



ADDRESSING UNFINISHED LEARNING

SESSION 2

ADMINISTER ASSESSMENT & INTERPRET DATA

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OBJECTIVES

- Learn how to administer the assessments found in the Multiple Measures.
- Understand how to interpret the results.
- Know if further assessment is needed to determine a student's gaps.



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- Assessment Sequence
 - Assessing and Interpreting Results:
 - Maze
 - MASI-R & DIBELS Oral Reading Fluency
 - CORE Phonics Survey



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



ADDRESSING UNFINISHED 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”



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READING COMPREHENSION: THE MAZE

- A multiple-choice **cloze** task.
- Every 7th word is replaced with the correct word and two distractors (**but, stand, then**).
- Teachers read directions to standardize the administration (MM, p. 149).
- Students read silently and circle the correct word.

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.





ADMINISTER THE MAZE PRACTICE TEST

The bird landed on the ground.

It picked up a piece of (**book, grass, tired**) in its bill.

The bird flew (**back, when, shirt**) to its nest with the grass.

(**Rug, So, The**) next was in a tall pine tree.

MM, pg. 153

A City Walk

The light changed to green, and Ted and his mother walked across the street. They were on their way to (for, the, met) food store.

Ted liked walking to (and, is, the) store. The city was a busy (place, hat, want). He saw lots of different things. (Them, He, Say) also saw many of the people (bad, fat, who) worked near his house.

"Hello Ted, (once, hello, you) Mrs. Gomez," said Mr. Hill. He (grow, happy, was) standing outside his store. He sold (books, name, stay). On rainy days after school, Ted (bark, would, cold) visit the store. Mr. Hill would (show, ride, frog) him books that he thought Ted (got, glad, would) like.

A little bit later, the (mat, two, soon) of them reached the food store. (Mrs., How, Noise) King ran the store, and she (but, truck, always) had a special treat for Ted. (Today, Little, Paint), she gave him some fresh grapes. (Day, Be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

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ADMINISTER THE MAZE TEST

- Choose the **grade level passage**.
- Pass out passage **face down**.
- This is standardized test: **Read the directions** aloud exactly as they are written (MM, p. 150).
- At the end of 3 minutes direct the students to **STOP**, turn their **test over**, and **pass it in**.

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Number Correct 11 Number of Errors 3

SCORE THE MAZE TEST

2-A Correct Responses

3 The

4 the

5 place He

6 who

7 hello

8 was books

9 would

10 show

Etc.

Answer keys are on
p.184-185 in MM.

INTERPRET THE MAZE TEST

MM, PG. 152



- Consult the scoring table to determine the Performance Level for the # of items **correct** on the MAZE passage.
- For students who score **at Benchmark or above**, these students do not show signs of needing additional assessment or intervention support.
- For students who score **Below Benchmark**, administer the MASI-R or DIBELS Oral Reading Fluency Assessment.

Grade	Performance Level	Fall	Spring
6	Benchmark	16	21
	Strategic	10	14
	Intensive	7	10
7	Benchmark	17	22
	Strategic	13	15
	Intensive	9	12
8	Benchmark	18	22
	Strategic	14	17
	Intensive	10	13

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MASI-R ORAL READING FLUENCY

MULTIPLE MEASURES PAGES 78-81

MASI-R oral reading passages are available through 6th grade.

DIBELS

Free passage download: Grades 6, 7, 8

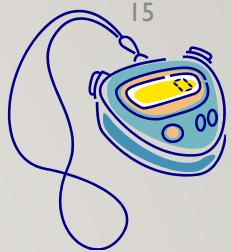
<https://dibels.uoregon.edu/assessment/dibels/dibels-eighth-edition>

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



ASSESSING ORAL READING FLUENCY (ORF)

MM, PGS. 78-81



Students are asked to read **three** grade level passages for one minute each.
Reading must be for exactly one minute.

Teacher selects three passages at preference.

Clear directions are located on pg. 78

Note:

- This is a standardized test.
 - The directions say, “please begin” to start, and “thank you” to finish.
Do not substitute other words to start and finish this assessment.

TEACHER PASSAGE FOR SCORING ORF

NOTE: If a student hesitates to correctly pronounce a word within three seconds, the student is told the word and an error is scored.

There are three basic types of snowflakes. The first type is called "stellar," and is the one most people remember. Stellar flakes are feathery with small centers. They form when it's not extremely cold and when the clouds are low and wet. Because they cling together when falling, it sometimes appears as if they are descending in great, downy clumps. The second variety of snowflake is called a "plate" snowflake and this formation appears almost rock-solid in compact configurations with six clearly seen outer edges. They form when it's exceptionally cold and when clouds are elevated and almost dry. ▲ The final type of snowflake is a combination of the other two. It has a plate-like center with feathering arms.

Even though there are these three types, each individual snowflake is truly unique in its configuration because each snowflake is actually the combination of thousands of ice crystals. In a cloud, water droplets are attracted to frozen particles. They crystallize on that

9	core. The snowflake develops, crystal by crystal, until it is heavy	174
19	enough to fall to the earth as snow.	182
27	Snow does not seem very heavy when it falls. But don't let	194
39	that fool you! If you have to shovel snow after a blizzard, you may lift a	210
49	great deal of snow. If the snow is 15 inches deep, you might lift half a	226
59	ton before clearing your walk. And that doesn't count the weight of	238
69	the shovel you're using!	242
79		
88		
98		
110		
121		
130		
140		
152		
163		

CALCULATE THE ORF SCORE MM, PG. 80



Percentile Score

(# of words read in one minute)
- (errors and skipped words)
= words correct per minute (WCPM)

Find the **median** score of the 3 passages.

Use the median score to determine the percentile
(see MM, pg. 80).

Accuracy Score

We will discuss this score during our Progress Monitoring Session.

2005 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal completed an extensive study of oral reading fluency in 2004. The results of their study are published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, brt.uoregon.edu/tech_reports.htm.

This table shows the oral reading fluency rates of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. Students scoring below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program. In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	190	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

INTERPRET THE ORF SCORE

MM, PGS. 76-77

Students who score significantly below the 50th percentile for their grade level should be further assessed.

You can use the CORE Phonics Survey to measure phonics skills.



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

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PART L

unless	consent	timbut
competes	admire	rompete
depend	radishes	podated
zero	menu	gromu
locate	inhaled	pentate
stable	dimple	morkle
further	bordered	darber
railways	roaring	fauntoon

Notice this column
uses pseudowords.

ADMINISTER THE CORE PHONICS SURVEY MM, PGS. 41-43

- Administration Instructions are on pg. 41 and on the Teacher Record Form for each section.
- Start with Part L, if the student reads above 3rd grade.
- If the student reads at least 5 words correctly in a column, ask them to read the next column.
- Once the student misses 3 words in a column, stop and administer Parts E-K.

CONTINUE TO ADMINISTER IF NEEDED

PART E

sip	mat	let	bun	hog
rut	fit	bat	hot	set
nop	sut	dit	pem	fap

PART F

stop	trap	quit	spell	plan
silk	fast	sank	lump	held
nask	dilt	qued	cang	dran

PART G

when	chop	thin	shut	wick
dodge	rash	ring	then	match
chid	shom	dath	phid	futch

PART H

harm	dirt	form	fern	surf
worn	pert	bark	turn	bird
norm	sirt	gorf	murd	carn

PART I

tape	key	toe	paid	feet
leap	boat	tie	ray	blow
loe	hine	beap	faim	soat

PART J

few	down	moon	hawk	coin
cue	loud	cook	haunt	toy
voot	rew	fout	zoy	bawk

PART K

kneel	cent	type	ghost	wrist
giant	sweat	gnat	bomb	sigh
bice	knod	dimb	tigh	wrep

INTERPRET RESULTS

MM, PG. 43

Review the Levels of Performance for each section.

- Students who score at **Strategic or Intensive level** will benefit from targeted instruction and extensive practice in phonics and decoding as identified on the assessment.
- Students who score significantly low on three or more subtests should be administered the CORE Phoneme Segmentation Test (MM, pgs. 30-33).
- See What's Next on pg. 43



CORE Phonics Survey—English, Mastery			
	(Letter Names/ Sounds)	(15 Item)	(24 Item)
Benchmark	83 (all)	14+	21+
Strategic	65–82	10–13	15–20
Intensive	0–64	0–9	0–14



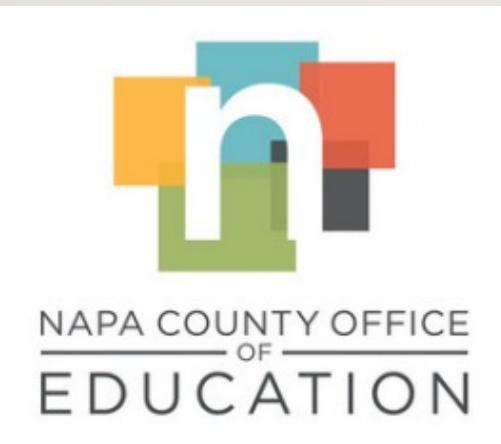
OBJECTIVES

- Learn how to administer assessments found in the Multiple Measures.
- Understand to interpret the results
- Know if further assessment is needed to determine a student's gaps.

Next: Session 3 - Selecting an intervention based on data



U.S. Office of Special
Education Programs



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