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Dyslexia Professional Learning Series

A Comprehensive Assessment System in Reading

March 5, 2021

Sarah Sayko

Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Welcome & Introductions

Ohio Department of Education

Region 8 Comprehensive Center

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Dyslexia Professional Learning Series

Session 1: Ohio Dyslexia Legislation

(February 5, 2021; 9:00-10:00 a.m.)

Session 2: Early Intervention and Instructional Approaches in Reading: Tier 1

(February 22, 2021; 9:00-10:30 a.m.)

Session 3: A Comprehensive Assessment System in Reading

(March 5, 2021; 11:00-12:30 p.m.)

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The Ohio Context

- Legislation addressing universal early screening for dyslexia (House Bill 436 signed into law on January 9, 2021)
- Model Demonstration Project for Early Identification of Students with Dyslexia in Elementary Schools
- Ohio's Plan to Raise Student Literacy Achievement

Welcome & Introductions

Ohio Department of Education

- Office of Approaches to Teaching and Professional Learning
- Office for Exceptional Children
- Office of Early Learning and School Readiness
- Office of Assessment
- Office of Learning and Instructional Strategies

Region 8 Comprehensive Center

- Karen Sanders, Ohio Coordinator
- Chris Rauscher, Technical Assistance Specialist
- Sarah Sayko, Technical Assistance Specialist

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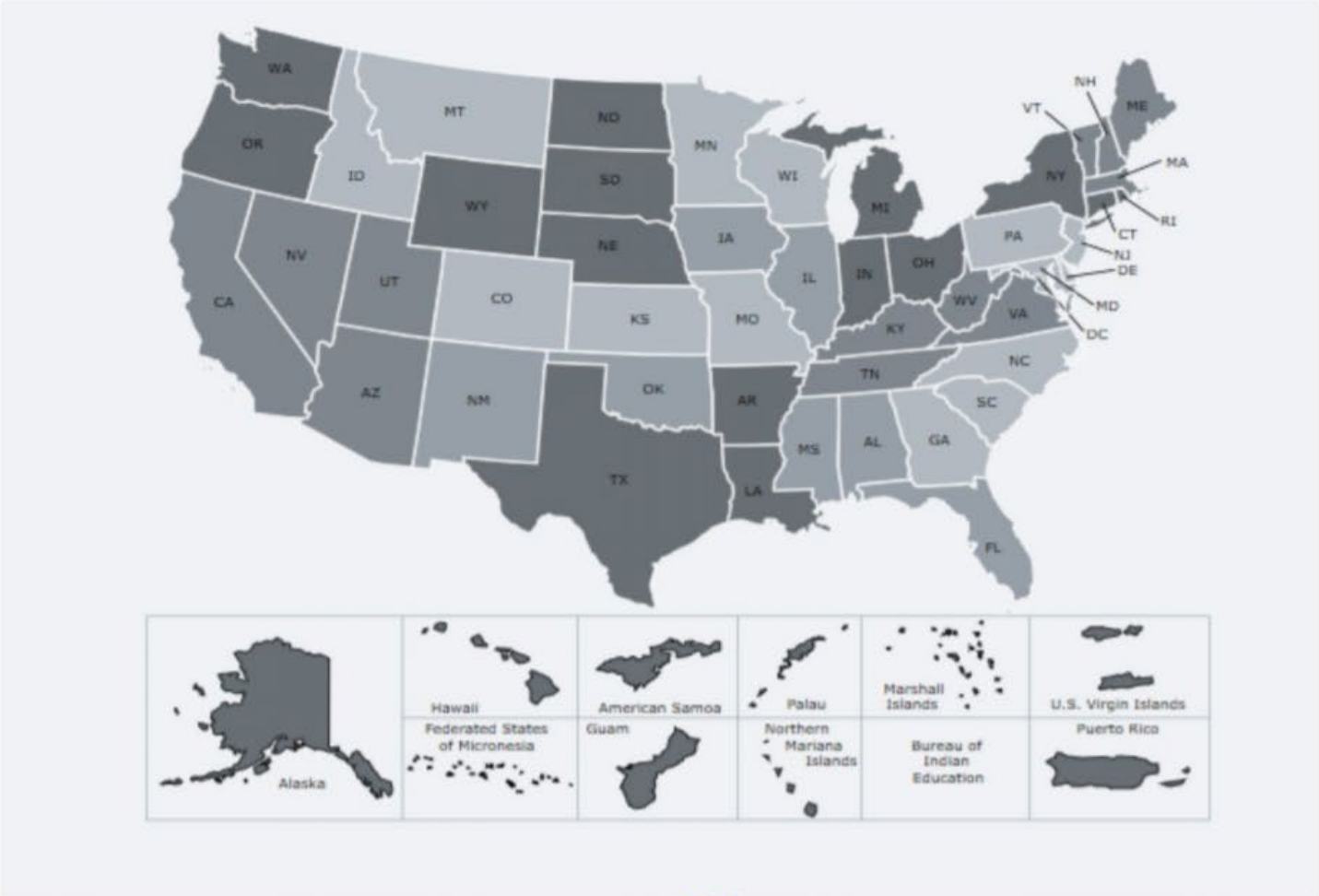
US DEPARTMENT OF EDUCATION CC NETWORK

2019-2024 Comprehensive Centers



US DEPARTMENT OF EDUCATION COMPREHENSIVE CENTERS

Region 8 States

Indiana DEPARTMENT OF EDUCATION

MICHIGAN Department of Education

Ohio | Department of Education

Featured Presenter

Sarah Sayko, Ed.D., is a technical assistance specialist with the Region 8 Comprehensive Center. Dr. Sayko is also the deputy director of the National Center on Improving Literacy and leads the Parent and Family strand of work. She is a senior research associate at RMC Research Corporation in Arlington, VA.

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Agenda

- What Happens After Screening?
- A Comprehensive Assessment Plan in Reading
  - Objectives
  - Types of Assessment
- Progress Monitoring v. Monitoring Progress
- Data-based Decision Making
  - Decision Rules

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Learning Outcomes

- To build shared understanding of…
  - a comprehensive assessment plan
  - the difference between progress monitoring and monitoring progress
  - how to make data-based decisions for selecting appropriate diagnostic assessments and interventions for students

What Happens After Screening?

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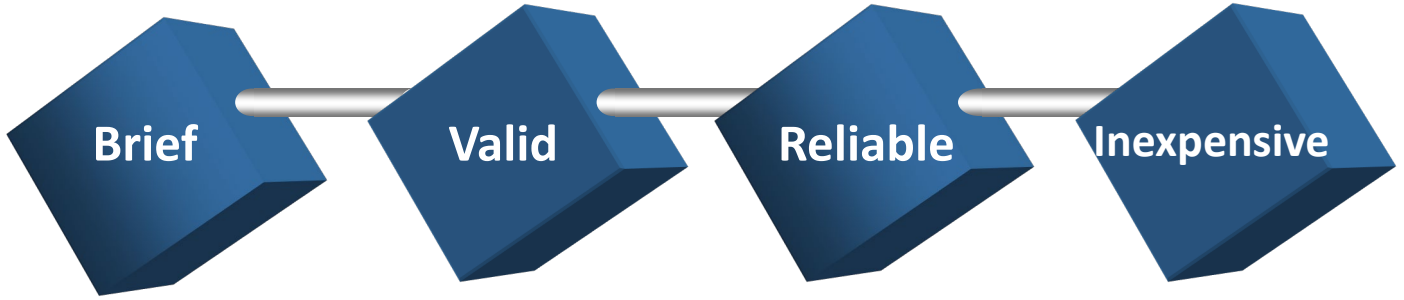
Screening Assessments



Brief	Valid	Reliable	Inexpensive
Conducted at beginning of school year	Predict which children are likely to experience reading difficulty	Identify students who need additional instructional intervention	Strong predictors of future reading growth

Four Questions to Ask After Universal Screening

1. Is the student at risk for dyslexia or not meeting important pre-reading and reading goals expected for the grade level?
2. Is the student making enough reading progress to read proficiently and reach important reading goals?
3. Is the student reading with sufficient proficiency to meet grade-level reading expectations and important reading goals?
4. For students not making adequate reading progress despite intervention, what additional intervention approaches have the best chance of improving the rate of reading progress?

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A Comprehensive Assessment Plan in Reading

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Ohio's Plan to Raise Literacy Achievement

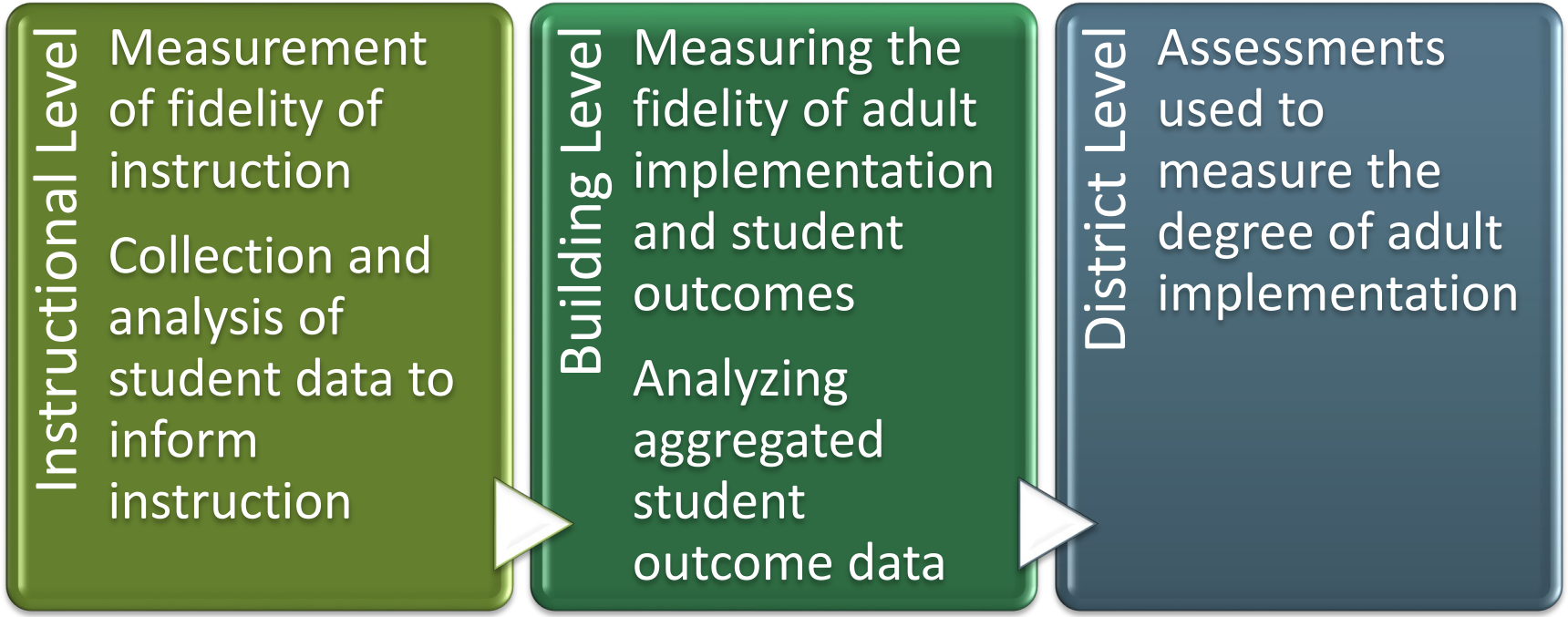
System of Assessments	Early Learning Assessment for preschool-age children
	Kindergarten Readiness Assessment for learners entering kindergarten
	K-3 reading diagnostic assessments used to screen students in kindergarten-grade 3 for reading difficulties
	Ohio's State Tests in ELA Gr. 3-8
	High school end-of-course exams in English language arts

Goal and Expectations

#EachChildOurFuture

Objective 1: Support Quality Planning and Data-Driven Decision-Making Through District and School Engagement in the Ohio Improvement Process.

Strategy 1: **Capacity for data-driven decision-making**: Provide educational leaders professional development on using language and literacy data to drive district leadership team and building leadership team decision-making through a tiered support approach.



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A Comprehensive Assessment Plan in Reading

Objectives

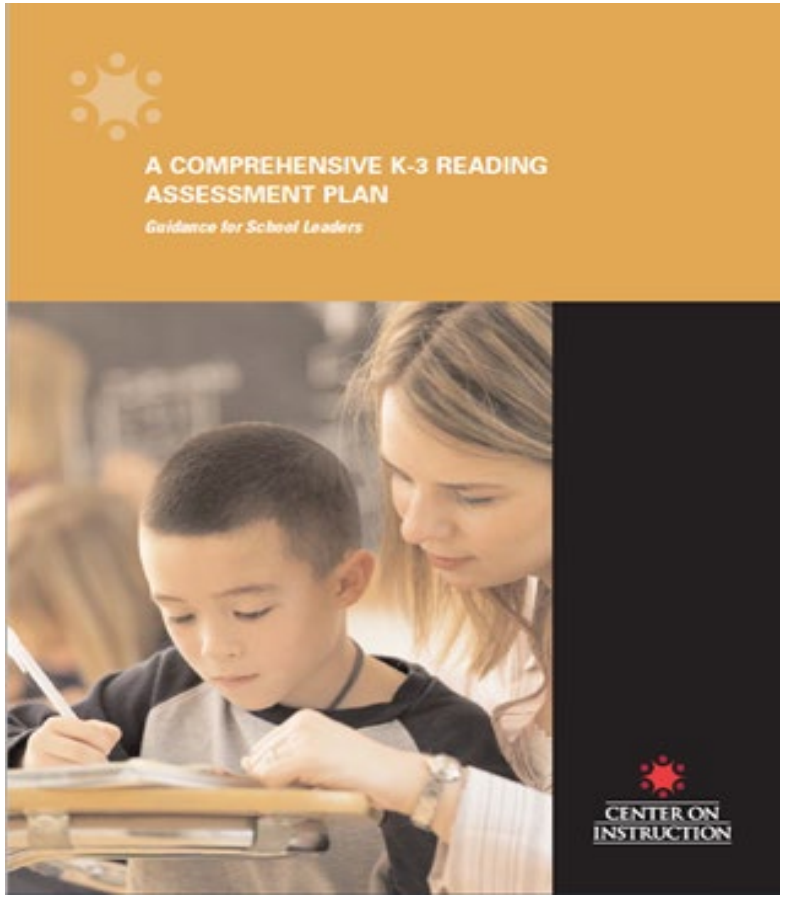
To identify students at the beginning of the year who are “at risk” for reading difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade-level standards in reading by the end of the year
To monitor students’ progress during the year to determine whether “at risk” students are making adequate progress in critical reading skills and to identify any students who may be falling behind
To collect information about students that will be helpful in planning instruction to meet their most critical learning needs
To assess whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level reading standards by the end of each year from kindergarten through third grade

Torgesen (2006)

A Comprehensive K-3 Reading Assessment Plan

Provides objectives of a comprehensive assessment plan

Provides information on the dimensions of reading skill to assess



Provides information on the types of assessments

Provides information on implementing a comprehensive assessment plan

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Torgesen (2006)

Reflect

What assessments are schools currently using?

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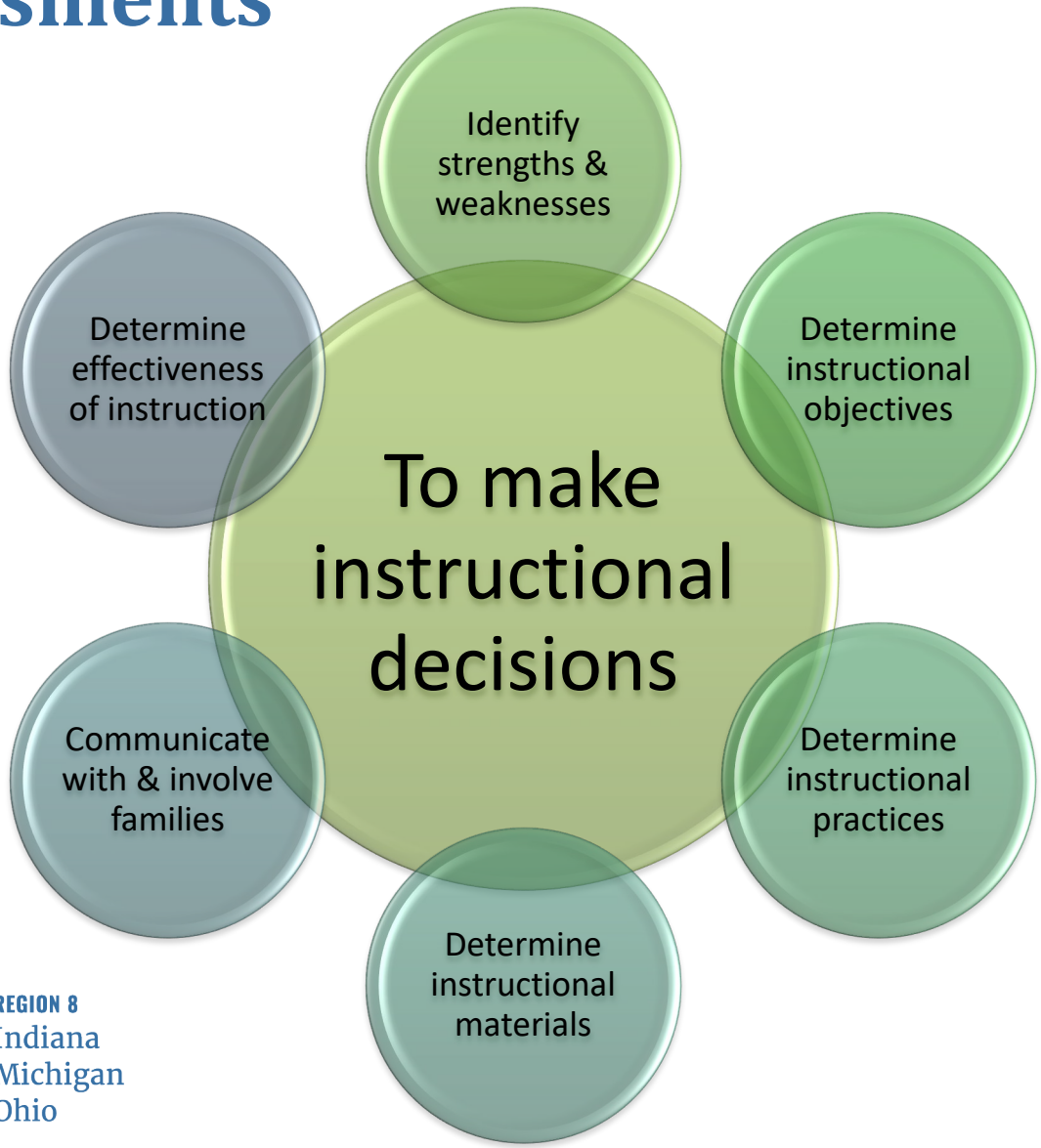
Purpose of Assessments



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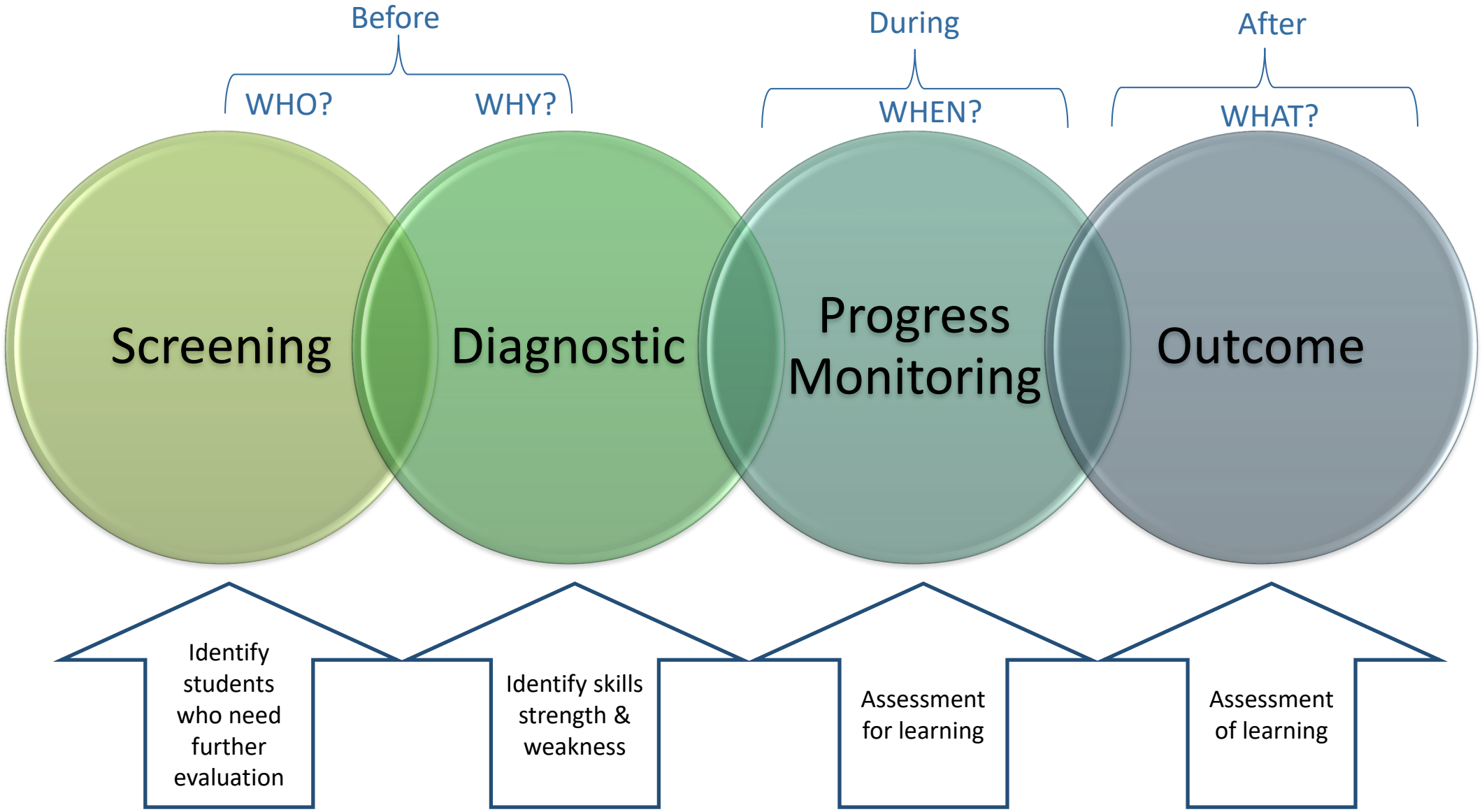
Four Types of Assessment



Formal or Informal?

Formal

- A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using standardized instruments

Informal

- A technique for obtaining information about performance that can easily be incorporated into classroom routines and learning activities

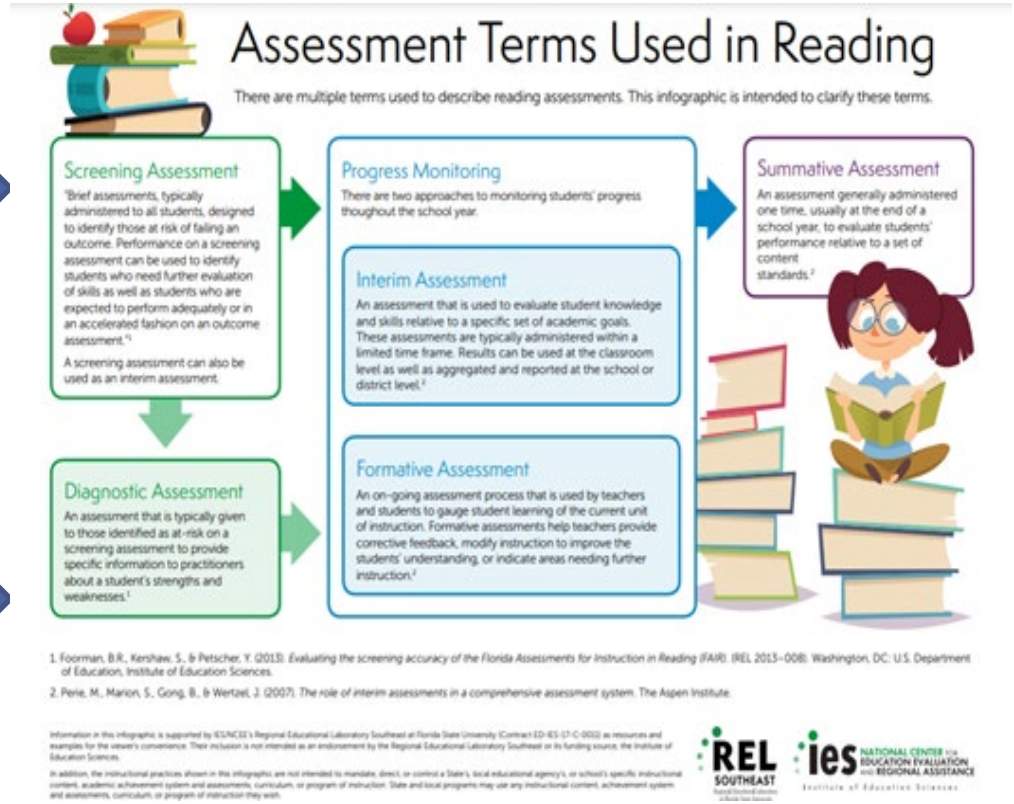
Formative or Summative?

"When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative."

Assessment Terms Used in Reading

Includes information for both leading and participating in meetings

Provides sample agendas, tools, and templates



Can be adapted and expanded to support data meetings across MTSS-R tiers

Can be adapted and expanded to support IEP teams

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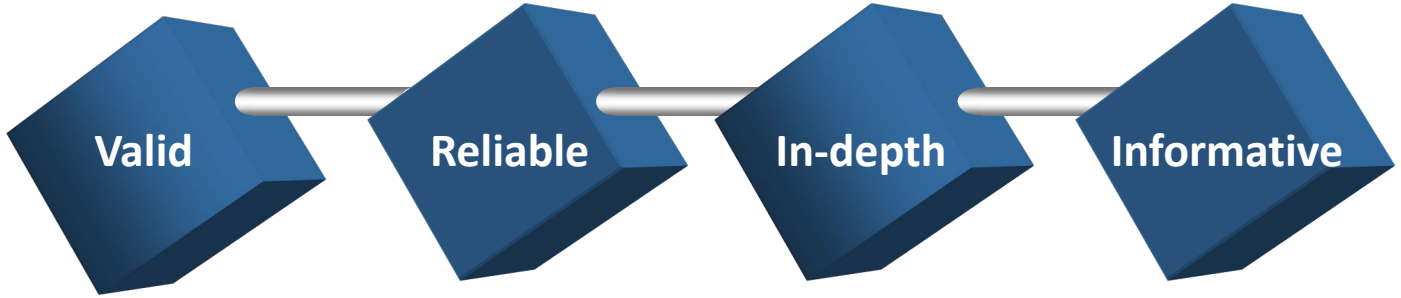
Diagnostic Assessments

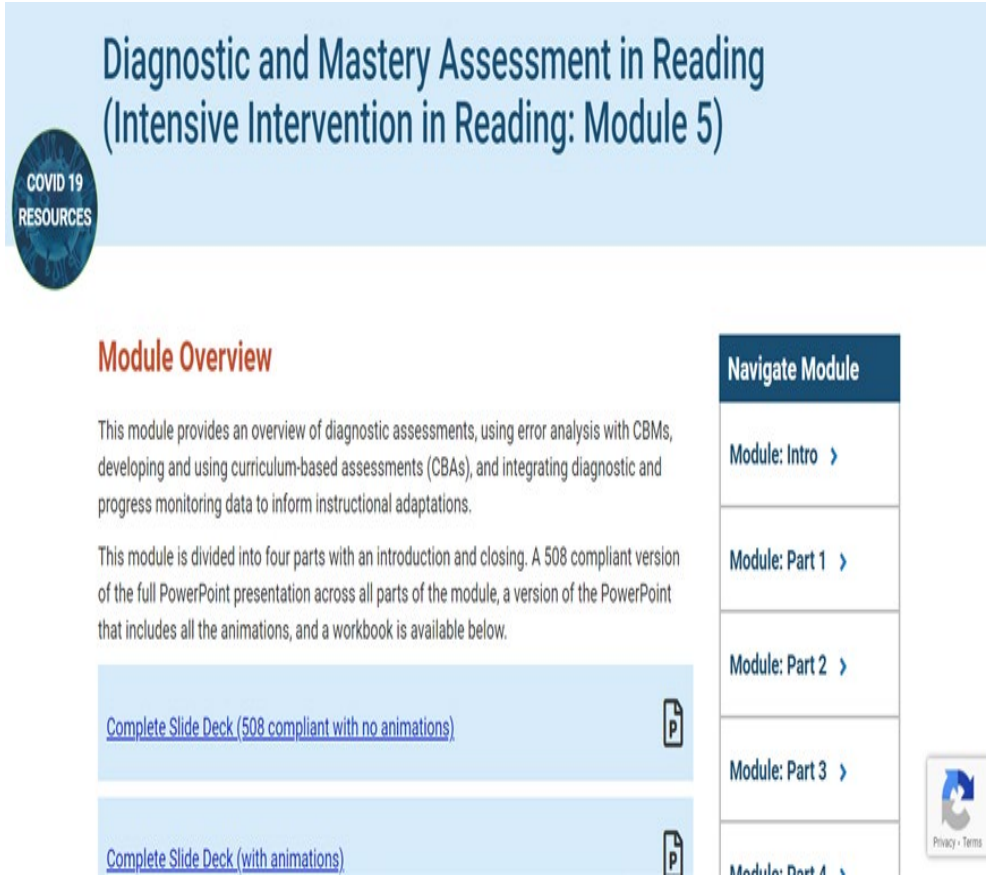


Conducted at any time during the year	Provides more information about a student who is having reading difficulties	Provides more precise and in-depth information of a student's knowledge and skills	Helps to determine why the current program isn't working

Intensive Intervention in Reading: Module 5

Provides an overview of diagnostic assessments

Provides information on using error analysis with CBMs



Provides information on integrating diagnostic and progress monitoring data

Access to a PowerPoint and workbook on the content is available

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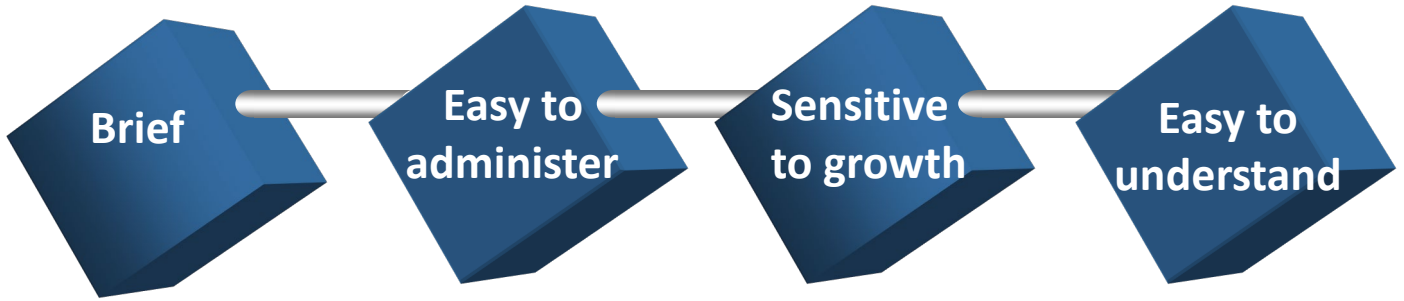
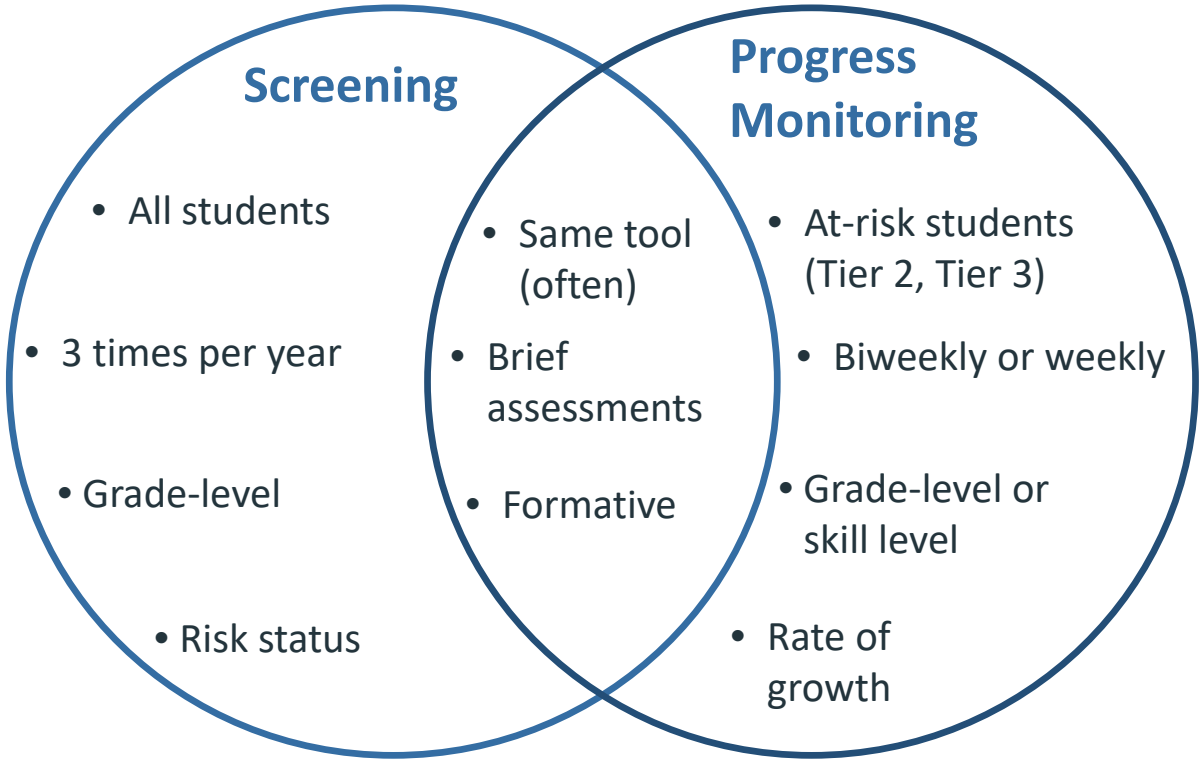
Progress Monitoring Assessments



Conducted frequently throughout the year	Keep the teacher informed about the student's progress	Determine if the student is making adequate progress toward grade-level reading ability	Strong predictors of future reading growth

Relationship Between Screening and Progress Monitoring



Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

Recommendation 4. Monitor the progress of Tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.	Monitor progress of Tier 2 students on a regular basis using grade appropriate measures. Monitoring of progress should occur at least eight times during the school year.
	While providing Tier 2 instruction, use progress monitoring data to identify students needing additional instruction.
	Consider using progress monitoring data to regroup Tier 2 students approximately every six weeks.

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/

Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

4. MONITOR THE PROGRESS OF TIER 2 STUDENTS AT LEAST ONCE A MONTH

Table 5. Progress monitoring measures in grades K–2

Grade	Measure
Kindergarten	Phonemic awareness measures (especially measures of phoneme segmentation)
Grade 1	Fluent word recognition Nonword (pseudo word reading) Oral reading fluency (connected text)
Grade 2	Fluent word recognition Oral reading fluency

Source: Authors' compilation based on information described in text.

Interim Assessment

Curriculum-embedded Assessments	Tasks or tests developed from the curriculum/instructional materials
	Occur in the classroom setting along with learning
	Uses students' performance to make judgments about growth and needs
	Provides information on student progress and instructional effectiveness
	Provides timely data to make instructional decisions

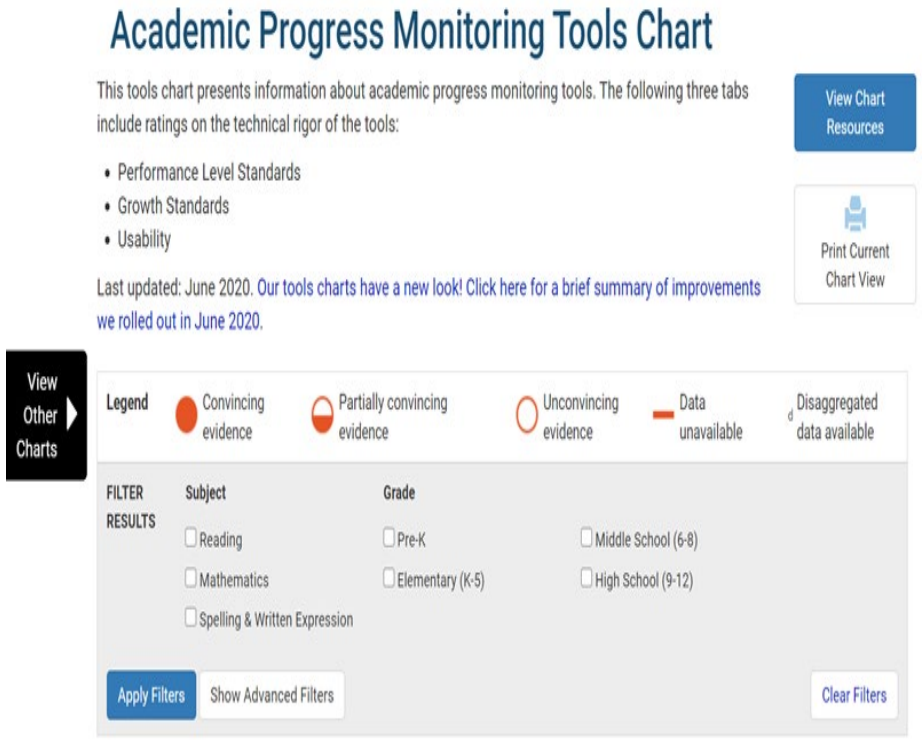
Interim Assessment

Teacher Observations	Are direct, systematic observation and rating of student performance
	Used to test the ability of the student to apply knowledge in a real-life setting
	Are a collection of data involving a variety of techniques, sources, and methods
	Typically involve the creation of products

Academic Progress Monitoring Tools Chart

Provides information on the technical adequacy of select tools

Provides information on growth standards of select tools



Provides information on the usability of select tools

Allows users to compare features of tools and filter by age bands

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Progress Monitoring Self-Assessment

Intended to assess the level and quality of progress monitoring implementation

Helps to identify strengths and areas where support is needed

DOINGWHATWORKS

PROGRESS MONITORING SELF-ASSESSMENT

Purpose	Building-level leadership teams or school administrators can use this tool to assess the level of implementation and quality of progress monitoring used in instructional interventions. The tool consists of three activities taken from the National Research Center on Learning Disabilities (NRCLD) manual, *Responsiveness to Intervention (RTI): How to Do It - Section 2: Progress Monitoring.*
Materials	None
Media	None
Topic	Response to Intervention in Primary Grade Reading
Practice	Progress Monitoring and Differentiation

Guides actions for improvement

Consists of three activities

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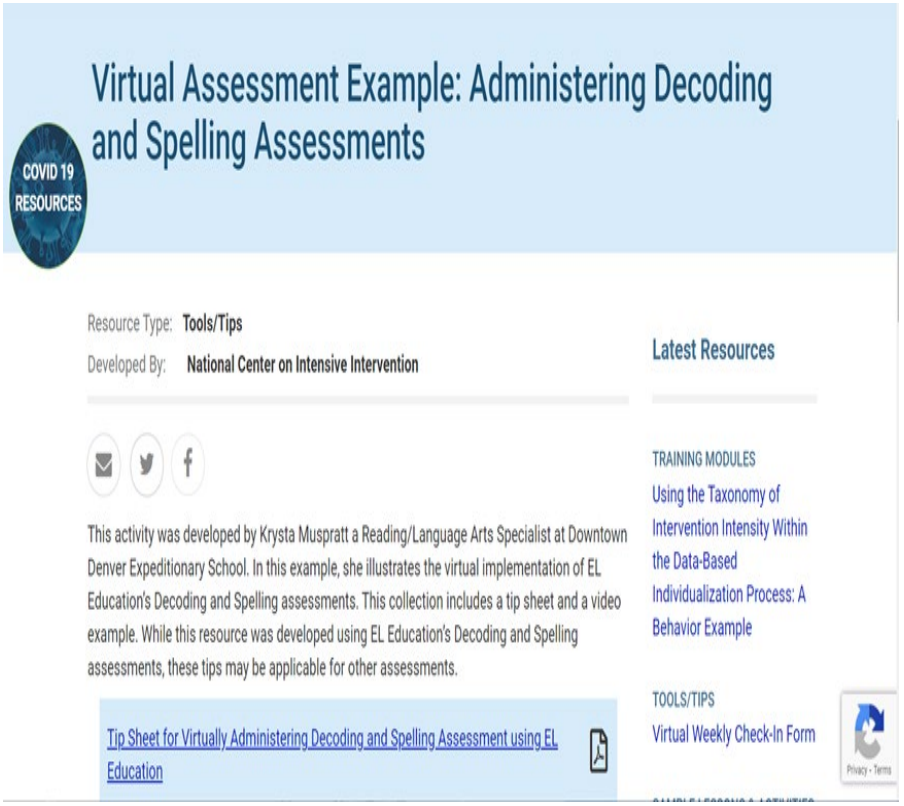
Virtual Assessment Example: Administering Decoding and Spelling Assessments

Illustrates a teacher implementing virtual decoding and spelling assessments

Uses the EL Education Foundations Assessment



Provides a video example

Includes a tip sheet

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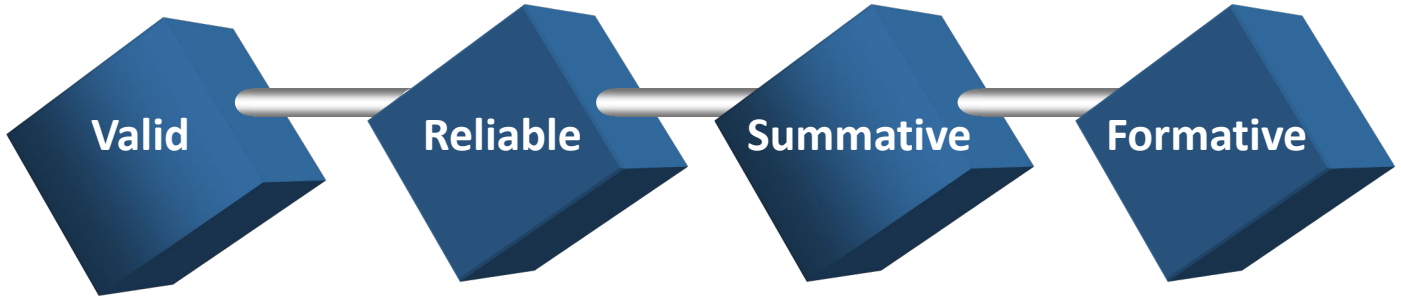
Outcome Assessments



Valid	Reliable	Summative	Formative
Conducted at the end of the year	Evaluate the overall effectiveness of the reading program	Evaluate progress toward meeting the goal of overall student reading proficiency	Can be used as a screener for the following year

Types of Achievement Tests

Norm-referenced

- Comparison to the norm group
- May have criterion information

Criterion-referenced

- Comparison to defined and objective standard

Reflect

Review the assessments you identified.

Are they screening, diagnostic, progress monitoring, or outcome assessments?

Monitoring Progress v. Progress Monitoring

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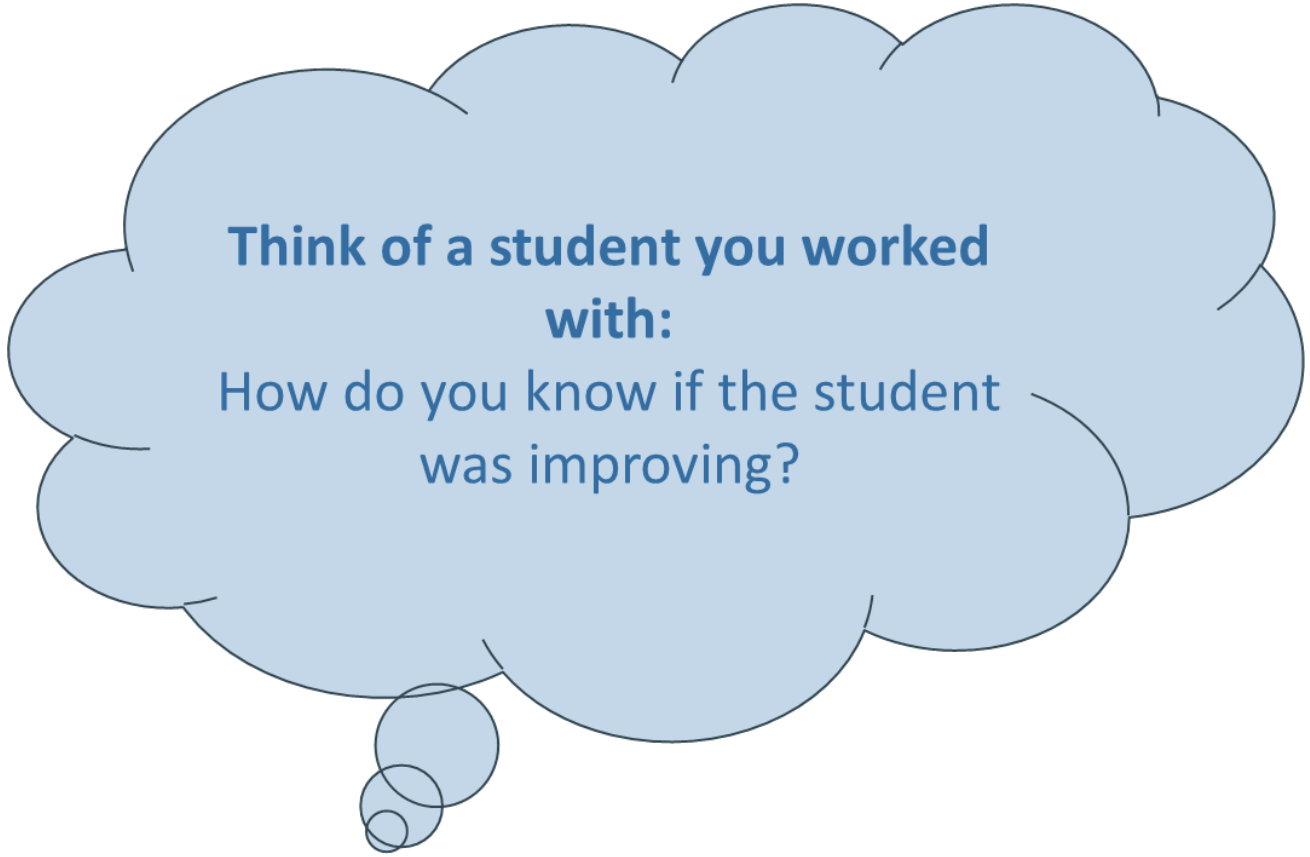
Reflect

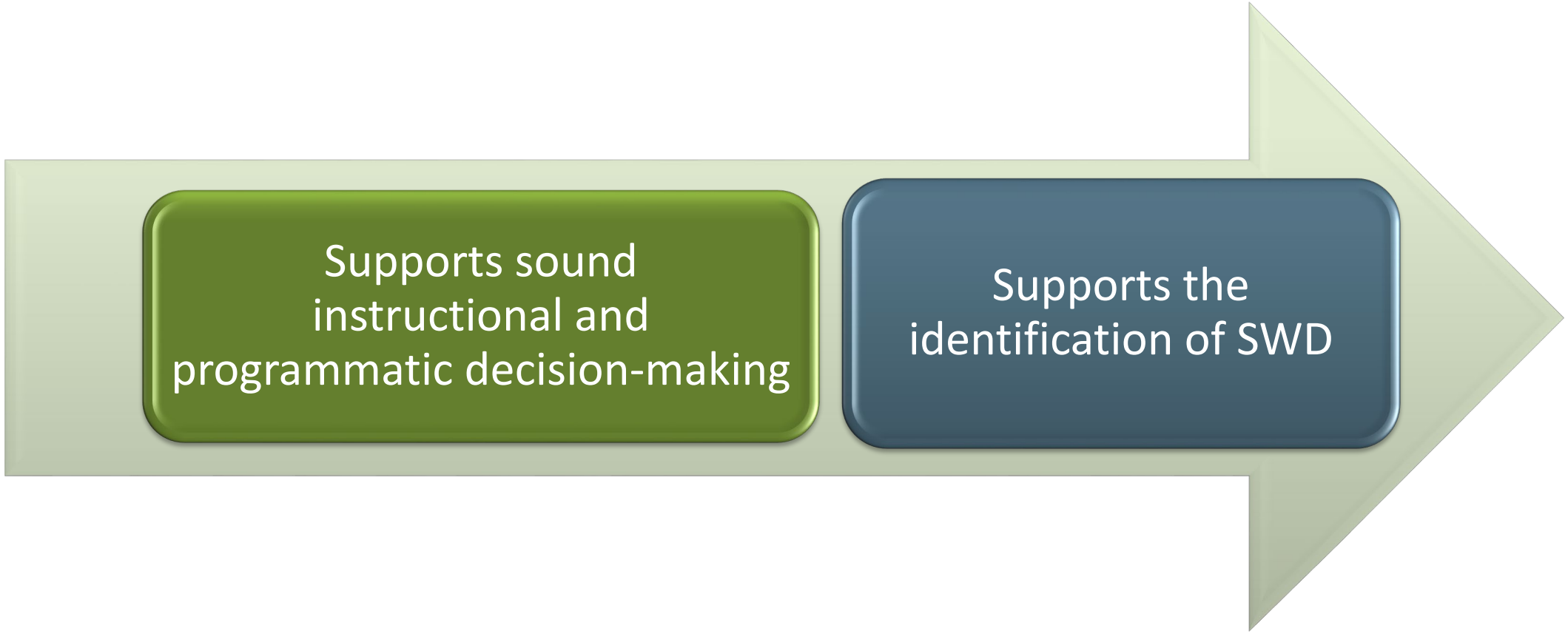

Think of a student you worked with:
How do you know if the student was improving?

Monitoring Progress v. Progress Monitoring

Monitoring Progress	Progress Monitoring
• Can occur daily • Happens during instruction • Provides immediate data • Often informal • Used for all students • Uses formative assessments	• Has standardized delivery • Requires valid and reliable tools • Frequency depends on intensity of instruction • Requires ongoing data for interpretation • Used for entitlement decisions • Requires graphed data • Used for students verified as at-risk

Why is it Important to Monitor Progress?

Why is it Important to Progress Monitor?



Reflect

How many of the ideas you previously mentioned were examples of monitoring progress?

Were any of those examples of formal progress monitoring?

Critical Features of Progress Monitoring

Progress Monitoring Tools

Progress Monitoring Process

What are some considerations for progress monitoring?

What are some considerations for progress monitoring?

If you have a student who you have identified as potentially in need of intensive intervention, it is essential to begin progress monitoring them on a weekly basis—right away. Even if you have not started your interventions, even if the team is not sure what they are going to do. The reason is that you want to collect a lot of baseline data, which is to say, the data you have before you actually make a decision about what to do, because that will allow you then to create an aim line to determine the rate of growth that a student is going to need in order to make adequate progress. If you don't have baseline data, you cannot tell what is a good estimate of the student's current rate of performance and how much we should increase that. So, it is really critical to begin doing weekly progress monitoring as soon as you can. One thing that is important to state along with this is that there are two forms of progress monitoring, as you may know. One is mastery measurement and one is general outcome measurement. And for reading and math in particular, it is really important to do the general outcome measure at the student's instructional level. So, if you have a fourth-grade student who is performing at a second-grade level in reading, you are going to use second-grade progress monitoring tools and you are going to administer those on a weekly basis to collect your baseline data. It is important to have this general outcome measure, because if you just do, say, a sight word measure, that's great, but you don't know enough about the student's broader reading—you only know about one thing. So again, it is really important to begin the measurement right away; as soon as you are beginning to feel the student might be a student you are going to include in intensive intervention, and might need data-base individualization, even if you haven't started yet.

Data-based Decision Making

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Main Categories of Decision Rules

Data Point

- Begins with a goal line, or an expected rate of weekly improvement
- Above the goal line are desirable and observations below are undesirable

Trend Line

- Compares the trajectory, or slope, of the goal line with the slope of a trend line

Increasing the Likelihood of a Correct Decision

Select High-quality Instruments

Follow Administration Directions

Have Standardized Directions

Conduct in a Quiet Environment

Collect Enough Data

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Van Norman & Christ, 2016; Van Norman et al., 2018

Implications for Practice

- Compare the median of a student's most recent WRCM scores against a goal line to evaluate performance.
- Carefully select a meaningful standard to evaluate student growth.
- Be intentional and realistic in defining what constitutes a response to intervention.

Van Norman et al., 2018

What Can Data Inform?

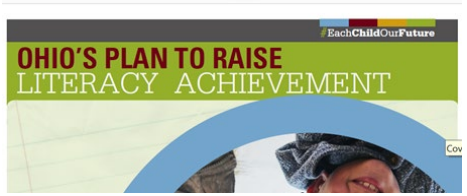
Questions to Ask When Planning

- What outcomes do we want for our students?
- What is our current level of performance?
- Where do we want to be? By when?
- How do we know if we're making sufficient progress?

Ohio's Plan to Raise Literacy Achievement

Are the literacy outcomes for learners from birth through grade 12 improving at least at the rate set by Ohio's Every Student Succeeds Act (ESSA) Consolidated State Plan for the state's most disadvantaged learners?

- Ohio's Early Learning Assessment
- Kindergarten Readiness Assessment
- Ohio State Tests in English Language Arts Grades 3-8 and High School
- Ohio's English Language Proficiency Assessment for English Learners
- Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities



School-Level Questions to Ask When Analyzing Data

- Is there a significant increase in the percentage of students reaching targets from year to year within the school?
- For each grade and essential component, what percentage of students met benchmark?
- What percentage of students started at benchmark and remained at benchmark ?*
- What percentage of students started at strategic or intensive and moved to benchmark by the end of the year?
- Is there a difference in performance between grade levels?

Student-Level Questions to Ask When Analyzing Data

- Is the score reflective of a lack knowledge?
- Who is beginning to understand the skill (or has a vague concept), and needs both instruction and practice to further grasp the skill and develop fluency?
- Who does not understand the skill?
- Is the score reflective of a lack of automaticity?
- Who has solid understanding of the skill, but needs more practice for fluency?
- Is the score reflective of mastery and fluency?

Progress Monitoring Summary

- Begin with a valid, reliable, and appropriate progress monitoring measure
- Use data to:
  - Describe present levels of performance
  - Estimate rate of improvement over time
  - Set appropriate goals
  - Decide which students need more support
  - Determine when instructional changes need to be made

Breakout Room Discussions

Subtitle

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Reflect

How does new learning on a comprehensive assessment plan for reading relate to your previous knowledge and practice?

What is an action you have taken/will take to support implementation of a comprehensive assessment plan for reading?

Share Out

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Implementation Resources

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IRIS Center Learning Modules

RTI (Part 2): Assessment

This module explores in detail the assessment procedures integral to RTI. It also outlines how to use progress monitoring data to determine whether a student is meeting the established performance criteria or whether more intensive intervention is needed (est. completion time: 2 hours).

▶ Show Available Elements View Module Outline

Progress Monitoring: Reading

This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers (est. completion time: 2 hours).

Note: Because the overall progress monitoring process is almost identical for any subject area, the content in this module is very similar to that covered in the module Progress Monitoring: Mathematics. The main difference is that this module highlights information related to progress monitoring for reading.

▶ Show Available Elements View Module Outline

Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization

This module, the second in a series on intensive intervention, offers information on making data-based instructional decisions. Specifically, the resource discusses collecting and analyzing progress monitoring and diagnostic assessment data. Developed in collaboration with the National Center on Intensive Intervention at American Institutes for Research and the CEEDAR Center, this resource is designed for individuals who will be implementing intensive interventions (e.g., special education teachers, reading specialists, interventionists) (est. completion time: 3 hours).

▶ Show Available Elements View Module Outline

Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity

This module, the third in a series of three, examines how to evaluate whether an evidence-based practice is effective for the young children or students with whom you are working (est. completion time: 2 hours).

▶ Show Available Elements View Module Outline

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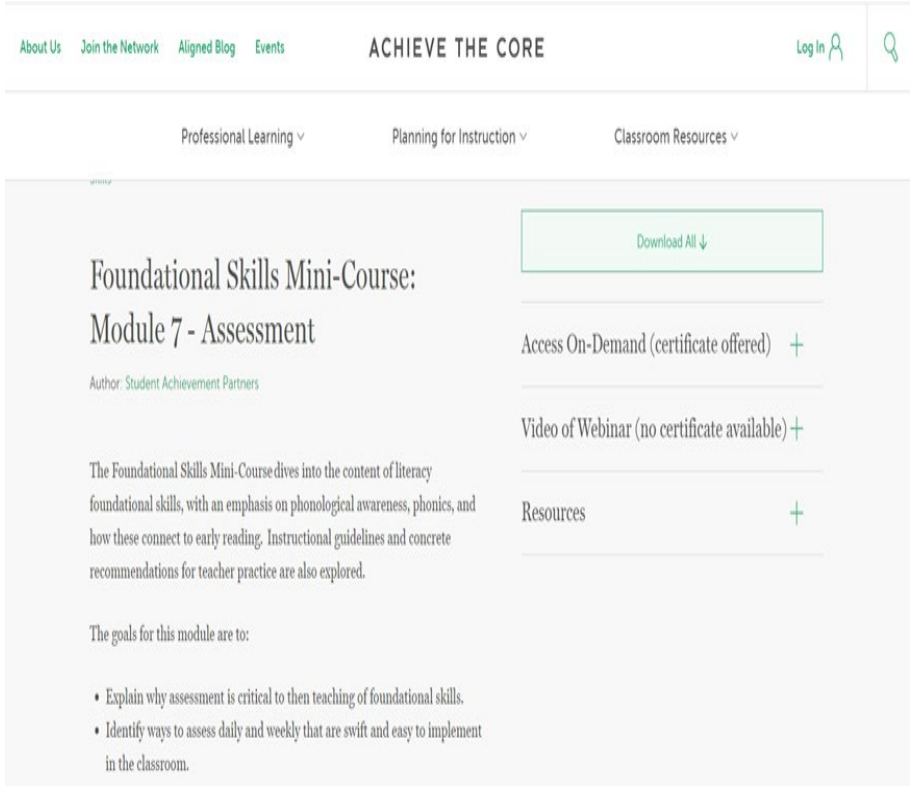
Foundational Skills Mini-Course: Assessment

Explains why assessment is critical to the teaching of foundational skills

Identifies ways to assess that are swift and easy to implement in the classroom



Focuses on grades K-2

Includes a presentation, handouts, and practice tasks

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Achieve the Core, 2020

Toolkit for a Workshop on Building a Culture of Data Use

Intended to help school/district teams establish and support a culture of data use

Guides teams through structured activities

Helps teams apply concepts to enhance culture of data use and outline next steps

Includes agenda, slide deck, participant handouts,and facilitator's guide

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REL NE & Islands, 2015

Practitioner Data Use in Schools: Workshop Toolkit

Intended to help educators use data to inform their teaching practice

Covers data literacy, a cycle of inquiry, and accessing/ analyzing data

Provides information on identifying and creating student goals and using data to make action plans

Includes agenda, slide deck, participant workbook, and facilitator's guide

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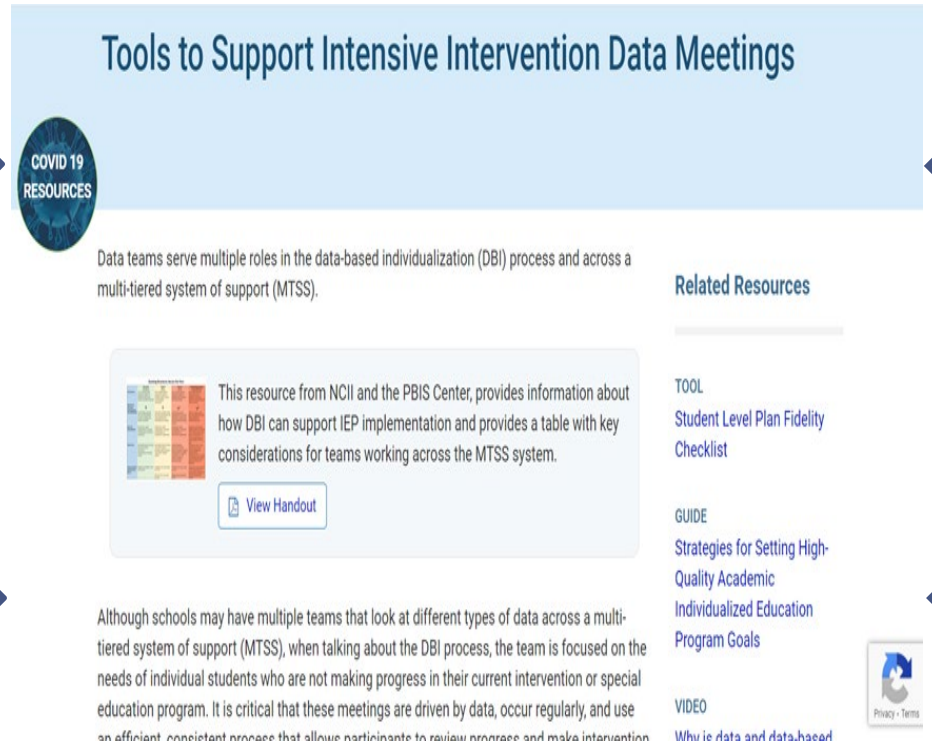
REL NE & Islands, 2014

Tools to Support Intensive Intervention Data Meetings

Includes information for both leading and participating in meetings

Provides sample agendas, tools, and templates



Can be adapted and expanded to support data meetings across MTSS-R tiers

Can be adapted and expanded to support IEP teams

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NCII, 2020

Thank You!

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