



ADDRESSING UNFINISHED LEARNING MINI-WEBINAR SERIES

SESSION I
MIDDLE SCHOOL ASSESSMENT SCREENERS

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A SERIES OF FOUR WEBINARS

Session 1

Appropriate Middle School Screeners

Session 2

Administer Screeners and Interpret Results

Session 3

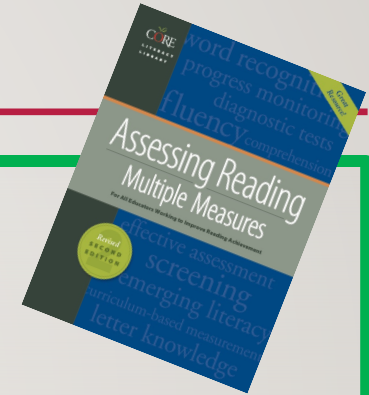
Selecting an Intervention Based on Data

Session 4

Progress Monitoring

MATERIALS/RESOURCES

Assessing Reading: Multiple Measures (MM)

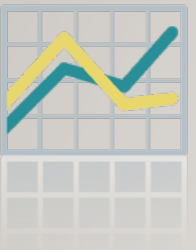


CORE has free on-line resources, including fillable charts for diagnostic assessments.

Access here at: <http://www.corelearn.com/Resources/Free-Materials.html>

Link also found at the end of the MM Table of Contents; in the circle – 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.



ACCELERATING LEARNING



- The first step is to use assessment to identify where students have learning gaps.
- Then group students effectively for targeted instruction.



OBJECTIVES SESSION I

Using the **CORE Multiple Measures Book:**

- Identify the four major types of assessment
- Discuss the purpose of each assessment
- Learn how each assessment is used in sequence

STUDENT PERFORMANCE LEVELS



Benchmark students: (Proficient) Students who perform at or above grade-level. They show adequate progress in grade-level material and content area courses (at or above 40th percentile).

Strategic students: (Basic) Students who could use extra support or instruction to reach proficiency in grade-level material and courses (25th-39th percentile).

Intensive students (Below Basic) Students who are far behind their peers and require intensive and sustained intervention to reach proficiency (below 25th percentile).

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.



Chat in: What assessment(s) helped you? Or, what information would have helped you?

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 found in content area text.



ASSESSMENT SEQUENCE

MM, PG. 15

Reading Comprehension (e.g., MAZE)

- Score below Benchmark



Reading Fluency (e.g., MASI-R or DIBELS)

- Score below 40th percentile



Decoding and Word Recognition (e.g., CORE Phonics Survey)

- Score at intensive level

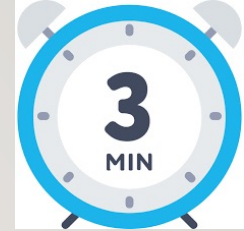


BENEFITS OF THE MAZE COMPREHENSION TEST

MM, PGS. 148-152

- Group-administered
- Low-cost
- Quick & efficient screener
- Used with adolescent students

An Example Maze Passage



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.

A multiple-choice **cloze** task.

Every 7th word is replaced with the correct word and two distractors (**but, stand, then**).

Students read silently and circle the correct word.

Activity: You try it!

Read and think about what word you would circle.



TIPS FOR ADMINISTERING THE MAZE

Important:

- Do a **Practice Test** with students before administering the MAZE (MM, pg. 153; pp. 149).
- Pass out **MAZE Student Passage** face down.
- This is standardized test: **Read the directions** aloud exactly as written (pp. 150).
- At the end of **3 minutes**, direct the students to STOP, turn their test over, and pass it in.

MAZE COMPREHENSION TEST: NOW WHAT?

MM, PG.152

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

WHAT IT MEANS: Review the charts to interpret the score.

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



Level of Performance	7 th Grade Fall	7 th Grade Spring
Benchmark	17	22
Strategic	13	15
Intensive	9	12

*Students who score below **Benchmark** should be assessed with a one-minute Oral Reading Fluency (ORF) assessment.

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ORAL READING FLUENCY (ORF)

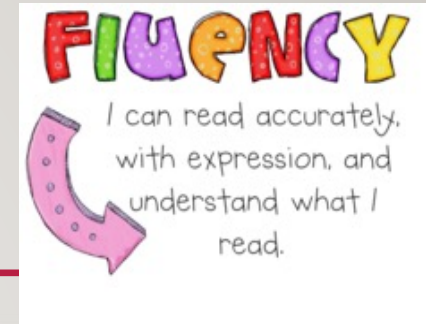
Oral Reading Fluency:

- 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

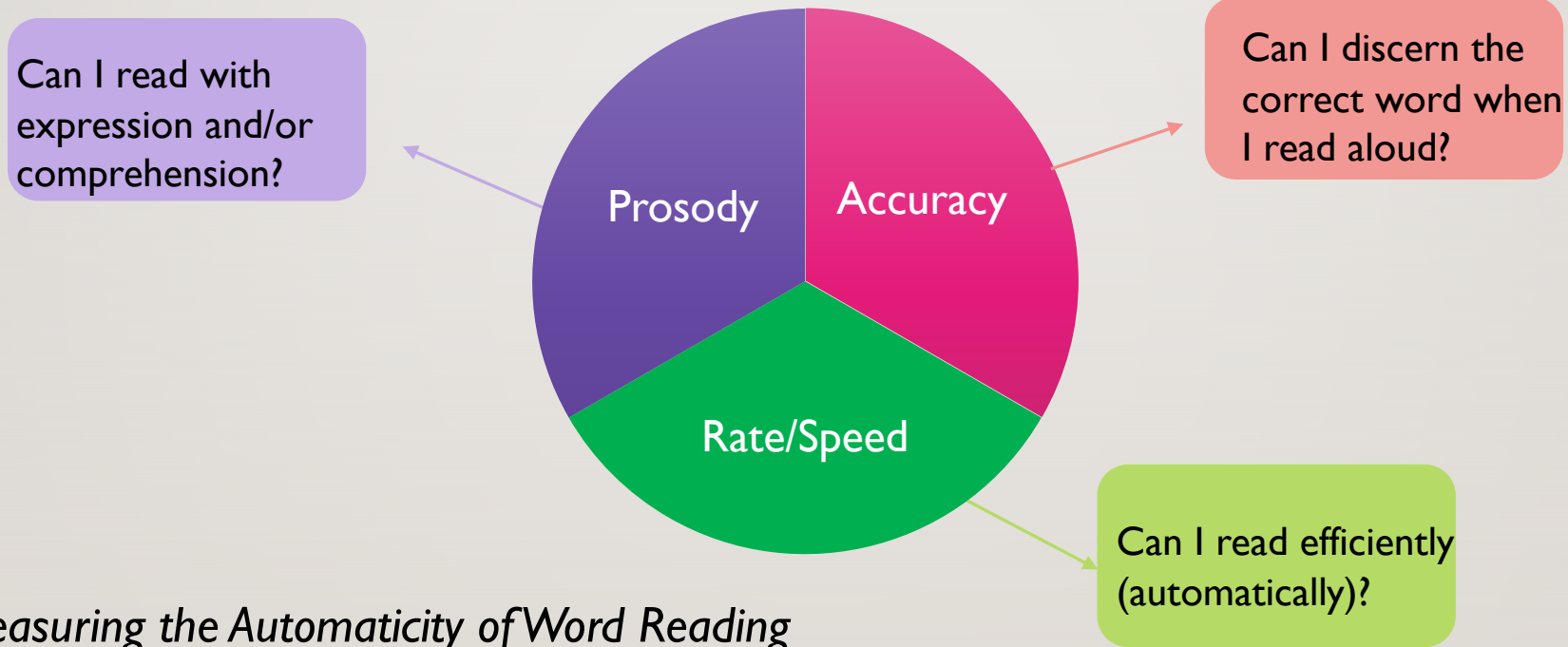
MM, PG. 77



Purpose

- 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



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, pgs. 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.



ORAL READING FLUENCY ASSESSMENT MAZI-R AND DIBELS

MM, PGS. 78-81

MAZI-R, up to Grade 6: How to Administer (MM, pgs. 78-79)

- MAZI-R: Teacher Passages, Grade 6 (MM, pgs. 97-99)
- MAZI-R: Student Passages, Grade 6 (MM, pgs. 115-117)

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



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PURPOSE OF THE CORE PHONICS SURVEY

MM, PGS. 41- 52



Fluent reading is possible when word reading skills are well-developed and automatic, especially the ability to decode unknown words.

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

It can be used diagnostically to indicate if a student needs instruction in selected phonics concepts or needs further assessment.

WHERE TO BEGIN: CORE PHONICS SURVEY

MM, PGS. 41-50



For students reading above the 3rd grade level, start with Part L.

Part L, Multisyllabic Words (pg. 48): Students should read words **ALoud** and **down** each column.

Parts E-K: Students should read words **ALoud** and **across** each rows.

If a student cannot read two or more words in a row,
do not ask the student to read the pseudo-words in the third row.

Note: Pseudo-words are included because we want to know if a student can read a word they have never encountered previously.

HOW TO RESPOND: PHONICS SURVEY

MM, PG. 43

What would you do if a student scored at the:

- Benchmark level?
- Strategic level?
- Intensive level?

Level	A-D	E-K	L
Benchmark	x	14+ / 15	21+ / 24
Strategic	x	10-13 / 15	15-20 / 24
Intensive	x	0-9 / 15	0-14 / 24



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



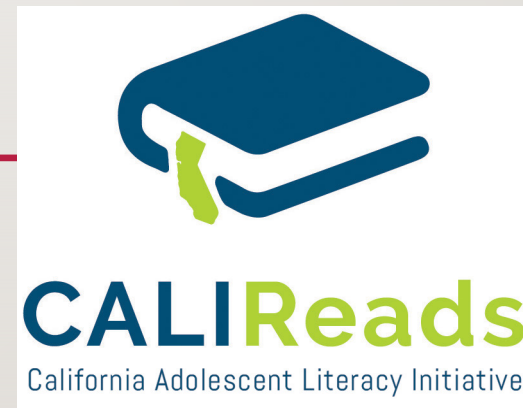
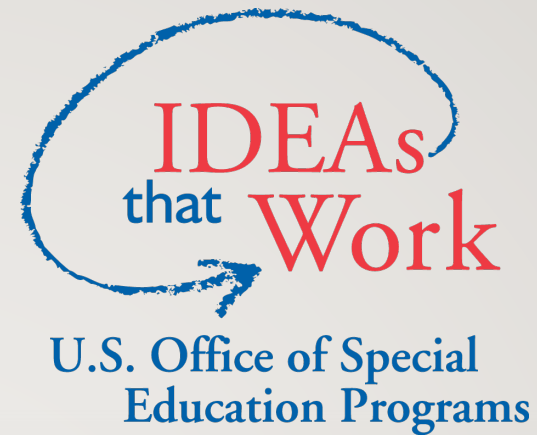
OBJECTIVES: SESSION I

Today's Session covered:

- The four major types of assessment
- The purpose of each assessment
- How each assessment is used in sequence

Coming Up Next

- **Session 2: Administer Screeners and Interpret Results**



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