

Instructional Implications

Grades 6-12
Florida Assessments for Instruction
in Reading



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The 3-12 “Big Picture” Map

Type of Assessment	Name of Assessment
Broad Screen/Progress Monitoring Tool (BS/PMT) – Appropriate for ‘All’ students	• Reading Comprehension (RC)
Targeted Diagnostic Inventory (TDI) – “Some” students	• Maze • Word Analysis (WA)
Ongoing Progress Monitoring (OPM) – “Some” students	• Maze • ORF (grades 3-5) • RC
Informal Diagnostic Toolkit (Toolkit) – “Some” students	• Phonics Inventory • Academic Word Inventory • Lexile Passages • Scaffolded Discussion Templates

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The 3-12 “Big Picture” Map

Type of Assessment	Name of Assessment
Broad Screen/Progress Monitoring Tool (BS/PMT)	• 3 times a year • On the computer • Entered into PMRN
Targeted Diagnostic Inventory (TDI)	• 3 times a year • On the computer • Entered into PMRN
Ongoing Progress Monitoring (OPM)	• Maze and RC – on computer, up to 7 times a year, entered into PMRN • ORF – paper and pencil, up to 7 times a year, entered into PMRN
Informal Diagnostic Toolkit (Toolkit)	• Paper and Pencil only • Not entered into PMRN • No restrictions on when to administer

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What do the results of the assessment mean for my instruction?

- Using student score profiles, reports, and created worksheets help teachers answer:
 - What reports can teachers use to plan instruction?
 - What are the score types given on the assessment?
 - What type of instruction would be beneficial for students with varying needs?
 - What are some of the profiles (patterns) seen in the data?
 - What are some resources to help teachers plan instruction?

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Score Types

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The 3-12 “Score” Map

Reading Comprehension - BS/PMT	■ FCAT Success Probability (FSP) ■ Color-coded ■ Percentile ■ Standard Score ■ Lexile ■ Ability Score ■ FCAT Cluster Area Scores
Maze - TDI	■ Percentile ■ Standard Score ■ Adjusted Maze Score
Word Analysis - TDI	■ Percentile ■ Standard Score ■ Ability Score (WAAS)

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Success Zones - Probability Scores

GREEN

85% or better probability of scoring at or above Level 3 at the end of the year on the FCAT

YELLOW

16-84% probability of scoring at or above Level 3 at the end of the year on the FCAT

RED

15% or less probability of scoring at or above Level 3 at the end of the year on the FCAT

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Percentile Rank

- Percentile ranks are derived scores that are used to rank one student's performance in relation to a specific group.
- On the Florida Assessment for Instruction in Reading, the specified group was a representative sample of Florida students, not a national sample.
- Percentile rank is NOT a percentage score identifying how many items were answered correctly.

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The difference between FSP and RC Percentile Rank

Student	Score Detail	Score Detail		
		RC	Maze	Word Analysis
Student 1	99%	90		
Student 2	79%	81	60	58
Student 3	80%	74	40	19
Student 24	61%	54	60	41
Student 25	99%	70		

- The FSP is based on student performance on both the Broad Screen/Progress Monitoring Tool (BS/PMT) and the prior year's FCAT.
 - As we collect more empirical evidence, the balance of the weight of the prior year's FCAT in the calculation of FSP may change.
- The RC percentile rank is based on student performance on the BS/PMT.

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Standard Score

- Standard Scores are derived scores that allows comparison of raw scores by putting them on the same distribution.
- It indicates how far a particular score is from an assessment's average. It is used to compare one student's performance to the performance of other students his/her grade.
- On the Florida Assessment for Instruction in Reading, the comparison group was a representative sample of Florida students.

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Lexile® Measure

- Two types of Lexile measures
 - Lexile reader measure
 - Represents a person's reading ability on the Lexile scale** (this is what you will see on your reports)
 - Lexile text measure
 - Indicates the reading demand of the text in terms of word frequency and sentence length.
- Used together they can help predict how well a reader should comprehend a text at a specific Lexile level
- Range of Lexiles: BR-2000L (BR = Beginning Reader)

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FCAT Cluster Areas

- Each question on the Reading Comprehension passages is categorized into one of the four cluster areas:
 1. Words and Phrases in Contexts
 2. Main idea, Plot and Purpose
 3. Comparisons and Cause/Effect
 4. Reference and Research
- Based on the student's performance on the Reading Comprehension, he/she will receive a score of:
 - High (80th -99th percentile)
 - Medium (30th -79th percentile)
 - Low (below 30th percentile)
 - Not enough information

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Developmental Ability Score

- You will receive a developmental ability score on Reading Comprehension and Word Analysis (WAAS)
- A developmental ability score is an estimate of the absolute level of a student's ability on the test, and will increase as students move up the grades.
- It is an estimate of ability that can range from about 3rd grade level to 10th grade level, and the ability score identifies where, along that interval of ability (3rd to 10th) the student falls.
 - Range: 100-1000
 - Mean: 500
 - Standard deviation: 100

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Developmental Ability score

- The best use of the ability score is to track a student's development on the Word Analysis or Reading Comprehension task.
- Theoretically, this score should increase each time the student takes the test, if the student is growing at an acceptable rate
 - (Note: In the coming years as we gather comprehensive data from around the state, we will begin to learn what to expect in the way of changes in these scores from Fall, to Winter, to Spring, or even across grades.)
- As we gain more experience with these ability scores, we will be able to better use them to chart individual student growth.

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Adjusted Maze Score

- The score reported is measured in items correct per three minutes. This score represents the student's average performance across the two grade level passages. [Please note: this is not the same thing as a fluency score reported in words correct per minute (WCPM)]
- Adjusted Maze Scores are adjusted in two ways:
 - for the amount of time it took the student to take the measure
 - for differences in difficulty of individual passages to allow for comparison across passages.
- We can use this score to compare a student's performance across assessment periods.

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Class Status Report (sorted alphabetically)

6-12 Handout 1

Student	RC	WA	Word Analysis	RC
Handout 1	100%	100%	100%	100%
Handout 2	100%	100%	100%	100%
Handout 3	100%	100%	100%	100%
Handout 4	100%	100%	100%	100%
Handout 5	100%	100%	100%	100%
Handout 6	100%	100%	100%	100%
Handout 7	100%	100%	100%	100%
Handout 8	100%	100%	100%	100%
Handout 9	100%	100%	100%	100%
Handout 10	100%	100%	100%	100%
Handout 11	100%	100%	100%	100%
Handout 12	100%	100%	100%	100%
Handout 13	100%	100%	100%	100%
Handout 14	100%	100%	100%	100%
Handout 15	100%	100%	100%	100%
Handout 16	100%	100%	100%	100%
Handout 17	100%	100%	100%	100%
Handout 18	100%	100%	100%	100%
Handout 19	100%	100%	100%	100%
Handout 20	100%	100%	100%	100%
Handout 21	100%	100%	100%	100%
Handout 22	100%	100%	100%	100%
Handout 23	100%	100%	100%	100%
Handout 24	100%	100%	100%	100%
Handout 25	100%	100%	100%	100%
Handout 26	100%	100%	100%	100%
Handout 27	100%	100%	100%	100%
Handout 28	100%	100%	100%	100%
Handout 29	100%	100%	100%	100%
Handout 30	100%	100%	100%	100%

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Class Status Report (sorted by RC percentile)

6-12 Handout 2

Student	RC	WA	Word Analysis	RC
Handout 1	100%	100%	100%	100%
Handout 2	100%	100%	100%	100%
Handout 3	100%	100%	100%	100%
Handout 4	100%	100%	100%	100%
Handout 5	100%	100%	100%	100%
Handout 6	100%	100%	100%	100%
Handout 7	100%	100%	100%	100%
Handout 8	100%	100%	100%	100%
Handout 9	100%	100%	100%	100%
Handout 10	100%	100%	100%	100%
Handout 11	100%	100%	100%	100%
Handout 12	100%	100%	100%	100%
Handout 13	100%	100%	100%	100%
Handout 14	100%	100%	100%	100%
Handout 15	100%	100%	100%	100%
Handout 16	100%	100%	100%	100%
Handout 17	100%	100%	100%	100%
Handout 18	100%	100%	100%	100%
Handout 19	100%	100%	100%	100%
Handout 20	100%	100%	100%	100%
Handout 21	100%	100%	100%	100%
Handout 22	100%	100%	100%	100%
Handout 23	100%	100%	100%	100%
Handout 24	100%	100%	100%	100%
Handout 25	100%	100%	100%	100%
Handout 26	100%	100%	100%	100%
Handout 27	100%	100%	100%	100%
Handout 28	100%	100%	100%	100%
Handout 29	100%	100%	100%	100%
Handout 30	100%	100%	100%	100%

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Class Status Report (sorted by Maze percentile)

6-12 Handout 3

Student	RC	WA	Word Analysis	RC
Handout 1	100%	100%	100%	100%
Handout 2	100%	100%	100%	100%
Handout 3	100%	100%	100%	100%
Handout 4	100%	100%	100%	100%
Handout 5	100%	100%	100%	100%
Handout 6	100%	100%	100%	100%
Handout 7	100%	100%	100%	100%
Handout 8	100%	100%	100%	100%
Handout 9	100%	100%	100%	100%
Handout 10	100%	100%	100%	100%
Handout 11	100%	100%	100%	100%
Handout 12	100%	100%	100%	100%
Handout 13	100%	100%	100%	100%
Handout 14	100%	100%	100%	100%
Handout 15	100%	100%	100%	100%
Handout 16	100%	100%	100%	100%
Handout 17	100%	100%	100%	100%
Handout 18	100%	100%	100%	100%
Handout 19	100%	100%	100%	100%
Handout 20	100%	100%	100%	100%
Handout 21	100%	100%	100%	100%
Handout 22	100%	100%	100%	100%
Handout 23	100%	100%	100%	100%
Handout 24	100%	100%	100%	100%
Handout 25	100%	100%	100%	100%
Handout 26	100%	100%	100%	100%
Handout 27	100%	100%	100%	100%
Handout 28	100%	100%	100%	100%
Handout 29	100%	100%	100%	100%
Handout 30	100%	100%	100%	100%

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Class Status Report (sorted by WA percentile)

6-12 Handout 4

The table displays student performance across multiple assessment areas. Key columns include Student Name, Overall Score, Overall Percentile, and scores for various sub-areas like Reading, Writing, and Speaking. Percentiles are color-coded: red for below 20%, yellow for 20-40%, green for 40-60%, and blue for 60-80%.

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Some Common Profiles or Patterns in Data

What instructional strategies are most appropriate for each profile/pattern?

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Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

The decision tree outlines instructional strategies for different performance levels. For example, for students in Box 1 (high-level reasoning skills), it suggests providing current levels of instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies. For students in Box 2+4 (enhanced instruction), it suggests providing enhanced instruction in high-level reasoning skills, vocabulary, and reading comprehension strategies.

Assessment/Curriculum Decision Tree for Reading Improvement for the Florida Assessments for Instruction in Reading Handout 5

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Common Profiles/Patterns of Performance

- If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- If a student's scores fall in Box 2 + 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.
- If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.
- If a student's scores fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.

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Steps to the Activity

- Sort your students according to the profiles presented and write their names down on the worksheet under the appropriate profile. (Use the Class Status Report - Handout 1)
- After your students are sorted into profiles, answer the following questions:
 - What programs or strategies do we have available to address these needs?
 - If you do not have strategies currently in use, what strategies would be helpful for these students?
 - Two-column note taking
 - SQ3R-Survey, Question, Read, Recite, and Review
 - Affixes/roots to help with reading for meaning (vocabulary) and accuracy in writing
 - Text features
 - Repeated readings with variety of genres

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Grouping for Instruction:

- One way to use the results of the assessments to make groups for small group instruction
- The following handouts will be used:
 - Class Status Report (Handout 1)
 - Decision Tree (Handout 5)
 - Decision Tree Worksheet (Handout 6)

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Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

If student's FSP score on Broad Screen is 85% or higher (Green Zone) (Box 1)

- Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.
- Monitor progress of students in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If student's FSP score on Broad Screen is 81% or higher (Yellow or Red Zone) and

- Box score is above 50th percentile (Box 2)**
 - Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.
- Box score is below 50th percentile (Box 3)**
 - Use One-to-One, Small-Group, and Tiered Instruction.
 - Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.
 - Use diagnostic strategies with Phonological and Orthographic awareness instruction to learn phonics (differentiated patterns) (Appendix A).
 - Use diagnostic strategies with reading fluency (Appendix B).
 - Use diagnostic strategies with reading comprehension (Appendix C).
 - Use diagnostic strategies to address reading needs.

If student's scores fall in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If a student's scores fall in Box 2 + 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If a student's scores fall in Box 3 + 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If a student's scores fall in Box 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

Notes: The 50th percentile cut-point used in this document is given as a guide to indicate the level of performance. Schools may use other percentiles to determine the level of performance. The 50th percentile of scores will be recalculated after the first assessment cycle in spring 2010.

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Assessment/Curriculum Decision Tree for Reading Improvement for the Florida Assessments for Instruction in Reading Handout 5

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet - Handout 6

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet (continued)

In each of the appropriate profile boxes at the bottom of your student who fits the description listed in the Decision Tree and consider the strategies for that particular group of students. What programs or strategies do you have available or did you learn about to address the needs of these students?

If a student's scores fall in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If a student's scores fall in Box 2 + 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

If a student's scores fall in Box 3 + 4, then provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade-level standards.

Additional instructional notes or ideas to consider when planning instruction.

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**FSP score of 85% or higher
Box 1**

Grade Level	Profile	Reading	Writing	Math	Science	History/Social Studies	Language Arts
3	85%	85%	85%	85%	85%	85%	85%
4	85%	85%	85%	85%	85%	85%	85%
5	85%	85%	85%	85%	85%	85%	85%
6	85%	85%	85%	85%	85%	85%	85%
7	85%	85%	85%	85%	85%	85%	85%
8	85%	85%	85%	85%	85%	85%	85%
9	85%	85%	85%	85%	85%	85%	85%
10	85%	85%	85%	85%	85%	85%	85%
11	85%	85%	85%	85%	85%	85%	85%
12	85%	85%	85%	85%	85%	85%	85%

**FSP score < 85%;
Maze and WA > 30th percentile;
Box 2 + Box 4**

Grade Level	Profile	Reading	Writing	Math	Science	History/Social Studies	Language Arts
3	85%	85%	85%	85%	85%	85%	85%
4	85%	85%	85%	85%	85%	85%	85%
5	85%	85%	85%	85%	85%	85%	85%
6	85%	85%	85%	85%	85%	85%	85%
7	85%	85%	85%	85%	85%	85%	85%
8	85%	85%	85%	85%	85%	85%	85%
9	85%	85%	85%	85%	85%	85%	85%
10	85%	85%	85%	85%	85%	85%	85%
11	85%	85%	85%	85%	85%	85%	85%
12	85%	85%	85%	85%	85%	85%	85%

**FSP score < 85%; Maze > 30th percentile;
WA < 30th percentile; Box 2 + Box 5**

Grade Level	Profile	Reading	Writing	Math	Science	History/Social Studies	Language Arts
3	85%	85%	85%	85%	85%	85%	85%
4	85%	85%	85%	85%	85%	85%	85%
5	85%	85%	85%	85%	85%	85%	85%
6	85%	85%	85%	85%	85%	85%	85%
7	85%	85%	85%	85%	85%	85%	85%
8	85%	85%	85%	85%	85%	85%	85%
9	85%	85%	85%	85%	85%	85%	85%
10	85%	85%	85%	85%	85%	85%	85%
11	85%	85%	85%	85%	85%	85%	85%
12	85%	85%	85%	85%	85%	85%	85%

**FSP score < 85%; Maze < 30th percentile;
WA > 30th percentile
Box 3 + Box 4**

Grade Level	Profile	Reading	Writing	Math	Science	History/Social Studies	Language Arts
3	85%	85%	85%	85%	85%	85%	85%
4	85%	85%	85%	85%	85%	85%	85%
5	85%	85%	85%	85%	85%	85%	85%
6	85%	85%	85%	85%	85%	85%	85%
7	85%	85%	85%	85%	85%	85%	85%
8	85%	85%	85%	85%	85%	85%	85%
9	85%	85%	85%	85%	85%	85%	85%
10	85%	85%	85%	85%	85%	85%	85%
11	85%	85%	85%	85%	85%	85%	85%
12	85%	85%	85%	85%	85%	85%	85%

What strategies exist to help with instruction for students in Box 2 + 5?

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

- Letter-sound correspondence
- Spelling generalizations or patterns
 - E.g., 'i before e except after c and in words like neighbor and weigh'
- Affixes/roots to help with reading for meaning (vocabulary) and accuracy in writing
 - E.g., using graphic organizers or shades of meaning continuums

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What strategies exist to help with instruction for students in Box 3 + 4?

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level; practice with repeated readings; teach using a comprehension focus.

- Affixes/roots to help with reading for meaning (vocabulary) and accuracy in writing
 - E.g., using graphic organizers or shades of meaning continuums
- Sentence or paragraph level comprehension instruction
- Text features
- Repeated readings with variety of genres
- Reciprocal Teaching Strategies
- SQ3R-Survey, Question, Read, Recite, and Review

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What strategies exist to help with instruction for students in Box 3 + 5?

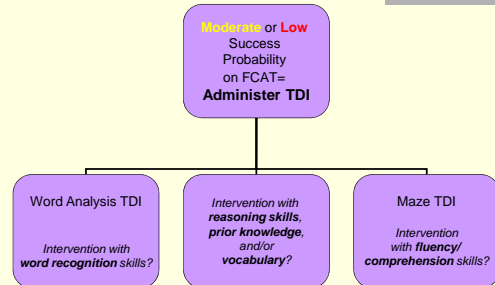
If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition; work on applying decoding strategies to connected text to reinforce purpose of strategies; build fluency as accuracy increases and focus on comprehension strategies.

- Syllable types for pronunciation of multisyllabic words
- Affixes/roots to help with reading for meaning (vocabulary) and accuracy in reading and writing
- Building a repertoire of word knowledge to assist students when encountering unfamiliar words
- Increase student motivation and engagement in literacy learning

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3-12 Targeted Diagnostic Inventory (TDI) Map



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Putting it all together

- Based on the information gleaned during this activity about your students' needs, what are your next steps in planning instruction to meet those needs?
 - One possibility is to analyze the students' responses on WA to determine which type of instruction might be the most effective or use the Diagnostic Toolkit.
- For which profiles do you have resources currently in place? In which areas do you need more professional development/support/resources to meet student needs?

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Informal Diagnostic/Progress Assessment Toolkit

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Informal Diagnostic/Progress Assessment Toolkit

1. Phonics screening inventory
2. Academic word inventory
3. Lexiled text passages
4. Scaffolded discussion templates

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Phonics Screening Inventory

- Intermediate elementary and middle/high school versions available (either version may be given at any grade level as determined by teacher administering task)
- Provides information about students' word recognition skills including knowledge of letter-sound correspondences, blending ability, and skills with complex syllables or different syllable types

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Academic Word Inventory

- Provides teacher with estimate of student's context-free word reading ability
- Includes lists of academic words that occur with increasing frequency at each grade level
- Used by intensive intervention teachers for students scoring low on Maze and/or Word Analysis tasks

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Lexile® Text Passages

- Students' Lexile scores obtained from Broad Screen match them to Lexiled passages in Toolkit
- May be used by content area teachers for instructional purposes, especially when working with students who score above the 30th percentile on the Maze and Word Analysis Tasks.

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Lexile® Text Passages

- Text may be read silently or aloud by individual students or groups of students
- Students may respond to comprehension questions orally or in writing
- Passages have not been precisely equated for difficulty within grade level and should NOT be used for progress monitoring of oral reading fluency

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Scaffolded Discussion Templates

- Allow teachers to explore students' reading comprehension and comprehension strategies with more depth than through a typical reading comprehension test
- Passages are sorted/grouped into grade levels. A teacher may select one of the passages within the grade level to use with the student.
- Passages are equated for difficulty and fluency may be progress monitored with reference to a look-up table for adjusted scores.

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Scaffolded Discussion Templates

- Questions following the passages are labeled as one of four types identified by Taffy Raphael and colleagues in their description of Question – Answer Relationships (QAR)
 - Right there** – answer is in text
 - Author and Me** - answer is not found in text; reader must rely on background knowledge combined with what author tells you
 - Think and Search** – answer is in the text but student must put together different pieces of information to find it
 - On My Own** – answer is not in text and may be answered without reading text using background knowledge

(Raphael, 1984; 1986; Raphael & Au, 2005; Raphael & Pearson, 1985)

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Scaffolded Template Look-Up Table Example

Percentile	Adjusted Fluency		Passage Number																			
	2	5	6		7		8		9		10											
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max		
65	124	109	109	123	124																	
66	125	110	110	125	125	120	120	124	124	107	107											
67	126			126	126	121	121	125	125												132	132
68	127	111	111	127	127			126	126	108	108	133	133									
69	128	112	112	128	128					127	127	109	109	134	134							
70	129	113	114					122	122	129	129	110	110	135	135							
71	129	115	115	129	129					129	129	111	111	136	136							
72	131	116	116	130	131	123	123	130	130	112	112											
73	131	117	117							131	131	113	113	137	137							
74	133	118	119	132	133	124	124	132	132	114	114											
75	133	120	120					126	126	133	133	115	115	138	138							
76	134	121	121	134	134					126	126	134	135	116	116	139	139					
77	135	122	123	135	135	127	127							140	142							
78	135	123	124			128	128	136	136	117	117	143	143									
79	136	125	126	136	136	129	130	137	137					144	144							
80	138	127	127	137	138	131	132	138	140	118	118	145	145									
81	138	129	129			133	133	141	141	119	119	146	146									
82	141	129	129	139	141	134	135	142	144					147	148							
83	143	130	134	142	143	136	137	145	146	120	120	149	150									
84	146	135	137	144	146	138	138	147	147	121	122	151	151									
85	147	138	139	147	147	139	139	148	149	122	122	152	152									
86	151	139	140	148	151	140	142	150	150	124	126	153	155									
87	152	141	142	152	152	143	143	151	153	127	127	156	159									
88	152	143	146			144	144	154	154	129	129	160	164									
89	153	147	150	153	153	145	146	155	157	130	131	165	165									
90	154	151	151	154	154	147	150	158	160	132	133	166	167									
91	157	152	152	155	157	151	153	161	164	134	135	168	170									
92	161	153	154	156	161	154	155	165	165	136	138	171	174									
93	168	159	162	162	168	156	156	170	171	139	141	175	177									

Putting it all together

- Based on the information gleaned during this activity about your students' needs, what are your next steps in planning instruction to meet those needs?
 - One possibility is to analyze the students' responses on WA to determine which type of instruction might be the most effective or use the Diagnostic Toolkit.
- For which profiles do you have resources currently in place? In which areas do you need more professional development/support/resources to meet student needs?

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Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet - Handout 6

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet

If a student's score falls in the range of your students who fit the description based on the Decision Tree and it seems like questions for that particular group of students. What programs or strategies do we have available or do we have identified to address the needs of these students?

If a student's score falls in Box 1, then provide current levels of instruction in the highest-reading skills, vocabulary and reading comprehension strategies required to meet grade-level standards.

Resources...

Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet (continued)

If a student's score falls in Box 2, 3, 4, 5, then work on oral reading fluency, comprehension monitoring, and vocabulary. If the student's score falls in Box 6, 7, 8, 9, then work on oral reading fluency, comprehension monitoring, and vocabulary. If the student's score falls in Box 10, 11, 12, 13, 14, 15, then work on oral reading fluency, comprehension monitoring, and vocabulary. If the student's score falls in Box 16, 17, 18, 19, 20, then work on oral reading fluency, comprehension monitoring, and vocabulary.

Might want to use Scaffolded Discussion Templates to get additional information

Resources...

Might want to use Phonics Screening Inventory and/or Academic Word Inventory to help with instructional planning for students. Resources...

Additional instructional resources or ideas to consider when planning instruction.

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Ongoing Progress Monitoring (OPM) Purposes and Tasks

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The purpose of frequent progress monitoring

- Progress monitoring during the year is used to determine whether or not students are responding adequately to their current instructional environment.
- If their growth within their current environment is determined to be inadequate, they should experience an instructional change designed to increase their rate of progress.
- There are different types and purposes for progress monitoring, which call for a range in the frequency of administration (e.g., weekly, monthly).

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Issues involved in deciding on the frequency of progress monitoring

Setting a reasonable interval for progress monitoring actually depends on three pieces of information about the reading assessment being used:

1. How much growth on a given outcome (i.e., oral reading fluency) can be reasonably expected during a given interval of time?
2. How reliably does the assessment measure the outcome of interest?
3. How closely are the different probes of the ability equated for difficulty?

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General issues about the frequency and utility of different kinds of progress monitoring assessments

- Measures like oral reading fluency are referred to as “**general outcome**” curriculum based measures because they assess student proficiency on a general outcome of interest.
- They have the advantage of being able to determine growth rates for individual students that can be compared against a desirable standard of growth over time.
- Thus, they can indicate **whether or not an intervention is sufficiently powerful to “close the gap”** on the outcome measure over a reasonable period of time.
- Although they provide information about the necessity for a change in a student’s instructional environment, they **do not** necessarily provide information about **how the program should be changed in order to increase student performance.**

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General issues about the frequency and utility of different kinds of progress monitoring assessments

- Information that can be used to suggest **ways that instruction should be changed** is more likely to be provided by assessments that are very closely tied to the specific curriculum that is being used to guide instruction.
- This type of assessment, frequently referred to as “**classroom-based formative assessment**”, should be given very frequently to assess whether the student is learning what is being taught.
- Although this type of assessment has immediate value for making day-to-day adjustments to instruction, it has less value as a measure of general progress in learning to read, since it represents such a small part of the overall reading process.

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Examples of “general outcome” curriculum based measures

Oral Reading Fluency (ORF)
OPM Maze Task
OPM Reading Comprehension

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Examples of “classroom-based formative assessment”

Unit Tests
Weekly Quizzes
Writing Samples
Informal Inventories

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In summary...

- General outcome measures should not be given more frequently than is necessary to establish a reliable estimate of growth.
- Giving them more frequently than that takes time away from instruction unnecessarily.
- In contrast, teachers should be constantly (hourly, daily, weekly) acquiring formative assessment data about their student’s progress in mastering their specific lesson objectives.

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References for OPM

- Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009). Estimating reading growth using intermittent CBM progress monitoring. *Exceptional Children*, 75, 151-163.
- Use of ongoing progress monitoring to improve reading instruction. (2009). A guidance document prepared by the Florida Center for Reading Research (FCRR). Download at www.fcrr.org
- Torgesen, J. K., & Miller, D. H. (2009). Assessments to guide adolescent literacy instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Download at www.centeroninstruction.org

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Let's look at data from AP 1 and AP 2

- Now that you have grouped your students using AP 1 data, Toolkit information, and OPM data – how have their needs changed when looking at AP 2 data?

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From AP to AP what are scores to compare

You want to compare apples to apples (that means the same score type on the same measure over time)

Yes to compare	No to compare
Standard Scores to Standard Scores	Lexiles to Lexiles
Percentile Rank to Percentile Rank	Maze Percentile Rank to WA Percentile Rank
Ability Score to Ability Score	FSP to RC Percentile Rank
Adjusted Maze to Adjusted Maze	Adjusted Maze to Adjusted Fluency

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AP 1 and 2 data for student 14 to talk comparisons

Score Types	AP 1	AP2
FSP	1%	16%
RC Percentile	9%ile	23%ile
Maze Percentile	17%ile	30%ile
WA Percentile	14%ile	25%ile

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AP 1 and 2 data for student 16 to talk comparisons

Score Types	AP 1	AP2
FSP	47%	60%
RC Percentile	45%ile	50%ile
Maze Percentile	20%ile	45%ile
WA Percentile	81%ile	80%ile

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In summary, remember...

- FAIR was designed to inform instruction.
- These data are just one part of the puzzle.
- As you gain more experience with the data and score types, you will begin to more easily recognize the patterns/profiles and instructional needs of your students.

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FCRR
Florida Center for Reading Research

The Florida Center for Reading Research was established in January, 2002. It is jointly administered at Florida State University by the Learning Systems Institute and the College of Arts and Sciences.

The Center's Four Part Mission:

- To conduct basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading and benefit students in Florida and throughout the nation.
- To disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade.
- To conduct applied research that will have an immediate impact on policy and practices related to literacy instruction in Florida.
- To provide technical assistance to Florida's schools and to the State Department of Education for the improvement of literacy outcomes in students from pre-K through 12th grade.

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FAIR Student Activities Search Tool
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Florida Assessments for Instruction in Reading (FAIR)

Instructional Materials for Teachers

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Frequently Asked Questions
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Florida Assessments for Instruction in Reading (FAIR)

The Florida Department of Education has made new Florida Assessments for Instruction in Reading available to K-12 public schools free of charge. Developed by the Florida Center for Reading Research in collaboration with Just Read, Florida, this new assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction from information.

FAIR Frequently Asked Questions

Just Read, Florida! FAIR Information
FAIR Instructional Implications - Video Conference 9/30/09
FAIR 3-12 Student Orientation PowerPoint

Teacher Resources
Administrator/Coach Resources
Researcher Resources
Ongoing Progress Monitoring Options
FAIR Student Activities Search Tool

Instructional Materials for Teachers

Student Center Activities
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FAIR Frequently Asked Questions

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FAIR 3-12 Student Orientation PowerPoint

Teacher Resources

Letter Sound Chart
Fluency Charts
Assessment/ Curriculum Decision Tree for Reading Improvement Grades 3-12
Class Status Report Worksheet for Grades K-2
What does the Lexile Measure mean?
Lexile Measures and Grade Levels
FAIR Abbreviations
Six Syllable Types
FAIR K-2 Score Types
FAIR 3-12 Score Types
Assessment Calendar
Why do FAIR Lexiles differ from other tests' Lexiles?
Lexile: Why Do Scores Change?
Lexile: Managing Multiple Measures
Target Passage Guidance Document
Assessment Calendar

Administrator/Coach Resources

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Thank you for your time and attention!

Questions?

Email: FAIRhelp@fcrr.org

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