Using Assessment to Inform Instruction
Using Assessment to Inform Instruction

Just Read, Florida!
Introduction for Presenter

This module, Using Assessment to Inform Instruction, was developed to provide classroom teachers with a guide to understanding Reading First assessment procedures, to help teachers become familiar with the data management system that will translate assessment scores into meaningful charts and graphs, and to provide suggestions for incorporating assessment results into classroom decisions.

Assessment of children’s performance is a critical element in Florida’s Reading First plan to leave no child behind in reading. As teachers begin each school year, they need to know who in their classroom is at risk for later reading failure and in need of intensive reading instruction, who needs minor additions to their reading program to become capable readers, and who has mastered skills in line with their grade level and are likely to continue on this path with high quality classroom instruction. Throughout the school year, assessment will continue to provide dependable and accurate measures of progress for all children, identifying those who are moving positively toward their end-of-year goals and those who will continue to benefit from additional supports to become successful readers. At the end of the school year, teachers want to know if they have achieved the goal of having all children on grade level. As challenging as this goal might be in many schools, it is the aim of every teacher that each student has mastered those skills that allow him or her to successfully enter the next grade level.

Trainers should use this module as a beginning point in the discovery of the valuable role that assessment will play in Reading First classrooms and in decisions made about individual students. Including reliable and valid measures of phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies will strengthen these decisions and ultimately lead to better performance by all children.

Reading First requires four different types of assessment. The first three types (screening, progress monitoring, and diagnostics) provide information to the teacher that guides instructional planning. The fourth assessment, outcome measures, provides end-of-year accountability information.

This module addresses only those assessments that are required by each district’s Reading First grant. Additional assessments may be required by the teacher’s school district, by the school, and/or by the adopted reading program(s).

■ **The role of teachers in these required assessments includes knowing:**
  what assessments are required and when they will be conducted,
  how to request diagnostic assessments,
  how to administer and score diagnostic assessments that are designed for teacher administration, and
  how to use assessment information in planning individual and group instruction

■ **The role of the reading coaches in these required assessments includes:**
  organizing and managing the assessments and entering data into the Progress Monitoring and Reporting Network (PMRN),
  helping teachers access and use Reading First data from the PMRN to design individual and group instruction, and
  helping teachers understand how informal, curriculum-embedded, and district-required assessments “fit” with the Reading First required data. (notes continued on next page)
Using Assessment to Inform Instruction

Reading First Assessment Requirements

Just Read, Florida!
Introduction for Presenter cont.

(Notes continued.)

- The role of district resources and district assessment team members include:
  - providing progress monitoring (DIBELS) measures prior to each of four progress monitoring intervals,
  - assisting in school data analysis,
  - providing training in district-adopted diagnostic measures, and
  - learning and facilitating implementation of the Reading First outcome measures at the end of the school year.

This session is divided into four sections:

1) Reading First Assessment Requirements
2) Reading First Instructional Requirements
3) Progress Monitoring and Reporting Network (PMRN)
4) Classroom Application of Assessment Data
Objectives

At the end of this session, participants will

➢ Understand the four assessment requirements of Reading First

➢ Become familiar with the system for managing and reporting assessment results

➢ Understand the relationship of assessment to classroom instruction
Objectives

This module, Using Assessment to Inform Instruction, will meet the following three objectives:

- **To understand the four assessment requirements of Reading First.** This includes screening all students at the beginning of the year, monitoring their growth during the year, diagnosing reading problems throughout the year, and measuring reading outcomes at the end of the year.

- Second, you will **become familiar with the system for managing and reporting assessment results.** The information gained from the Reading First assessments will be translated into meaningful charts and graphs by a data reporting system on your school's computer.

- Finally, you will explore **the relationship between assessment and classroom instruction.** You will see how these charts and graphs from the data management system can be used to identify students early on who are in danger of reading failure. You will also learn about setting up your classroom for reading success.
5 + 3 + ii + iii = NCLB

5 Five skills on which early reading instruction should focus

3 Three types of assessment to guide instruction
   Screening
   Progress monitoring
   Diagnosis

ii High quality initial instruction is critical

iii Immediate intensive interventions for children lagging behind in the growth of critical reading skills

References

– Florida Department of Education (2001)
Recall from day one that Florida has developed a formula to express the most important components of our plan to improve reading performance of our students. The formula is $5 + 3 + ii + iii = \text{NCLB}$ or No Child Left Behind.

- The first term, “$5$,” refers to the five major components of early reading instruction that you are learning about in this academy.
- The second term, “$3$,” refers to the required assessment for instructional planning that we will be discussing in more detail next.
- The third component, “double $i$,” stands for initial instruction—the first line of defense against reading difficulties.
- The fourth component, “triple $i$,” stands for immediate, intensive interventions. Without these interventions, many of our children who come to school poorly prepared or who have cognitive or English-language weaknesses will lag too far behind their peers.

After we discuss the required Reading First assessments, we will show how the data from these assessments can be used to help you group students for instruction and to plan their instructional activities.
Why Test?

Why do we test students?

Materials:
- Chart paper
- Markers

Activity: Why Do We Test Students?

Objective: Discuss reasons why assessment is beneficial to instructional decision-making for students, as well as the positive aspects of assessment.
Why Test?

Allow 5 minutes.

- Have participants work in groups, take out chart paper and brainstorm reasons why teachers test students, why the school, district and state require certain tests.
- Have these reasons noted on the chart paper as they are offered by participants in their individual groups. After they have finished, have them underline with a different colored marker those reasons they can agree are beneficial in helping them or others make better decisions about their students.
- Have groups report out those items they considered positive aspects of assessment.

Some likely reasons that will be provided are as follows:

To determine if students:

- have learned certain skills,
- should be retained or promoted,
- have met a standard or expectation for the grade level
- need a referral for exceptional student education or other services

Assessment can also provide information that could be used:

- for grading students
- to determine a student’s strengths and weaknesses
Assessment guides decisions to be made about students, classrooms, grade levels, schools and districts.

Student data guide teachers in selecting activities for Individual Professional Development Plans (IPDP).
Purpose of Assessment

This portion of the presentation focuses on the assessments that are required by Reading First grants. These assessments will give teachers accurate and dependable information so that they can make important decisions about students in their classroom.

Since they are conducted at the beginning, at the end and also at frequent intervals throughout the school year, teachers can be guided in determining how to group students, how to modify instruction to focus on specific weakness, and how to track progress towards end-of-year goals.

Of no less importance is the fact that these data will help teachers in creating their own professional development plans in the area of reading instruction.

- Assessment guides decisions to be made about students, classrooms, grade levels, schools and districts.
- Student data guides teachers in selecting activities for Individual Professional Development Plans (IPDP)
- We probably don't often think about using student data to plan our own professional development. However, your district’s Reading First grant has included this as one of the ways that professional development activities will be decided by and for you.
Good Tests = Dependable Information

Tools we can depend on to give us correct information about things we care about.
Good Tests = Dependable Information

We have many examples of tools that give dependable, reliable and accurate information in our lives.

- Like a good thermometer, a reading test should also give information about a student’s reading skills that are accurate and represent the important skills that are being taught in the classroom.

- Reliable and valid reading tests are required by our Reading First grant because we want you to have information you can rely on when you are having to make important decisions concerning your students.
## Assessment Answers Questions

<table>
<thead>
<tr>
<th>Typical Questions</th>
<th>Reading First Assessments</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is at risk?</td>
<td>screening</td>
<td>“First Alert”</td>
</tr>
<tr>
<td>Who needs close monitoring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who needs extra support?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How should groups be formed?</td>
<td>Progress Monitoring</td>
<td>“Growth Charts”</td>
</tr>
<tr>
<td>Which skills need to be emphasized?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are a student’s strengths?</td>
<td>Diagnostics</td>
<td>“In-depth View”</td>
</tr>
<tr>
<td>Are other students exhibiting similar profiles?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have we accomplished our goals for a student? a class?</td>
<td>Outcome</td>
<td>“Reaching Our Goals”</td>
</tr>
<tr>
<td>What are things to change next year? things to continue?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Answers Questions

If the purpose of assessment is to help make effective educational decisions for students, let’s look at some of the questions that assessment can answer.

- The questions in the first block on this chart are typically asked at the beginning of the school year. By giving brief screenings of important skills, you can identify those students who are at risk for later problems. Like health screenings, reading screenings provide a quick look at key indicators of healthy readers.

- The next questions focus on growth in reading. The physician closely monitors the growth rates of infants and compares these data to growth charts. We have growth charts for reading and data from progress monitoring tests will be used to check the reading progress of children in your classroom.

- The next questions focus on gaining a more in-depth understanding of a child’s reading skills. The physician often asks for x-rays, lab tests, etc. if a child is not growing consistent with the growth chart. Diagnostic measures in reading are given when interventions do not produce the expected gains, and more information is needed to know how to change that course.

- Finally, the last questions are focused on end-of-year outcomes. This information from outcome measures is important in order to know how the class as a whole has progressed; that is, how the instruction has led to success in skills that should be mastered by this time. It is also a time for reflection on activities you might want to do differently next year or to continue with your next class because of the gains that have been made.
Assessment Flowchart

K - 3

Assessment Flowchart

State-Requirements

Reading First Requirements

SRUSS Kindergarten Assessment

20-30 days Screening and Progress Monitoring #1

65-75 days Progress Monitoring #2

110-120 days Progress Monitoring #3

155-165 days Progress Monitoring #4 and Outcome Assessment

March FCAT

Diagnostic Assessment

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Assessment Flowchart

This flow chart shows the Reading First assessment requirements.

During the first 20 to 30 school days, all K-3 students will be screened for reading problems. In most districts the first progress monitoring measure is also the reading screener. A district level or school-based assessment team administers the initial screening and progress monitoring measures, not the classroom teacher.

Sixty-five to seventy-five days into the school year the second progress monitoring measure is given by the school-based assessment team. Then, 45 days later, the third progress monitoring measure is administered by the school team.

The fourth and final progress monitoring measure and an outcome measure of oral vocabulary is given within the last three-five weeks of school. Just before or during this same time, the outcome assessment in reading vocabulary and reading comprehension will be given. The teacher will be responsible for the group administration of the reading vocabulary and reading comprehension measures.

Diagnostic measures can be administered any time over the course of the school year. Diagnostic tests are usually administered by someone other than the classroom teacher, but there are some diagnostics that are designed to be given by the teacher.

It is usually good to defer diagnostic testing until after you have had an opportunity to provide instruction and remediation to a student, and his or her progress is still of concern to you.

Kindergarten:

Added to this Reading First flowchart are those assessments that are required by state law for all elementary schools.

During the first 45 school days, the state requires that all kindergarten children be assessed on the SRUSS (School Readiness Uniform Screening System). This system does not focus on early literacy skills, so the screening and progress monitoring measures will be one of the teacher’s first indications about a kindergarten student’s readiness to engage in literacy instruction.

Third Grade:

Added to this Reading First flowchart are those assessments that are required by state law for all elementary schools.

The third grade FCAT is shown on this flowchart as well. It takes place between the 3rd and 4th progress monitoring assessments. If there are other assessments required by your school or district, you may want to include these on this flow chart.
Screening and Progress Monitoring

Administered by School-based Assessment Team

**Screening:** DIBELS

**Progress Monitoring:** DIBELS

- *Letter Naming* - phonics
- *Initial Sounds* - phonemic awareness
- *Phoneme Segmentation* - phonemic awareness
- *Nonsense Words* - phonics
- *Oral Reading* - fluency

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**References**

- Good & Kaminski (2001)
Screening and Progress Monitoring

To get a better idea of the actual Reading First assessments, let's look at each in more detail.

The screening is a brief yet reliable and valid measure of important reading skills. Recall that this is your “first alert” for potential reading problems of your students. All Reading First districts are using the Dynamic Indicators of Basic Early Literacy Skills, known as DIBELS, as the screener (Good & Kaminski, 2001).

A few districts are using an additional screener to the DIBELS so you will want to check with your reading coach about this when you return to your school.

The progress monitoring assessment is the DIBELS. These are individually administered, brief measures of phonemic awareness (the ability to hear and manipulate the sounds in oral language), phonics (associating sounds with letters), and fluency (effortless reading of connected text). There are five measures, with each one assessing a student's fluency or how automatic a student is on these components. We know that students who have the basic skills at the automatic level are in a much better position to move forward in acquiring more complex comprehension reading skills.

As we have seen from the flowchart, the progress monitoring measures, DIBELS, are administered at four specific times during the school year according to a predetermined time frame that is established based on your school’s starting date.
Materials:

- Video (TIME - 6:11)
Video: Overview of DIBELS

Here is a brief video clip of the five DIBELS measures being administered. Each measure is individually administered, taking from one to three minutes each. This means that an entire classroom can be “dibeleed” in two to four hours depending on the number of students and the number of measures that must be administered at a given time.

VIDEO: “Overview of DIBELS” (TIME - 6:11)
Discussion: Overview of DIBELS

Answer any questions the participants may have from the video presentation.

On the video, Dr. Graney mentioned times when each of the five DIBELS measures will be administered. Since we filmed this overview, some minor changes have been made to the assessment schedule.
## Grades and Measures

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Letter Naming, Initial Sounds, Phoneme Segmentation, Nonsense Words, <strong>Phonemic Awareness, Phonics</strong></td>
</tr>
<tr>
<td>1st</td>
<td>Letter Naming, Phoneme Segmentation, Nonsense Words, Oral Reading, <strong>Phonemic Awareness, Phonics, Reading Fluency</strong></td>
</tr>
<tr>
<td>2nd</td>
<td>Nonsense Words, Oral Reading, <strong>Phonics, Reading Fluency</strong></td>
</tr>
<tr>
<td>3rd</td>
<td>Oral Reading, <strong>Reading Fluency</strong></td>
</tr>
</tbody>
</table>
Grades and Measures

Not all of the five DIBELS measures are administered to each student in K-3 during the four times in the school year.

There may be situations in which a teacher might want to monitor a student or several students even more frequently than every 45 days with DIBELS because they want to know if special interventions are making a difference. In this situation, the reading coach or someone who is trained in DIBELS can train you to administer DIBELS to these particular students. This additional information will become part of the student’s growth chart that will be produced when the data are entered into the data management system.

At each grade level there are certain expectations or benchmarks that students should meet. These benchmarks have been established from extensive research, and, with a great deal of certainty, can predict those students who are at low, moderate or high risk of failure in acquiring the necessary skills to be successful readers (Good, et al., 2002). This interpretation of students’ scores will become very important as teachers make decisions about class groupings, instructional strategies, and goal setting.

In summary, over the school year, the DIBELS progress monitoring measures for kindergarten students focus on skills in phonemic awareness and phonics. For first graders, the measures tap into skills in phonemic awareness, phonics and fluency. Second graders are measured in phonics and fluency, and third graders are assessed on fluency.
Diagnostics

Administered by diagnostician, coach, assessment team member, or teacher

- In-depth study of strengths and weaknesses
- When needs of students are great and problems are difficult to overcome

Examples:
- ERDA
- DAR
- Fox in a Box
Diagnostics

Each *Reading First* district has selected one or more in-depth measures of reading that will be used to investigate why students are struggling even after extra help has been provided to them. Individuals other than the classroom teacher administer most of the diagnostic measures.

Diagnostic tests will vary from district to district but must meet the high standards for reliability and validity. Many districts have selected three diagnostic measures that are provided by the Department of Education.

- **These are the Early Reading Diagnostic Assessment (ERDA), the Diagnostic Assessment of Reading (DAR), and the Fox in a Box.** The Fox in a Box is one diagnostic that was developed specifically for teacher administration.

Reading coaches will work closely with teachers to determine when a diagnostic measure should be administered and which test will give the best information to determine why the student is not progressing in reading.
## Outcome Assessment

Administered by assessment team and teacher

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Tests Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten:</strong></td>
<td>DIBELS</td>
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<tr>
<td></td>
<td>Oral Vocabulary Test</td>
</tr>
<tr>
<td><strong>First Grade:</strong></td>
<td>DIBELS</td>
</tr>
<tr>
<td></td>
<td>Oral Vocabulary Test</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension Test</td>
</tr>
<tr>
<td><strong>Second and Third Grade:</strong></td>
<td>DIBELS</td>
</tr>
<tr>
<td></td>
<td>Oral Vocabulary Test</td>
</tr>
<tr>
<td></td>
<td>Reading Comprehension Test</td>
</tr>
<tr>
<td></td>
<td>Reading Vocabulary Test</td>
</tr>
</tbody>
</table>
Outcome Assessment

The outcome assessment is the end-of-year evaluation of students’ reading skills. Included in this is the 4th progress monitoring, the DIBELS, administered during the last 15 to 25 days of the school year. Also within this time period is the administration of the oral vocabulary measure.

- The school-based assessment team will handle the oral vocabulary and DIBELS progress monitoring assessments.
- The other parts of the outcome assessment are the reading comprehension and reading vocabulary measures. Once these specific tests have been identified by the Department of Education, we will know the date toward the end of the school year when these will be administered.
- Reading comprehension is administered to all first, second and third graders. This will be a group-administered measure given by the teacher.
- Finally, reading vocabulary is also group administered in the classroom by the teacher to all second and third graders.

Training and expertise in providing the outcome assessments will be carried out by staff in your district and school.
**Recommended Uses of Student Data**

**By Teachers**

- To identify students in need of more assistance
- To determine if students are improving with extra assistance
- To set up reading groups and make changes if needed
- To conduct parent conferences
- To write and monitor Academic Improvement Plans (AIPs)
Recommended Uses of Student Data by Teachers

Once we have information from the Reading First assessments, it is important that this information be used in a way that will help you as a classroom teacher.

You will be able to see how one child compares to the rest of your class, how much change is occurring over time because of some special assistance that you are providing, and it also can help you to form groups for particular instructional activities. More detail will be provided to you about this in a later section of this module. Teachers who have used the DIBELS have reported that it provides valuable information to share with parents and helps support decisions that have to be made about an individual child. Of course, these measures can be used in writing academic improvement plans (AIPs) and individual educational plans for special education students (IEPs).
Recommended Uses of Student Data

By Principals

- To identify where extra resources, professional development and support are needed in specific classrooms, grade levels
- To evaluate the effectiveness of new or continued reading program, specialized program, and instructional strategies
- To evaluate the effectiveness of building-level strategies for organization and management
Recommended Uses of Student Data by Principals

Just as teachers need good information to make decisions about their students, principals also can appreciate the value of data in determining:

- where resources should be allocated within their schools
- to see if the reading programs are helping students to gain important reading skills
- to look at ways that the school day can be better organized to facilitate learning
For additional information regarding Reading Assessment, please contact:

Patricia Howard, Ph.D.
Director of Assessment Programs
Florida Center for Reading Research
227 North Bronough Street, Suite 7250
Tallahassee, FL 32301
(850) 644-9352 (V)
(850) 644-9085 (F)
phoward@fcrr.org
http://www.fcrr.org/assessment.htm
Contact Information

For more information regarding reading assessment and the Reading First assessment plan, you may contact Dr. Pat Howard, the Director of Assessment Programs for the Florida Center for Reading Research.

The FCRR website has a wealth of information on assessment and the DIBELS measures.
Using Assessment to Inform Instruction

Reading First Instructional Requirements
Using Assessment to Inform Instruction—Reading First
Instructional Requirements

This section of Using Assessment to Inform Instruction should be conducted within 20 minutes.

This is the second section of the four-part Assessment module for the Reading Academies. We've already had an overview of the Reading First Assessment Plan and now we're going to have an overview of the Reading First Instructional requirements.
Teacher Responsibilities

Increase in allocation of resources and intensity of intervention

Immediate Intensive Intervention

Initial Instruction
Teacher Responsibilities

As noted earlier, Florida’s formula to help Leave No Child Behind is: 5+3+ii+iii

All Reading First K-3 students will have a daily, uninterrupted block of 90 minutes for reading instruction.

- Initial Instruction will be the first line of defense to prevent reading failure for all students.
- Immediate Intensive Intervention will be implemented with those students who, based on data gathered from progress monitoring, are not making adequate progress toward grade level reading.

As you can see from this graphic representation, there is some overlap of ii (“double i”) and iii (“triple i”). That is to say that, if a student is in need of iii, it doesn't necessarily mean that he or she will not also experience ii. There is a range of instructional practices that can be considered iii and, once students are back on target as illustrated by assessment data, they will most likely be on target for grade level reading and ii will be sufficient.

The arrow on the slide represents the range of instructional practices that may be implemented for iii in order to move students back to ii only. It represents an increase in time, instructional materials, and resources.
\[5 + 3 + \text{ii} + \text{iii} = \text{NCLB}\]

5. Five skills on which early reading instruction should focus

3. Three types of assessment to guide instruction
   - Screening
   - Progress monitoring
   - Diagnosis

ii. High quality initial instruction is critical

iii. Immediate intensive interventions for children lagging behind in the growth of critical reading skills
Here is reminder of Florida's formula that expresses the most important components of our plan to improve reading performance of our students.

Let's review:

- The first term, “5,” refers to the five major components of early reading instruction.
- The second term, “3,” refers to the assessments that are critical for guiding instruction during the school year because they help us measure a student’s skills in these five critical areas.
- The third component, “double i,” stands for initial instruction—the first line of defense against reading difficulties.
- The fourth component, “triple i,” stands for immediate, intensive interventions. Without these interventions, many of our children who come to school poorly prepared or who have cognitive or English-language weaknesses will lag too far behind their peers.

Throughout the academy you will learn about the “Fab 5.” We’ve just learned about Florida’s Assessment plan. Now, we're going to talk about ii and iii.
Initial Instruction (ii)

- The goal of ii is to implement consistent high quality instruction in K-3 classrooms.
- The instructional tool used for ii is a core reading program that is aligned with Reading First guidelines.
- All Reading First schools have adopted a core reading program that is aligned with Reading First standards to implement for ii.
Initial Instruction (ii)

- The goal of ii is to implement consistent high quality instruction in K-3 classrooms.
- The instructional tool used for ii is a core reading program that is aligned with Reading First guidelines.
- All Reading First schools have adopted a core reading program that is aligned with Reading First standards to implement for initial instruction (ii).
Initial Instruction (ii)

Your core reading program has these characteristics:

- explicit & interactive instruction
- systematic instruction-well designed & strategic
- ample opportunities for student practice
- content of student materials is consistent with what is taught

Materials:

- Glossary of Reading Terms
Initial Instruction (ii)

The Core Reading Program implemented in Reading First has these characteristics:

**Explicit Instruction** and interactive instruction includes teacher-led modeling, guided practice, scaffolding, and independent practice.

**Systematic instruction** should be well-designed and strategic. Instruction is clearly integrated within and across all five components. Lessons build on previously taught information, from simple to complex.

**Ample opportunities for student to practice** skills that have been taught are provided with immediate teacher feedback. Once these skills are internalized, independent practice is provided.

**Student materials** are aligned with what is being taught.
Immediate Intensive Intervention (iii)

- iii should be implemented with children as soon as we notice they are falling behind in the development of critical reading skills.
- iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:

- reducing the student/teacher ratio
- providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)
Immediate Intensive Intervention (iii)

- *iii* should be implemented with children as soon as we notice they are falling behind in the development of critical reading skills.
- *iii* involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:

- reducing the student/teacher ratio
- providing more instructional time

Both of these include providing more support (instructional opportunity, time, resources, materials and or personnel).
Resources to implement iii:

1. Intervention program that accompanies the core reading program

2. Supplemental program

3. Research based activities targeting specific skills, implemented explicitly and systematically
Resources to Implement iii

1) Some core reading programs include appropriate interventions to implement.

2) Your district may have already purchased a specific intervention program that research has found to be effective in helping to close the gap between students who are low achieving and those who are average achieving.

3) If your school has not purchased an appropriate intervention program, you may need to prepare research based strategies explicitly and systematically. This takes much preplanning to ensure that students needs are being met.
 Grades K, 1, 2, 3: Using Assessment to Inform Instruction

**Model for Student Success**

- **Continuous Assessment**
- **Instruction**
- **Data-Based Instructional Planning**
Model for Student Success

Here is our model for student success. Each student needs to be assessed, and this assessment needs to be ongoing (top of the triangle). Instruction should be based on assessment which is called data-based instructional planning (bottom right of the triangle). Once instruction is delivered (bottom left of the triangle), children are assessed again (top of triangle)...and the cycle continues.
Differentiated Instruction

After students are assessed, differentiated instruction will need to be implemented in order to meet the needs of students.

Differentiating instruction means matching instruction to the different needs of learners in a given classroom.
Differentiated Instruction

- After students are assessed, differentiated instruction will need to be implemented in order to meet the needs of students.

- Differentiating instruction means matching instruction to the different needs of learners in a given classroom.
Organizing Small, Flexible Groups to Differentiate Instruction

- Flexible grouping means that students are placed in small groups according to instructional need. Groups are flexible when the size and composition changes throughout the year based on progress monitoring.

- Groups are specifically formed, based on progress monitoring, for teacher-led small group reading instruction.

- Research suggests that the ideal size of groups for intensive early intervention is between 3 and 5 students, although slightly larger groups can also be effective.
Organize Small, Flexible Groups to Differentiate Instruction

One effective way to differentiate instruction is to form flexible groups. Flexible grouping means grouping students and regrouping students according to shared needs and abilities.

Flexible grouping means that students are placed in small groups according to instructional need. Groups are flexible when the size and composition changes throughout the year based on progress monitoring.

Groups are specifically formed, based on progress monitoring, for teacher led small group reading instruction.

Research suggests that the ideal size of groups for intensive early intervention is between three and five students, although slightly larger groups can also be effective.

It is very important to remember that the size of each group and the students within each group should change often when flexible grouping is implemented. Groups are formed based on common instructional need in reading. Students do not need to stay in these small flexible groups all day long or even for the entire 90 minutes of instruction.
Flexible Groups

- Keep high risk group sizes small (5-7 as a maximum).
- For students not making adequate progress in a group of 5-7, it is critical to reduce the group size.
- Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.
- It is important to work with each small group differently based on instructional need.
- Consider attitudes, behaviors, and work ethics when forming and modifying groups.
Flexible Groups

As progress is monitored, instructional decisions will be made, and group sizes and compositions will change. There are some important things to keep in mind about forming small flexible groups for instruction:

Keep high risk group sizes small (three-five is best, five-seven as a maximum).

For students not making adequate progress in a group of five-seven, it is critical to reduce the group size. For example, there may be some students who need to be in a group of three in order to become a successful reader.

Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.

The lesson that you implement with each small group should be designed to meet the groups specific needs.

You know your students’ attitudes, behaviors, and work ethics best. Use your professional judgment to make minor adjustments to groups.
Scenario: Flexible Groups

A teacher was told by her principal that she had to implement small group instruction. She formed groups based on teacher observation and implemented daily small group instruction. Group sizes were the same and each lesson was the same for every group. Groups stayed the same all year.

Materials:

- Handout 1: "Scenario Activity for Case Study" on page 5–177

Activity: Scenario
**Scenario: Flexible Groups**

Using Handout 1: "Scenario Activity for Case Study" on page 5–177:

A teacher was told by her principal that she had to implement small group instruction. She formed groups based on teacher observation and implemented daily small group instruction. Group sizes were the *same* and each lesson was the *same* for every group. Groups stayed the *same* all year.

Talk with your partner about this scenario. Discuss aspects of the scenario that were effective and those that were not effective. On your handout, make a list of those practices that were instructionally effective and those that were not.

**Discuss for 2 minutes.**

**Effective:** small group instruction; daily; generally by ability

**Not effective:** not data-driven; implementing the same instruction for all groups; groups not flexible (same size and composition all year); did not differentiate time spent for each group.
Reading First Classroom Organization: Learning Centers

- Teacher-Led Center
  - Small group instruction

- Student Centers
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual
Reading First Classroom Organization: Learning Centers

Learning Centers is a classroom organization model that can work effectively when teachers differentiate instruction. Usually, after whole group instruction is completed, the students are assigned to groups, and they rotate through different centers in the classroom, engaging in reading activities.

**One Learning Center will be led by the teacher** (the Teacher-Led Center) and the other **Student Centers provide opportunities for students to practice, extend, and demonstrate knowledge previously taught.**

Student Centers are an excellent system for **accountability.** This is a way for students to stay **academically engaged** and for teachers to determine whether or not students actually know what they have been taught. It is important to develop a system and organize your classroom in such a way that you can provide feedback to students in a timely manner. Waiting until the end of the week to look at what students have worked on all week is not a productive use of instructional time, as students may have been practicing errors all week.

**Student Centers can be formatted in several ways: groups, pairs, cooperative, individual.**
The Teacher Center

Based on progress monitoring data, teachers will know which skills to focus on for different small groups.

Small group instruction is implemented at the Teacher Center. Critical skills are taught with intensity, corrective feedback is immediate, and instruction is:

- Daily
- Explicit
- Systematic
- Scaffolded
The Teacher Center

- Based on progress monitoring data, teachers will know which skills to focus on for different small groups.

- At the Teacher Center small group instruction is implemented. Critical skills are taught with intensity, corrective feedback is immediate, and instruction is daily, explicit, systematic and scaffolded.

- Scaffolded: Students are given all the supports they need to arrive at the correct answer — without just being given the answer. For example, a student encounters difficulty with reading the word “lamp”. The teacher would not just tell the student the word, but instead ask the student to focus on the first sound of the word and systematically guide the student through the decoding process (if the student has already been explicitly taught this process as well as each of the letter sounds in “lamp”).
Reading First Classroom Organization

- Every Reading First school has proposed a plan outlining how III will be implemented
- As much of the reading instruction as possible needs to take place within the regular classroom.

Additional support may be provided through:
- Resource Teachers
- ESOL Teachers
- ESE Teachers
- Trained Paraprofessionals
Reading First Classroom Organization

Every Reading First school has proposed a plan outlining how iii will be implemented.

As much of the reading instruction as possible needs to take place within the regular classroom with the classroom teacher.

Additional support may be provided through: Resource Teachers, ESOL Teachers, ESE Teachers, and Trained Paraprofessionals.
Contact Information

For more information regarding reading curriculum and instruction, you may contact Dr. Marcia Grek, at the Florida Center for Reading Research. Reports on curriculum resources are available on the FCRR website.
Using Assessment to Inform Instruction

Progress Monitoring & Reporting Network (PMRN)

Just Read, Florida!
Using Assessment to Inform Instruction—Progress Monitoring and Reporting Network (PMRN)

The purpose of this portion of our presentation is to provide an overview of the Progress Monitoring & Reporting Network, a web based data management system being developed in support of Just Read, Florida! and its Reading First initiative.

The Network is a very valuable tool in linking assessment to instruction.

The data management system can help you answer the “Routine Questions” such as:

- Who is at risk?
- Who should be in small groups?
- Are interventions working?
PMRN Data Sources

PMRN Assessment Data Elements (K-3)

- 20 - 30 days Screening and Progress Monitoring #1
- 65-75 days Progress Monitoring #2
- 110 -120 days Progress Monitoring #3
- 155-165 days Progress Monitoring #4 and Outcome Assessment

3rd Grade
FCAT
PMRN Data Sources

- The progress monitoring and reporting network will provide a method for compiling information from the DIBELS and the
  Kindergarten: outcome measures in oral vocabulary
  First Grade: outcome measures in oral vocabulary and reading comprehension
  Second Grade: outcome measures in oral vocabulary, reading comprehension, and reading vocabulary
  Third Grade: outcome measures in oral and reading vocabulary, reading comprehension as well as the FCAT.

We will be focusing today on the DIBELS measures and the reports that will come from this network to help you plan activities in your classroom.
Progress Monitoring & Reporting Network (PMRN)

A web based data management system that provides:

- a convenient place for recording and organizing the results of student assessments,
- a secure, centralized, easily accessible location for the storage of student information, and
- a tool for timely and helpful reports so that educators can effectively analyze, plan, and communicate.

Materials:

- Handout 2: "Progress Monitoring and Reporting Network (PMRN) Overview" on page 5–179
Progress Monitoring & Reporting Network (PMRN)

All of this testing is going to generate a lot of data. We need a simple and efficient way to manage this information so that it will be useful to teachers, principals, and district staff in managing instruction and support our Reading First schools. This is why we are developing a web based data management and reporting system, named the Progress Monitoring and Reporting Network, or PMRN.

The basic purpose of the Network is to efficiently and accurately accomplish three tasks. The application will:

1) Allow the data from screening, progress monitoring, and outcome assessments to be entered quickly and easily,
2) Store the data in a safe and secure location
3) Provide very timely and helpful reports to teachers, principals, and district level support staff.

Refer to Handout 2: "Progress Monitoring and Reporting Network (PMRN) Overview" on page 5–179 for additional information.
Reporting: as easy as 1, 2, 3, 4

1) **Assess** – Assessment teams monitor student progress four (4) times per year.

2) **Enter Data** – Designated data entry personnel enter the scores into the user friendly Website.

3) **Compute** – The PMRN application quickly aggregates the data.

4) **Access** – Teachers can immediately access their class’ reports from any computer with internet access.
Reporting: as easy as 1, 2, 3, 4

Here is the way it will work:

■ The district or school-based assessment team will conduct assessments of the children four times a year.

■ A designated data entry person at the school will enter the data on a user-friendly web site.

■ The system will formulate reports for individual students, individual classrooms, and the school that will be available immediately.

■ Since the Network is housed on the web, teachers will be able to access their students’ data from anyplace they have access to the web.
Welcome to the Progress Monitoring & Reporting Network, a data management system hosted by the Florida Center for Reading Research. The reports generated by the PMRN can be used to plan K-3 reading instruction and to evaluate progress toward achieving Florida's goal of No Child Left Behind.

Please Sign In

User Name:  
Password:  
Forgot Your Password?

https://pmrn.fcrr.org
Progress Monitoring & Reporting Network

- Although all Reading First schools are required to use the Progress Monitoring and Reporting Network, the application should be used by all of Florida's K-3 educators to analyze, plan for, and communicate the progress of students in the reading curriculum.

- After a building level administrator activates a teacher’s account by submitting the teacher’s name and e-mail address, the teacher will be sent an e-mail with a log-on name and password.

- Every Reading First teacher will be able to access his or her class’ reports from any computer with Internet access.

- The URL is https://pmrn.fcrr.org

- Please note that the address begins with “https” rather than the typical “http”. This identifies the website as a secure site, accessible only by those with permission.

- It is important to remember that the information on the PMRN is student data and must be treated with confidentiality. Therefore all users will be asked to agree to comply with the student records requirements before they can access any student data on the PMRN.
Colors provide a quick indication of the student’s progress and the risk that a student has of not achieving the expected level of proficiency.

- **Low Risk**
  - "Good to Go"

- **Moderate Risk**
  - Caution

- **High Risk**
  - DANGER!
Risk Status

In order to provide more detail, the PMRN may use different terms at different assessment intervals. The key is the color code.

- A student whose status bar is red is in danger. This means that if there is not immediate, intense intervention, they are at high risk of not achieving grade level reading skills.

- Yellow indicates that the student is at some risk of not achieving grade level reading skills. Increased instruction and support, in addition to what this student is currently receiving, is needed.

- A student at low risk of not achieving grade level reading skills has a green status indicator. The current level of instruction is meeting the student’s needs.
Class Reports

What types of reports can a teacher use to find out about the class?

- **Progress Reports** – show the gains that the class has made since the last assessment.
- **Summary Reports** – show the percentage of students at high risk, moderate risk, and low risk.
- **Historical Reports** – compare the progress of the current year’s class to the previous years’ classes.
- **Comparison Reports** – compare the progress of the class to other classes with similar characteristics.
Class Reports

What can the teacher find out about her class? The following are examples of the information that can be found in the reports.

- **Progress Reports**: show the gains that the students are making in a specific area and how the performance has improved since the last assessment.
- **Summary Reports**: show the percentage of children who may be in need of extra instruction as compared to those that are making adequate progress.
- **Historical Reports**: compare the progress of the current year’s class to the progress made by previous years’ classes.
- **Comparison Reports**: compare the progress of the class to classes that are serving similar children.
### Class Status Report

<table>
<thead>
<tr>
<th>Class List</th>
<th>Instructional Level</th>
<th>PSF</th>
<th>NWF</th>
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<td>16</td>
<td>4</td>
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<td>13</td>
<td>3</td>
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<tr>
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<td>17</td>
<td>4</td>
</tr>
<tr>
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<td>16</td>
<td>4</td>
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<tr>
<td>Kingdom, Lost</td>
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<td>20</td>
<td>1</td>
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<td>19</td>
<td>3</td>
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**Interval Target**

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</tr>
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<td>30 (LR)</td>
<td>33 (MR)</td>
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<td>33 (MR)</td>
<td>5 (HR)</td>
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<td>30 (MR)</td>
<td>8 (MR)</td>
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**Next Target**

<table>
<thead>
<tr>
<th></th>
<th>51</th>
<th>21</th>
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</table>
Class Status Report

■ The Class Status Report is the first report that a teacher sees.
■ It provides a “snapshot” of the class’ progress, a quick indication of each child’s success, and navigation links to all of the other reports.
■ The colors easily identify which students are being successful and which are in need of additional instruction.
■ The class list can be sorted alphabetically or can be grouped by students who are at the same level of risk.
■ This particular report is a sample of a first grade report after the second assessment.

Let's look at this a little more closely:

■ The first column, labeled Instructional Level, is a summary statement of the child's current status. It is a weighted score based on the success that the student had on the most recent set of progress monitoring tests and provides information on the child's instructional needs.
■ Let’s take a look at Penny Loafer. Penny's status bar is red (labeled intensive), indicating that she is at high risk of not achieving the grade level expectations and is in need of immediate, intensive instruction. These significant interventions can take place in or outside of the classroom.
■ If the student’s status box is yellow (labeled strategic), as it is in Lucas Brown’s case, it means the child is at moderate risk of not being at grade level by the end of the year, and has a need for some additional instruction.
■ If the box is green (labeled Benchmark), like Rosie Greer’s, it means the child is making adequate progress on the reading skills measured by the DIBELS and is at low risk for not reading at grade level. This child is doing fine with the current classroom instruction.
■ The next three (3) columns provide the teacher with more detail. These indicate the progress on the individual measures that were given at this assessment point. Again, this Class Status Report represents the second assessment period for a first grade class.
■ During this assessment period, Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF) were measured.
■ Once again, the colors indicate how the children performed on the individual tests. Even though the slide on the previous page is not in color, you can easily determine who is at what risk level by looking at the code in each box: HR=High Risk/Red; MR=Moderate Risk/Yellow; and LR=Low Risk/Green
■ The instructional level answers the question about who should be in small groups and what skills should be the priority.
■ This report helps the teachers when grouping the students. The performance on the individual measures can assist the teacher in focusing on specific skills for small group instruction.
■ Let’s take a look at a sample Class Progress Monitoring Report which looks at the class progress over several assessment periods.
The school’s reading coach will guide teachers in reading and interpreting the “box-and-whiskers” graph.

What can be seen here is that the class improved in nonsense word fluency, but it is not improving at a rate to guarantee success.

This report helps answer whether the students are making adequate progress.
Class Progress Monitoring Test Report

Let's talk about some of the information provided on the chart.

- The green line, at each assessment period, is the target score for that assessment period. This example shows nonsense word fluency (NSF). Note how the target increases throughout the year. The target for assessment 1 was 26 correct per minute on nonsense words and for assessment 2 was 38 correct. The target for assessment 3 will be 51.

- The shaded box indicates the progress of the middle sixty percent (60%) of the students. The top of the box is the eighty (80th) percentile, which means that eighty percent of the class got scores lower than the indicated score. Here this looks like a score of 40 correct per minute. The bottom of the box is the twentieth (20th) percentile.

- The line in the middle is the median or middle score for the class. One-half of the class scored higher than this score and one-half scored lower (29 per minute).

- The lines at the top and bottom of the box (we call whiskers) are there to show the range of scores in the class. That's why this type of graph is called a box and whiskers. You have a box in the middle to show the range for the majority of the students and then whiskers on each end to show the full range of scores.

- Note that the class median was above the target for assessment period 1, indicating that over one-half of the students scored above the target. Although the median increased from 29 correct per minute at assessment 1 to 35 correct nonsense words per minute at assessment 2, the progress was not as great as needed. The median for assessment is below the target, meaning that more than one-half of the students scored lower than the target. This is a warning sign to the teacher that planning for more explicit instruction is needed to help the children keep pace in the growth of this critical reading skill.

- Notice the pie charts for each assessment period. These show the teacher what percentage of the class is at high risk, moderate risk, or low risk. These circles tell us that, in this class, more children are at moderate risk and high risk on the second assessment than on the first assessment. The class, as a whole, is not making the kind of progress it needs to make on this measure in order to stay on track for grade level performance at the end of the year. This is another indicator that instruction may need to be modified to meet the needs of the students in gaining this important skill.
Student Reports

What types of reports can a teacher use to find out about a specific student?

- **Summary Reports** – show the performance on the current measures and provide a summary statement on the level of instruction the child needs.
- **Progress Reports** – show the gains that the child has made during the year on a specific skill.
- **Historical Reports** – show the performance of the child since the beginning of kindergarten.
Student Reports

What kind of data will a teacher be able to get about an individual child?

The following are examples of the information that can be found in the student reports:

- **Summary Reports** - show the child's performance on the current measures, along with a summary statement about whether or not he or she may need extra instruction.
- **Progress Reports** - show the gains made over the course of the year on a specific skill.
- **Historical Reports** - show the child's performance history in any given area—phonemic awareness, or oral reading fluency, for example. There will be a report especially prepared for the child's parents that can be sent home or used in parent conferences.
Student PMT Report

Ghost County Schools, Casper Elementary
Grade 1, Lee
Assessment 2, 02-03
Appleseed, Johnny
Nonsense Word Fluency
Student PMT Report

Let's look at how an individual student is progressing in Nonsense Word Fluency (NSF).

- The red and yellow icons indicate Johnny's achievement on assessments 1 and 2. On assessment 1, his score of eight (8) correct was in the “Red” zone (High Risk); he was in danger of not reaching the year-end expectations. During the interval between assessments 1 and 2, Johnny received intensive instruction. His score at the second assessment period improved to 29. He is still at moderate risk of not achieving the expected grade level outcomes, but he is making great progress and we hope that this trend continues.

- Although still below the class median and the interval target, Johnny has a higher rate of progress than the class and is now between the 20th and 50th percentiles.

- This report, like all of the reports generated by the PMRN, can be printed and used in parent conferences and for planning purposes.
Linking Assessment to Instruction Summary

In summary, the purpose of this presentation was to point out some key points about the Just Read, Florida! Progress Monitoring and Reporting Network.

- **Purpose** — to aggregate student data and generate reports to help analyze, plan for, and communicate instruction.

- **Security** — the Network is a secure site, limiting access to users with a defined educational purpose.

- **Evolving** — the application will be changing to meet the needs of Florida’s educators.
Linking Assessment to Instruction Summary

In summary, this presentation pointed out three (3) key points about the Florida Progress Monitoring and Report Network:

- **Purpose** -- the Network will help you use all the information that you will obtain from the student assessments to make better instructional decisions for children.

- **Security** -- the Network will be secure and password protected. Only authorized individuals will have access to child, classroom, and school data.

- **Evolving** -- we expect the system to evolve over the first several years of use to become an invaluable tool for teachers, principals, and district staff. We will depend on your feedback over the next several years to help us make this system a valued support in our efforts to leave no child behind in reading.
For additional information regarding the Progress Monitoring and Reporting Network, please contact:

Karl Hook
Director of Technical Projects
Florida Center for Reading Research
227 North Bronough Street, Suite 7250
Tallahassee, FL  32301

(850) 644-9352 (V)
(850) 644-9085 (F)
helpdesk@fcrr.org
Progress Monitoring & Reporting Network

- For more information regarding the Progress Monitoring and Reporting Network, you may contact Karl Hook, the Director of Technical Projects at the Florida Center for Reading Research.

- The final portion of this module will help you plan for instruction using the information gained from assessment and reported by the Progress Monitoring and Reporting Network (PMRN).
Using Assessment to Inform Instruction

Classroom Applications of Assessment Data
Using Assessment to Inform Instruction-Classroom
Applications of Assessment Data

This section should be conducted within 60 minutes.

We’ve already had an overview of Florida’s Reading First Assessment Plan and Instructional Plan as well as an introduction to the Progress Monitoring and Reporting Network (PMRN). Now we will focus on how to utilize data from the PMRN to ensure you are guiding each student along the right instructional path.
First Steps

- This academy is a first step of a long range plan for professional development in using data from the Progress Monitoring & Reporting Network (PMRN) for guiding instruction.

- The Reading Coach at each Reading First school will provide on-going and a deeper level of training for teachers on data analysis, classroom organization, and individual problem solving.
First Steps

It is important to keep in mind that the material concerning assessment presented at this academy is the “tip of the iceberg.”

- It is the first step of a long range plan for professional development in using data from the Progress Monitoring & Reporting Network (PMRN) to guide instruction.
- The Reading Coach at each Reading First school will provide on-going and a deeper level of training for teachers on data analysis, classroom organization, and individual problem solving.
## Typical Difficulties of Students in Reading First Schools

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<thead>
<tr>
<th>Level</th>
<th>PA</th>
<th>Phonics</th>
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</table>
Typical Difficulties of Students in Reading First Schools

Typically, all students in K-3 will need extra support to stimulate vocabulary growth and to aid in comprehension. So, instruction that helps develop vocabulary and develop comprehension strategies should be ongoing for all K-3 students.

Typically, kindergartners will need extra support in phonemic awareness, phonics, vocabulary, & comprehension.

Typically, first graders will need extra support in phonemic awareness, phonics, fluency, vocabulary, & comprehension.

Typically, second graders will need extra support in phonics, fluency, vocabulary, & comprehension.

Typically, third graders will need extra support in phonics, fluency, vocabulary, & comprehension.
What Does At Risk Mean?

Typically:

- If students are at high or moderate risk on the Phoneme Segmentation Fluency (PSF), it means that they are experiencing difficulties with phonemic awareness.

- If students are at high or moderate risk on the Nonsense Word Fluency (NWF), it means that they have difficulty with phonics and the decoding process.

- If students are at high or moderate risk on Oral Reading Fluency (ORF), it means that they may be struggling with decoding, or learning sight words, or “putting it all together” for fluent reading.
What Does At Risk Mean?

Just as a reminder, when students are at high (red) or moderate (yellow) risk on specific progress monitoring assessments, it means that they are at risk of not achieving grade level reading by the end of the year if they continue along the same path. Instruction needs to be altered to better address the instructional needs.

This slide shows some general guidelines. It is important to keep in mind that we won’t ignore the other important areas of reading but, instead, emphasize the areas in which the students are lacking.
How will PMRN Help Guide Instruction?

The Class Status Reports from the Progress Monitoring & Reporting Network (PMRN) will help answer three important questions:

1. Who needs extra support?

2. How should groups be formed?

3. Which skills need to be emphasized?
How will PMRN Help Guide Instruction

Data from the progress monitoring measures can assist teachers in answering three very important questions:

1. **Who needs extra support?**

2. **How should groups be formed?**

3. **Which skills need to be emphasized?**

We will now look at a Class Status Report to see how it will help us answer these three critical questions.

We will use a first grade example because it has assessment measures that are included at each grade level, K-3.
Who needs extra support?

Red = iii (11 students)

Yellow = extra support (10 Students)

Green = continue current quality instruction (3 students)

Materials:

- Handout 3: "Class Status Report" on page 5–183
Who needs extra support?


Remember:

- The first column is your class list.
- The second column identifies the Instructional Level for each student. At a quick glance at the Instructional Level column, you can determine who is at high risk (labeled Intensive), who is at moderate risk (labeled Strategic), and who is at low risk (labeled Benchmark) of not achieving grade level reading by the end of the year.
  - **Intensive** = the student is at high risk and in need of immediate intensive intervention or, iii
  - **Strategic** = caution, the student is at moderate risk and in need of some extra support
  - **Benchmark** = student is at low risk and regular classroom instruction (ii) is meeting his/her needs

So, by looking at this report, we can determine that, at this point in the year, in order for every student to achieve grade level reading by the end of the year, we will need to provide iii for 11 students, we'll need to provide extra support for 10 students, and we'll need to continue quality classroom instruction for three students.

So, for this class report, we just answered our first question: Who needs extra support?
How should groups be formed? - Group 1

Group 1: 7 students

Apple
Bass
Chamberlain
Doe
Delta
Family-Robinson
Kingdom

Materials

- Handout 3: "Class Status Report" on page 5–183
How should groups be formed? - Group 1

Let’s examine the same Class Status Report to answer the second question: How should groups be formed?

Determining group formation for this class is difficult because there is a large group of struggling readers (11 students) who all have significant needs. It is not as simple as glancing at our Instructional Level column (second column) and placing our at risk students in one group, our moderate risk students in another group, and our low risk students in a third group.

There is no ONE right answer as to how instructional groups should be formed. Let’s look at one way we could think about forming instructional groups for this class. This example illustrates a classroom that can only form three groups due to lack of resources.

We will need to analyze the status bars that indicate the students’ level of risk on the individual progress monitoring tests (on the right side of the report) and make data-based instructional decisions.

Even though your handout is not color-coded, you can still identify students risk levels:

- HR = High Risk (red)
- MR = Moderate Risk (yellow)
- LR = Low Risk (green)

Group 1: There are six students who have a very similar profiles and are in need of iii within all three of the progress monitoring tasks (phoneme segmentation fluency, nonsense word fluency, and oral reading fluency). We could start with these six students in a group because they have very similar instructional needs. When we look at the rest of the students who are in need of iii (labeled intensive on the Instructional level column), we see that Lost Kingdom is also at high risk on two of the three tasks (phoneme segmentation fluency and nonsense word fluency). I would also place her in this first group since her instructional need is very similar (phonemic awareness and phonics).

We know that these students are at risk of not achieving grade level reading by the end of the year, so we want to keep this group as small as possible.
How should groups be formed? - Group 2

Group 2: 8 students

Howard
Loafers
Peppermint
Smith
Clancy
Ford
Friday
Tumble

Materials:

- Handout 3: "Class Status Report" on page 5–183
How should groups be formed? - Group 2

You have already formed Group 1 (blocked off on status report).

Continue to analyze the status bars which indicate the students’ level of risk on the individual progress monitoring tests (on the right side of the report).

Group 2:

- Let's place the remainder of the students who are at high risk (red) in the Instructional Level Column in the second group (Howard, Loafers, Peppermint, & Smith).
- Now, take a look students who have a yellow box (labeled strategic) in the Instructional Level column and consider who is having difficulty with phoneme segmentation fluency (phonemic awareness) and nonsense word fluency (phonics & decoding) by analyzing the status bars which indicate the student’s level of risk on each progress monitoring assessment. These students are Clancy, Ford, Friday and Tumble.
- These eight students will make up Group Two.
### How should groups be formed? – Group 3

**Group 3: 9 students**

- Brown
- Tannenbaum
- Tree
- Wagner
- Walton, E.
- Walton, J.
- Greer
- Mammoth
- Wood

---

**Materials:**

- Handout 3: "Class Status Report" on page 5–183
How should groups be formed? - Group 3

Continuation: How should groups be formed?

Group 3:

■ Let’s place the nine remaining students in Group 3.
■ This group will not need as much instructional intensity as Groups 1 and 2.

It is important to keep in mind that there is not just one right way to form instructional groups.

This was one example of how to form groups for a classroom that has limited resources.
Group 1: Six out of the seven students in this group are at high risk on every measure. So, instructional time should be focused on phonemic awareness, phonics, and the decoding process. Fluency should also be addressed but because these students are at high risk of not achieving grade level reading by the end of the year, emphasis should be placed on PA, phonics, and the decoding process.

Materials:

- Handout 3: "Class Status Report" on page 5–183
Which skills need to be emphasized?- Group 1

- Let’s review our same Class Status Report and determine the answer to our third question, **which skills need to be emphasized** for each small group.
- To answer this question, we need to systematically analyze the progress monitoring assessments at the group level to determine which skills to emphasize for small group instruction.

Group 1: Six out of the seven students in this group are at high risk on every measure. So, instructional time should be focused on phonemic awareness, phonics, and the decoding process. Fluency should also be addressed; but, because these students are at high risk of not achieving grade level reading by the end of the year, emphasis should be placed on phonemic awareness, phonics, and the decoding process. These skills should positively impact fluency.
Group 2: Most of the students in this group are at high or moderate risk on the nonsense word fluency measure and the oral reading fluency measure. Only two are at high risk for phonemic awareness as indicated on the phoneme segmentation measure. Small group instruction will include some phonemic awareness but will emphasize phonics, the decoding process, and fluency.

Materials:
- Handout 3: "Class Status Report" on page 5–183
Which skills need to be emphasized? - Group 2

Continuation: Which skills need to be emphasized?

Again, to answer this question, we need to systematically analyze the progress monitoring assessments at the group level to determine which skills to emphasize for small group instruction.

Group 2: Most of the students in this group are at high or moderate risk on the nonsense word fluency measure and the oral reading fluency measure. Only two are at high risk for phonemic awareness as indicated on the phoneme segmentation measure. Small group instruction will include some phonemic awareness but will emphasize phonics, the decoding process, and fluency.
Which skills need to be emphasized?

Group 3:

- All but 2 of the 9 students in this group are at high risk or moderate risk for phoneme segmentation fluency. Most are at moderate risk for nonsense word reading fluency.
- Extra instruction in small groups should include phonemic awareness, phonics, and the decoding process. Fluency should also be addressed.
- This plan sounds similar to the plan for group 2, but it is important to keep in mind that group 2 has many more high risk students and group 3 has many who are at moderate risk. Therefore, group 2 will need more intensive work to bring them to grade level than group 3.

Materials:

- Handout 3: "Class Status Report" on page 5–183
Which skills need to be emphasized? - Group 3

Continuation: Which skills should be emphasized?

Group 3: All but two of the nine students in this group are at high risk or moderate risk for phoneme segmentation fluency. Most are at moderate risk for nonsense word reading fluency.

Extra instruction in small groups should include phonemic awareness, phonics, and the decoding process. Fluency should also be addressed.

This plan sounds similar to the plan for Group 2, but it is important to keep in mind that Group 2 has many more high risk students and Group 3 has many who are at moderate risk. Therefore, Group 2 will need more intensive work to bring them to grade level than Group 3.

You could provide the instructional intensity for Group 2 by spending more time with them than Group 3 during small group instruction.
Summary

For this Class Status Report, we just answered our three big questions:

- **Who needs extra support?**
- **How should groups be formed?**
- **Which skills need to be emphasized?**

**Materials:**

- Handout 3: "Class Status Report" on page 5–183
Summary

For this Class Status Report, we just answered our three big questions:

- Who needs extra support?
- How should groups be formed?
- Which skills need to be emphasized?

Now let’s talk about how we would plan a small group lesson for our group with the highest instructional need, Group 1.
Planning a Small Group Lesson

- All 5 components of reading are important. All students will receive quality instruction from the teacher for vocabulary and comprehension through initial instruction in the core reading program.

- Small group instruction will emphasize explicit instruction and provide ample opportunities for students to practice and receive immediate teacher feedback in the identified areas of instructional need.
Planning a Small Group Lesson

When planning instruction for a small group lesson, it is important to keep in mind that all 5 components of reading are important. All students will receive quality instruction from the teacher for vocabulary and comprehension through initial instruction in the core reading program.

Small group instruction will emphasize explicit instruction and provide ample opportunities for students to practice and receive immediate teacher feedback in the identified areas of instructional need.
Planning a Small Group Lesson for Group 1
Based on Progress Monitoring Data

- This is the group with the highest instructional need. Daily instruction will need to occur and focus on the following areas.

  **These students were:**
  - at risk on Phoneme Segmentation Fluency so instruction will emphasize:
    - **Phonemic Awareness activities**
  **These students were:**
  - at risk on Nonsense Word Fluency, so instruction will emphasize:
    - **Phonics and the decoding process**
  **These students were:**
  - at risk on Oral Reading Fluency, so instruction will emphasize:
    - **Fluency Building strategies**

**Materials:**
Planning a Small Group Lesson for Group 1 Based on Progress Monitoring Data

Using Handout 3: "Class Status Report" on page 5–183:

Group 1 is the group with the highest instructional need. Daily instruction will need to occur in the areas of phonemic awareness, phonics and the decoding process, and fluency building.
Phonemic Awareness Activities for Group 1

- **DIBELS: Phoneme Segmentation Fluency (PSF)** – This is a slightly more advanced measure of phonemic awareness. It tests children’s ability to pronounce the individual phonemes (sounds) in words that have three and four phonemes (i.e., cat, man, rest).

**Instructional Strategy:**

- Attention should be paid to the developmental hierarchy of phonemic awareness.
- Because all students in this group were deficient on this task, we would want to explicitly teach this skill starting with two phoneme words (e.g., am, is, up, at, my).
- Once students have mastered 2 phoneme words, we can move to 3 and then 4 phoneme words.

**Activities:**

- Oral Blending
- Sound Boxes
- Oral Segmenting
Phonemic Awareness Activities for Group 1

The DIBELS Phoneme Segmentation Fluency is a slightly more advanced measure of phonemic awareness. It tests the children's ability to pronounce the individual phonemes in words that have three and four phonemes.

Because these students cannot successfully segment three or four phoneme words (as indicated on the DIBELS), we need to keep in mind the developmental hierarchy of phonemic awareness and begin by explicitly teaching how to segment 2 phoneme words. Once students have mastered this skill, we will move to three phoneme words, and then build up to four phoneme words.

Let's look at what these phonemic awareness activities might look like.
Phonemic Awareness Activities for Group 1: Oral Blending

- Begin with the **oral activity of blending**: Teacher segments a word and then the students blend it. Remember to begin with 2 phoneme words with this group:

  1) **Teacher**: /a/ /m/
     Students: am
  2) **Teacher**: /m/ /e/
     Students: me

- Continue this activity with more 2 phoneme words: my, is, it, we, in, if, high, be, at, etc.
Phonemic Awareness Activities for Group 1: Oral Blending

Begin with the oral activity of blending. In this activity, the teacher segments a word and then the students blend it. Remember to begin with 2 phoneme words with this group.

Continue this activity with more 2 phoneme words such as my, is, it, and we.
Phonemic Awareness Activities for Group 1: Sound Boxes

Another activity to develop segmenting and blending skills:

- Use sound boxes (begin with 2 and build to 3 and then 4 boxes). Draw boxes that represent two phoneme words. Give students a target word. Have student push markers into the box as they say each sound, then say the word fast: /a/ /m/ --am
Phonemic Awareness Activities for Group 1: Sound Boxes

Another activity to develop segmenting and blending skills includes the use of sound boxes. Draw boxes that represent two phoneme words. Give students a target word. Have student push markers into the box as they say each sound, then say the word. For example: /a/ /m/ --am
Another, more advanced, activity is for the teacher to say a word and then ask the students to segment it:

- **Teacher:** it
- **Students:** /i/ /t/
- **Teacher:** am
- **Students:** /a/ /m/

Continue with more two phoneme words.
Another, more advanced, activity is for the teacher to say a word and then ask the students to segment it.

See example on the slide.

Continue with more two phoneme words.

More in-depth information on the developmental hierarchy of phonemic awareness and effective instructional strategies will be explored during this Reading Academy.
Phonics for Group 1

DIBELS: Nonsense Word Fluency (NSF)

This is a measure of children’s knowledge and skill in applying the alphabetic principle. Children can earn points either by giving the individual sounds represented by the letters in simple non-words, or by blending the sounds together and pronouncing the non-word (i.e. bim, ral, stob) as a whole.

Instructional Strategy:

- Daily explicit phonics instruction
- Building on the letter correspondences already known, the decoding process will be modeled and practiced.
- As soon as new letter-sound correspondences are mastered, they will be integrated into the decoding process part of the lesson.
Phonics for Group 1

Because these students were not successful in applying the alphabetic principle, they will need daily, explicit phonics instruction that builds on the letter correspondences they already know. This phonics instruction should extend into the decoding process.

Let’s look at some phonics activities that would be appropriate for this group.
Phonics for Group 1 cont.

- Begin with letter-sounds students already know and practice these (e.g., s, a, m, t, r). Explicitly introduce a new letter sound (e.g., i).

- Model the decoding process and provide support as students practice segmenting and blending words using letter sounds that they already know: (sam, mat, rat, sat, rim, Tim). Use magnetic letters, letter cards, letter tiles, etc.

- /m/ /a/ /t/
Phonics for Group 1 (cont.)

Begin with letter-sounds the students already know and practice these. Explicitly teach a new letter sound. Use these letter sounds to teach the decoding process. Provide many opportunities to practice with teacher feedback.

More information on instructional strategies for phonics and the decoding process will be presented during this Reading Academy.
Fluency for Group 1

- **DIBELS: Oral Reading Fluency (ORF)** – this is a measure of children’s ability to read grade level text fluently and accurately. Children receive a score based on the number of words in a passage they can read accurately in one minute.

- Daily oral fluency building practice on text that is at student’s independent level

- Immediate corrective feedback from the teacher

**Fluency Building Strategies:**

- Choral Reading
- Echo Reading
- Repeated Readings
Fluency for Group 1

- Reading quickly and accurately is a key component in reading for comprehension. Therefore, it is essential to have a repertoire of activities that will enable the students to practice reading in varied and interesting ways.
- When teachers listen to students’ reading, they have the opportunity to monitor each student’s reading growth, noting areas of strengths and weaknesses.
- Some strategies to help build fluency: choral reading, echo reading, repeated readings.
Some strategies to help build fluency:

**Choral Reading:**
1) Teacher reads a sentence, paragraph, or page orally.
2) In unison, teacher and students read the same selection orally.

**Echo Reading:**
1) Teacher reads a sentence, paragraph, or page orally.
2) In unison, students read the same text, trying to sound just like the teacher.

**Timed Oral Reading:**
Students read and reread the same text for one minute. Each time they try to increase number of words read and decrease errors.
Fluency for Group 1: Choral, Echo and Timed Oral Reading

Here are some strategies to help build fluency.

**Briefly describe strategies listed on the slide.**

More in-depth fluency building instructional strategies will be covered during this Reading Academy.
As mentioned earlier, most students in Reading First schools will need help developing their vocabulary and will work on this during initial instruction.

Activities for small group Instruction:

- Ask a student to use a word he has decoded in a sentence. Then, ask another student to expand that sentence by asking “Wh” questions (who, when, where, why).

- Pre-teaching word meanings before a story is read is another activity that would help build vocabulary:
  1. Read and discuss the meanings of words that may be difficult for students.
  2. Then, use the word in a sentence.
  3. Then, have the students use the word in a sentence.

Do this with words that will be encountered in the text that is being utilized for a fluency building activity.
Vocabulary for Group 1

Although we will not have progress monitoring data for vocabulary, it is most likely that virtually all students in K-3 will need help developing their vocabulary. We will have outcome data from the previous year that we can use to guide instruction. We will also have diagnostic data for those students who have been given more in-depth assessments.

During this Academy, we will learn many ways to help increase student vocabulary.
Comprehension for Group 1

- Comprehension is the ultimate goal for learning how to read.
- We want to teach students a few powerful comprehension strategies and then provide them opportunities to practice them again and again.
- We don’t want to overload students by teaching too many strategies at one time.
- Comprehension strategies should be taught explicitly.
- Comprehension will also be emphasized during initial instruction.
Comprehension for Group 1

We all know that comprehension is the ultimate goal for learning how to read.

We want to teach students a few powerful comprehension strategies and then provide them opportunities to practice them again and again.

We don't want to overload students by teaching too many strategies at one time.

Comprehension strategies should be taught explicitly.

Comprehension will be heavily emphasized during initial instruction.

We want students to make a habit of using the strategies taught, so that every time they read a text they will automatically process that text strategically.
In small group instruction, teachers can utilize text used for fluency building to explicitly teach important comprehension strategies:

- Prediction
- Sequencing
- Main Idea
- Story Grammar
Comprehension for Group 1 (cont.)

Here are a few comprehension strategies that are important to teach explicitly:

**Prediction:** Previewing text, pictures, headings, subheadings, activating prior knowledge, discussing predictions, reading, checking predictions.

**Sequencing:** Story Retell. After reading, retelling the story in the order in which it occurred.

**Main Idea:** State the most important “who” or “what”. What is the most important thing about the who or what? State it in 10 words or less.

**Story Grammar:** Characters, Setting, Problem, Solution

Remember, these strategies are not taught at the same time. They are explicitly taught and students are provided with ample opportunities to practice with teacher feedback.

Comprehension will also be focused on during this academy.
Putting It All Together for Group 1

Daily, small group instruction will include:

- **Phonemic awareness**: activities beginning with 2 phoneme words
- **Phonics**:
  - teaching unknown letter sound correspondences
  - using known letter-sound correspondences to teach the decoding process. Apply this to reading connected text.
- **Fluency**: oral reading strategies using text at students’ independent level
- **Vocabulary**: students use words they are decoding in sentences, and other students expand on those sentences
- **Comprehension**: explicitly teach and have students practice one comprehension strategy using text from the fluency activity
Putting it All Together for Group 1

Here is what a lesson could look like for this specific group.

1) **Phonemic Awareness** example activities:
   
   I segment a word one sound at a time and you blend it: /a/ /m/. Student: “am”
   
   I say a word and you say it one sound at a time: “It.” Student: /i/ /t/
   
   Use sound boxes. Draw boxes that represent two sounds (build to three and four phoneme words). Have student push markers into the box as he says each sound, then says the word fast: /s/ /u/ /n/—sun

2) **Phonics**: Explicitly teach unknown letter sounds and provide practice. Use known letter sounds to teach the decoding process (segment a word and then blend it using letter tiles, magnetic letters or letter cards).

3) **Fluency**: Each day implement an oral reading activity using connected text at students’ independent reading level. Choral reading, echo reading, repeated readings.

4) **Vocabulary**: Students use words they are decoding in a sentence, and other students expand on those sentences.

5) **Comprehension**: Explicitly teach and have students practice one comprehension strategy using text from the fluency building activity.
Depending on the amount of time you have to devote to small group instruction for Group #1, you may want to focus your instruction on phonemic awareness, phonics, and fluency (knowing that vocabulary and comprehension are emphasized at other points during reading instruction). Once this at-risk group has acquired these basic skills, more small group instruction time can be devoted to vocabulary and comprehension.
Putting it All Together for Group 1 (cont.)

Depending on the amount of time you have to devote to small group instruction for Group #1, you may want to focus your instruction on phonemic awareness, phonics, and fluency. Once this at-risk group has acquired these basic skills, more small group instruction time can be devoted to vocabulary and comprehension.

Vocabulary and comprehension can also be emphasized at student learning centers.
The Reading Coach

A valuable resource who will:

- assist in data analysis and help plan instruction
- model lessons
- offer feedback
The Reading Coach

Every Reading First school will have a Reading Coach. The Reading Coach can help you in the process of using assessment to guide instruction. The Reading Coach is a valuable resource to help you enhance your reading instruction. Ask your Reading Coach to model lessons and offer feedback on your reading lessons.

It is important to keep in mind that the Reading Coach is a colleague and her responsibility is to provide constructive feedback and resources to you regarding what we know from current scientifically based reading research (SBRR) and the core reading program implemented at your school.

The reading coach is not evaluating your teaching!
## Case Study

Who needs extra support?

How should groups be formed?

What skills need to be emphasized?

### Materials:
- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study

Now it's your turn to work with a partner.

- Take out Handout 4: "Class Status Report for Case Study" on page 5–185 and Handout 5: "Class Status Report Case Study" on page 5–187
- Analyze this class report and work through the handout with your partner.
- Participants work in pairs. Allow about 10-15 minutes. Elicit volunteers to share their plan.
- Participants should explain their plan and justify why.
- Discussions should take about 5 minutes.
- Remember, there is not ONE right answer. Here is one example of a classroom that has many resources, including a resource teacher that teaches two small groups of students every day.
Case Study: Who Needs Extra Support?

According to the Instructional Level column:

- **Red** = Intensive = 13 Students
  - These students need immediate intensive intervention (iii)

- **Yellow** = Strategic = 6 students
  - These students need extra instructional support.

- **Green** = Benchmark = 5 students
  - These students are doing well with the quality classroom instruction they are receiving.

Materials:

- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study: Who Needs Extra Support?

By looking at this Class Status Report, we can determine that, at this point in the year, in order for every student to achieve grade level reading by the end of the year, we will need to provide:

- immediate intensive intervention(iii) for thirteen students,
- extra instructional support for six students,
- and continue quality classroom instruction for five students.
Case Study: How Will Groups Be Formed?

- **Group 1**: Apple, Bass, Chamberlain, Doe (4)
- **Group 2**: Delta, Family-Robinson, Howard, Kingdom (4)
- **Group 3**: Loafers, Peppermint, Smith, Walton, Walton (5)
- **Group 4**: Brown, Clancy, Friday, Tannenbaum, Tree (5)
- **Group 5**: Ford, Greer, Mammoth, Wagner, Wood, Tumble (6)

Materials:
- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study: How Will Groups Be Formed?

Here is one way to think about working with small groups to differentiate instruction.

- Groups 1, 2, and 3 are the smallest groups because they need more intense instruction.
- Group 4 includes students who were “strategic” in the Instructional Level column.
- Group 5 includes all 5 students who were “Benchmark” in the Instructional level column and one strategic student: Tumble, who is “strategic” BUT is not at high risk on any of the measures.
Case Study: What Skills Need To Be Emphasized?

- **Groups 1, 2, & 3**
  - Phonemic Awareness
  - Phonics and the decoding process

- **Groups 4 & 5 (Group 4 will need more intensity of instruction)**
  - Phonics and the decoding process
  - Fluency

**Materials:**
- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study: What Skills Need to Be Emphasized?

- Groups 1 and 2 will need intensive instruction in phonemic awareness, phonics and the decoding process.
- Groups 4 and 5 will need instruction in phonics, the decoding process, and fluency.
- Group 4 will need more intensity of instruction than Group 5.
Case Study: Instructional Organization

- 30 minutes Initial Instruction with the whole class
- Small group instruction for 55 minutes:
  - 20 minutes: Classroom teacher teaches group 1 while a resource teacher teaches group 2. Groups 3, 4, & 5 are working at learning centers.
  - 20 minutes: Classroom teacher teaches group 3 while a resource teacher teaches group 4. Groups 1, 2, & 5 are working at learning centers.
  - 15 minutes: Classroom teacher works with group 5 while group 1, 2, 3, & 4 work at learning centers.

Materials:
- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study: Instructional Organization

There will be an uninterrupted block of 90 minutes of reading instruction.

The resource teacher will teach two small groups on a daily basis.

Initial Instruction will take place with the whole class for 30 minutes.

Small Group instruction and Learning Centers will be implemented for the next 55 minutes.

1) 20 minutes: Classroom Teacher teaches Group 1 while resource Teacher teaches Group 2. Groups 3, 4, and 5 are working at learning centers.

2) The next 20 minutes: Classroom Teacher teaches Group 3 while the resource teacher teaches Group 4. Groups 1, 2, and 5 are working at learning centers.

3) The next 15 minutes: Classroom Teacher works with Group 5 while Groups 1, 2, 3, and 4 work at learning centers.

- Learning Centers can consist of activities such as: word study, partner reading, independent work, vocabulary building activities, etc.

- Keep in mind that this time is to differentiate instruction. Each group does not need the same type or intensity of instruction.
Case Study: Small Group Lesson for “Intensive” Group

Emphasize:

- Phonemic awareness: activities beginning with 2 phoneme words

- Phonics:
  - teaching unknown letter sound correspondences
  - using known letter-sound correspondences to teach the decoding process. Apply this to reading connected text.

Materials:

- Handout 4: "Class Status Report for Case Study" on page 5–185
- Handout 5: "Class Status Report Case Study" on page 5–187
Case Study: Small Group Lesson for “Intensive” Group

Phonemic Awareness, phonics and the decoding process will need to be emphasized at this point for Groups 1, 2, and 3.
DON’T!

Using DIBELS Progress Monitoring

- Don’t practice DIBELS test measures with students.
- Don’t focus only on the skill in which the student needs extra support.
Don’t!

Here is a summary of using the DIBELS Progress Monitoring data:

■ Don’t practice test probes with students—this would be doing a disservice to your students. We want an accurate representation of how they are progressing to ensure they are receiving the instructional services that they need.

■ Don’t focus only on the skill in which the student needs extra support. It is important to emphasize the skills on which students need extra support, but to focus all instruction on the one skill will prevent the students from moving forward in their learning of all the other necessary components of reading.
Use DIBELS Progress Monitoring to determine the following:

- Identify **who** needs extra support
- Determine **how** to group students
- Identify **what** specific skills need to be emphasized
- Track effectiveness of instruction—make changes to group size or instructional focus depending on student progress
Do!

Here is a summary of using the DIBELS Progress Monitoring data:

Do's (Big Ideas)

- Identify students who need extra support
- Determine how to group students
- Identify specific skills with which students need extra support
- Track effectiveness of instruction
Summary

Remember, when we implement these assessments, we are only sampling important skills that students need to become successful readers. But, these samples are very important because they are very reliable predictors of all the behaviors that go into becoming a successful reader.
Summary

Remember, when we implement these assessments, we are only sampling important skills that students need to become successful readers. But, these samples are very important because they are very reliable predictors of all the behaviors that go into becoming a successful reader.
For additional information regarding Reading Curriculum & Instruction, please contact:

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Contact Information

For more information regarding reading instruction, you may contact Dr. Marcia Grek at the Florida Center for Reading Research.
References


Scenario Activity

Here is a scenario: A teacher was told by her principal that she had to implement small group instruction. She formed groups based on teacher observation alone and implemented daily small group instruction. Group sizes were the same and each lesson was the same for every group (text, instructional materials, etc.). Groups stayed the same all year.

Talk with your partner about this scenario. Discuss aspects of the scenario that were effective and those that were not effective. Make a list of those practices that were instructionally effective and those that were not.

Effective:       Not effective:
Florida’s Web-based Progress Monitoring and Reporting Network: An Overview

Joseph Torgesen and Karl Hook

Florida Center for Reading Research

Overview and Purpose

The most important purpose of Florida’s Progress Monitoring and Reporting Network (PMRN) is to make reliable information about student progress in learning to read easily available to teachers. Teachers need timely and accurate information about each of their student’s progress in acquiring critical reading skills in order to effectively plan their classroom instruction. Information about individual progress is also essential in helping teachers provide timely and appropriate interventions for students that are lagging behind.

Research has demonstrated the value of reliable and valid assessments of reading growth beginning as early as kindergarten. As we begin to do more frequent assessment in the early grades, there is a critical need for methods to help organize and make all this assessment data easily available to teachers, principals, and support staff. Florida’s Progress Monitoring and Reporting Network will be the primary tool for making assessment data from screening, progress monitoring, and outcome assessments available in a useful way to all those who need the information to guide instruction and provide supports to teachers and schools.

How will it work?

The system will be secure and password protected, and each individual who is authorized to use the system will have a password that gives a specific level of access. For example, teacher passwords will give them access to their classroom and student data, but they will not be able to access data from other teacher’s classrooms. Principals will be able to access all of the student and classroom data in their schools. Certain District level staff will be able to access classroom and school data, but not the data for individual children.

The system will initially be available to schools that have received Reading First grants, but the goal is to eventually make it available to all schools in Florida. In Reading First schools the school based assessment team will administer progress monitoring tests in reading four times a year. Each time assessments are given, the data will be entered into the PMRN by a school level data entry person. As soon as the data are entered into the system, teachers will be able to obtain reports about their individual students, as well as their entire classroom. Anyone who has a password for the system will be able to access their reports anyplace they have access to the web.
The operation of the Progress Monitoring and Reporting Network can be summarized as a four step process:

1. **Assess** – assessment teams monitor progress four times a year, and teachers assist with some end of year outcome assessments.
2. **Enter** – designated data entry personnel enter data into the user friendly web site of the PMRN
3. **Compute** – the PMRN quickly aggregates the data and computes reports
4. **Report** – teachers can quickly obtain their reports from any computer with web access.

**What kind of reports will be available?**

The first report a teacher will see describes the performance of all the children in the classroom at a single glance. This is called the *Class Status Report*, and it shows how well every child in the classroom did on the current assessment. It will be very easy to see which children are struggling, and which ones are doing well. Children who are at high risk and need immediate intensive interventions will be shown in red. Those who are at moderate risk and need extra instruction and support to catch up to grade level will be shown in yellow. Those who are doing well on the tests and at low risk for reading difficulties will be shown in green. A child’s performance on each test will be shown, and there will also be a summary graph showing a child’s risk status when all the tests are combined.

Another kind of report available is called the *Class Progress Report*. This shows the progress of the class since the last assessment on an individual test (i.e. oral reading fluency), and it also shows how the class did in relation to the benchmark for that test at that point in the year. Teachers will be able to use this report to judge the progress of their entire class in the critical reading skills assessed by *the Dynamic Indicators of Basic Early Literacy Skills*, which are the tests that will be used to provide data for the PMRN.

The teacher will also have available a progress report for each child, called the *Student Progress Report*, that will show that child’s progress in each area of reading skill since the last assessment. The teacher will be able use the report to examine the progress of children who are receiving interventions to see if the interventions are strong enough to help the child achieve grade level performance by the end of the year.

The teacher will also be able to easily print out *Parent Reports* for each progress monitoring interval, and at the end of the year. These reports will contain detailed information about each child’s progress and risk status, and will also provide suggestions for parents to help them support their child’s reading development.

A variety of other interesting and useful reports will be available from the system, such as reports that will provide a child’s complete history from the time they entered the system, and reports that allow teachers to compare their classroom’s progress that of other classrooms serving children with similar demographic characteristics. We expect that as
teachers, principals, and district level staff become more familiar with the system, they will find increasing uses for the range of reports that will be available from the system.

*How will the system be affected by student mobility?*

Students will be identified within the PMRN by their Florida Student Identification Number. Data entry personnel within a school district will be able to search the system for the data of any child that moves into their school at any time during the year. An ongoing help desk at the Florida Center for Reading Research will be available to help resolve questions about students that are not automatically identified and moved within the system when they move from one school to the other.
# Class Status Report

**Ghost County Schools, Casper Elementary**

**Grade 1, Smith**

**Assessment Period 2, 2002-2003**

<table>
<thead>
<tr>
<th>Class List</th>
<th>Instructional Level</th>
<th>PSF</th>
<th>NWF</th>
<th>ORF</th>
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<td>38</td>
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| Next Target          | 51     | 21   |

**Class Grade Level**

**PMT Summary**

**Print All Parent Reports**

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Class Status Report
Ghost County Schools, Casper Elementary
Grade 1, Smith
Assessment Period 2, 2002-2003

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Class Grade Level Summary
PMT Summary
Print All Parent Reports

Progress Tracking Tool
Progress Tracking Tool
Progress Tracking Tool
# Class Status Report Case Study

## Who needs extra support?
How many students are at risk of not achieving grade level reading skills by the end of the year?

<table>
<thead>
<tr>
<th>Level</th>
<th># of students</th>
</tr>
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<tbody>
<tr>
<td>High Risk</td>
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<tr>
<td>Moderate Risk</td>
<td>________________</td>
</tr>
<tr>
<td>Low Risk</td>
<td>________________</td>
</tr>
</tbody>
</table>

## How will you form small groups?
Remember, the most at risk students have “Intensive Needs” and are identified in red (labeled Intensive) in the Instructional Level column on the Class Status Report.

Who will be in which group?
How did you make your decisions?

## Which skills need to be emphasized?
Which skills will you emphasize with each group during small group instruction?
How did you make these decisions?

## Plan a small group lesson for one of your “Intensive” groups.
Describe what a lesson would look like based on the most current data. How much time would you spend with this group each day?