ADDRESSING UNFINISHED LEARNING

SESSION 2
ADMINISTER ASSESSMENT & INTERPRET DATA

PRESENTED BY:

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OBJECTIVES

- Learn how to administer the assessment found in the Multiple Measures.

- Understand how to interpret the results

- Know if further assessment is needed to determine a student's gaps in developing the basic foundational reading skills.

- Suggested Back to School Assessment Procedures
- Assessment Sequence
- Assessing and Interpreting Results:
  - Maze
  - Vocabulary
  - San Diego Quick
  - MASI-R Oral Reading Fluency
  - CORE Phonics Survey
  - Phoneme Segmentation
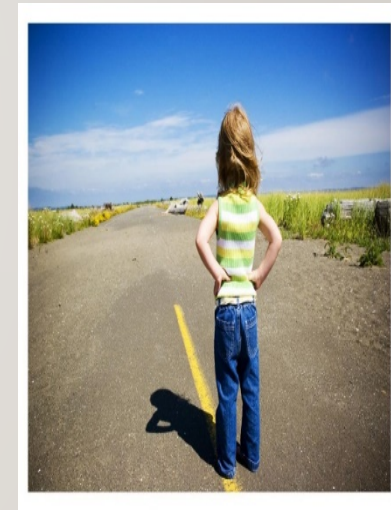
SUGGESTED BACK TO SCHOOL ASSESSMENT PROCEDURES

Identify students who struggle and would benefit from additional instruction:

1. Administer the Maze to all students in the English Language Arts classes.
2. Administer the San Diego Quick to students who score below grade expectations.
3. Administer the MASI-R Fluency Assessment to low scoring students
4. Administer the CORE Phonics Survey to students who are reading below the 4th grade.
5. Give the CORE Phoneme Segmentation Test to students that are at the intensive level

Provide targeted intervention instruction based on the Assessment Results.
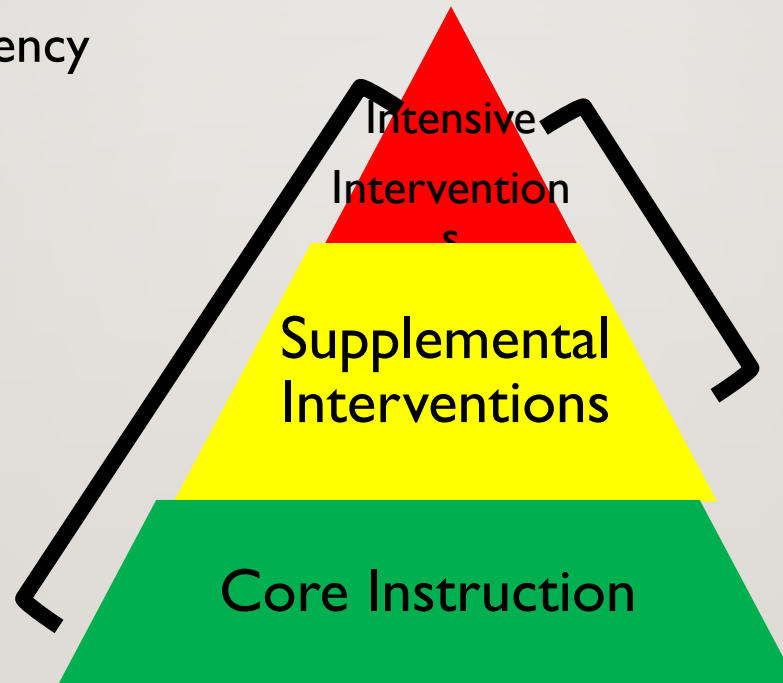
- Monitor progress

APPROACHES TO SCHOOL WIDE ASSESSMENT

Benchmarking to determine if students are meeting proficiency benchmarks and standards

Universal screening for all students for risk of reading difficulties, including dyslexia

Progress monitoring for students at risk

Intensive Interventions

Supplemental Interventions

Core Instruction

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

Screening Data Identifies Students at Risk

Screen all students:

1. Proactively enables educational needs to be assessed

   to identify the most at-risk students

2. Reduces the need for individual student referrals

3. Avoids students "slipping through the cracks"

TYPES OF ASSESSMENT
MULTIPLE MEASURES PAGES 7-9

- **S**creening measures

- **P**rogress monitoring measures

- **D**iagnostic measures

- **O**utcome measures

ASSESSMENT SEQUENCE

Reading Maze Comprehension
- Score below expected level

Reading Fluency (DIBELS), or San Diego Quick,
- Score below 40th percentile

CORE Phonics Survey
- Score at intensive level

CORE Phoneme Segmentation Test
- Determine if a student has phonemic awareness skills

READING MAZE COMPREHENSION
MULTIPLE MEASURES PAGES 148--151

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

ASSESSMENT INFO

ADMINISTRATING THE MAZE TEST

Important:

➤Direct students practice the assessment process before administering the test.

➤Pass out the assessment face down.

➤This is standardized test: Read the directions on page 149 aloud exactly as they are written.

➤At the end of 3 minutes direct the students to stop, turn their test over, and pass the test to the front of the room.

➤Grade the test.

- Students who score below the 40th percentile should be assessed with a one-minute oral fluency assessment

READING MAZE COMPREHENSION TEST
MULTIPLE MEASURES PAGES 166-167

You are a student:

- Turn to:: Passage 8-A,

    Basketball Saturday (grade 8)

- You will have 3 minutes to complete this assessment.

INTERPRET MAZE ASSESSMENT
MULTIPLE MEASURES PAGE 152

- The scoring table on page 152 shows the typical grade-level expectations for the number of items correct on the student passage.

- Students who score significantly lower than expected probably have reading difficulties.

- If scores <u>fall below</u> those shown on the scoring table administer the MASI R Oral Reading Fluency Assessment.

SAN DIEGO QUICK ASSESSMENT
MULTIPLE MEASURES PAGES 68-72

Begin with a word list that is at least two grade levels below the student's current grade level.

Ask the student read each word in the list aloud.

- If a student pauses, encourage the student to read the word
- If a student misses three words in a list, drop to a lower list.

SAN DIEGO QUICK

Interpreting the results:

- Independent Level: 0 errors

- Instruction Level: 1 or 2 errors

- Frustration Level: 3 or more errors

If a student reads below grade level administer the CORE Phonics Survey to determine if poor decoding is an underlying cause.

MASI-R ORAL READING FLUENCY

Multiple Measures oral reading passages are only available up to the sixth grade.

DIBELS

Free passage download: Grades 6, 7, 8

https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition

Look on the right hand side: Includes passages, scoring guide and additional information

ASSESSING ORAL READING FLUENCY ORF

MULTIPLE MEASURES PAGES 78-81

Students are asked to read three grade level passages for one minute each.

Clear directions are located on pages 78-79

 Notes:

- This is a standardized test. The directions say, "please begin" to start, and "thank you" to finish. <u>Do not substitute other words </u>to start and finish this assessment.

- Reading must be for <u>exactly </u>one minute

<u>To view the MASI-R video:</u>

https://www.youtube.com/watch?v=81Qix9fc

CALCULATING SCORES
MULTIPLE MEASURES PAGES 78-79

ORF Score:

Record the number of words that the student read in one minute. Subtract errors and skipped words form the total number of words read = word correct per minute (WCPM)

Accuracy Score:

Determine the percentage of accuracy by dividing the number of words correct by the total number of total words read and then multiplying that number times 100

Record the medium scores for each student

ASSESSING: CORE PHONICS SURVEY

MULTIPLE MEASURES PAGES 41-43

Instruction for administering each part of the survey are listed on page 41 and on the Teacher Record Form for each section.

This is a standardized test the direction need to followed as written:

Notes:

- For student who are reading above the 3rd grade level administer the assessment beginning with Part L on 48.
- Part L students read each word aloud down each column
- If a student can read five of 8 words in a column move to the second column.
- Pseudo words are listed in the third column

CORE PHONICS SURVEY
MULTIPLE MEASURES PAGES 41-50

ASSESSMENT INFO

- Parts E-K Students read **across** the rows. If a student cannot read two or more words in a row do not ask the student to read the pseudo-words

- Pseudo-words are included because we want to know if a student can read a word the student has never encountered previously.

ADMINISTER THE CORE PHONICS SURVEY

<u>Work with your table partner to:</u>

- Practice a sample of each of the 12 parts of the Phonics Survey (Skip Parts A - D), taking turns being student and teacher.
- Use the Record Form to administer the test; the "student" should make errors so that the "teacher" can learn the rules for administering each part.
  - Be sure that you understand how to administer and score each part and that you can pronounce all pseudo words.

Watch a teacher administer the CORE Phonics Survey
    https://www.youtube.com/watch?v=yVVz9-r08tI

INTERPRET RESULTS
MULTIPLE MEASURES PAGE 43

Turn to page 43: Phonics for Reading is a mastery test

- Review the Levels of Performance for each section.

- Students who score at strategic or intensive level will benefit from targeted and intensive instruction and extensive practice in letter recognition, phonics and decoding indicated.

- Students who score significantly low on three or more subtests should be administered the CORE Phoneme Segmentation Test.

PHONOLOGICAL AWARENESS ASSESSMENTS

MULTIPLE MEASURES PAGES 19-30

	K-1	2-3	4-12
Phonological Test (MM 19)	☑	☑	
Phonological Segmentation Test (MM 25)	☑		
Phoneme Segmentation Test (MM -30		☑	☑

1. Read the front matter for the Phoneme Segmentation Test on page 30.

2. Use the format in the practice items section to administer the test, taking turns being student and teacher.

3. Build errors into your student responses, then determine student performance level on the Grade Level Expectation chart in the front matter of the test.

PHONEME SEGMENTATION TEST
MULTIPLE MEASURES PAGES 30-33

Many older students who are significantly behind in reading and spelling may have underdeveloped phonological awareness.

- Students use blocks to show the sounds a word:

  sit (/s/ /i/ /t/)   shop (/sh/ /o/ /p/

- Complete the two practice items on page 32 before proceeding to testing.

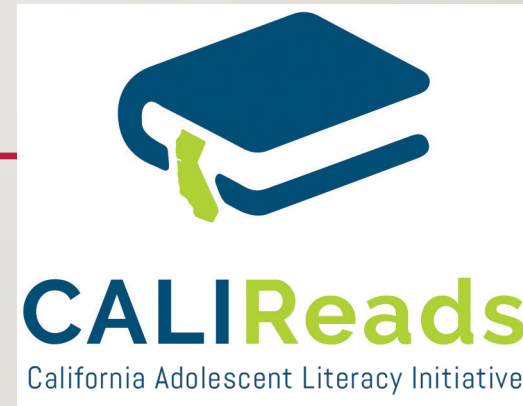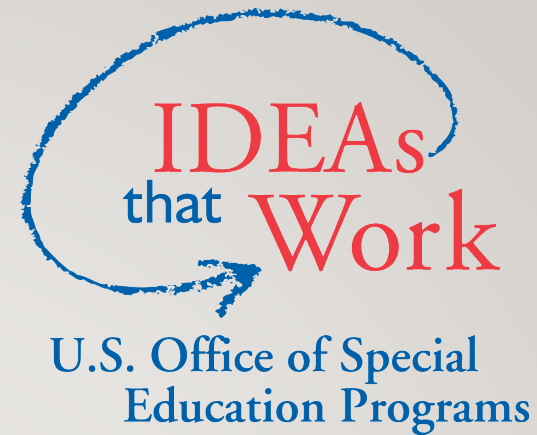- Read the directions on the Teacher Record form and score each item with a (+) or (-)

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Next: Session 3 - Selecting an intervention based on data