ADDRESSING UNFINISHED LEARNING

SESSION 1
MIDDLE SCHOOL ASSESSMENT SCREENERS

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ADDRESSING UNFISHED LEARNING SESSIONS

Session 1
Appropriate middle school screeners
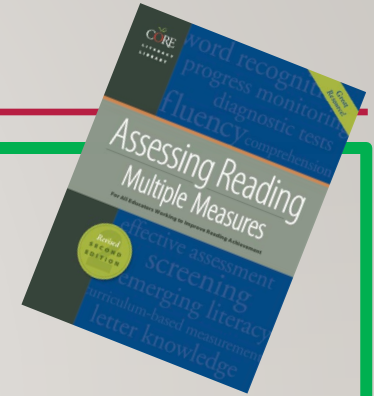Session 2
Administer screeners and interpret results
Session 3
Selecting an intervention based on data
Session 4
Progress monitoring

MATERIALS/RESOURCES

Assessing Reading: Multiple Measures

CORE has free on-line resources including fillable charts for diagnostic assessments

http://www.corelearn.com/Resources/Free-Materials.html

Found inside the cover page lower left-hand side

Online Resources

2020-2021 SCHOOL YEAR

- Teachers, administrators and parents have done their utmost to ensure that students were able to continue to learn while schools were closed.

- However, it is inevitable that the lack of in-person instruction will have affected student learning progress.

- Many students will have significant learning gaps that need to be addressed quickly and effectively

OBJECTIVES SESSION 1

Using CORE Addressing Reading: Multiple Measures:

- Identify the four major types of assessment and their purpose

- Become knowledgeable with key assessment terminology

- Become familiar with appropriate and effective middle school assessment screeners

- Understand the purpose of each assessment

ACCELERATING LEARNING

- The first step in identifying learning gaps is use assessment to determine the exact where and what those gaps are located

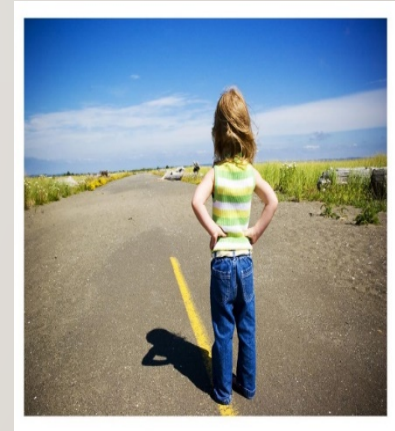- Next, it is important to effectively group students for targeted instruction.

Introduction to Assessing Reading
- Types of assessment
- Assessment Terms
- Student Performance Levels

Multiple Measures
- Comprehension
- Fluency
- Decoding and Word Recognition
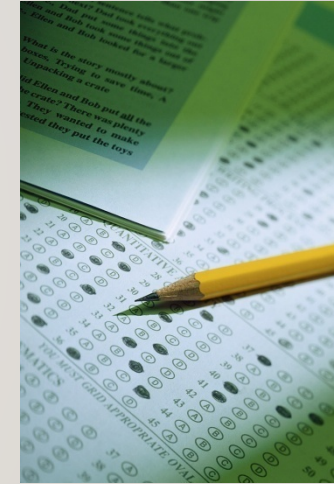- Phonological Awareness

TYPES OF ASSESSMENTS
MULTIPLE MEASURES PAGES 7-9

- **S**creening measures

- **P**rogress monitoring measures

- **D**iagnostic measures

- **O**utcome measures

NORMS – WHAT ARE THEY?

- Norms are made up of derived scores from standardized tests.

- They are generated from the scores of a specific large group of subjects who were given the same measure in the same way For example: 2,800 sixth-graders in fall.

- They give an indication of the average or typical performance of the specific group being tested.

- They allow us to compare our students' scores to the scores of other students in a relevant population.

PERCENTILE RANK

$$(a + b)^2 = a^2 + 2ab + b^2$$
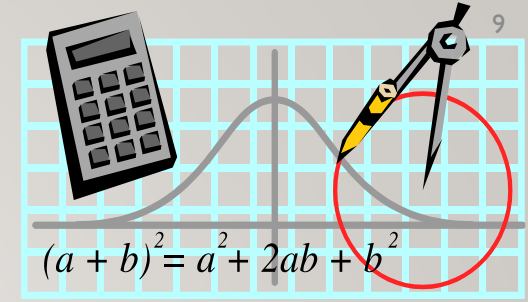
- Is a derived score from a standardized test that allows us to see the position of an individual's score relative to that of other individuals.

- It represents a point at or below which the scores of a given percentage of individuals fall.

- For example, a percentile rank of 35 is as good as or better than 35% of the other scores (and lower than 65% of the other scores).

TWO MORE TERMS . . .
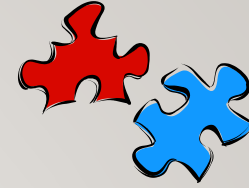
- **Norm-referenced:** These are tests for which norms have been developed. They are standardized tests.

- **Criterion-referenced:** These tests compare a student's performance with an absolute standard, such as the ability to read cvc words or to subtract 3-digit numbers with borrowing across zeros.

CURRICULUM-BASED MEASUREMENT (CBM)

- Is a standardized method of measuring and monitoring student progress through the direct assessment of skills in basic subject areas of the curriculum

- Uses brief, timed exercises to determine student fluency in academic skills

- Can generate derived scores and norms

- Is both norm-referenced and criterion-referenced

ADVANTAGES OF CURRICULUM BASED MEASUREMENT (CBM)

- Has good alignment with skills taught in the curriculum
- Sensitive to short-term or small academic gains
- Quick to administer; can be given frequently
- Data can be summarized in teacher-friendly formats
- Results can be quantified and compared with statistical reliability and validity
- Can use national norms, local norms, or norms that reflect state standards tests
- Can be used for screening, progress monitoring, and outcome measurement

Multiple Measures
Quotes from Sean McComb, 2014 National Teacher of the Year
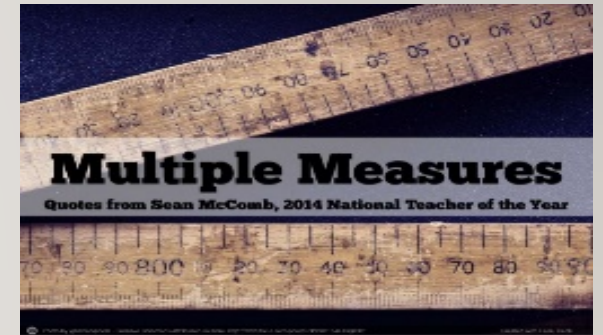
EXAMPLES OF CBM MEASURES

- Reading comprehension: Maze CBM, a 3-minute silent reading test using multiple-choice cloze items with standard passages

- Oral reading fluency (ORF), including DIBELS, AIMSweb

- Written expression: timed writing with a standard story starter

- Math: timed testing on multiplication facts
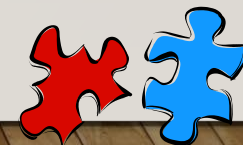
STUDENT PERFORMANCE LEVELS

- **Advanced students**: Students who perform above grade-level average and who should be challenged

- **Benchmark students**: **(Proficient)** Students who are progressing adequately in grade-level material and courses (50th +)

  x REWARDS Overview [VIDEO ~14minutes]

- **Strategic students**: **(Basic)** Students who could use extra support or instruction to reach benchmark in grade-level material and courses. (26-50th)

- **Intensive students**: (**Below Basic**)Students who are way behind their peers and require intensive and sustained interventions to reach benchmark performance (-25th)

ACTIVITY: ASSESSMENT AND MY STUDENTS

Think of a student whom you were able to help because of the assessment data or whom you could have helped more if data had been available.

Share your reflections with another table member, explaining why such assessment data helped/would have helped.

Partner Sharing

WHY ASSESS?

Reading is a complex process. Students need to have the ability to:
1. **Comprehend** text as a whole unit.
2. **Read fluently** with automaticity
3. **Decode words**, especially multisyllabic words
   they encounter in content area text

ASSESSMENT SEQUENCE
MULTIPLE MEASURES PAGES 13 & 15

Compare the the Assessment Sequence for Students in Kindergarten-Grade 3 (page 13) with the Assessment Sequence for Grades 4-12 (page 15)

The assessment sequence is different for these two groups because:

- In the primary grades reading instruction focuses on discrete enabling skills. Assessment is used to ensure students develop these skills.

- In the upper grades assessment is used to pin-point reading subskills that cause reading difficulties. Assessment starts broadly and then become more discrete and specific

DIAGNOSTIC PLAN
MULTIPLE MEASURES PAGE15

Page 15 Diagnostic Plan Grades 4-12

➢Notice assessment begins with the Maze Comprehension Test
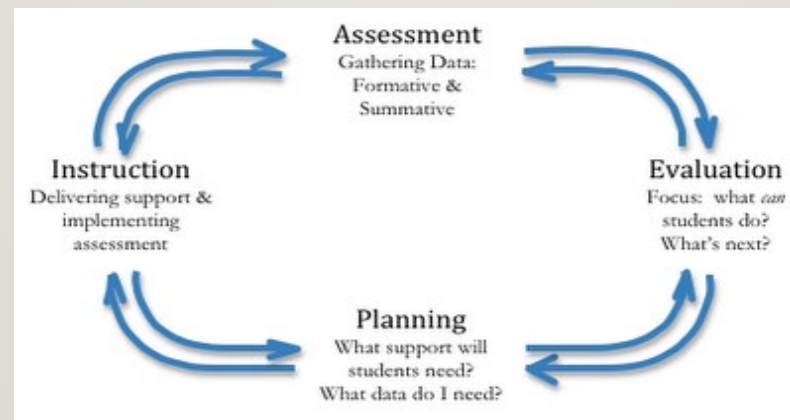
MAZE COMPREHENSION TEST

The Maze is:

- General outcome measure.
    - If a student is able to complete the Maze successfully it allow us to reasonably assume mastery of lower level-skills.
- Curriculum-based assessment that is standardized and timed.
- Quick and can be administered individually or to a group.

READING MAZE COMPREHENSION
MULTIPLE MEASURES PAGES 148--152

What: Every seventh word is placed with a correct word and two distractors

Why: Capable readers understand the syntax of what they are reading.

How: Standardized directions **(3 minutes)**

Scoring Guide: Used for benchmarking

Maze 3-Minute Silent Reading Test

CBM-Maze Passage

Once upon a time there was a merchant whose wife died, leaving him with three daughters.

The two older daughters were good-looking **(but, stand, then)** very disagreeable. They cared only for **(until, themselves, himself)** and for their appearance; they spent **(palace, wicked, most)** of the time admiring their reflections **(in, of, turned)** a looking glass.

The third and youngest **(once, daughter, gate)** was quite different from the other **(him, two, beast)**. She was beautiful—so beautiful that **(I, loved, she)** was known as Beauty. She was **(also, ago, dream)** good and kind. Everyone loved Beauty, **(changed, by, except)** for her sisters, who were jealous **(handsome, of, from)** her. They hated her.

- Can be group administered

- Serves as an efficient screener

- Low-cost progress monitoring with older students

MAZE COMPREHENSION TEST
MULTIPLE MEASURE PAGE 152

Review page 152. What information can you use on this page to make informed instructional decisions?

WHAT IT MEANS: Review the charts

WHAT'S NEXT? Bottom of the page. Provides useful information related to further assessment and instruction.

If a student scores significantly lower than expected, further diagnostic assessment should be administered.

ORAL READING FLUENCY (ORF)

Oral Reading Fluency:

- Bridge between decoding and comprehension

- Identified by National Reading Panel as one of five critical components of learning to read

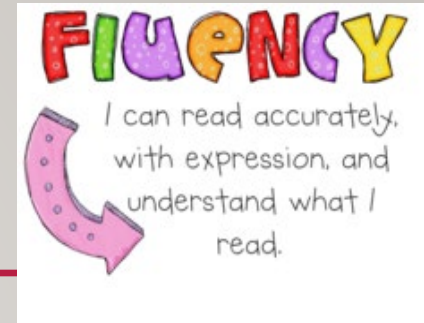- Distinguishes good readers from poor readers

ORAL READING FLUENCY (ORF)
A GENERAL OUTCOME MEASURE
MULTIPLE MEASURES PAGE 77
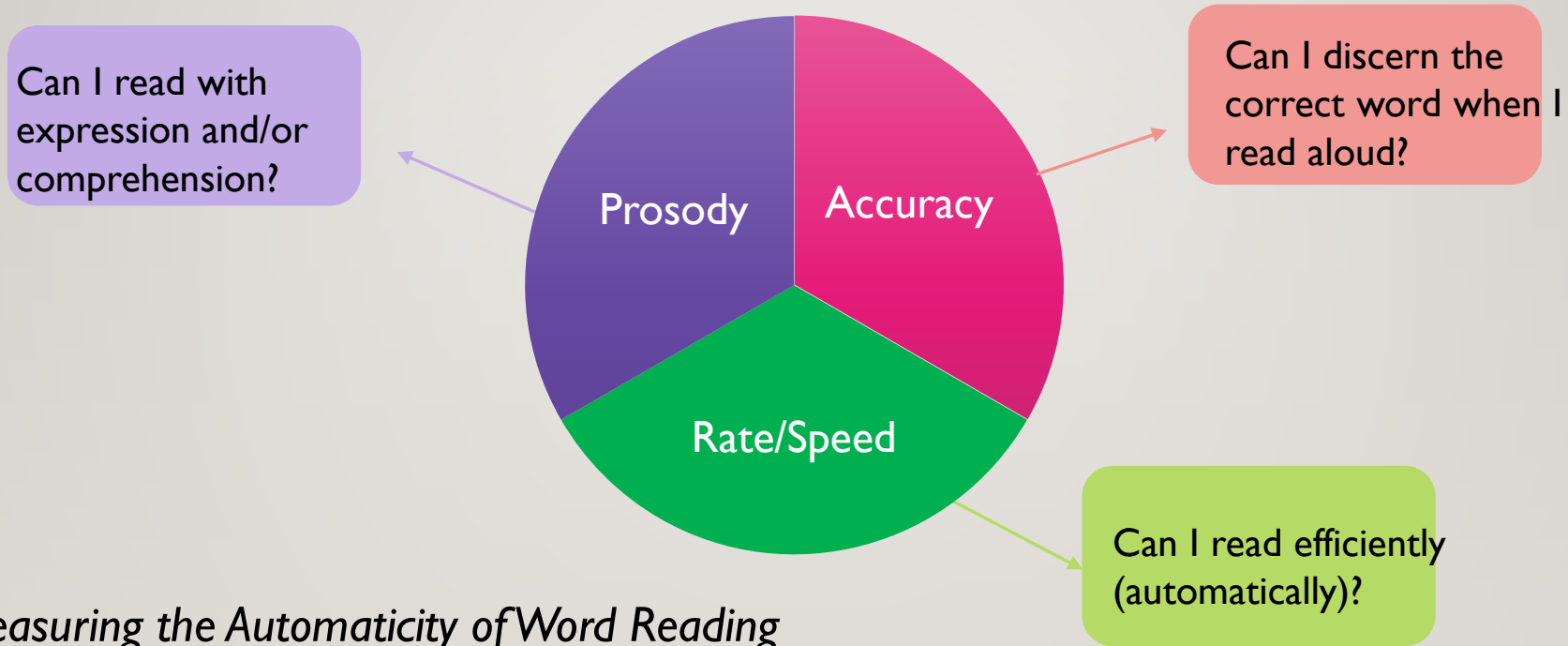
WHAT, WHY

- Good ORF allows us to reasonably assume mastery of the lower-level foundational skills needed for good reading.

- It allows us to make predictions about a reader's ability to comprehend text.

- It is a starting point for identifying the causes of reading problems and provides a way to monitor progress in ameliorating reading problems.

COMPONENTS OF ORAL READING FLUENCY

Can I read with expression and/or comprehension?

Can I discern the correct word when I read aloud?

Prosody

Accuracy

Rate/Speed

Can I read efficiently (automatically)?

Measuring the Automaticity of Word Reading

ORAL READING IS COMPLEX

Oral reading is comprised of three elements:

1. Accurately reading words in a grade level passage.

2. Reading at a rate that allows the reader to understand the text

3. Reading with expression. Poor prosody* can lead to inappropriate or the meaningless grouping of words in a confusing manner

*CORE Reading Sourcebook pages 333-335

STEPS FOR DETERMINING ORF

1. Select an appropriate grade level passage

2. Listen to the student read

3. Calculate the words read correct per minute

4. Compare the words read correct per minute with norms.

5. Records the student data on chart

6. Monitor student progress over time.

SAN DIEGO QUICK
MULTIPLE MEASURES PAGES 68-72

- Provides quick approximation of a students independent, instruction and frustration reading levels.

- All words in each level are of equal value.

- Begin two or three grade level below the student's reading level
  - 1 error- independent level
  - 2 errors - instructional level
  - 3 errors - frustration level

GRADED HIGH-FREQUENCY WORD SURVEY
MULTIPLE MEASURES PAGES 63-67
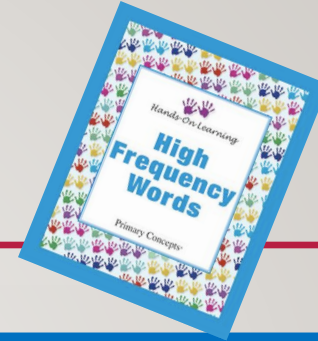
Includes 160 most frequent word that students in the are most likely to encounter in Grade 1 through college.

- Can be used as a screening, outcome, or diagnostic test.

- Review this assessment with your table group.
    How would you this assessment those who struggle and ELLs?

CORE PHONICS SURVEY
MULTIPLE MEASURES PAGES 41- 52

When word reading skills, especially the ability to decode unknown words are well developed and automatic, fluent reading becomes possible.

The CORE Phonics Survey assesses a student's ability to read regular single-syllable and multisyllable words.

-This assessment can indicate if a student needs instruction in selected phonics concepts or needs further assessment when used as a diagnostic test.

When two vowels go walking,
the first vowel does the talking.

CORE PHONICS SEGMENTATION TEST
MULTIPLE MEASURES PAGE 30

- The CORE Phonics Segmentation Test assesses a student's ability to segment a word into its component phonemes or sounds.

- According the research, the lack of phonological awareness is the most powerful determinant of the likelihood of a student's failure to learn to read.

ASSESSMENTS IN SPANISH

- CORE Spanish Phonemic Awareness Test pages 34-40

- CORE Spanish Phonics Survey: pages 41-62

- CORE Spanish Spelling Inventory: pages 73-76

- Critchlow Spanish Verbal Language Scale: pages 145-147

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Next Session 2:

- **Administer screeners and interpret results**
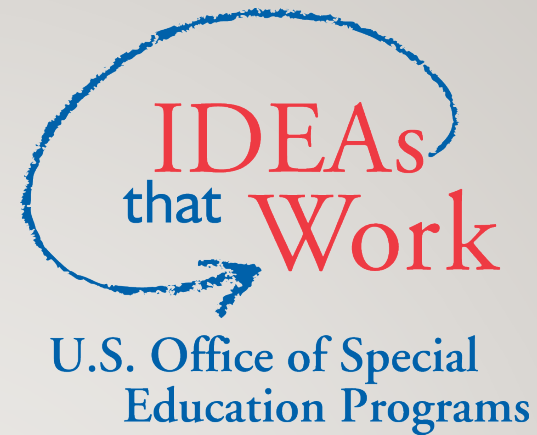
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