Connecticut Literacy Leadership Training Series

HILL for Literacy, Inc.

December 2014

Agenda

9:00 – 9:15   Welcome, Introductions and Expected Outcomes

9:15 – 9:30   Assessment Framework Debrief

9:30 – 10:00   Collecting Reliable and Valid Assessment Data

10:00-10:15   Team Work

10:15-10:30   Break

10:30-11:00   Setting Stage for Data Meetings

11:00 – 12:00 CK3LI Data Meeting Process

12:00 – 12:30 Lunch

12:30 – 1:45   Team Work

1:45-2:00   Wrap-Up

Expected Outcomes:

Participants will:

1. Debrief about Assessment Framework
2. Review tools for collecting reliable and valid assessment data
3. Discuss current data meeting process
4. Observe the CK3LI data meeting process
5. Work as a team on topics covered thus far in the trainings

Materials Packet:

Participants should have:

- Participant Binder –December Tab
- Leading Literacy Change Book
- Flash Drive

Tools to Support the Development of a
Comprehensive Tiered Assessment System

Assessment Survey *(Optional)*

Who Responds	Purpose	Guidelines for Use

1. Individual Teachers or Grade Level Teams	a. Provide information about literacy tests/tools used in each grade/classroom to inform educational decision making.
	
	b. The Assessment Survey is most helpful in schools/grades where inventories have not been done or when major changes to assessments system may have occurred.
	
	c. To capture how staff use tools to inform decision making across all literacy domains (phonological awareness, phonics, etc.)
	
	d. To illustrate in which grades these data are used, who collects these data, and how often.
	
	e. Data collected inform the completion of an Assessment Framework/Decision Tree.
		General Guidelines for General Education:
		1. Explain the purpose of Assessment Survey. Describe how this survey will support the development an Assessment Framework and Decision Tree and how the supports creation and refinement of a Comprehensive Tiered Assessment System.
		2. Explain that the Assessment Survey can be a pre-cursor to the Assessment Framework particularly if this is the first time a Framework has been constructed. The survey (done individually or as grade level teams) will:
		    o Illustrate the measures each grade level team or teacher uses;
		    o Will illustrate what literacy area they believe each measure captures;
		    o Who administers these tests; and
		    o How often these tests are administered.
		3. Help staff determine who will gather test information from each grade level and set a timeframe for completion of the Survey (if deciding to use).
		4. If it will be helpful, ask teams to estimate administration & scoring time for each measure.

Assessment Survey *(Figure 1)*

SCHOOL NAME:_____ CURRENT GRADE LEVEL(S) TAUGHT:_____

DATE: _____ CONTENT AREA: ☐Classroom ☐SPED ☐Reading/Title 1 ☐ELL ☐Intervention
Other:_____

Full Name of Assessment	Areas Evaluated								Administered at These Grade Levels							Who Administers	How Often & When Administered
	OL	PA	P	SP	F	V	RC	W	PK	K	1	2	3	4	5		

Key to Area:
OL = Oral Language
PA = Phonemic Awareness
P = Phonics
SP = Spelling
F = Fluency
V = Vocabulary
RC = Reading Comprehension
W = Writing

Assessment Framework & Decision Tree

Who Responds	Purpose	Guidelines for Use
1. District and site-based testing teams who have knowledge of tests used in the school/district (e.g. Principal, literacy coach, reading specialist, Psychologist, etc.) 2. Each school in the district should complete one for each grade in conjunction with central office staff.	a. To provide information about literacy tests/tools used in the school or district that can be used by all teachers of literacy (note: literacy tests used by special education staff/specialists may be captured on a separate form). b. To illustrate redundant or overlapping tests. c. To highlight obsolete indicators. d. To identify gaps in the framework where tests for a particular domain are absent. e. To promote continuous discussion on the efficiency and efficacy of existing measures. f. To have a routine that supports the construction of a Comprehensive Tiered Assessment system that includes a range of tiered instruments for various purposes, and across all literacy domains (e.g. concepts of print, oral language, phonemic awareness, phonics/word study, fluency, vocabulary, comprehension, writing, etc.).	**General Guidelines for General Education:** 1. Help staff determine who will gather test information from each grade level (or collect Assessment Surveys) and set a timeframe for completion of the Frameworks. 2. Consider documenting estimated times for administration & scoring of each measure. When examining individual tests include time required per student and then multiply this by the number of students in a grade. For group administered tests include not only the time required for group administration but an estimated time for scoring. 3. Ensure all stakeholders understand the recursive relationship between the Assessment Framework and Decision Tree and if these tools are used well, they should be reviewed regularly and they should be adjusted to meet the unique needs of your school/district. **Guiding questions to consider when completing the Assessment Framework and creating a Decision Tree:** 1. Do we know the difference between tests (screening, outcome, progress monitoring, diagnostic, etc.) and are they being used in a way that they were intended to be? 2. How much time are we spending on testing during each benchmark period? 3. Which tests are mandated by the state, grants, etc. and must remain in our framework? Which tests are dictated by our district? Which tests have we elected to use? 4. Do we have gaps in our Assessment Framework in identified grade level areas (e.g. oral language, phonological/phonemic awareness, concepts of print, phonics, fluency, vocabulary, comprehension, writing, etc.)? 5. Do we have overlap (redundancies) in assessments used? 6. Do we have any tests that are outdated, the data aren't used, or are ineffective? 7. If yes to #4 - #6 above, do we have a plan to acquire the appropriate assessments and/or decide which assessments are most appropriate to use in our school/district? 8. If students are screened and are identified at-risk, or have not met expectations on summative tests, what instruments do we have to more specifically identify their deficiencies in each literacy area (diagnostic tests)? 9. Have all staff who administer these tests had the necessary training? How do we certify they administer these tests as intended? What systems do we have in place to provide new staff with training or to provide booster sessions for those that may need it? 10. Do we have the recommended testing materials intended to be used with instructional programs (e.g. internal tests to measure progress)?

Who Responds	Purpose	Guidelines for Use
		11. Do we have a logical system (e.g. flowchart) to inform the use of more specified and diagnostic tools for students in need of more intensive instruction? If not create a Decision Tree (Sample: Figure 3). Use the Decision Tree to illustrate the relationship between universal screeners and when more diagnostic/prescriptive tests are needed. 12. Review the relationship between the Decision Tree and the Assessment Framework. What changes do you now wish to make to the Framework and Decision Tree? 13. How will we build in opportunities for continuous review of our assessment system to ensure our practices are contemporary and that it is well equipped to effectively guide instruction? 14. Share findings with District Administration. Are there any adjustments that the district wishes to consider for the district framework? The school framework? The Decision Tree?

Assessment Framework *(Figure 2)*

Components	Fall Screening/ Benchmark/ Diagnostic		Winter Benchmark		Spring Outcomes / Benchmark		In-depth Diagnostic/ PM
	Group	Individual	Group	Individual	Group	Individual	Individual
Oral Language							
Phonemic Awareness							
Phonics/Word Study							
Fluency							
Vocabulary							
Comprehension							
Writing							

EXAMPLE: Kindergarten Assessment Framework

Components	Fall — Screening/ Benchmark/ Diagnostic — Group		Individual		Winter — Benchmark — Group		Individual		Spring — Outcomes / Benchmark — Group		Individual		As Needed — Diagnostic/PM — Individual (Note: time is estimated and appears in minutes)
	Test	time	Test	time	Test	time	Test	time	Test	time	Test	time	
Oral Language					Oral Language Tests are noticeably absent. Explore use of Journeys' LC tests and LAS Links?								
Phonemic Awareness	Unit Assessment	45 + score 5 (95)	DIBELS - FSF PAST	2 12	Unit Assessment	45 + score 5 (95)	DIBELS FSF DIBELS PSF PAST	2 2 12	Unit Assessment	45 + score 5 (95)	DIBELS PSF PAST	2 12	DIBELS PM FSF DIBELS PM PSF
Readiness	Unit Assessment	-	TRC-Print Concepts and Reading Behaviors Kindergarten S...	6 5	Unit Assessment	-	TRC-Print Concepts	6	Unit Assessment	-	TRC-Print Concepts and Reading Behaviors	6	TRC
Phonics/ Word Study	Unit Assessment DSI – Elementary	- 15 5 score	DIBELS LNF CORE Phonics Survey A-D	2 12	Unit Assessment DSI – Elementary (Begin when RPL is mastered)	_	DIBELS LNF	2	Unit Assessment DSI Elementary (Begin when RPL is mastered)	_ 15 5 score each (95)	DIBELS LNF DIBELS NWF CORE Phonics Survey A-D	2 2 12	DIBELS PM in NWF Representing Phonemes with Letters (RPL) Small Group Administration (3 students) – Monthly until at benchmark

Text box (left margin, pointing to Phonemic Awareness): All areas of PA are addressed in the Unit Assessments & FSF/PSF captures the critical early literacy skill. Consider PAST for diagnostic use. Save 1,140 minutes or 3.8 hours

Text box (pointing to Readiness): Some redundancy with the TRC and the Kindergarten Survey. Both mandated. Both

Text box (pointing to Phonics/Word Study): Some redundancy between the Unit Assessment, the DSI, RPL and CORE but all are mandated. All stay.

# SAMPLE: Kindergarten Literacy Assessment Flow Chart Fall

Phonological Awareness

Letter ID – Letter Sound Correspondence

Unit Assessments

Letter Sound Correspondence, Writing, Organization, Expressive Language

DIBELS FSF (First Sound Fluency)

RPL/DSI Representing Phonemes with Letters (RPL), Developmental Spelling Inventory (SDI)

LNF (Letter Naming Fluency)

Word Identification, Text Reading, Comprehension/ Language

TRC (Test of Reading Comprehension)

Writing Prompt

DIBELS FSF		RPL/DSI	LNF	Word Id / TRC		Writing Prompt	
If performance on FSF and/or Phonological Awareness on sections of the Journeys Assessment is **NOT O.K.**	If performance on both tests is **O.K.**	If performance on the Unit Assessment Letter Naming/Letter Sound, the RPL/DSI, and/or LNF is **NOT O.K.**	If performance on the Journeys Assessment Letter Naming/Letter Sound, the RPL/DSI, and/or LNF is **O.K.**	If performance on Word Identification on the Journeys Assessments is NOT O.K. and difficulties with word ID are noted in the TRC … **NOT O.K.**	If performance on word identification is **O.K.**	If performance on the writing prompt and writing on the Journeys Assessment is **NOT O.K.**	If performance on both tests is **O.K.**
Administer the PAST Use data to inform instruction	STOP	Administer the CORE Phonics Survey Sections A-D Use data to inform instruction	STOP Follow Core Instruction	Administer TCRWP Sight Word Assessment Use data to inform instruction	STOP Follow Core Instruction	Review performance on prerequisites such as PA, L/S correspondence, and Letter Naming	STOP Follow Core Instruction

ALL: Kindergarten Survey (SDE Req.); Unit Assessments; mCLASS DIBELS; mCLASS TRC; RPL (Representing Phonemes with Letters)/DSI (Developmental Spelling Inventory); Writing Prompt
As Needed: PAST (Phonological Awareness Test); CORE Phonics Survey Sections A-D; TCRWP Sight Word Assessment

Protocol for Administration and Scoring Refreshers
For Teacher Administered Individual Tests

|	Purpose:	Materials – Resource Options	Recommended Time
STEP 1 Administration & Scoring Rules Refresher with practice	Provide staff with needed reminders about administration, most commonly confused scoring rules, and then an opportunity to practice.	**DIBELS - Paper & Pencil** • CK3LI PowerPoints • DIBELS Quiz • Cheat Sheets • Sample Scripts **DIBELS - mCLASS/Amplify** • "Training" tab on the Amplify website • Fill in the blank cheat sheet • DIBELS Quiz • Cheat Sheets • Sample Scripts **TRC** • "Training" tab on the Amplify website	**DIBELS – Paper and Pencil OR Amplify** • K- 1.5 hour minimum • 1 – 1.5 hour minimum • 2 – 1 hour minimum • 3 – 1 hour minimum **TRC –** • Each grade 30-40 minutes
STEP 2 Shadow Scoring	Ensure accurate and calibrated test administration (within 2 points)	**Regardless of test:** • Assign shadow partners, recommend students for this practice. • This should come prior to instructional staff administering instruments independently. • Refresher reliability check form for submission to the person in the building in charge of testing. **Other Test Specific Resource Options:** • DIBELS Integrity Check forms for paper and pencil • mCLASS/Amplify checklists for DIBELS/TRC	For most individuals, three opportunities to 3 shadow score
STEP 3 Make notes to inform checks	Determine the level of support/training that will be required in the future to ensure reliable test administration and scoring. Improve training materials and adapt resources to meet school/district needs.	Maintain a record of reliability checks and keep notes surrounding common confusions. Use this data to inform reliability checks prior to the next benchmark. Make adjustments to presentations, protocols, and cheat/sheets. Provide booster sessions for PM if need be.	

Refresher and Reliability Checks Planning

ACTION	RESPONSIBLE PERSON(S)	START DATE	COMPLETION DATE	RESOURCES NEEDED	APPRAISAL/OUTCOME
Kindergarten DIBELS Refresher and practice					
First Grade DIBELS Refresher and practice					
Second Grade DIBELS Refresher and practice					
Third Grade DIBELS Refresher and practice					
Kindergarten TRC Refresher and practice					
First Grade TRC Refresher and practice					
Second Grade TRC Refresher and practice					
Third Grade TRC Refresher and practice					
Shadow Scoring K-3					

mCLASS Training Materials
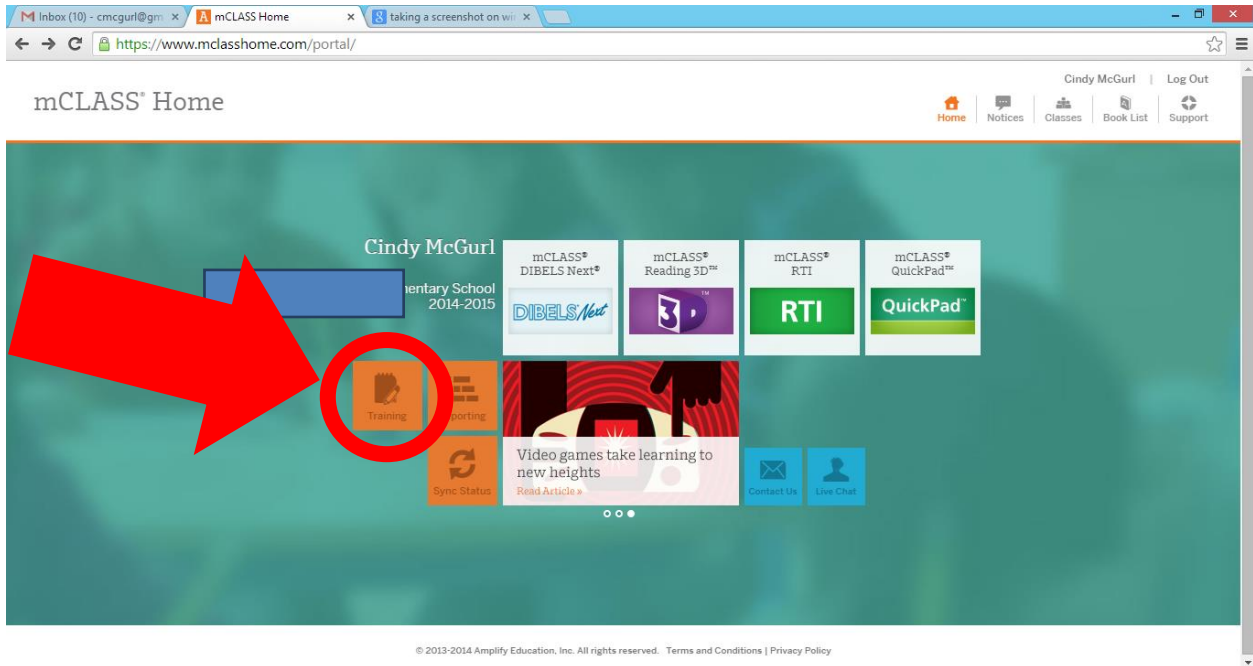
Log into your mCLASS account and click on the "Training" icon.
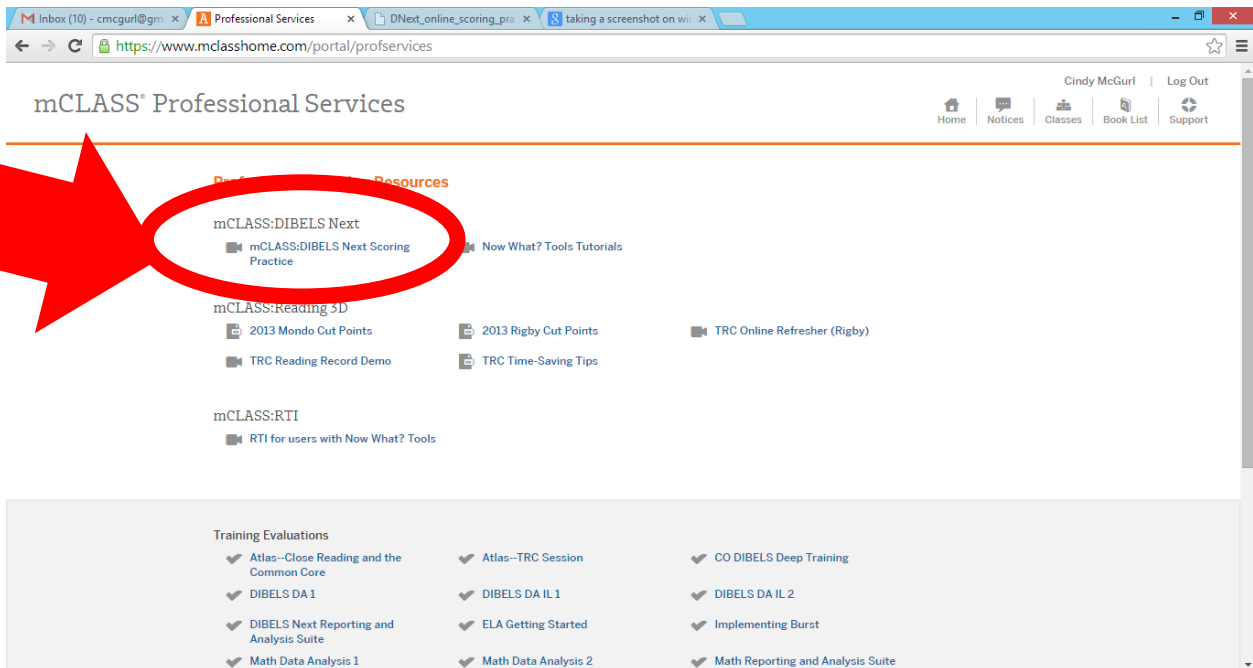

Select mCLASS: DIBELS Next Scoring Practice.
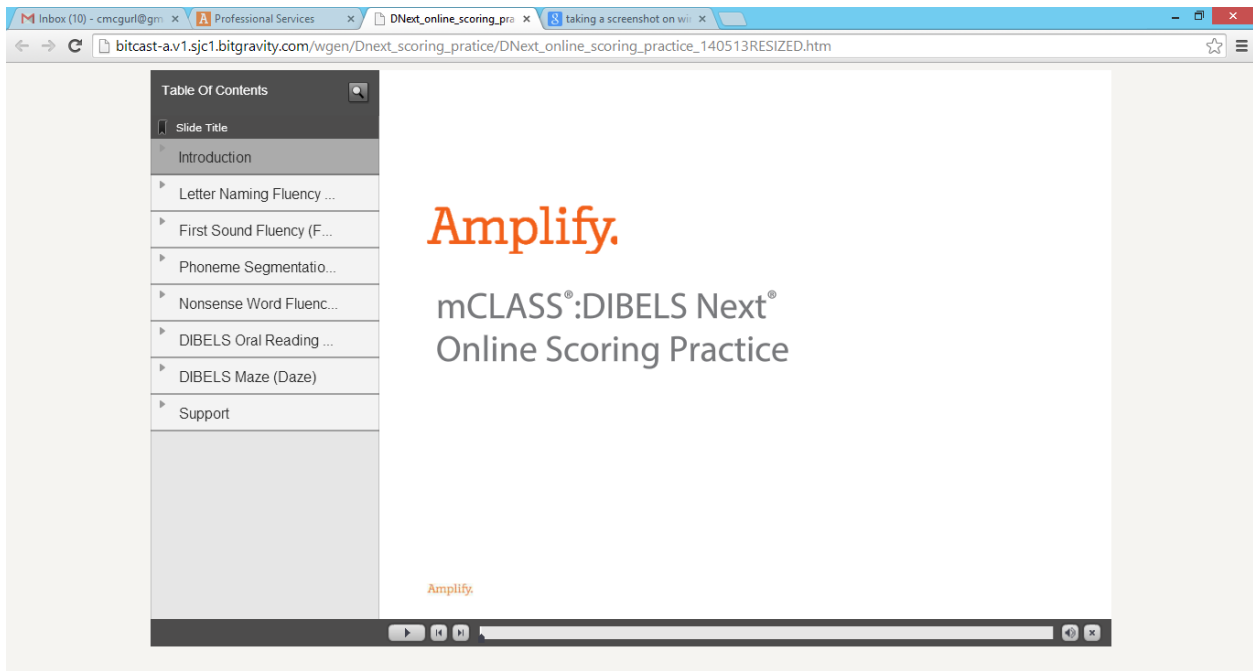
You will notice a Table of Contents in the upper left hand corner with all topics illustrated below. You may opt to engage in all tabs or you can elect to choose only those indicators that will be of most help to you.

Embedded within each subtest there are two opportunities to practice along with your tablet or smart phone. This practice entails listening to a student engaged in the identified task and scoring along with your mobile device. At the end of each practice, scores can be compared.
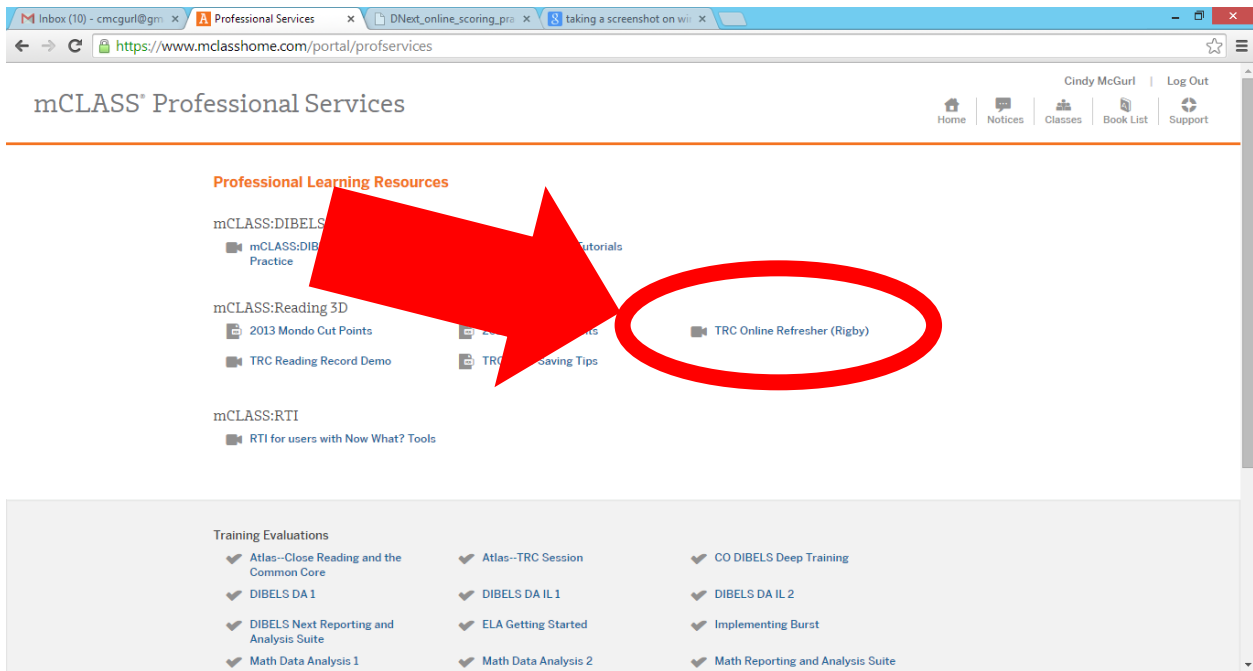
This is also an option for the TRC. Again, one would select the Training icon after login. Once on the "mCLASS Professional Services" page one, would select TRC Online Refresher (Rigby) instead of the DIBELS.
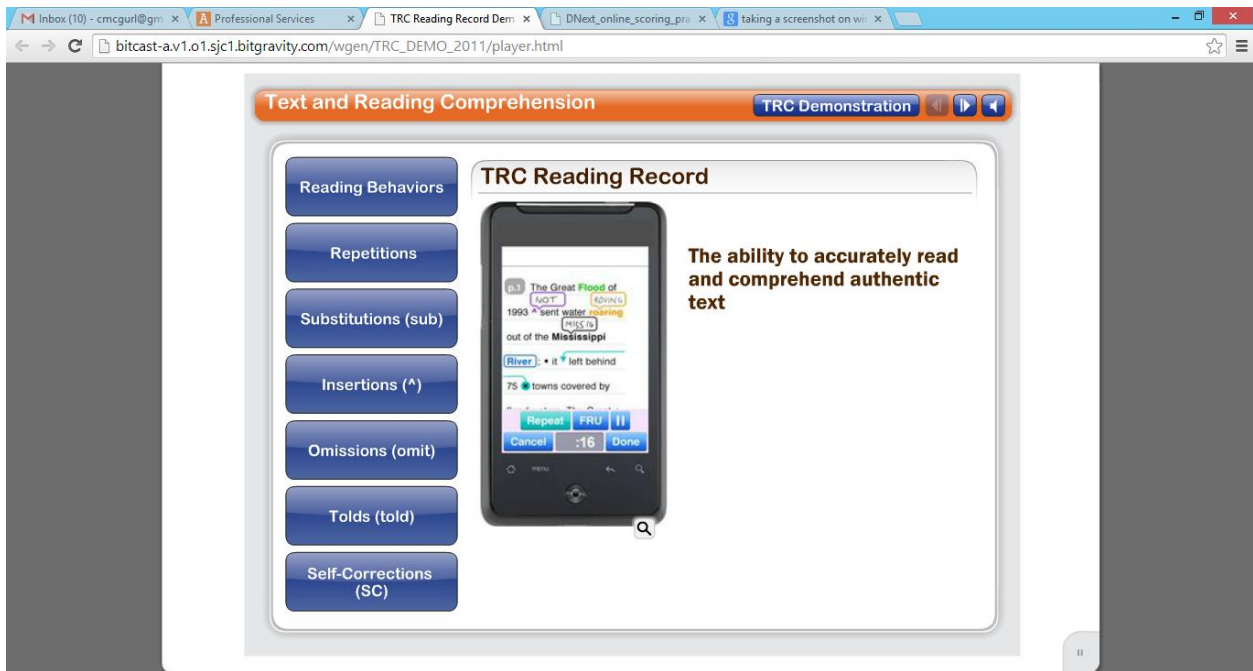
Similar to the DIBELS, there is a brief review of critical scoring rules and then opportunities to observe and practice.

Protocol for Shadow Scoring & Establishing Inter-rater Agreement

OPTION I (completed before benchmarking):

(This option is typically best for individuals who are new to a test, or for those individuals that may require some additional coaching)

Resources/Materials

Three staff members, student materials, examiner scoring materials or scoring device (iPad), *OPTIONAL (when available):* cheat sheets, scripts, integrity checklists

Roles:

Student - Assign one individual to play the student. Provide this person with a script when is available.
Assessor - Have the individual who is most comfortable with the test be the assessor first.
Observer - One individual, typically the individual with the least comfort with this measure, will be the observer first. The observer's job is to score along as well as reflect back on the assessor's performance using an Assessment Integrity Checklist, when available. The observer will provide feedback at the end.

Procedure:

Administer the Test:
The "assessor" will administer the test to the "student" in accordance with standardized scoring procedures. The "student" will perform, reading off a script when one is available. The "observer" will score along and will reflect back on the "assessor's" performance using the integrity checklists when available.
Debrief:
Discuss fine points of administration and scoring. If necessary, look up rule in training materials to make sure problem area is well understood.
Repeat:
Repeat process with each individual playing all the roles.

Desired Outcome:

All individuals scoring should obtain a score within 2 points of the script or the person scoring along.

OPTION II (completed as part of benchmarking):

(This option is typically best for individuals who have already completed OPTION I, or for experienced assessors who require only a brief booster).

Resources/Materials

Two staff members, a student, student materials, examiner scoring materials and/or scoring device (iPad) - *OPTIONAL (when available):* cheat sheets, integrity checklists

Roles:

Student - a student

Assessor - Have the individual with the most comfort with the test be the assessor first.

Observer - One individual, typically the individual with the least comfort with this measure, will be the observer first. The observer's job is to score along as well as reflect back on the assessor's performance using an Assessment Integrity Checklist, when available. The observer will provide feedback at the end.

Procedure:

Administer the Test:

The "assessor" will administer the test to the student in accordance with standardized scoring procedures. The "observer" will score along and will reflect back on the "assessor's" performance using the integrity checklists when available.

Debrief:

Discuss fine points of administration and scoring. If necessary, look up rule in training materials to make sure problem area is well understood.

Repeat:

Repeat process with each individual playing all the roles.

Desired Outcome:

All individuals scoring should obtain a score within 2 points of the script or the person scoring along.

DIBELS Next Cheat Sheet
(Amplify Version)
First Sound Fluency

General Administration/Scoring Rules

- **Begin** the test by tapping the FSF icon
- As soon as the student finishes saying the initial sound(s) in the word, say the next word promptly and clearly.
- At the end of a minute, stop presenting words and tap **Done**.
- FSF is the only measure for which you record the student's <u>best</u> answer rather than their <u>final</u> answer.
- **Discontinue** if the student doesn't earn any points in the <u>first five</u> words.
- If the student **self-corrects** within 3 seconds circle the correct 1 or 2 point response.
- Students are not penalized for imperfect pronunciation, articulation, or adding schwas to their sounds.

Materials Needed: iPod touch, iPad, Laptop, Computer, Chromebook

FSF Quick Scoring Rule Reference:

Correct	Incorrect
correct initial phoneme (2 points)	no response within 3"
correct initial consonant and vowel (1 point)	letter name (prompt with one time reminder)
correct initial consonant blend (1 point)	ending sound(s)
misarticulation due to 2nd language or articulation delay	3-second or longer hesitation
adding a schwa to sounds	repeat the whole word

FSF Reminders:

If the student…	Then the teacher says…	How many times?
Forget the task or the directions for the task	*Remember to tell me the first sound you hear in the word.*	As many times as needed
Says the name of the letter	*Remember to tell me the first sound in the word, not the letter name.*	One time

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS Next Cheat Sheet
(Amplify Version)
Letter Naming Fluency

General Administration/Scoring Rules

- Tap the LNF icon to **begin** the test <u>after you say "Begin".</u>
- You will be prompted to **discontinue** if the student is unable to identify any letters correctly in the first row.
- At the end of <u>one minute</u>, put <u>a bracket after the last letter name</u> and tell the student to **STOP**.

Approved Accommodations: (only for identified students)

- A marker or ruler to focus student attention on the materials
- Colored overlays for students with visual impairments
- Enlarged copies

Materials Needed: Student copy of materials, iPod touch, iPad, Laptop, Computer, Chromebook

LNF Quick Scoring Rule Reference:

Correct	Incorrect
Correct letter	no response within 3"
Articulation/dialect differences	Incorrect letter
Similarly shaped font (uppercase I and lowercase l)	Skipped letters

LNF Reminders:

If the student…	Then the teacher says…	How many times?
Names letters from top to bottom or points randomly	*Go this way*… (sweep your fingers across the row)	As needed
Says letter sounds rather than the letter names.	*Say the letter name, not its sound*	Only once
Stops and it is not a hesitation on a specific item	*Keep going*	As needed
Loses his/her place	(point)	As needed
Skips 4 or more consecutive letters but not the whole row	*Try to say each letter name*	Only once

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS Next Cheat Sheet
(Amplify Version)
Phoneme Segmentation Fluency (PSF)

General Administration/Scoring Rules

- Tap the PSF icon to begin the test <u>after you say "Begin."</u>
- Partial credit is given for partial segmentation (thereby increasing the sensitive of this measure by making it possible to measure growth from partial to complete segmentation).
- You will be prompted to **discontinue** if the student does not respond correctly to any of the first 5 words.
- As soon as the student finishes saying the sound in the word, say the next word promptly and clearly.
- At the end of <u>one minute</u>, stop presenting words, put a bracket after the last sound segmented within the one minute (it may be within a word) and tap **<u>DONE</u>**.

Materials Needed: iPod touch, iPad, Laptop, Computer, Chromebook

PSF Quick Scoring Rule Reference:

Student Response	Scored		Scoring Rule
(trip) "/t/ /r/ /i/ /p/"	/<u>t</u>/ /<u>r</u>/ /<u>i</u>/ /<u>p</u>/	=4/4	Complete correct segmentation
(trip) "/t/ /r/ /i/ /p/ /s/"	/<u>t</u>/ /<u>r</u>/ /<u>i</u>/ /<u>p</u>/	=4/4	Insertion/addition
(trip) "/t/ /r/ /i/ /ps/"	/<u>t</u>/ /<u>r</u>/ /<u>i</u>/ /p̶/	= 3/4	Segment mispronunciation
(star) "/th/ /t/ /ar/"	/<u>s</u>/ /<u>t</u>/ /<u>ar</u>/	= 3/3	Articulation/dialect
(fox) "/f/ /o/ /ks/"	/<u>f</u>/ /<u>o</u>/ /<u>k</u> /<u>s</u>/	= 3/4	Incomplete segmentation
(bit) "/bi/ /i/ /it/"	/<u>b</u>/ /<u>i</u>/ /t/	= 3/4	Overlapping segmentation
(red) "/r/ /d/"	/<u>r</u>/ /e/ /<u>d</u>/	= 2/3	Omission
(red) "/r/ hmm…"	/<u>r</u>/ /e/ /d/	=1/3	3" hesitation

PSF Reminders

If the student…	Then the teacher says…	How many times?
Spells the word	*Say the sounds in the word*	Only once
Repeats the word	*Remember to say all the sounds in the word*	Only once

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS Next Cheat Sheet
(Amplify Version)
Nonsense Word Fluency (NWF)

General Administration/Scoring Rules

- Tap the NWF icon to begin the test <u>after you say "Begin".</u>
- You will be prompted to **discontinue** if the student is unable to identify any words our sounds correctly in the first row.
- Students get credit for a "**whole word read'** if they read the word, the first time around, only once, and without having to sound it out.
- At the end of **one minute**, put a bracket after the last letter sound produced (even if it is in the middle of a word) and tell the student to stop.

Materials Needed: Student copy of the NWF page, iPod touch, iPad, Laptop, Computer, Chromebook

Approved Accommodations: (only for identified students)

- A marker or ruler to focus student attention on the materials
- Colored overlays for students with visual impairments
- Enlarged copies

NWF Quick Scoring Rule Reference:

Student Response	Scored		Scoring Rule
(bok) "/b/ /o/ /k/"	<u>b</u> <u>o</u> k	=3/3 CLS =0/1 WWR	Complete correct letter sounds
(bok) "bok"	<u>bok</u>	=3/3 CLS = 1/1 WWR	Complete whole word read
(bok) "boks"	<u>bok</u> /	= 3/3 CLS = 0/1 WWR	Insertion/addition to whole word read
(bok) "bak"	b~~a~~k	= 2/3 CLS = 0/1 WWR	Sound error
(bok) "/b/ /k/"	<u>b</u> o <u>k</u>	= 2/3 CLS = 0/1 WWR	Omission
(bok) /b/ . . . (3 sec) [assessor "/o/"] /k/	<u>b</u> o <u>k</u>	= 2/3 CLS =0/1 WWR	Hesitation when reading sound-by-sound (assessor taps letter and provides sound)
(bok) "bok bok"	<u>bok</u> ——	= 3/3 CLS = 0/1 WWR	Word repetition rule
(bok) "bak… I mean bok"	<u>bok</u> ——	= 3/3 CLS = 0/1 WWR	Re-tap the vowel to self-correct. CLS now is 3, but on WWR you score the first and ONLY response

NWF Reminders

If the student…	Then the teacher says…	How many times?
Does not read from left to right	*Go this way* (sweep finger across the row)	Only once
Says letter names	*Say the sounds, not the letter names*	Only once
Reads the word first, then says the letter sound	*Just read the word*	Only once
Says all the letter sounds correctly in the first row, but does not attempt to blend or recode	*Try to read the words as whole words*	Only once
Stops (and it's not a hesitation on a specific item)	*Keep going*	As needed
Loses his/her place	(point)	As needed

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS Next Cheat Sheet
(Amplify Version)
Oral Reading Fluency (ORF)

General Administration/Scoring Rules

- Tap the first word once the student has read it, or after 3'' when you have provided it to him/her.
- You will be prompted to **discontinue** if the student is unable to identify words correctly in the first row.
- At the end of **one minute**, put a bracket after the last word produced.

Materials Needed: Student copy of the ORF passage, iPod touch, iPad, Laptop, Computer, Chromebook

Approved Accommodations: (only for identified students)

- A marker or ruler to focus student attention on the materials
- Colored overlays for students with visual impairments
- Enlarged copies

ORF Quick Scoring Rule Reference:

Correct	Incorrect
Words read exactly as they appear in the text	Incorrect reading of the word
Repeated words or phrases (ignored)	Omission
Inserted Words or phrases (ignored)	3-second hesitation

ORF Reminders

If the student…	Then the teacher says…	How many times?
Stops (and it is not a hesitation on a specific item)	*Keep going*	As needed
Loses his/her place	(point to the next word in the passage)	As needed

Oral Reading Fluency (ORF) – Retell

General Administration/Scoring Rules

- Timing starts when you say **begin.**
- Tap (or drag a line through) one box for each unique on-topic word that student uses in their retell.
- Students are not given credit for comments related to but not in the story or repeated phrases.

Retell Quick Scoring Rule Reference:

Correct	Incorrect
Stating accurate details	Exclamations or "Hmm…" or "Umm"
Contractions	Songs and recitations
Minor repetitions	Rote repetition of words or phrases
Minor irrelevancies	Stories or irrelevancies
Minor inaccuracies	Stating retell details multiple times

Retell Reminders

If the student…	Then the teacher says…	How many times?
3-second pause or provides a limited response	*Tell me as much as you can about the story*. OR *Can you tell me anything more about the story?*	Only once

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS Next Cheat Sheet
(Amplify Version)
DAZE

General Administration/Scoring Rules

- Daze is the only test that is group administered. This is a 3 minute timed test with standardize directions.
- You may wish to consider having two administrators in the room simultaneously so as to be able to answer question and provide standardize prompts in a timely basis.

Materials Needed: Teacher directions, practice page for each student, examiner forms, timer (scoring sheet).

Approved Accommodations: (only for identified students)

- A marker or ruler to focus student attention on the materials
- Colored overlays for students with visual impairments
- Enlarged copies

DAZE Quick Scoring Rule Reference:

Correct	Incorrect
The correct word choice is indicated by a circle, check or underline.	An incorrect word choice is selected. Multiple words are selected for one response. Items left blank prior to items completed.

DAZE Reminders

If the student…	Then the teacher says…	How many times?
Starts reading the passage aloud	*Remember to read the story silently*	As needed
Is not working on the task	*Remember to circle the word in each box that makes the most sense in the story*	As needed
Asks you to provide a word for him/her for general help with the task	*Just do your best*	As needed

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

Assessment Integrity Checklists
(Adapted from Amplify Education Inc.)

Letter Naming Fluency

<u>Directions</u>

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).

☐ Holds the device so the child cannot see what is recorded.

☐ Taps **Start** after saying "Ready, begin."

☐ Follows along on the mobile device and taps incorrect letters.

☐ Tells the child the letter if he or she does not answer within three seconds, and scores the letter as incorrect.

☐ Follows the Discontinue Rule, tapping **Discontinue Assessment**, if the child does not produce any correct letter names in the first ten letters (first row).

☐ Says "***Remember to tell me the letter name, not the sound it makes***," if the child says letter sounds instead of letter names. (Provides this prompt only once, scoring any following letter names for which the child provides letter sounds as incorrect.)

☐ Says "***Go this way***" and sweeps finger across the row if the child names letters from top to bottom, or points randomly. (Provides this prompt only once.)

☐ Says "***Try to say each letter name***" if the child skips four or more consecutive letters, but does not skip the whole row. (Provides this prompt only once.)

☐ Says "***Keep going***" if the child stops and it is not a hesitation on a specific item. (Provides this prompt only once.

☐ Points for the child if he or she loses his or her place (as often as needed).

☐ At the end of one minute says "Stop," places the bracket after the last letter named and taps **Done**.

☐ Checks the child's score and Risk Level by referring to the Runner.

☐ Taps **Review** to review the results and determine validity of assessment.

☐ Comes within two points of your final score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

First Sound Fluency

Directions

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).

☐ Holds the device so the child cannot see what is recorded.

☐ Taps **Start** after presenting the first word.

☐ Says each word promptly and clearly, and accurately marks the child's response correct or incorrect. Tap "**Correct 2 pts**" for first sound; "**Correct 1 pt**" for first sound then blends, consonant blends + vowel, or consonant + vowel; "**Incorrect**" for incorrect response.

☐ Scores a word as incorrect if the child does not answer within three seconds.

☐ Follows the Discontinue Rule, tapping **Discontinue Assessment**, if the child has a score of 0 after the first five words.

☐ Says "***Remember to tell me the first sound that you hear in the word***" and immediately says the next word if the child may have forgotten the task (as often as needed).

☐ Says "***Remember to tell me the first sound in the word, not the letter name***" if the child says the letter name. (Provides this prompt only once, scoring any following first sounds for which the child provides a letter name as incorrect.)

☐ At the end of one minute, stops presenting words and taps **Done**.

☐ Checks child's score and Risk Level by referring to the Runner.

☐ Taps **Review** to review results and determine validity of assessment.

☐ Comes within two points of your final score when you shadow score with examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

Phoneme Segmentation Fluency

<u>Directions</u>

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).
☐ Holds the device so the child cannot see what is recorded.
☐ Taps **Start** after saying the first word.
☐ Follows along on the mobile device and marks child's responses.
☐ Responds to correct and incorrect responses appropriately.
☐ Waits three seconds for the child to produce the letter sound or word, then provides the next word.
☐ Follows the Discontinue Rule, tapping **Discontinue Assessment**, if the child does not produce any correct sounds in the first five words.
☐ Underlines all sounds produced alone or in whole words and taps any incorrect sounds.
☐ Gives the next word immediately after the child responds.
☐ Says "***Say the sounds in the word***" if the child spells the word. (Provides this prompt only once.)
☐ Says "***Remember to say all the sounds in the word***" if the child repeats the word. (Provides this prompt only once.)
☐ Says "*Stop*" at the end of one minute and taps **Done**.
☐ Checks the child's score and Risk Level by referring to the Runner.
☐ Taps **Review** to review the results and determine validity of assessment.
☐ Comes within two points of your final score when you shadow score with the examiner.

Nonsense Word Fluency

Directions

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

- ☐ Performs standardized directions verbatim (as per mobile device).
- ☐ Holds the device so the child cannot see what is recorded.
- ☐ Taps **Start** after saying "Ready, begin."
- ☐ Accurately marks the child's responses correct or incorrect. (Correct or incorrect words or sounds)
- ☐ Waits three seconds for the child to produce the letter sound or word, then tells the child the letter sound or word and asks the child to move on.
- ☐ Underlines all the letter sounds produced alone or in whole words and taps any incorrect letter sounds.
- ☐ Advances the screen correctly by tapping the arrows or the beads.
- ☐ Follows the Discontinue Rule, tapping **Discontinue Assessment**, if the child does not produce any correct letter sounds in the first five words (first row).
- ☐ Says "*Go this way*" and sweeps finger across the row if the child names letters from top to bottom, or points randomly. (Provides this prompt only once.)
- ☐ Says "*Say the sounds, not the letter names*" if the child says letter names. (Provides this prompt only once)
- ☐ Says "*Just read the word*" if the child reads the word first, then says the letter sounds. (Provides this prompt only once.)
- ☐ Says "*Try to read the words as whole words*" if the child says all of the letter sounds correctly in the first row, but does not attempt to blend or recode.
- ☐ Says "*Keep going*" if the child stops and it is not a hesitation on a specific item. (Provides this prompt only once.
- ☐ Points for the child if he or she loses his or her place (as often as needed).
- ☐ Says "*Stop*" at the end of one minute and taps **Done**.
- ☐ Checks the child's score and Risk Level by referring to the Runner.
- ☐ Taps **Review** to review the results and determine validity of assessment.
- ☐ Comes within two points of your final score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DIBELS™ Oral Reading Fluency and Retell Fluency

<u>Directions</u>

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).

☐ Holds the device so the child cannot see what is recorded.

☐ Taps the first word of the passage as correct or incorrect accordingly.

☐ Taps word read incorrectly.

☐ Follows the Discontinue Rule, tapping **Discontinue Assessment**, if the child does not produce any correct words in the first line.

☐ Waits three seconds for the child to read the word with which he or she struggles or hesitates, then says the correct word and taps it as correct.

☐ Says "***Keep going***" if the child stops and it is not a hesitation on a specific item. (Provides this prompt only once.

☐ Points for the child if he or she loses his or her place (as often as needed).

☐ Places the bracket after the last word read at the end of one minute, taps **Done** and says "Stop".

☐ Performs standardized RTF direction verbatim (as per mobile device).

☐ Taps **Start** after giving directions.

☐ Draws a line or taps in the Writing Area, so that it is a one-to-one correlation to the number of words the child says in an acceptable retell.

☐ Gives the child credit only for a correct retelling.

☐ Says "***Tell me as much as you can about the story***," or "***Can you tell me anything more about the story?***" the first time the child does not say anything or gets off track for three seconds, stopping administration if this happens subsequently for five seconds. (Provides prompt only once.)

☐ Says "*Stop*" at the end of one minute and taps **Stop.**

☐ Checks the child's score and Risk Level by referring to the Runner.

☐ Taps **Review** to review the results and determine validity of assessment.

☐ Comes within two points of your final DORF score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

DAZE

Directions

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).
☐ Ensures children have pencils ready and write their names on the booklets before beginning.
☐ Reads directions aloud and verbatim.
☐ Allows 30 seconds for children to complete two practice items. Then reviews practice items.
☐ Says "***Begin***," then starts timing.
☐ Says "***Remember to read the story silently***" if a child begins reading the passage aloud. (Provides this prompt as needed.)
☐ Says "***Remember to circle the word in each box that makes the most sense in the story***" if the child is not working on the task. (Provides this prompt as needed.)
☐ Says "***Just do your best***" if a child asks to be provided a word or asks for general help. (Provides this prompt as needed.)
☐ Says "***Stop***" at the end of three minutes.
☐ Scores worksheets and enters results.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

TRC Print Concepts and Reading Behaviors

Directions

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).
☐ Holds the device so the child cannot see what is recorded.
☐ Taps **Begin** after presenting the task to the child.
☐ Taps **Incorrect** or **Correct** for each response.
☐ Checks child's score, Risk Level, and Reading Level.
☐ Taps **Review** to review the results and determine validity of assessment.
☐ Comes within two points of your final score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

TRC Reading Records

Directions

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).
☐ Holds the device so the child cannot see what is recorded.
☐ Utilizes the scroll arrows to follow text as the student reads.
☐ Taps a word to display error coding toolbar on the screen.
☐ Chooses the correct error from the error coding toolbar.
☐ Writes reading behaviors or errors in freehand space when necessary.
☐ Records repetition by dragging right to left across repeated words for each repetition showing the blue arrow.
☐ Taps SC when student self-corrects.
☐ Utilizes the FRU button to discontinue a reading record if necessary.
☐ Taps **Done** to complete the Reading Record.
☐ Taps Oral Comp. Retell or Written Comp to assess student comprehension after reading record.
☐ Taps MSV to complete MSV analysis for each miscue.
☐ Comes within two points of your final score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

TRC Comprehension

<u>Directions</u>

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).

☐ Holds the device so the child cannot see what is recorded.

☐ Taps **0, 1, 2,** or **3** on the scoring rubric to record student's level of understanding (retell and written comprehension).

☐ Uses the scroll bar to read oral comprehension text.

☐ Marks responses correct or incorrect as required (oral comprehension).

☐ Taps **Next** to continue to each new question.

☐ Taps **Done** to return to the results screen.

☐ Comes within two points of your final score when you shadow score with the examiner.

☐ Utilizes bottom right corner of screen to administer assessment at another level if necessary.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

Word Recognition

<u>Directions</u>

1. Observer setup and directions.
2. Time and score the test with the examiner.
3. Mark the areas in which the examiner demonstrates proficiency.

☐ Performs standardized directions verbatim (as per mobile device).
☐ Responds to correct and incorrect responses as required.
☐ Holds the device so the student cannot see what is recorded.
☐ Waits three seconds for the student to produce the word.
☐ Marks responses correct or incorrect as required.
☐ Taps **nr** (no response) and points to the next word if a student does not respond within three seconds or says "I don't know."
☐ Checks student's score to determine whether to stop if other WR lists are needed.
☐ Comes within two points of your final score when you shadow score with the examiner.

From: Amplify. (2014). *Amplify. mCLASS®: Reading 3D™ Product Training. Assess to Inform Instruction.*

Setting the Stage for HILL Data Meeting Process

Participant Activity
- Partner with another school
- Share current data meeting process and outcomes
- Discuss challenges encountered during data meetings-list on chart paper
- List desired improvements for future meetings

HILL/CK3LI Challenges
- Data from multiple sources
- Linking data from multiple sources to instructional focus for individual students
- Efficiently grouping individual students based on similar instructional focus
- Assigning people and program resources to instructional groups
- Utilizing on-going progress monitoring data to make changes to instructional groups (flexible, differentiated instruction)
- Documentation of data, instructional focus and grouping over time.

Student Profiles

Second Grade	ORF	Accuracy	Comp/Voc	Tier	Instructional Focus	Program Components/ Resources	Interventionist
Reader 1	+	+	+	Bench	Vocab/Comp	Diff. Sm. Gr. On Level or Advanced	Teacher
Reader 2	+	+	-	Bench	Fluency - Prosody/Comp, Vocab/Comp	Diff. Sm. Gr. On Level	Teacher
Reader 3	-	+	+/-	Strategic	Fluency - Automaticity or Fluency - Prosody/Comp	Diff. Sm. Gr./ Supp'l	Teacher/ Lit. Specialist
Reader 4	+/-	-	+/-	Strategic	Fluency - Accuracy - If words skipped/replaced	Diff. Sm. Gr./ Supp'l	Teacher/ Lit. Specialist
Reader 5					Decoding Beyond CVC -If errors on specific patterns or multisyllabic		
Reader 6	-	-	-	Intensive	Blending/Automaticity (WWR); Decoding Beyond	Intensive Support Recommended	Teacher/ Lit. Specialist

Excerpt from: **"Steps for Leading Fall Data Meetings"**
Year 1

Purpose of Data Meetings

- Grade Level Data Meetings
  - Purpose: To identify the instructional focus and determine group and program for each student based on this focus.
  - Who Attends: Principal, data coach, reading coach, interventionists, grade level teachers (SpEd, ELL, etc… whenever possible)

Preparation

1. Have benchmark booklets in data meeting room
2. Print out an up-to-date copy of this document (*"Steps for Leading Fall Data Meetings_Year1"*)
3. School contact should bring:
   a. Class List Reports
   b. If DIBELS was given previously, Individual Student Performance Profile (or if there was progress monitoring done over the summer, use the Progress Monitoring Graphs from last year. During grade level meeting, Teachers only need graphs for students in their homeroom class or students in their instructional groups if they tested them, so they will need to be sorted.)
4. *Make Copies for all participants if you think is necessary:*
   a. *Recommended Benchmarks*
   b. *Student Profiles*
5. **Request a projector and screen and table and chairs so everyone can see screen**
6. Send a reminder email that includes time, location and purpose to the team

To Add New Students
1. Locate the first empty row
2. Type in the students full name (as it would be found in DDS)
3. Add any other known information
   a. Student ID
   b. SpEd/ELL/Title 1 status
   c. Current benchmark scores
4. Please do not make any changes to formatting.
5. If you want to denote that a student is new, then please type "new" into the notes column

During Data Meeting:
1. Identify Note taker to complete action steps
2. Review Tiered Model Slide- Explain that this is model we are working towards. We can use our DIBELS data to determine how many students are at each tier.
3. Review what Student Profiles (on slide in workbook)- incorporate other measures
4. Click the tab at the bottom for the appropriate grade level
5. Determine Target Subtest for group (PSF, CLS, WWR, ORF-AR, or ORF-WRC)
6. Follow the **Analyzing Data Grade Level Steps** below for corresponding grade level.

7. Once an instructional focus has been determined for all groups, "Select All" groups except blanks (all groups with instructional focus should be visible). See image →
8. Go to instructional focus column and select the 1ˢᵗ instructional focus from dropdown
9. Sort low to high by target subtest for that groups (i.e., PSF, CLS, WWR, ORF-AR or ORF-WRC etc)
10. Select interventionist from Small Group drop down to group students (e.g., SPED, ELL, I-1, I-2, I-3, I-4). Recommending guidelines for selecting interventionists:

    - SPED and ELL students that must be assigned to SPED/ELL teacher during this block should be assigned first.
    - Most at-risk students should be in smallest groups if possible and assigned to interventionists
    - Students with green benchmark status or above aimline for predominant subtest for grade level should be assigned to group with classroom teacher

11. Add any recommended program information (EIR Level, RAVEO, ECRI, Core Program Instruction)
12. Repeat Steps 8-10 for each instructional focus
13. For the students with Vocab/Comp instructional focus, sort comprehension measure (STAR, MAP, DAZE, etc…) column A-Z to help guide grouping.
14. Sort all instructional focus and intervention groups (expect blanks), confirm groups and alignment between instructional focus, group/teacher and program.
15. If there is a question about the accuracy of the data (i.e. the student seemed to take a surprising dip or climb over the summer) refer to the student data trend on their "Individual Student Performance Profile" or "Progress Monitoring Graph" if available.
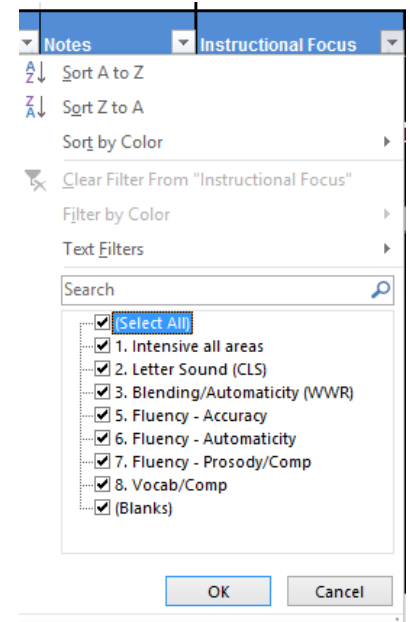
Guide for Determining Instructional Focus based on
Aimline or Benchmark Status of Target Subtest and PM Plan for new focus.

Fall Second Grade

Target Subtest	Aimline Status for Target Subtest	Aimline Status for other subtests	Instructional Focus	PM Plan
NWF-CLS	Below aimilne	Below aimline or red intensive all subtests	Intensive all areas (probably with SPED teacher) Letter Sounds (CLS) as a short term focus combined with blending instruction	NWF-CLS 1x week
	Above aimline CLS	Below aimline WWR	Blending automaticity (WWR)*	NWF-WWR 2xmth
NWF-WWR **ORF-Accuracy**	Below aimline WWR	Below aimline or yellow/red ORF-Accuracy	Blending automaticity WWR*	NWF-WWR 2x mth
	Above aimline WWR	Below aimline or yellow/red ORF-accuracy	Beyond CVC	ORF-WRC 2x mth
	Above aimline WWR	Above aimline or green ORF-Accuracy	Fluency	ORF-WRC & AR 2x mth
ORF-WRC	Below aimline ORF-WRC	Below aimline or yellow/red Accuracy	Beyond CVC	ORF-WRC 2x mth
	Below aimline ORF-WRC	Above aimline or green Accuracy	Fluency	ORF-WRC 2x mth
	Above aimline or green ORF-WRC	Above aimline or green Accuracy	Comprehension and Vocabulary	N/A

Consider whether student is saying all the sounds then blending but capable of blending without saying all the sounds. For example: the student is imitating what they heard in the directions

Class List - DIBELS Next

District: Public Schools
School: Elementary
Grade: Second Grade - Beginning
Year: 2014-2015
Need for Support: Former Goals
Class: Martin

Abbreviation Legend: **NFS:** Need for Support **NWF:** Nonsense Word Fluency **CLS:** Nonsense Word Fluency - Correct Letter Sounds **WWR:** Nonsense Word Fluency - Whole Words Read **DORF:** DIBELS Oral Reading Fluency **Words Correct:** DIBELS Oral Reading Fluency - Words Correct **Accuracy:** DIBELS Oral Reading Fluency - Accuracy **Retell:** DIBELS Oral Reading Fluency - Retell **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response **Composite:** DIBELS Composite Score

Student	Student ID	NWF				DORF							Composite	
		CLS	NFS	WWR	NFS	Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	Score	NFS
Benchmark Goals		54		13		52		90%		16			141	
Hickey, Heidi		30	🟥 Intensive	0	🟥 Intensive	7	🟥 Intensive	37%	🟥 Intensive				7	🟥 Intensive
Davis, Miledio		42	🟨 Strategic	5	🟥 Intensive	14	🟥 Intensive	64%	🟥 Intensive				24	🟥 Intensive
Berlus, Jay		35	🟨 Strategic	1	🟥 Intensive	23	🟥 Intensive	77%	🟥 Intensive				64	🟥 Intensive
Racine, Sean		39	🟨 Strategic	0	🟥 Intensive	36	🟥 Intensive	75%	🟥 Intensive				69	🟥 Intensive
Gonzaga, Jacquelyn		28	🟥 Intensive	1	🟥 Intensive	25	🟥 Intensive	81%	🟨 Strategic				78	🟥 Intensive
William, Kilee		20	🟥 Intensive	0	🟥 Intensive	29	🟥 Intensive	81%	🟨 Strategic				80	🟥 Intensive
													86	🟥 Intensive
Delice, Maeve		23	🟥 Intensive	5	🟥 Intensive	31	🟥 Intensive	84%	🟨 Strategic				98	🟥 Intensive
Idada, Thomas		44	🟨 Strategic	5	🟥 Intensive	34	🟥 Intensive	83%	🟨 Strategic				101	🟥 Intensive
Barros, Allison		38	🟨 Strategic	2	🟥 Intensive	47	🟨 Strategic	84%	🟨 Strategic				108	🟥 Intensive
Cameron, Travis		68	🟩 Core	5	🟥 Intensive	49	🟨 Strategic	86%	🟨 Strategic				122	🟨 Strategic
													126	🟨 Strategic
Morgan, Megan		44	🟨 Strategic	11	🟨 Strategic	51	🟨 Strategic	86%	🟨 Strategic				136	🟨 Strategic
Noel, Delainey		89	🟩 Core	23	🟩 Core	52	🟩 Core	84%	🟨 Strategic				155	🟩 Core
Gosselin, Leo		97	🟩 Core	39	🟩 Core	85	🟩 Core	79%	🟥 Intensive				208	🟩 Core
Jean-Pierre, William		73	🟩 Core	19	🟩 Core	80	🟩 Core	98%	🟩 Core				217	🟩 Core
Arevalo, Justin		45	🟨 Strategic	10	🟨 Strategic	95	🟩 Core	99%	🟩 Core				220	🟩 Core
Ellies, Dakotalynn		143	🟩 Core	50	🟩 Core	89	🟩 Core	98%	🟩 Core				288	🟩 Core
Mean:		53.6		11.0		46.2		80.8%		0.0		0.0	121.5	

Icon Legend: 🟥 Well Below Benchmark / Likely to Need Intensive Support   🟨 Below Benchmark / Likely to Need Strategic Support   🟩 At or Above Benchmark / Likely to Need Core Support

Class List - DIBELS Next

District: Public Schools
School: Elementary
Grade: Second Grade - Beginning
Year: 2014-2015
Need for Support: Former Goals
Class: smith

Abbreviation Legend: **NFS:** Need for Support **NWF:** Nonsense Word Fluency **CLS:** Nonsense Word Fluency - Correct Letter Sounds **WWR:** Nonsense Word Fluency - Whole Words Read **DORF:** DIBELS Oral Reading Fluency **Words Correct:** DIBELS Oral Reading Fluency - Words Correct **Accuracy:** DIBELS Oral Reading Fluency - Accuracy **Retell:** DIBELS Oral Reading Fluency - Retell **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response **Composite:** DIBELS Composite Score

Student	Student ID	NWF				DORF							Composite	
		CLS	NFS	WWR	NFS	Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	Score	NFS
Benchmark Goals		54		13		52		90%		16			141	
Thapa, Matthew		54	Core	2	Intensive	17	Intensive	63%	Intensive				21	Intensive
Osirus, Avery		33	Intensive	0	Intensive	20	Intensive	67%	Intensive				29	Intensive
Shakes, Destiny		30	Intensive	3	Intensive	31	Intensive	78%	Intensive				76	Intensive
Velasquez, Emma		52	Strategic	6	Strategic	26	Intensive	81%	Strategic				89	Intensive
Ertilien, Tyler		32	Intensive	7	Strategic	27	Intensive	82%	Strategic				92	Intensive
Pleitez Abrego, Tatiyana		44	Strategic	5	Intensive	52	Core	85%	Strategic				125	Strategic
Elysse, Ava		35	Strategic	9	Strategic	45	Strategic	90%	Core				138	Strategic
Felix, Lylianna		57	Core	13	Core	43	Strategic	91%	Core				150	Core
Simelus, Cameron		54	Core	17	Core	43	Strategic	91%	Core				158	Core
Philippon, Donovan		68	Core	19	Core	57	Core	90%	Core				170	Core
Monzon, Logan		102	Core	28	Core	53	Core	85%	Strategic				172	Core
Joseph, Jordan		32	Intensive	0	Intensive	93	Core	98%	Core				192	Core
Wells, Chris		82	Core	23	Core	64	Core	94%	Core				197	Core
Elysse, Ava		49	Strategic	12	Strategic	75	Core	100%	Core				204	Core
Opara, Caroline		88	Core	21	Core	78	Core	93%	Core				207	Core
Fortune, Kate		61	Core	17	Core	98	Core	95%	Core				225	Core
Merino, Owen		63	Core	20	Core	93	Core	98%	Core				232	Core
Mean:		55.1		11.9		53.8		87.1%		0.0		0.0	145.7	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support

Class List - DIBELS Next

District: Public Schools
School: Elementary
Grade: Second Grade - Beginning
Year: 2014-2015
Need for Support: Former Goals
Class: white

Abbreviation Legend: **NFS:** Need for Support **NWF:** Nonsense Word Fluency **CLS:** Nonsense Word Fluency - Correct Letter Sounds **WWR:** Nonsense Word Fluency - Whole Words Read **DORF:** DIBELS Oral Reading Fluency **Words Correct:** DIBELS Oral Reading Fluency - Words Correct **Accuracy:** DIBELS Oral Reading Fluency - Accuracy **Retell:** DIBELS Oral Reading Fluency - Retell **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response **Composite:** DIBELS Composite Score

Student	Student ID	NWF				DORF							Composite	
		CLS	NFS	WWR	NFS	Words Correct	NFS	Accuracy	NFS	Retell	NFS	Retell Quality	Score	NFS
Benchmark Goals		54		13		52		90%		16			141	
Saintylus, Olivia		20	Intensive	0	Intensive	2	Intensive	13%	Intensive				2	Intensive
Ertilien, Tyler		17	Intensive	1	Intensive	1	Intensive	13%	Intensive				3	Intensive
Smith, Ethan		23	Intensive	4	Intensive	11	Intensive	50%	Intensive				19	Intensive
Assis, Ayla		39	Strategic	5	Intensive	11	Intensive	61%	Intensive				21	Intensive
													48	Intensive
Freeman, Victoria		39	Strategic	9	Strategic	25	Intensive	81%	Strategic				94	Intensive
Andrade, Brijesh		35	Strategic	1	Intensive	40	Strategic	91%	Core				123	Strategic
Landrum, Connor		61	Core	13	Core	39	Strategic	89%	Strategic				140	Strategic
Barros, Cameron		41	Strategic	12	Strategic	46	Strategic	94%	Core				157	Core
Noel, Delainey		56	Core	15	Core	50	Strategic	94%	Core				167	Core
Vales, Ludwig		69	Core	19	Core	49	Strategic	92%	Core				168	Core
Liversage, Kayla		54	Core	10	Strategic	77	Core	94%	Core				184	Core
Simon, Abigail		92	Core	27	Core	66	Core	96%	Core				213	Core
Coin, Sydney		119	Core	39	Core	59	Core	94%	Core				224	Core
Waldron, Emma		82	Core	13	Core	107	Core	98%	Core				232	Core
Bayu, Lainey		128	Core	40	Core	86	Core	99%	Core				271	Core
Renaudin, Olivia		14	Intensive	0	Intensive	0	Intensive							
Saintylus, Olivia		4	Intensive	0	Intensive	0	Intensive							
Mean:		51.2		11.7		38.4		76.9%		0.0		0.0	129.1	

Icon Legend: ■ Well Below Benchmark / Likely to Need Intensive Support ■ Below Benchmark / Likely to Need Strategic Support ■ At or Above Benchmark / Likely to Need Core Support

Student Progress Monitoring Graph - DIBELS Next

Name: Assis, Ayla
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend
◯ Benchmark Assessment
▬ Target Bar
◯ Progress Monitoring Assessment
◉ Target Goal
- - - Aimline ▮ Phase Line ᵃ Note
▲ Score Above Graph Bounds
● Score At or Above Aimline
◯ Score Below Aimline
● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 39

Progress Monitoring Scores

Week 1		
Week 2		48
Week 3		
Week 4	45	30

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 5

Progress Monitoring Scores

Week 1		
Week 2		0
Week 3		
Week 4	0	0

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 11

Progress Monitoring Scores

Week 1		
Week 2		20
Week 3		
Week 4	23	12

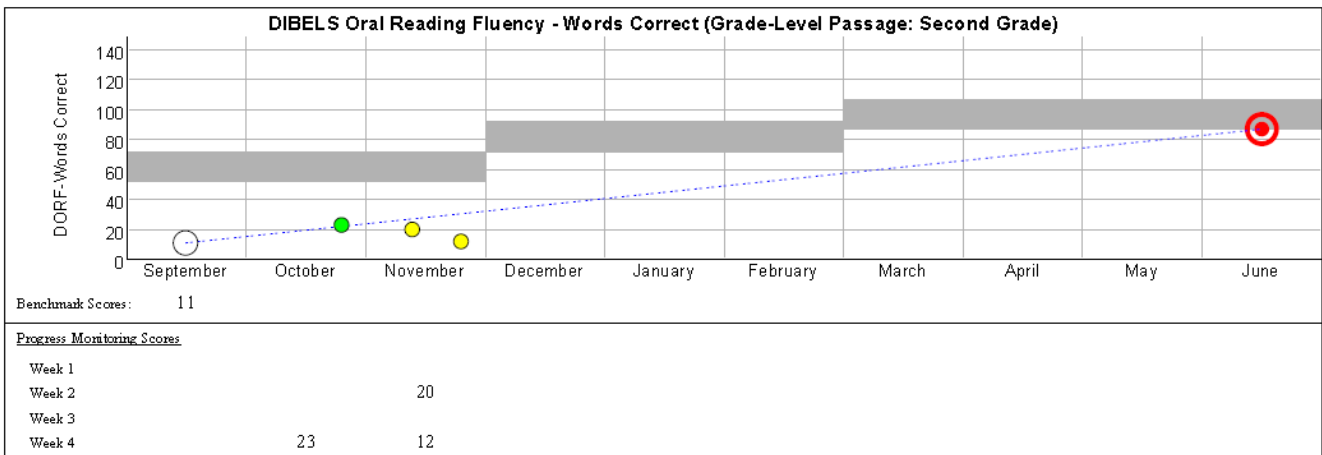## Student Progress Monitoring Graph - DIBELS Next

Name: Barros, Cameron
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on **Teaching & Learning**
UO DIBELS Data System

Legend		
◯ Target Bar — Benchmark Assessment	◯ Benchmark Assessment	▲ Score Above Graph Bounds
▨ Target Bar	◯ Progress Monitoring Assessment	● Score At or Above Aimline
◉ Target Goal	- - - Aimline ❙ Phase Line ᵃ Note	◯ Score Below Aimline
		● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 41

Progress Monitoring Scores
 Week 1
 Week 2
 Week 3
 Week 4   79

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 12

Progress Monitoring Scores
 Week 1
 Week 2
 Week 3
 Week 4   25

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 46

Progress Monitoring Scores
 Week 1
 Week 2
 Week 3
 Week 4   56

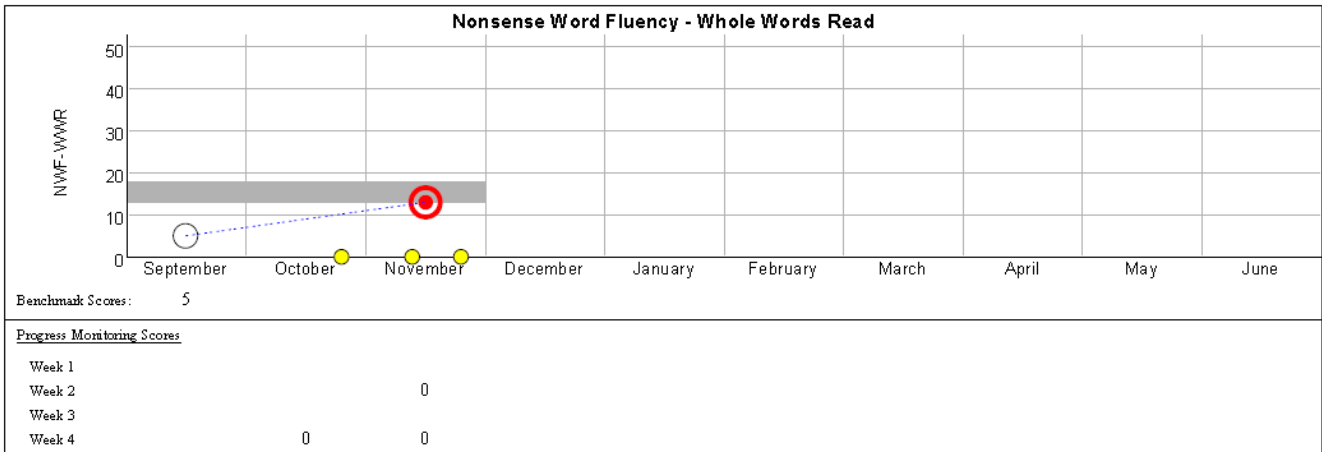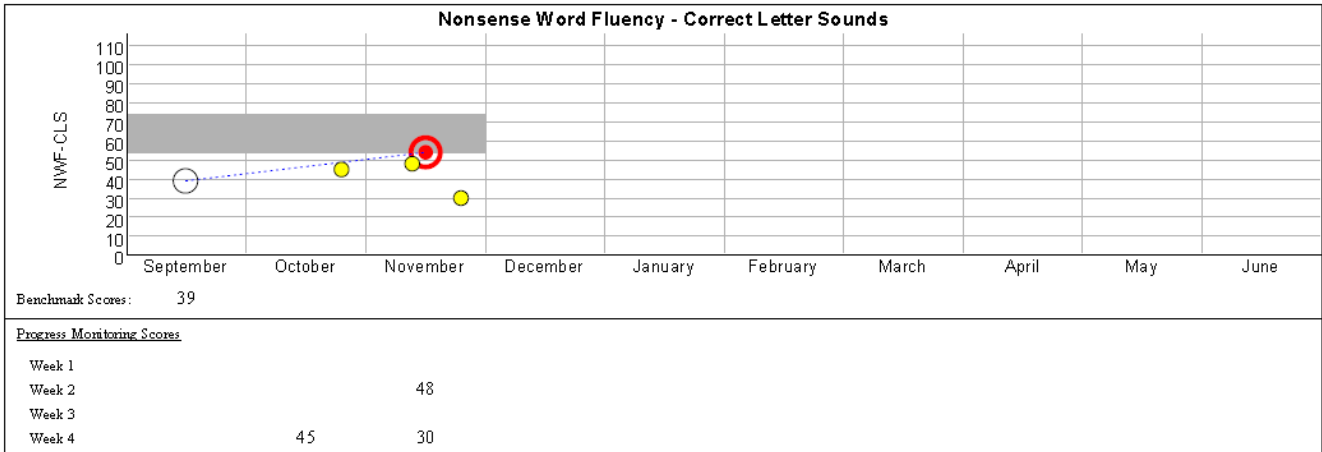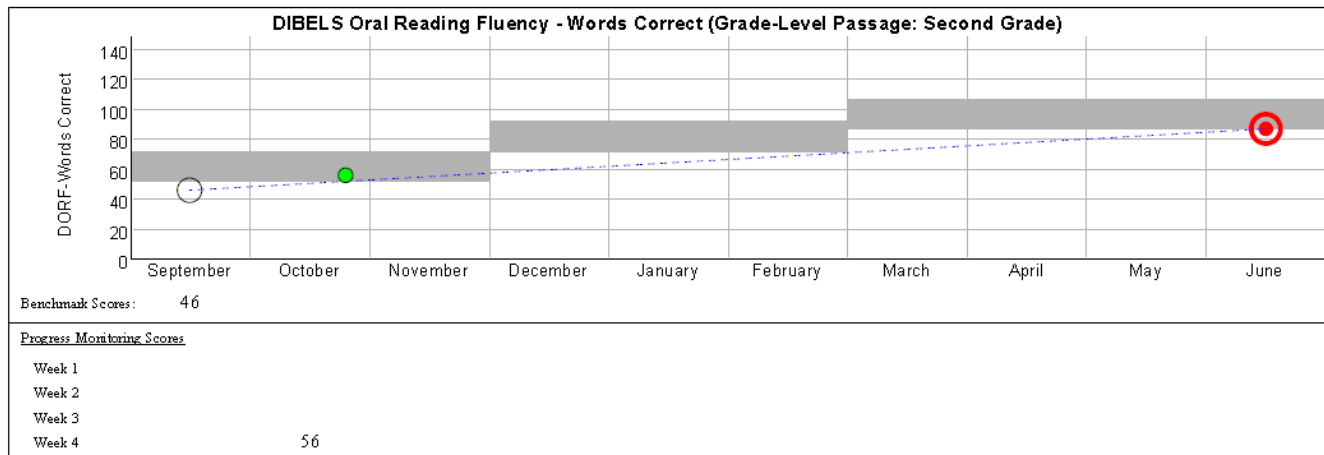## Student Progress Monitoring Graph - DIBELS Next

Name: Landrum, Connor
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend
◯ Benchmark Assessment   ▲ Score Above Graph Bounds
▭ Target Bar   ◯ Progress Monitoring Assessment   ● Score At or Above Aimline
◉ Target Goal   - - - Aimline   ▮ Phase Line   ᵃ Note   ◯ Score Below Aimline
                                                        ● Consider Adjusting Intervention

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

| Benchmark Scores: | 39 |

Progress Monitoring Scores

Week 1			
Week 2			
Week 3			
Week 4	45	36	

DIBELS Oral Reading Fluency - Accuracy (Grade-Level Passage: Second Grade)

| Benchmark Scores: | 89 |

Progress Monitoring Scores

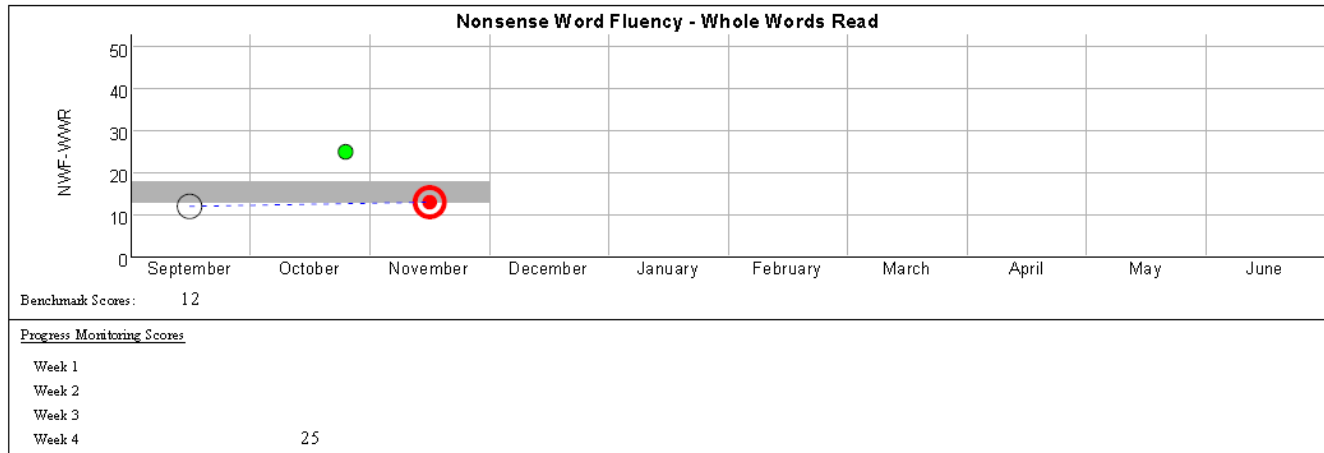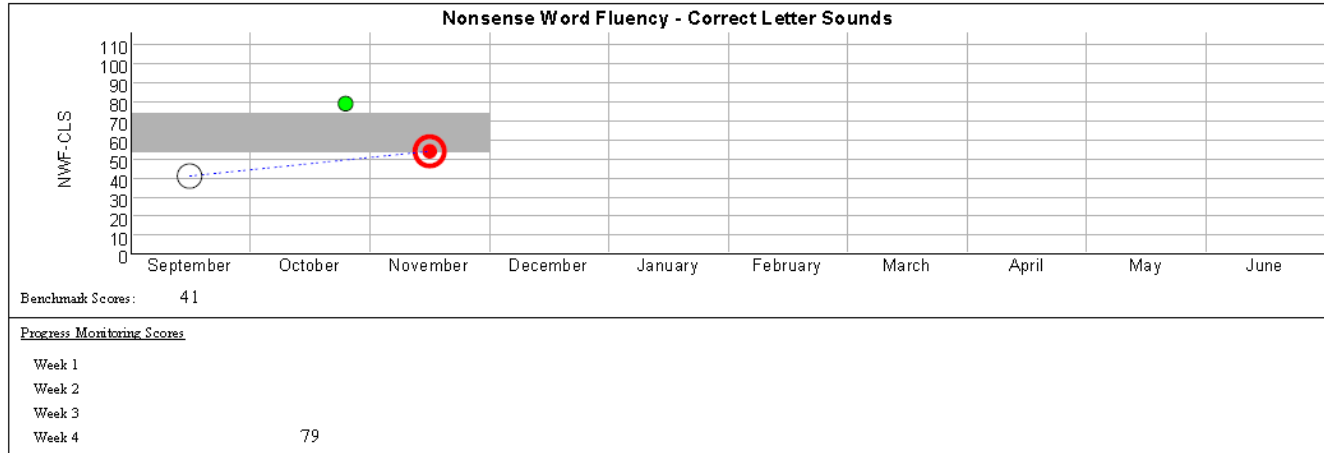|			
Week 1			
Week 2			
Week 3			
Week 4	94	95	

Student Progress Monitoring Graph – DIBELS Next

Name: Liversage, Kayla
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on **Teaching & Learning**
UO DIBELS Data System

Legend
⬜ Target Bar
◎ Target Goal
○ Benchmark Assessment
○ Progress Monitoring Assessment
- - - Aimline ▌Phase Line ᵃ Note
▲ Score Above Graph Bounds
● Score At or Above Aimline
○ Score Below Aimline
● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

	September	October	November	December	January	February	March	April	May	June

Benchmark Scores: 54

Progress Monitoring Scores

Week 1
Week 2
Week 3
Week 4   95

Nonsense Word Fluency - Whole Words Read

	September	October	November	December	January	February	March	April	May	June

Benchmark Scores: 10

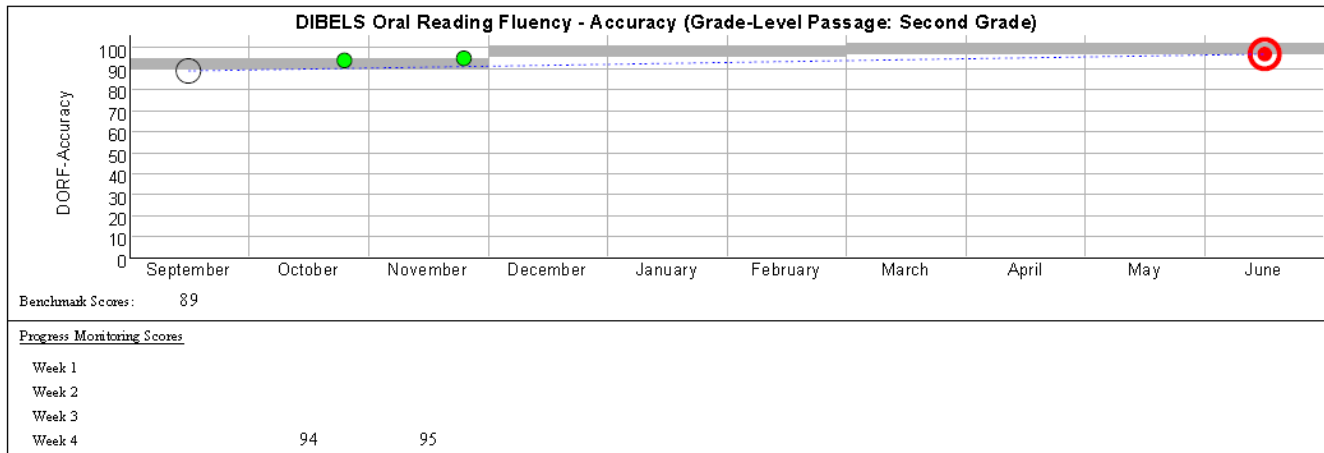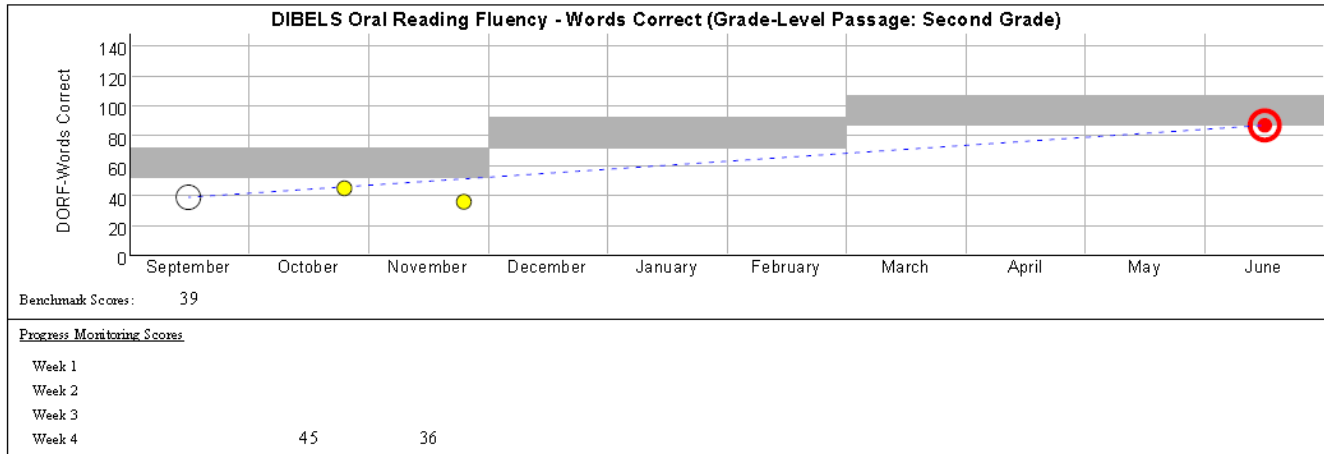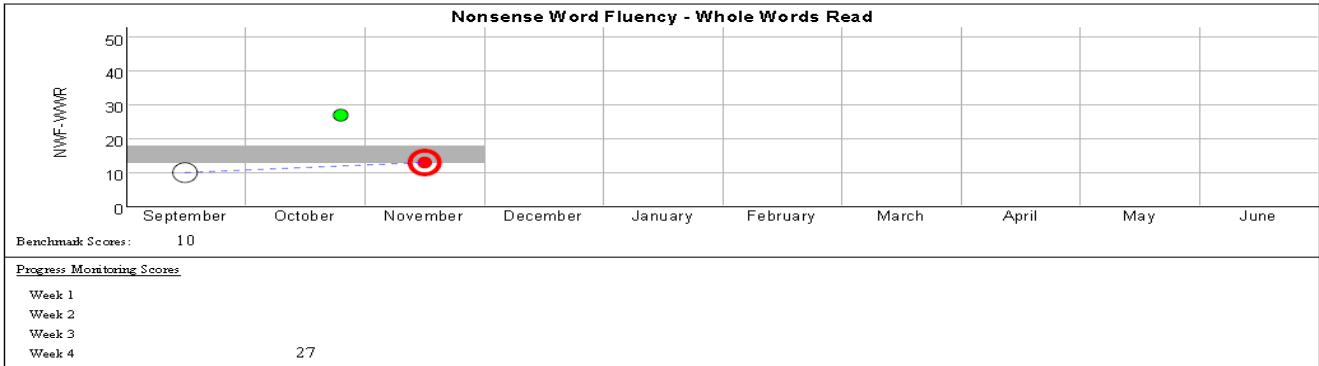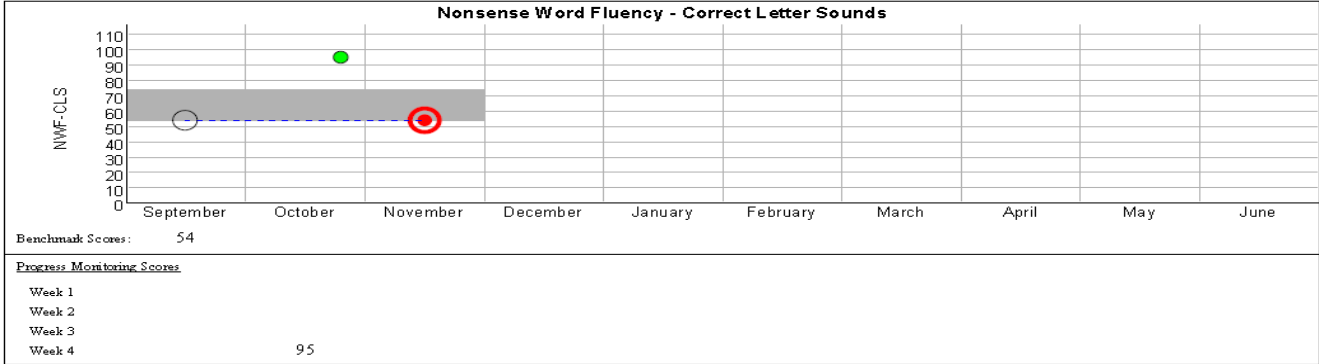Progress Monitoring Scores

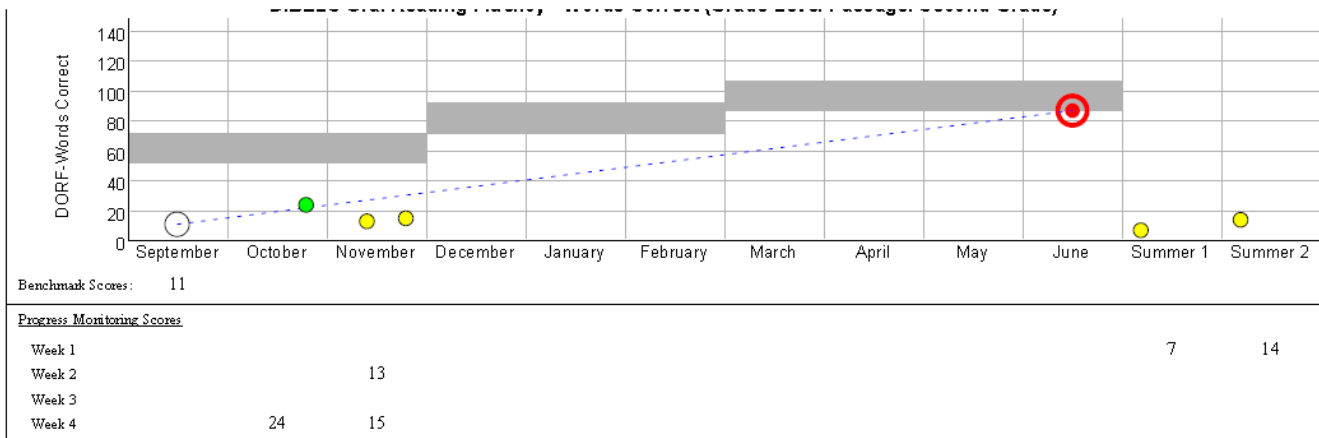Week 1
Week 2
Week 3
Week 4   27

Student Progress Monitoring Graph - DIBELS Next

Name: Moreno, Connor
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on **Teaching & Learning**
UO DIBELS Data System

Legend
○ Benchmark Assessment
▢ Target Bar   ○ Progress Monitoring Assessment
◉ Target Goal   - - - Aimline | Phase Line ᵃ Note
▲ Score Above Graph Bounds
● Score At or Above Aimline
○ Score Below Aimline
● Consider Adjusting Intervention

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 50

Progress Monitoring Scores
Week 1
Week 2
Week 3   81
Week 4   75

DIBELS Oral Reading Fluency - Accuracy (Grade-Level Passage: Second Grade)

Benchmark Scores: 94

Progress Monitoring Scores
Week 1
Week 2
Week 3   96
Week 4   97

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 11

Progress Monitoring Scores
Week 1   7   14
Week 2   13
Week 3
Week 4   24   15

Student Progress Monitoring Graph - DIBELS Next

Name:	Pandey, Lila
ID:	
Class:	White
Grade:	Second Grade
Year:	2014-2015
School:	Elementary
District:	Public Schoo
Need for Support:	Former Goals

CTL Center on **Teaching & Learning**
UO DIBELS Data System

Legend

○ Benchmark Assessment
○ Progress Monitoring Assessment
◉ Target Goal
▬ Target Bar
- - - Aimline ❘ Phase Line ᵃ Note

▲ Score Above Graph Bounds
● Score At or Above Aimline
● Score Below Aimline
● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 4

Progress Monitoring Scores

Week 1
Week 2
Week 3
Week 4   17

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 0

Progress Monitoring Scores

Week 1
Week 2
Week 3
Week 4   0
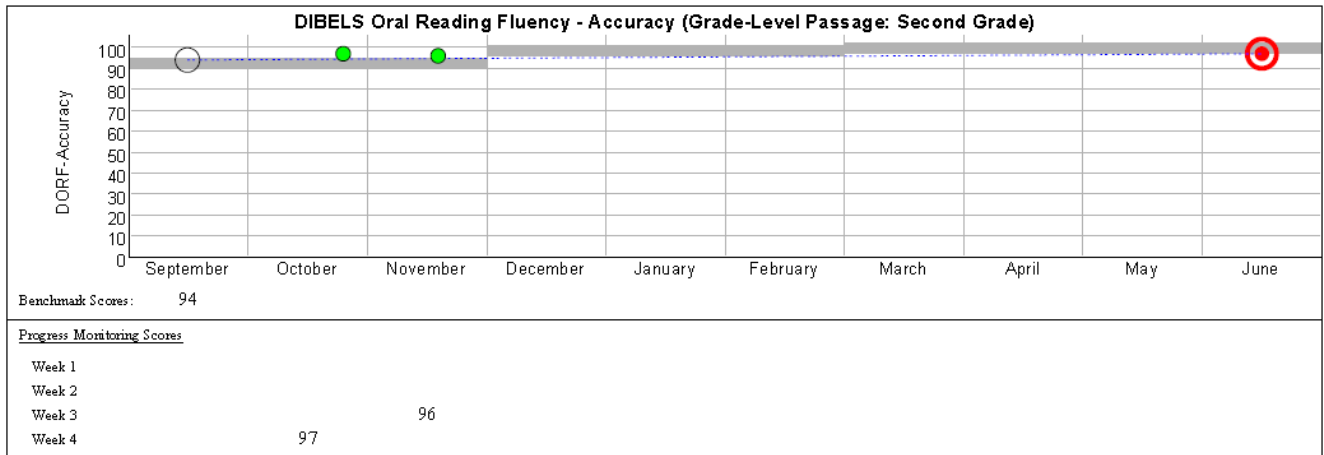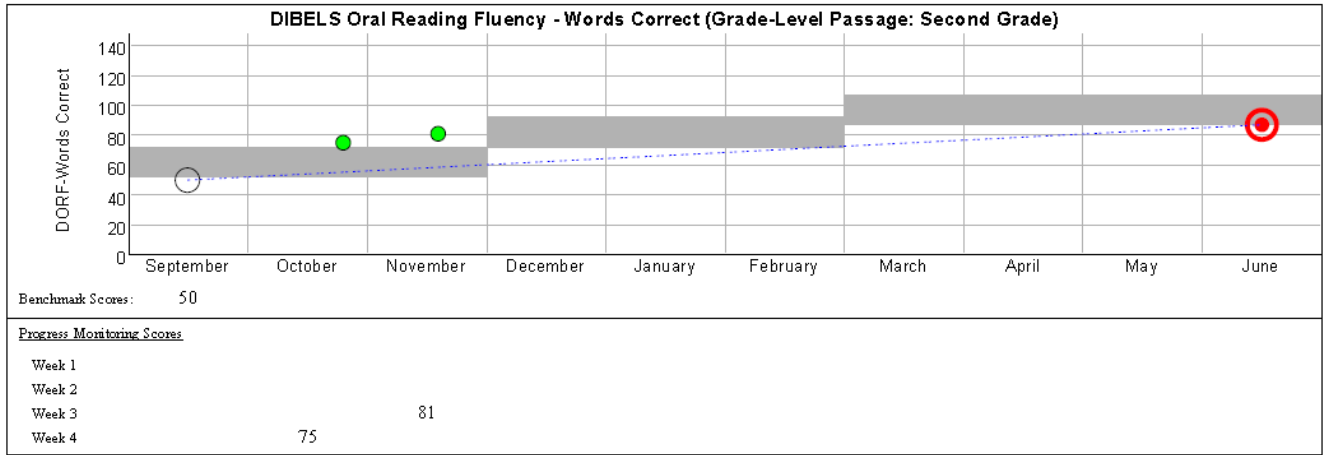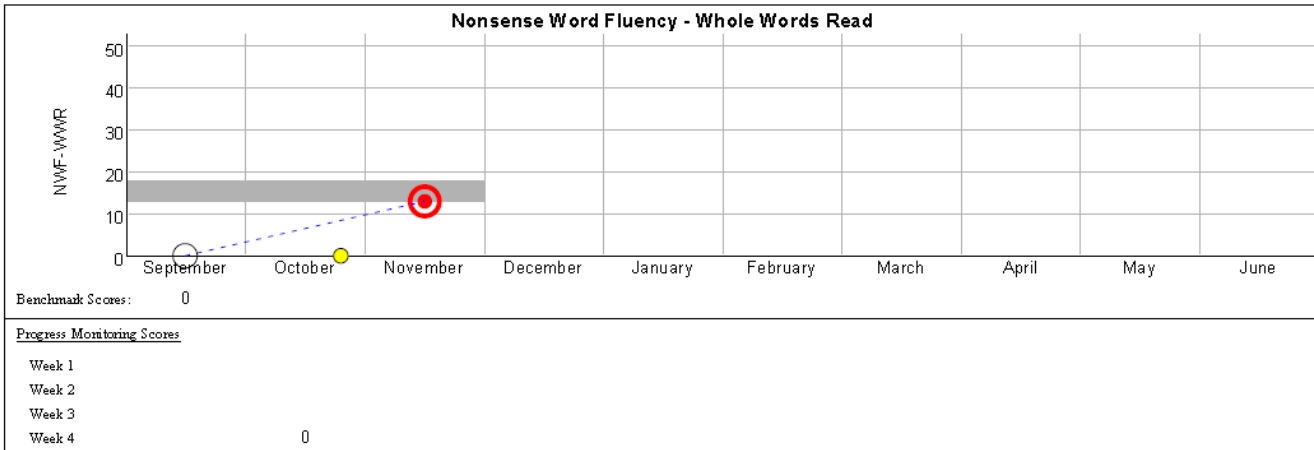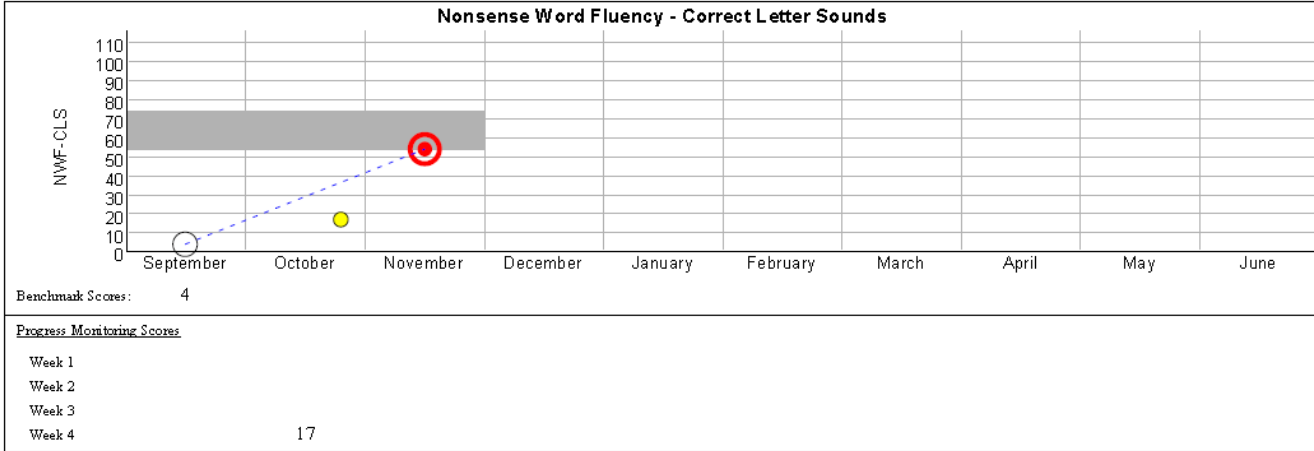
Student Progress Monitoring Graph - DIBELS Next

Name: Renaudin, Olivia
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend

◯ Benchmark Assessment
▦ Target Bar
◯ Progress Monitoring Assessment
◎ Target Goal
--- Aimline ❘ Phase Line ᵃ Note
△ Score Above Graph Bounds
● Score At or Above Aimline
◯ Score Below Aimline
● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 14

Progress Monitoring Scores

Week 1		
Week 2		
Week 3		
Week 4	23	35

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 0

Progress Monitoring Scores

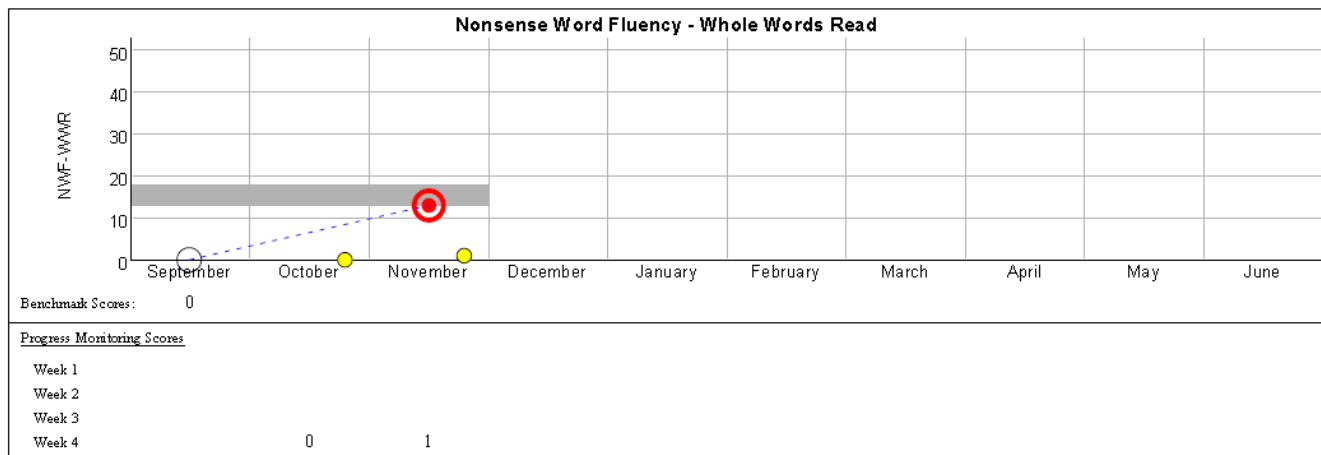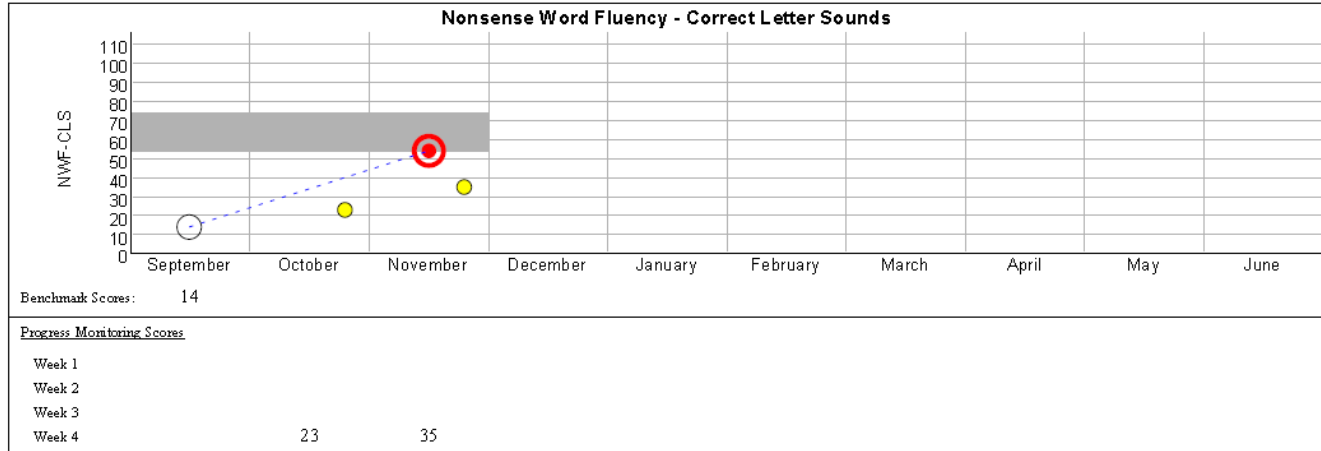|		
Week 1		
Week 2		
Week 3		
Week 4	0	1

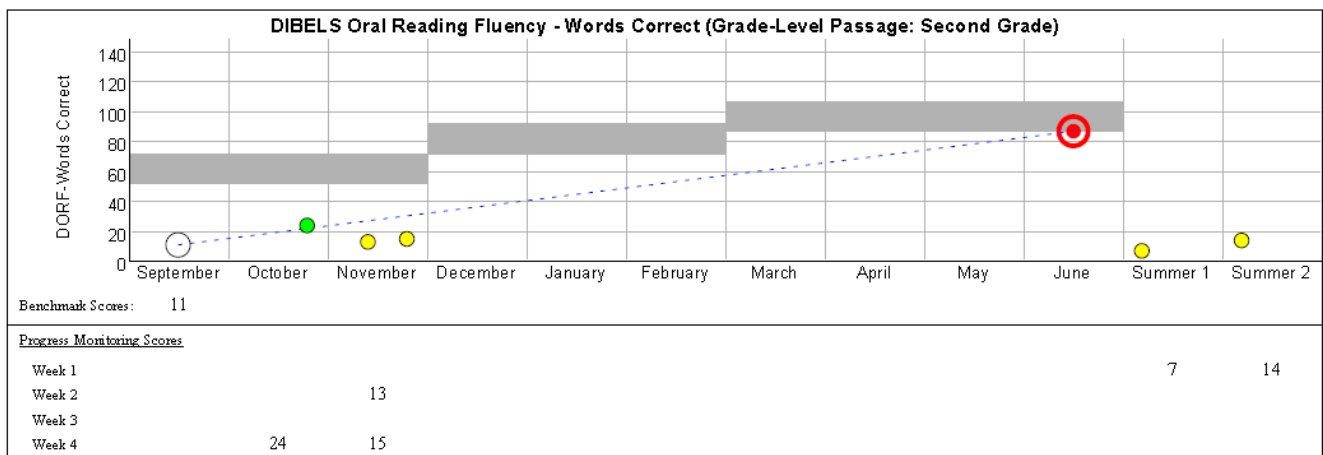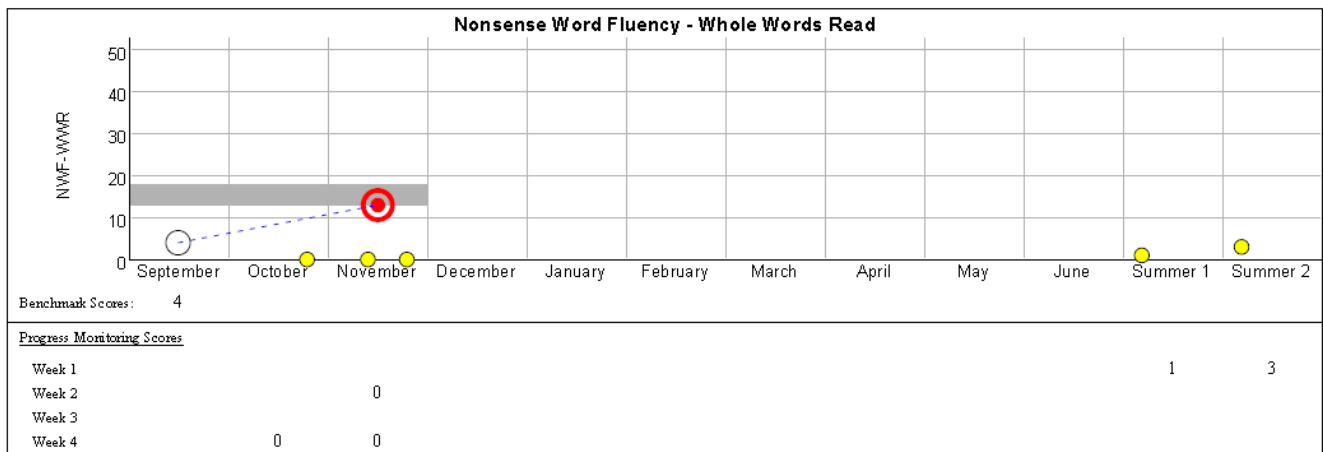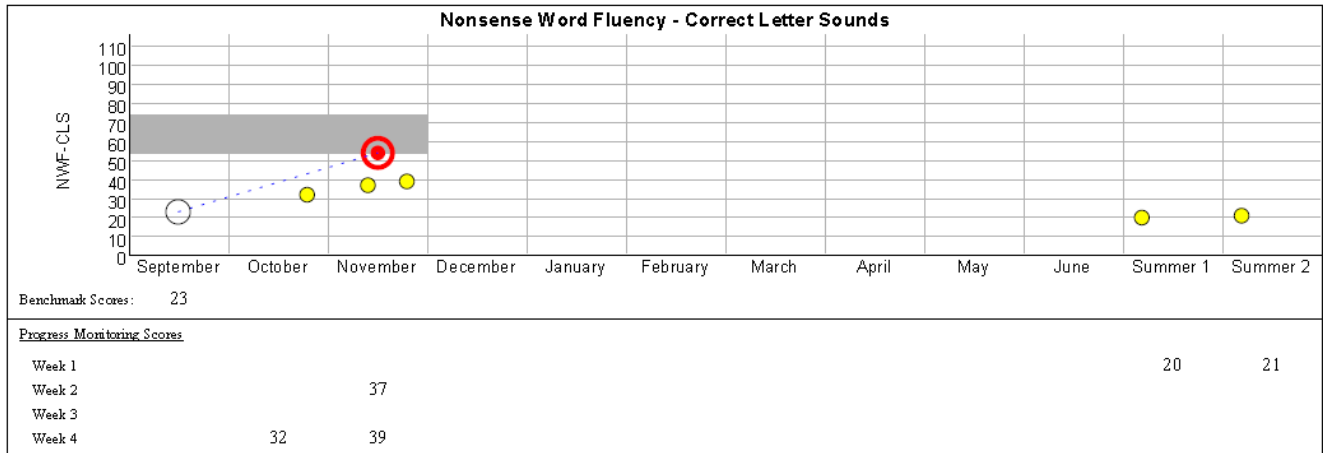## Student Progress Monitoring Graph - DIBELS Next

Name: Smith, Ethan
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL Center on Teaching & Learning
UO DIBELS Data System

Legend

⬤ Target Bar (gray)	◯ Benchmark Assessment
⬤ Target Bar	◯ Progress Monitoring Assessment
◎ Target Goal	- - - Aimline ▎ Phase Line ᵃ Note

▲ Score Above Graph Bounds
🟢 Score At or Above Aimline
🟡 Score Below Aimline
🔴 Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 23

Progress Monitoring Scores

	Sep	Oct	Nov	...	Summer 1	Summer 2
Week 1					20	21
Week 2			37			
Week 3						
Week 4		32	39			

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 4

Progress Monitoring Scores

	Sep	Oct	Nov	...	Summer 1	Summer 2
Week 1					1	3
Week 2			0			
Week 3						
Week 4		0	0			

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 11

Progress Monitoring Scores

	Sep	Oct	Nov	...	Summer 1	Summer 2
Week 1					7	14
Week 2			13			
Week 3						
Week 4		24	15			

Student Progress Monitoring Graph - DIBELS Next

Name: Barros, Cameron
ID:
Class: White
Grade: Second Grade
Year: 2014-2015
School: Elementary
District: Public Schoo
Need for Support: Former Goals

CTL — Center on Teaching & Learning
UO DIBELS Data System

Legend
○ Benchmark Assessment
▢ Target Bar   ○ Progress Monitoring Assessment
◉ Target Goal   --- Aimline ▮ Phase Line ᵃ Note

▲ Score Above Graph Bounds
● Score At or Above Aimline
○ Score Below Aimline
● Consider Adjusting Intervention

Nonsense Word Fluency - Correct Letter Sounds

Benchmark Scores: 41

Progress Monitoring Scores
Week 1
Week 2
Week 3
Week 4   79

Nonsense Word Fluency - Whole Words Read

Benchmark Scores: 12

Progress Monitoring Scores
Week 1
Week 2
Week 3
Week 4   25

DIBELS Oral Reading Fluency - Words Correct (Grade-Level Passage: Second Grade)

Benchmark Scores: 46

Progress Monitoring Scores
Week 1
Week 2
Week 3
Week 4   56