Assessment and Data Utilization

Background and Rationale

...Successful organizations do not just collect data, they revere it. They aren't satisfied with data until data have life and meaning for every teacher, every pertinent party. They use data to create and to ensure an objective, commonly held reality.... The use of data allows for organized, simplified discussions that merge to create focused priorities and productive action.

(Schmoker, 2001)
Objectives for today:

• To assist schools in:
  ✓ Monitoring student’s progress to determine whether students are making adequate progress in critical reading skills.
  ✓ Assessing whether the instruction provided by school personnel is sufficiently powerful to help all students achieve grade-level reading standards at the end of each year from kindergarten through third grade.
Assessment and Data Utilization

Key Terms:

• Assessments
  ■ Comprehensive Assessment Plan:
    • Screening Assessment
    • Diagnostic Assessment
    • Progress Monitoring Assessment
    • Outcome Assessment
## Comprehensive Assessment Plan

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Time Frame</th>
<th>Students Assessed</th>
<th>Main Purposes</th>
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</table>
| Screening             | Beginning of School Year          | All K-3 Students           | • Determine risk status  
                          |                                   |                            | • Determine instructional groups  
                          |                                   |                            | • Helps teachers differentiate  
                          |                                   |                            | instruction based upon identified instructional needs. |
| Diagnostic            | As Needed (when more information is needed for program planning) | Selected Students          | • Helps plan instruction.  
                          |                                   |                            | • Helps teachers differentiate instruction based upon identified instructional needs. |
| Progress Monitoring   | Determined by Risk Status         | All K-3 Students           | • Determine if students are making adequate progress with current instruction.  
                          |                                   |                            | • Inform schoolwide action plans. |
| Outcome               | End of School Year                | All K-3 Students           | • Gives school leaders and teachers feedback about the overall effectiveness of their reading program.  
                          |                                   |                            | • Inform schoolwide action plans. |
Your Comprehensive Assessment Plan

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<th>Purpose</th>
<th>Assessments</th>
<th>Assessment Window</th>
<th>Students Assessed</th>
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<tbody>
<tr>
<td>Screening</td>
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<td>Diagnostic</td>
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<td>Outcome</td>
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</table>
1. Assessment and Data Utilization

- **Schoolwide Level**
  - Beginning of the Year
  - Throughout the Year

- **Classroom Level**
  - Beginning of the Year
  - Throughout the Year
Outcome Measures from Previous School Year

Screening Data from Current School Year

Advanced
Grade Level
Some Risk
High Risk

In-Program Assessments

Profile #1
Significantly Exceeds Grade Level Benchmarks

Profile #2
Meets Grade Level Benchmarks and Pass on In-Program Assessments

Profile #3
Meets Grade Level Benchmarks but does not consistently pass In-Program Assessments

Profile #4
“Some Risk” on Screening/Benchmark Assessments
Accurate but Not Fluent Reader

Profile #5
“Some Risk” on Screening/Benchmark Assessments
Not Accurate and Not Fluent Reader

Profile #6
“High Risk” Status
Intensive Intervention with CRP

Profile #7
“High Risk” Status
Intensive Intervention with Core Intervention Program

Flexible Grouping Framework

Phonics Screener

Pass
No Pass
Pass
No Pass
Another way of looking at it…

Grade Level

Some Risk

High Risk

Advanced
Our Overall Goal…

Grade Level

Some Risk

High Risk

Advanced
How? Obtaining additional screening information and matching instruction to specific student needs.
Assessment and Data Utilization

Key Terms:

• **Advanced Students (Adv):**
  - Students who achieve 75% or above on outcome measures. Adv. Students maintain grade level status with one comprehensive reading block a day, but need additional literacy extension activities.

• **Grade Level Students (GL):**
  - Students who meet grade level expectations on all assessments (progress monitoring, in-program, and outcome). GL students can maintain grade level status with one reading block a day in the comprehensive reading program.
Assessment and Data Utilization: Key Terms

- **Some Risk Students (SR):**
  - Students somewhat below grade level. These students usually need intervention instruction in addition to the grade level comprehensive reading program.

- **High Risk Students (HR):**
  - Students who enter a grade level significantly behind. These students have not learned many of the prerequisite skills assumed by the grade level comprehensive reading program. They need accelerated instruction to bring them to grade level as quickly as possible.
Assessment and Data Utilization
Classroom Level Screening

For some students, additional screening may be necessary in order to obtain information for program planning:

- In-Program Assessments
- Diagnostic Assessments (as needed
  - Phonics Screener
  - Vocabulary/Comprehension Screening Tools
Phonics Screeners

• **Purpose**
  - Is one type of diagnostic assessment.
  - Helps pinpoint areas in which the student needs explicit phonics instruction.

• **Availability**
  - Some Comprehensive Reading Programs have their own phonics screeners
  - Other formal and informal phonics screeners are also available
  - Diagnostic information can also be attained by an analysis of errors with other assessment information already obtained.
Vocabulary and Comprehension Screening Tools

Student does poorly on end of year outcome measure, but does well on beginning of the year benchmark data on reading fluency.

Example Informal Tools:
- Informal in-program vocabulary/comprehension screening activities
- Retell
- Maze/Cloze
Assessment and Data Utilization

Classroom Level: Flexible Grouping Summary

- **Profile 1: Students Exceeding Grade Level Standards**
  
  If this group is not established, school needs to determine criteria for “Exceeding Grade Level” standards.
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Classroom Level: Flexible Grouping Summary

• **Profile 2**: Grade Level/Students Consistently Passing In-Program Tests
  - Student determined to be at grade level on universal screening assessment.
  - Student consistently passes all in-program assessments.
Assessment and Data Utilization

Classroom Level: Flexible Grouping Summary

• **Profile 3:** Grade Level/Students Not Consistently Passing In-Program Assessments
  - Determined to be “at grade level” with universal screening assessment.
  - However, student does not consistently pass in-program assessments.
  - May have vocabulary and/or comprehension difficulties.
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Classroom Level: *Flexible Grouping Summary*

- **Profile 4: Some Risk**
  
  Students/Accurate But Not Fluent

  - Student is determined to be at “some risk” on universal screening measure.
  - Student’s accuracy when reading grade level material is above 95%, but student is not fluent enough to reach grade level benchmarks.
Assessment and Data Utilization

Classroom Level: *Flexible Grouping Summary*

- **Profile 5: Some Risk Students/Not Accurate and Not Fluent**

  - Student is determined to be at “some risk” on universal screening measure.
  - Student’s accuracy when reading grade level material is lower than 95%.
  - Student is not fluent enough to reach grade level benchmarks.
Assessment and Data Utilization
Classroom Level: *Flexible Grouping Summary*

- **Profile 6: High Risk Students/Significant Number of Skill Gaps/Intense Direct Instruction Required**
  - Universal screening indicates student is at “high risk” of not reaching grade level standards.
  - Student will require intensive intervention to close achievement gap.
  - School has chosen to use Comprehensive Learning System materials to close achievement gap.
Assessment and Data Utilization
Classroom Level: *Flexible Grouping Summary*

- **Profile 7: High Risk Students/Significant Number of Skill Gaps from Previous Grade/Intense Direct Instruction Required**
  - Universal screening indicates student is at “high risk” of not reaching grade level standards
  - Student will require intensive intervention to close achievement gap
  - Scope and sequence of Comprehensive Learning System does not match student’s current instructional needs.
  - School has chosen to use Intervention Core Reading Program to close achievement gap.
Michael

Assessment and Data Utilization
Individual Level Screening

• Michael is a third grade student. His second grade outcome data indicated an overall reading score at the 22nd percentile which placed him at the “Below Grade Level.”

• Michael’s recent screening information on reading fluency placed him in the “Some Risk” range reading 55 wpm with 72% accuracy.

• Michael was administered a phonics screener which indicated significant difficulty with mastery of vowel combinations and two-syllable words.

• Using the assessment information, place Michael in the appropriate instructional group.

• Pair and Share.
Assessment and Data Utilization
Individual Level Screening

- Brianna is a first grade student at a new school. There are no previous records from Kindergarten.
- Recent screening information indicates that Brianna falls into the “High Risk” category of instructional need.
- Diagnostic information indicates that Brianna has not acquired phonemic awareness skills, she lacks beginning alphabetic skills (few letter-sound relationships), and recognizes few sight words.
- **Using the assessment information, place Brianna in the appropriate instructional group.**
- Pair and Share.
Daniel is a second grade student who has received ELL services in the past. Outcomes measures from first grade place him below grade level.

Recent screening data indicates Daniel just below grade level on reading fluency measures.

Although the school year has just started, Daniel has had some difficulty passing in-program assessments.

Using the assessment information, place Daniel in the appropriate instructional group.

Pair and Share.
Goal Setting
Something to Think About . . .

Whether you think you can or you think you can't, you're right.

- Henry Ford
Setting Beginning-of-the-Year Reading Goals:

Types of Goals:

- Outcome Goals
- Adequate Progress Goals
  - For each grade level
  - For each group
- Progress Monitoring Goals
Outcome Goals

- Reading First outcome measure - ITBS
- Measured by performance relative to normative or criterion standards.
- ITBS correlation to ISAT
- Set goals for all skills considered critical for each grade level.
Adequate Progress Goals

- “Adequate Progress” is a term used to describe groups of students’ progress along the achievement continuum.
- Goals can be set for each grade level and for each level of student status at the beginning of the school year (grade level, some risk, high risk).
Assessment and Data Utilization
Classroom and Individual Goal Setting

- Progress Monitoring Goals
Classroom and Individual Goal Setting

What do we know from research about setting student achievement goals?

- Setting goals leads to better student achievement.
- Ambitious and realistic goals are better than meager goals.
- When student progress is monitored toward measurable goals, achievement is enhanced.
- When data decision rules are used in conjunction with progress monitoring data, achievement is optimal.
Graphing 101 - Review

- **Baseline**
  - Where are we starting from?

- **Goal**
  - Where do we want to be at the end of a certain period of time?

- **Aim Line**
  - How do we know we are “on track” for reaching our goal?
Graphing 101: A Review

Sample Individual Progress Monitoring Graph

- **Baseline**
- **Aim Line**
- **Performance Goal**

Graph axes:
- Y-axis: Words Correct Per Minute
- X-axis: Months (Sept to May)

Key performance indicators:
- 50 words correct per minute (baseline)
- 60 words correct per minute (aim line)
- 90 words correct per minute (performance goal)
Graphing 101 - Review

• Baseline Reminders
  ■ Middle of 3 scores
  ■ Gathered within one week
  ■ Use student’s instructional level to progress monitor
  ■ Use student’s grade level for schoolwide benchmarking purposes
Assessment and Data Utilization
Classroom and Individual Goal Setting

- Progress Monitoring Goals
  - For Grade Level and Some Risk Students:
    - Goals are set by state standards as well as established benchmark scores.
Setting Goals for High-Risk Students:

- **Grades K and 1**
  - Recommendation is to set goals to achieve “Grade Level” status.

- **Grade 2 and 3**
  - If Grade Level status is not reasonably attainable, set goal to move to “Some Risk” status at student’s grade level at the end of the year.

For both of these groups of students, this would mean setting an aim line that would decrease the gap with typical peers.
Assessment and Data Utilization
Classroom and Individual Progress Monitoring

Progress Monitoring

- Ongoing review of all assessments throughout the school year:
  - In-Program Assessments
  - Out-of Program Reading First Progress Monitoring Tool

- Evaluate effectiveness of instruction using decision rules:
  - Trend-Line Analysis
  - 3-Point Decision Rule
Assessment and Data Utilization
Classroom/Individual Progress Monitoring

• Why?

- We do not have crystal balls that tell us if instruction or an instructional intervention will or will not work.
- We need to monitor student’s progress to determine whether students are making adequate progress in critical reading skills.
- We need to collect information about students that will be helpful in planning instruction to meet their most critical learning needs.
Assessment and Data Utilization

In-Program Unit Assessments

- Consider group performance: How many students overall passed the in-program test?
- Consider individual student performance: Who are the students who failed one test, two consecutive tests? Which tests? Are the same students failing from time to time? Does data indicate a possible need for change in flexible grouping placement?
Out-of-Program Progress Monitoring Assessments

- The new IRI/Aimsweb has the capability to allow us to progress monitor.
- In order to monitor progress toward a predetermined goal, the following components should be included:
  - Baseline Data --Goal--Aim Line
  - Decision-Making Plan
    - 3-Point Decision Rule
    - Trend Line Analysis
Analyzing Progress Monitoring Data

• 3-Point Decision Rule
  - After plotting six weeks of data on the students’ graphs review the data using the following rules:

National Center on Student Progress Monitoring, *Advanced Applications of CBM in Reading*, p.6. and Deno, et al *Progress Monitoring - Study Group Content Module.*
• 3-Point Decision Rule

- If 3 consecutive data points are below the goal line, make an instructional change in the student’s program.
- If 3 consecutive data points are above the goal line, consider raising the goal.
- If the consecutive data points are neither all above or below the goal line, continue with the student’s instructional program and monitor progress.

National Center on Student Progress Monitoring, *Advanced Applications of CBM in Reading*, p.6. and Deno, et al *Progress Monitoring - Study Group Content Module.*
Using the 3-Point Rule for Instructional Decision Making

Michael

Goal Line

Begin data collection

Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May
---|---|---|---|---|---|---|---|---
50  |  |  |  |  |  |  |  |  
60  |  |  |  |  |  |  |  |  
70  |  |  |  |  |  |  |  |  
80  |  |  |  |  |  |  |  |  
90  |  |  |  |  |  |  |  |  
100 |  |  |  |  |  |  |  |  

Words Correct Per Minute
Using the 3-Point Rule for Instructional Decision Making

What is your instructional decision?

Goal Line

Michael

Words Correct Per Minute

90
80
70
60
50

Sept Oct Nov Dec Jan Feb Mar Apr May
Using the 3-Point Rule for Instructional Decision Making

What is your instructional decision?

Make an instructional change

Goal Line
Using the 3-Point Rule for Instructional Decision Making

Daniel

Make an instructional change

What is your instructional decision?

What if Daniel is not passing in-program assessments?

Goal Line

Words Correct Per Minute

Sept          Oct          Nov          Dec          Jan          Feb          Mar          Apr          May

0  20  40  60  80  100
Application Activity

Using the 3-Point Rule for Instructional Decision Making

• Baseline Data: 10, 12, 8 (January/Week 3)
• January
  ■ Week 4: 13
• February
  ■ Week 1: 10
  ■ Week 2: 13
  ■ Week 3: 19
  ■ Week 4: 16
• March
  ■ Week 1: 19
  ■ Week 2: 18

Sophia’s Data
Grade 1

1. Set Baseline--Goal--Aim Line
2. Chart Data
3. Make a decision with last three data points.
Using the 3-Point Rule for Instructional Decision Making

Application Activity - Sophia

<table>
<thead>
<tr>
<th>Words Correct Per Minute</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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Analyzing Progress Monitoring Data

• **Trendline Analysis**
  
  ■ A way to look at the overall direction of the observed behavior (i.e. fluency, phoneme segmentation, etc.) as depicted through a trend line.
  
  ■ Trendlines can delineate:
    • An increasing rate of progress
    • A zero trend (flat rate)
    • A decreasing rate of progress
Trendline Analysis
“Split the Middle” Technique

- **Trendline Rule:**
  - If at least 4 weeks of instruction have occurred AND at least 8 data points have been collected, figure trend of current performance and compare to goal line.
    - If trend of student progress is steeper than goal line, raise the goal.
    - If trend of student progress is less steep than goal line, make a teaching change.

National Center on Student Progress Monitoring, *Advanced Applications of CBM in Reading*, p.6.
• **Note:** We can use the 3-point decision rule for skills other than fluency.
  - Phonemic awareness skills
  - Alphabetic principle skills
  - Comprehension skills
• Measurement must be standardized for each administration.
Something Else to Consider:

- The student may not be making significant progress...but is it an individual problem or a group problem?
- **Individual:** Target student is not making significant progress. Consider an instructional change for the student.
- **Group:** A majority of the students in a group are not making progress. Conduct observations in the classroom to determine why students are not making progress.
Small Group Instruction is working for all students except Rosa.

Grade Level Team needs to problem solve for Rosa.
Small Group Instruction is not working for most students.

Grade Level Team needs to problem solve for small group.
Classroom and Individual Progress Monitoring

• What decision rule can I use to know when and if to use/move to an Intervention Core Reading Program?
  ■ There is currently no conclusive research specifying when to consider moving a student to a Core Intervention Program.
  ■ Best practice would be using a variety of data sources.
# Assessment and Data Utilization
## Classroom and Individual Progress Monitoring

## Sample Criteria for Consideration When Deciding When and If to Move to a Intervention Core Reading Program

<table>
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<tr>
<th>PM Decision Rule</th>
<th>Peer Comparison</th>
<th>Alterable Variables Previously Put in Place</th>
<th>In-Program Assessments</th>
<th>Observations</th>
<th>Diagnostic Information</th>
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</thead>
<tbody>
<tr>
<td>Decision Rule (3-Point Rule or Trendline Analysis) indicates program change is needed. Phase change has occurred at least two times previously.</td>
<td>Student is making significantly less growth than peers and standard growth rates. (Example: .75 words per week growth compared to 2.5 words per week growth),</td>
<td>• preteach/reteach • smaller group size • increased time • more explicit and systematic instruction implemented either through curriculum maps and templates and/or other methods.</td>
<td>Student is having difficulty mastering content of comprehensive program as demonstrated by poor performance on in-program assessments.</td>
<td>Observations of student’s classroom indicate that CLS and small group instruction are being implemented as designed (implementation integrity).</td>
<td>Diagnostic information indicates level of difficulty of comprehensive reading program does not match student’s current instructional needs.</td>
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Assessment and Data Utilization
“Take Aways”

- Assessment information can and should be used to determine instructional needs at a school wide, classroom, small group and individual level.
- Screening data can be used to create a framework for flexible groupings.
- Different students will require different types and levels of assessments.
Assessment and Data Utilization

“Take Aways”

- Ongoing progress monitoring is essential for monitoring the effects of instruction for small groups and individual students.
- Using a decision rule along with progress monitoring helps teachers determine when instructional adjustments are needed to prompt better student growth and a framework within which to make instructional decisions.