eat it on special occasions.
- Dolphins are light in weight and very strong and athletic. (Lastly, Consequently, Furthermore,) they can leap very high out of the water.
- She noticed a bird lying on the sidewalk (and, when, instead) she turned the corner.
- How would she be able to see her grandchildren if (she, we, they) lived so far away?
- There (has, have, had) to be some snacks left in the pantry for our party tonight.

Formative Assessment: Summary

- Write a summary in 50 words or less of the expository passage on the circulatory system
- Compare your summary to that of simulated peers. Rate your summary and those of the simulated peers
- Go back and revise your summary

Disciplinary Literacy

	English	Mathematics	History	Science
text type	literary	informational or technical, symbolic, diagrams	expository, argumentative, persuasive	Informational or technical, diagrams
text structure	plot, setting, characterization, point of view, verse, rhyme	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features	sequence, cause and effect, problem and solution, author's perspective supporting ideas and evidence, contrasting viewpoints, graphical features	sequence, cause and effect, problem and solution, supporting ideas and evidence, graphical features
author's craft	diction, dialogue, symbolism, imagery, irony, figurative language	rhetorical structure, examples, logical arguments	figurative language, rhetorical structure, examples, emotional appeal	rhetorical structure, examples, logical arguments

COI Resources

www.centeroninstruction.org

- Assessments to Guide Adolescent Literacy Instruction
- A Comprehensive K–3 Reading Assessment Plan: Guidance for School Leaders
- Curriculum-based Measurement in Mathematics: An Evidence-based Formative Assessment Procedure
- Curriculum-Based Measurement in Mathematics: Screening for Mathematics Difficulties in K–3 Students
- Data-based Instructional Decision Making for ELLs
- Early Mathematics Assessment
- Improving Literacy Instruction in Middle and High Schools: A Guide for Principals
- Improving Student Achievement through the Use of Data and Differentiated Instruction
- An Introduction to Progress Monitoring in Mathematics
- Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities



COI Resources

www.centeroninstruction.org

- Recent Developments in Mathematics Progress Monitoring
- An Overview of Recently Released Math Resources: Screening for Mathematics Difficulties in K–3 Students, and Curriculum-Based Measurement (CBM) in Elementary Mathematics
- Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments
- Promising Research-based Practices in Instruction and Assessment for English Language Learners
- RTI CTRL: Response to Intervention Classification Tool and Resource Locator
- Screening for Mathematics Difficulties in K-3 Students
- A Synopsis of “The Use of Reading and Behavior Screening Measures to Predict Nonresponse to School-Wide Positive Behavior: A Longitudinal Analysis”
- Teaching All Students to Read in Elementary School: A Guide for Principals

