Instructional Implications

Kindergarten – Second Grade
Florida Assessments for Instruction in Reading

Purpose

- To present educators with an explanation of some of the score types and PMRN reports used in the Florida Assessments for Instruction in Reading
- To assist educators with the interpretation of assessment data
- To provide educators with a link between the interpretation of data and instructional resources to begin planning instruction

Questions to be addressed

- What do assessment results mean for my instruction?
- What PMRN reports would be helpful for planning instruction?
- How do I organize my students for small group and intervention?
- What are some resources to help me address those needs?

The K-2 “Big Picture” Map

| Broad Screen/Progress Monitoring Tool (BS/PMT) | Letter Naming & Sounds |
| - “All” students | Phonemic Awareness (PA) |
| - “All” students | Word Reading |

| Broad Diagnostic Inventory (BDI) | Listening Comprehension |
| - “All” students | Reading Comprehension |
| - “All” students | Vocabulary |
| - “Some” students for vocabulary | Spelling (2nd grade only) |

| Targeted Diagnostic Inventory (TDI) | K = 9 tasks |
| - “Some” students | 1st = 8 tasks |
| - “Some” students | 2nd = 6 tasks |

| Ongoing Progress Monitoring (OPM) | K – 2 = TDI tasks |
| - “Some” students | 1 – 2 = Oral Reading |
| - “Some” students | Fluency (ORF) |
The K – 2 “Score” Map

BS/PMT PRS = Probability of Reading Success
BDI RC = Reading Comprehension
  - Total questions correct (implicit/explicit),
  - Fluency, Percent Accuracy
LC = Listening Comprehension
  - Total questions correct (implicit/explicit)
VOC = Vocabulary
  - Percentile Rank
SPL = Spelling
  - Percentile Rank
TDI ME = Meets Expectations
BE = Below Expectations

Success Zones - Probability Scores

GREEN
85% chance or better of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

YELLOW
16-84% chance of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

RED
15% chance or less of scoring at or above the 40th percentile at the end of the year on the SESAT or SAT-10

Class Status Report
(sorted alphabetically)

K-2 Handout 1

Student Score Detail Box

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Grouping For Instruction

90 - minute Reading Block

Grouping for Instruction: 90 Minute Block

- One way to use the results of the assessments to make groups for small group instruction during the 90 minute block.
- The following handouts will be used:
  - Class Status Report (Handout 1)
  - Class TDI Report (Handout 2)
  - Class TDI Detail Report (Handout 3)
  - Class Status Report sorted by Passage Number (Handout 4)
  - Class Status Report Worksheet (Handout 5)
  - Target/Expectations Guidance Document (Handout 6)
Class Status Report
(sorted alphabetically)
K-2 Handout 1

Class TDI Report
K-2 Handout 2

Class TDI Detail Report
K-2 Handout 3

Class Status Report
(sorted by Passage #)
K-2 Handout 4
STEP 1. The Broad Screen (BS) data, who needs extra support?

- Quick, initial look to see the broad range of needs.
- Class Status Report – Refer to pie chart at bottom of 2nd column and record percentage of students in each success zone
- Students who are in the:
  - High success zone (85% or higher) = low risk
  - Moderate success zone (16 – 84%) = moderate risk
  - Low success zone (15% or lower) = high risk
STEP 2. The Broad Screen (BS), Broad Diagnostic Inventory (BDI) and Targeted Diagnostic Inventory (TDI) Data, where do I find all of the data on my students?

Accuracy = 91%
WCPM = 29
Total Correct = 2
Vocabulary = 19th percentile
STEP 2. The Broad Screen (BS), Broad Diagnostic Inventory (BDI), and Targeted Diagnostic Inventory (TDI) Data

- **LSK = ME**
- **PD = BE**
- **WB(B) = BE**

Have these skills been taught in the core?

<table>
<thead>
<tr>
<th>Question</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the student’s PSS score?</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>What passage number did the student read?</td>
<td>1 &amp; 2</td>
<td>1 &amp; 3</td>
<td>1 &amp; 2</td>
<td>1 &amp; 3</td>
</tr>
<tr>
<td>Is the student reading at or above the target passage for that assessment period (TLP)?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Is the student reading at or above 90% of the year target goal for BS, BDI, and TDI?</td>
<td>No, 91%</td>
<td>No, 91%</td>
<td>No, 91%</td>
<td>No, 91%</td>
</tr>
<tr>
<td>Is the student progressing toward the end of the year target goal for BS, BDI, and TDI?</td>
<td>Yes, 29</td>
<td>Yes, 29</td>
<td>Yes, 29</td>
<td>Yes, 29</td>
</tr>
</tbody>
</table>

**GROUP FORMATION:**

- **Students needing similar skill development should be placed in the same group.**
- **Groups should be re-formed as student needs change.**

- **Students at high risk need to be placed in the smallest instructional groups while working at the teacher-led center.**

- **There is not ONE right answer as to how small groups should be formed and not ONE correct number of groups.**

STEP 3. Using all of the data (BS, BDI, TDI) and looking at patterns, how should groups be formed?

- Based on what we learned in Step 2, determine what group each student should be assigned to. Groups are formed based on similar student needs.

- **Group 1**
  - Student #3
  - Student #17
  - Student #20

- **Group 2**
  - Student #14
  - Student #18
  - Student #23
  - Student #25
  - Student #26

- **Group 3**
  - Student #4
  - Student #6
  - Student #9
  - Student #11
  - Student #12
  - Student #23
  - Student #25
  - Student #13

- **Group 4**
  - Student #1
  - Student #2
  - Student #5
  - Student #10

- **Group 5**
  - Student #7
  - Student #8
  - Student #18
  - Student #19
  - Student #24

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Group 3 Formation Decisions

Students #9, #11, and #16

Consider all the data!

Group 4 Formation Decisions

Student #24

Progress toward end-of-year goals

STEP 4. Which specific skills will be emphasized within each group?

- Based on the answers in Step 2, and the group members you determined in Step 3, decide which target skill would be beneficial for this particular group of students.

- What should the students be able to do at this point in order to be proficient in this skill?

- Which specific skill will be emphasized in this group?

Instructional Focus: Group 4

Focus: Vocabulary
Focus of Instruction

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter-sound knowledge</td>
<td>Phoneme blending</td>
<td>Word reading and connected text</td>
<td>Vocabulary</td>
<td>Answering implicit questions</td>
</tr>
</tbody>
</table>

Groups are dynamic:
Based on student progress

STEP 5. What are some resources to use with my groups and where can I go to find them?

- Think about resources currently available to you through your school:
  - Veteran teachers
  - Administrators
  - Websites
  - Supplemental materials

AP 2

What do I do?

Planning with new data

AP2 Group Planning

- How did student’s scores change?
- What is important to consider?
- What is the instructional focus for this student?
Student #24

How did student's scores change?
What is important to consider?
What is the instructional focus for this student?

Assessment Period 2

Students #9, #11, and #16

Comparing AP Data

Analysis

Based on AP2 data:
- Student #9 has different instructional needs than Students #11 and #16.
- Students #11 and #16's instructional needs are similar.
- Student #9 instructional focus: answering questions
- Students #11 and #16 instructional focus: word reading, connected text
Assessment Period 2

Will these students stay in the same group?

Comparing AP Data

Analysis

Based on AP 2 data: Two separate groups

- Students #2, #5, and #23
  - Instructional focus = Inferences
- Students #1, #15 and #24
  - Instructional focus = Accuracy and answering questions

Reflective Planning

- How did students’ scores change?
- How should students be grouped?
- What is the instructional focus for each group?

“Eyes on the prize!”
Think about where students should be at the end of the year.
Intervention
Skills Groups

3 Fs + 1 S + Data + PD = Effective & Powerful Instruction

- **Frequency** and duration of meeting in small groups – every day, etc.
- **Focus** of instruction (the What) – work in vocabulary, phonics, comprehension, etc.
- **Format** of lesson (the How) – determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.
- **Size** of instructional group – 3, 6, or 8 students, etc.
- Use **data** to help determine the 3 Fs and 1 S (the Why)
- Provide **professional development** in the use of data and in the 3 Fs and 1 S

Effective Instruction
(Found in Foorman et al., 2005; Foorman & Torgesen, 2001; Nelson, 2000; & Snow et al., 1998)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Guiding Questions</th>
<th>Met</th>
<th>Somewhat Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals and Objectives</td>
<td>Are the purpose and outcomes of instruction clearly evident in the lesson plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do students understand the purpose for learning the skills and strategies taught?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explicit</td>
<td>Are directions clear, straightforward, unequivocal, without vagueness, need for implication, or ambiguity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systematic</td>
<td>Are skills introduced in a specific and logical order, easier to more complex?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does the sequence of instruction support the sequence of instruction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Is there explicit use of prompts, cues, examples, and encouragements to support the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Feedback</td>
<td>Can the teacher provide students with corrective instruction offered during instruction and practice as necessary?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>Are the skills and strategies included in instruction clearly demonstrated for the student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Do students have sufficient opportunities to practice new skills and strategies with teacher present to provide support?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td>Is the teacher familiar enough with the lesson to present it in an engaging manner? Does the pace allow for frequent student response?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Feedback</td>
<td>Are the instructional formats consistent from lesson to lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Resources**

- **STEP 5.** What are some resources to use with my groups and where can I go to find them?

**Instructional resources are available through the PMRN Reports**

- Active Links for resources in the PMRN Reports
  - Reading Comprehension
  - Listening Comprehension
  - Spelling
  - Vocabulary
  - TDI Tasks

- The Class Status Report, the Class TDI Report and the Class Detail TDI Report all have these ‘resource’ links

**Search Tool for FCRR resources**

- Click on FAIR Student Activities Search Tool
- Click on BDI or TDI tab
  - Searchable by grade level and then task/skill
<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Phonics</th>
<th>Fluency (Rate &amp; Accuracy)</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>High-Frequency Words</td>
<td>Chunked Text</td>
<td>Morpheme Elements</td>
<td>Spelling Text Structure</td>
</tr>
<tr>
<td>Onset/Rime</td>
<td>Letter Recognition</td>
<td>High-Frequency Words</td>
<td>Word Knowledge</td>
<td>Narrative Text Structure</td>
</tr>
<tr>
<td>Phoneme Blending</td>
<td>Letter/Sound Correspondence</td>
<td>Letter Recognition</td>
<td>Words in context</td>
<td>Main Idea</td>
</tr>
<tr>
<td>Phoneme Isolation</td>
<td>Morpheme Structure</td>
<td>Letter/Sound Correspondence</td>
<td>Word Analysis</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Phoneme Mismatching</td>
<td>Onset/Rime</td>
<td>Oral Reading</td>
<td>Word Meaning</td>
<td>Monitoring for Understanding</td>
</tr>
<tr>
<td>Phoneme Matching</td>
<td>Syllable Patterns</td>
<td>Phonics</td>
<td>Story Structure</td>
<td>Monitoring for Meaning</td>
</tr>
<tr>
<td>Phonemes Segmentation</td>
<td>Vowel Patterns</td>
<td>Word Parts</td>
<td>Story Structure</td>
<td>Text Analysis</td>
</tr>
<tr>
<td>Rhyme</td>
<td>Word Study</td>
<td>Words</td>
<td>Story Structure</td>
<td>Text Analysis</td>
</tr>
<tr>
<td>Sentence Segmentation</td>
<td>Correspondence</td>
<td>Word Study</td>
<td>Story Structure</td>
<td>Text Analysis</td>
</tr>
<tr>
<td>Syllables</td>
<td>Word Awareness</td>
<td>Word Study</td>
<td>Story Structure</td>
<td>Text Analysis</td>
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</table>

**EMPOWERING TEACHERS**

- Reading Awareness: Instructing Teachers
- Reading Awareness: Instructional Planning
- Reading Awareness: Instructional Strategies
- Reading Awareness: Instructional Strategies

**Notes**

- Instructional Strategies for Reading Awareness
- Instructional Strategies for Reading Awareness
- Instructional Strategies for Reading Awareness
### Empowering Teachers

**Empowering Teachers**

This website is a resource for kindergarten through third grade teachers.

- **How to use:**
  - Information on the building blocks of reading
  - More reading skills should be taught and maintained in kindergartens and first grade

**Instructional Resources**

- Kindergarten and First Grade
  - Phonemic Awareness
  - Decoding
  - Phonics
  - Vocabulary
  - Comprehension

**Second and Third Grade**

- Strategies for teaching
  - Reading
  - Writing
  - Internet resources

We empower you to use this information in making sound instructional decisions to improve reading outcomes.
Student Center Activities (SCAs)

Teacher Resource Guide and Professional Development DVD

- Explains how to prepare and implement student centers
- Provides specific details about the activities
Step 5

<table>
<thead>
<tr>
<th>Focus of Instruction and Resource for Group 1</th>
<th>Focus of Instruction and Resource for Group 2</th>
<th>Focus of Instruction and Resource for Group 3</th>
<th>Focus of Instruction and Resource for Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Phoneme blending</td>
<td>Focus: Phonemic Awareness Instructional Routine: blending</td>
<td>Focus: Phonemic Awareness Instructional Routine: blending</td>
<td>Focus: Phonemic Awareness Instructional Routine: blending</td>
</tr>
</tbody>
</table>

Parent Letters

- You may access the Parent Letters in the PMRN in a few different ways:
  - From the Class Status Report click on the link at the bottom of the page that says Print all Parent Letters – this will print letters for the whole class
  - Users can get to the Parent Letters under the Student Reports tab – this will allow the teacher to print only letters for specific students.
Where can I turn to for support in planning instruction?

- Use the FCRR website and other sites mentioned to help locate resources for your instruction.
- Ask your reading coach or send questions to FAIRhelp@fcrr.org.
- Check the website for FAQs and other resources http://www.fcrr.org/fair/index.htm.
Remember…

- Use the data as a tool to help you form small groups and identify focus skills, but don’t get bogged down in thinking there is only ONE right way to organize students and their instruction.

- Use the class status report worksheet and guiding questions as a starting point, but keep in mind your groups are fluid and may change based on your progress monitoring and observations during instruction.

Thank you for your time and attention!

Email: FAIRhelp@fcrr.org