



Assessing and Diagnosing Unfinished Teaching and Learning of Reading Foundational Skills

Rebecca Dey
2/24/2021



Learning Series at a Glance



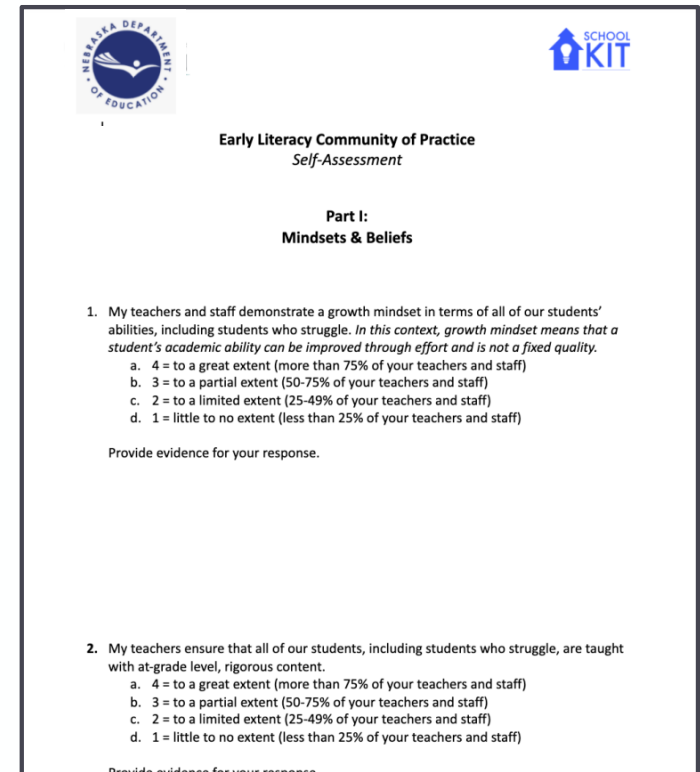
Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers

Connecting to our Assessment

Zoom in on Section 2: Teaching and Learning

Reflect on your responses to
questions #7-#8

What do current assessment practices look like at your school? To what extent are they informing how teachers identify and address unfinished learning?



The screenshot shows a self-assessment form titled "Early Literacy Community of Practice Self-Assessment". It includes logos for the Nevada Department of Education and School KIT. The form is divided into "Part I: Mindsets & Beliefs" and contains two numbered questions. Each question has four sub-points (a, b, c, d) representing different levels of extent. Below each question, there is a line for providing evidence.

NEVADA DEPARTMENT OF EDUCATION **SCHOOL KIT**

Early Literacy Community of Practice Self-Assessment

Part I: Mindsets & Beliefs

1. My teachers and staff demonstrate a growth mindset in terms of all of our students' abilities, including students who struggle. *In this context, growth mindset means that a student's academic ability can be improved through effort and is not a fixed quality.*

- a. 4 = to a great extent (more than 75% of your teachers and staff)
- b. 3 = to a partial extent (50-75% of your teachers and staff)
- c. 2 = to a limited extent (25-49% of your teachers and staff)
- d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

2. My teachers ensure that all of our students, including students who struggle, are taught with at-grade level, rigorous content.

- a. 4 = to a great extent (more than 75% of your teachers and staff)
- b. 3 = to a partial extent (50-75% of your teachers and staff)
- c. 2 = to a limited extent (25-49% of your teachers and staff)
- d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

Objectives



Participants will:

- Explain the critical role of assessment of early literacy skills for identification of unfinished learning and equity
- Recognize best practices and potential pitfalls in the assessment of Early Literacy skills
- Examine best practice in data analysis practices
- Reflect on current assessment practices and develop an action plan

Agenda



Time	Topic
10 min	Getting Started
20 min	Assessment Best Practices and Pitfalls
50 min	Case Study: Analyzing a Model Approach to Assessment and Data Analysis
10 min	Wrapping Up and Next Steps

Zoom Norms



Be present: keep camera on when possible



Audio: stay on “mute” if you are not speaking



Engage with others: Zoom Breakout Rooms feature!



Chat: use the chat feature when prompted



Materials: Soft copy of the note catcher; links in chat box

Access Your Materials



Unfinished Learning Series Early Literacy Community of Practice

Session 2:
Assessing and Diagnosing Unfinished Learning of Reading Foundational Skills

A Tale of Two Schools:

Mr. Landry Case Study

Mr. Landry is a first-grade teacher at Jefferson Elementary School. Mr. Landry's principal opened up the school year with a presentation at their staff meeting on how important it was going to be for the teachers to track how students are doing this year and set clear expectations for the collection of data. There were explicit directions for data that needs to be turned in to the office and every teacher was told that they also need to have a data wall in their classroom to show how students are progressing.

The year began with administering a nationally normed screening assessment to all K-2 students. The assessment's expectations for mastery of some skills did not align to the scope and sequence of how skills are delivered in their curriculum, but since it is a national assessment teachers were told to use the data it produced as an accurate depiction of what students have learned.

Mr. Landry wanted to comply with the new expectations for using data so when he got his students results on the screening assessment he categorized students into red, yellow and green groups and put their names on red, yellow or green bulletin board paper and hung it up on the wall in his classroom so that it was clearly visible. He then used those groups to create small groups for remediation. He decided that he would just keep students in those groupings until December when they retook the same assessment and he could see how they had progressed.

Mr. Landry also collects weekly data on the spelling assessment. He promptly enters those grades into his grade book and then sends the papers home to parents so they can continue to have their child practice memorizing the words missed. In addition, he enters the unit assessment into his grade book and follows the same pattern of sending those papers home so parents can see how their child is doing in school. He didn't have enough data points for what he was required to turn in each week, so he decided he would also grade one of the worksheets students completed each week as they were learning a new skill so that he could also enter that data.

Click on the link shared in the chat.

Click “make a copy”



Google Docs

Copy document

Would you like to make a copy of **Early Literacy Community of Practice Session 2 Materials?**

Make a copy





Assessment Best Practices

“...determine *how* to bring students into **grade-level instruction**, not whether to bring them into it.”

(2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics)

Assessment Guidance for Foundational Skills



- Administer **diagnostic assessments** at the beginning of the year and at periodic checkpoints throughout the year,
- Employ **formative assessment practices** to monitor how students are progressing with learning and applying grade level skills.
- Use **progress monitoring** to ensure students are continuing to progress toward mastery

Diagnostic Assessments



- Identify **missed teaching and learning** or **learning not yet finished**.
- Assessments should inform where students are in the **sequence of skills** that have been taught in their curriculum so that strengths can be identified and gaps can be addressed. If assessment is not from the curriculum then data should be looked at through the lens of what has been taught.

Formative Assessment Practices



“... assessment must occur as close to instruction as possible, and in the mode in which it will provide the most meaningful guidance.... **The point of assessment in this case isn't to generate data about what students get right or wrong, it's to understand how to support students as they work.**”

Formative Assessment Practices



Checks for understanding **should**

- occur frequently throughout the week during instruction
- be linked to curriculum being used (embedded in units and lessons)
- reflect a range of practices (i.e., check lists, student work, student discussion)
- be used to celebrate and capitalize on strengths
- identify how students are progressing with learning and applying grade level skills independently and accurately
- inform if adjustments to instructional approaches are needed
- be used to inform targeted remediation (small group or individual) to address incorrect and/or partial understandings as quickly as possible

Progress Monitoring



In grades 2-12 periodic assessment of fluency with grade-level texts should be administered to progress monitor and identify if additional supports are needed. Student's use of appropriate accuracy, rate and expression should be reviewed against national norms.

Formative data about fluency can be gathered from listening to students read aloud during choral reading, paired reading, etc.



A Tale of Two Classrooms

A Tale of Two Classrooms

Mr. Landry



Ms. Williams



Read and Annotate: Mr. Landry Case Study

Mr. Landry



What do we see in Mr. Landry's practices **does not** align to best practices in assessment?

Let's Chat

Mr. Landry



What do we see in Mr. Landry's practices that **do not** align to best practices in assessment?

Misaligned Practices



- Purpose of assessments is for compliance, **labeling students** for placement.
- **No ongoing collection of data** to identify and provide timely supports for students that need more targeted instruction and practice.
- Data is collected, entered in a data collection spreadsheet and sent home but **never analyzed or addressed to ensure mastery.**
- **Pacing for coverage** of material not mastery

Assessment Pitfalls

Don't use
assessments as
gatekeepers to
grade level
learning!





A Model Approach

Read and Annotate: Ms. Williams Case Study

Ms. Williams



What do you see in Ms. William's practices that aligns to best practice in assessment?

Let's Share



Ms. Williams



What do you see in Ms. William's practices that aligns to best practice in assessment?

Let's Debrief

Ms. Williams



- Administers a diagnostic screener at the beginning of the year and analyzes data to identify and address gaps in student's mastery of foundational skills that have been taught in previous grade(s)
- Collects formative data from daily lessons to capture student progress and adjust instruction to meet student needs.
- Core materials from high-quality aligned curriculum are used for reinforcement and reteaching.

Data Meeting Agenda

- **Review** the agenda for Ms. William's team data meeting
- **Reflect:** how does this approach compare to how you are currently using data in your school?

First Grade, Unit 2 Data Meeting Agenda

1. Welcome and Celebrations
2. Determining Student Needs:
 - Review student performance on Unit 2 Assessment
 - a. Highlight where students performed below proficient levels based on the guidance given for the unit assessment
 - b. Identify patterns in the data
 - i. Patterns of classroom learning
 - ii. Patterns in individual student learning
 - c. Examine student work on the assessment for individuals that scored below proficient (unless data indicates need for whole class reteach)
 - d. Reflect on identified student's performance across the unit and supports that were provided to ensure learning

Data Meeting Agenda

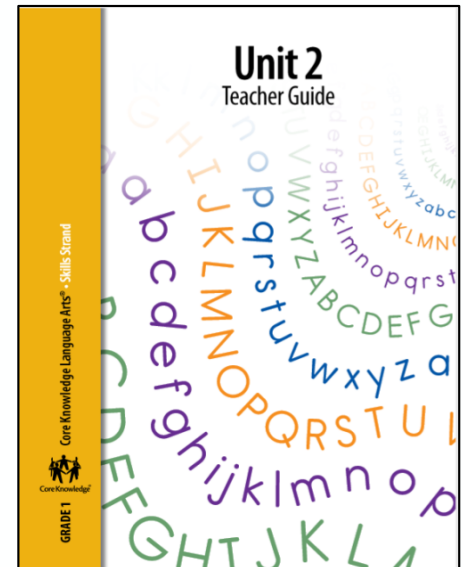


First Grade, Unit 2 Data Meeting Agenda

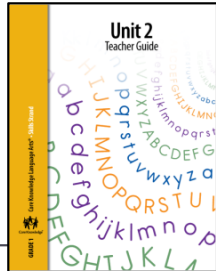
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Summative Assessment

End-of-unit, or summative assessments provide a lens into how students have responded to specific skills instruction that has been delivered. This data can be **analyzed for trends to determine the effectiveness of the delivery of instruction and/or gaps in specific student's skills acquisition.**



Unit Assessment: Word Recognition



Name _____

18.1

1.	bike	bit	bite	bake
2.	rose	rise	robe	rope
3.	cheek	ship	chin	seek
4.	rat	rake	rate	ran
5.	be	beet	bet	best
6.	cut	cube	cull	cute
7.	bet	batch	beet	bat
8.	luck	lake	lick	lush

Unit 2
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9.	cube	cute	cub	can
10.	lit	lint	line	lend
11.	rut	robe	rash	rob
12.	sheet	shine	shin	slip
13.	sore	sort	shore	short
14.	pit	pan	pane	pale
15.	weed	feed	wed	want

Unit 2
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Worksheet 18.1

Word Recognition Assessment

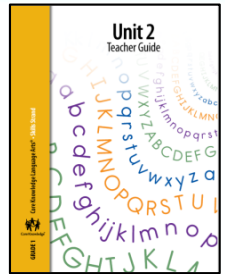
- Distribute Worksheet 18.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *bite*. I will say the word again: *bite*. Now find the word that you heard and circle it." You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

Word Recognition Assessment

- | | | |
|---------|----------|-----------|
| 1. bite | 6. cute | 11. robe |
| 2. rose | 7. beet | 12. shine |
| 3. seek | 8. lake | 13. sore |
| 4. rate | 9. cube | 14. pane |
| 5. beet | 10. line | 15. weed |

- Collect the worksheets.

Unit Assessment: Reading A Text



Name _____ **19.1**

Beth

1. Who went on top of a path at the pond?

2. Who got some snap shots?

Directions: Read the story and answer the questions.

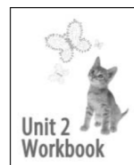
3. Did Beth get a snap shot of a cat?

4. Dad got a snap shot of ...

- ☐ a fish.
- ☐ Mom.
- ☐ Beth.



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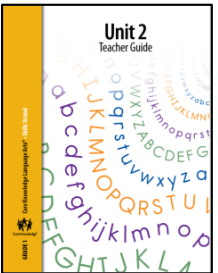


Worksheet 18.2

Comprehension

- Tell students they will read a story from *Gran* called “Saved by the Bells.” After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.
- Distribute Worksheet 18.2.
- If you have students who score **below 3 out of 5** on this assessment, look for opportunities during the remainder of the unit to have these students read “Saved by the Bells” aloud to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Comprehension Assessments, practice reading words with specific digraphs.
- If, however, a student does well on the Word Recognition Assessment, but poorly on the Comprehension Assessment, she may need more opportunities rereading stories to build fluency and automaticity. Consider having this student practice reading the remaining stories in *Gran* several times before completing the related Pausing Point comprehension worksheets.

Unit Assessment: Grammar



Name _____ **19.1**

Jack	snake	kite	queen	snack
------	-------	------	-------	-------

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

Score _____ /10

Unit 2 73
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Assessment

Grammar: Identifying Nouns

- Distribute Worksheet 19.1.
- Explain to students that nouns are printed on this worksheet. In each line, the students will have to circle nouns that belong to a certain type. The nouns name a person, place, or thing, or they are proper nouns. There may be more than one answer for each line.

Data Meeting Agenda



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Unit Assessment: Word Recognition



In Your Breakout Room

Using the guidance in your note catcher for scoring each component of the Grade 1, Unit 2 assessment, highlight where students scored below proficient in each column.

Discuss

- What patterns do you notice in this data for individual students and for the class? Be sure to include celebrations!

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	13/15	4/5	6/10
Noah	11/15	2/5	4/10
Luis	12/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	14/15	5/5	7/10
Tanji	15/15	5/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
Logan	15/15	5/5	6/10

Unit Assessment: Word Recognition



Share:

What patterns do you notice in this data for individual students and for the class?

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	13/15	4/5	6/10
Noah	11/15	2/5	4/10
Luis	12/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	14/15	5/5	7/10
Tanji	15/15	5/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
Logan	15/15	5/5	6/10

Data Meeting Agenda



First Grade, Unit 2 Data Meeting Agenda

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Unit Assessment: Examining Patterns in Student Work



In Your Breakout Room

Review the additional data breakdown about the 4 students who performed below proficient on the Word Assessment.

Refer the word assessment directions in the note catcher on page 5. The student response is in parentheses.

What patterns do you see in the individual student errors?

Additional Data Breakdown:

Noah: 11/15 missed # 1 (bit), 2 (rise), 4 (rat), 13 (shore), 14 (pan),

Krystal: 10/15 missed # 3 (cheek), 5 (bet), 7 (bet), 13 (shore), 15 (wed)

Amanda: 5/15 missed # 2 (rise), 3 (cheek), 4 (rat), 6 (cut), 7 (bet), 10 (lint), 12 (sheet), 13 (sort), 14 (pit), 15 (feed)

Alejandro: 10/15 missed # 1 (bit), 2 (robe), 10 (lint), 12 (shin), 15

(feed)

Let's Debrief



What patterns did you see in the individual student errors?

Based on analysis of student work students demonstrated unfinished learning of the following patterns:

Noah: “a-e”, “i-e”

Alejandro: “i-e”

Krystal: “ee”

Amanda: unfinished learning indicated across all vowel patterns assessed

Data Meeting Agenda



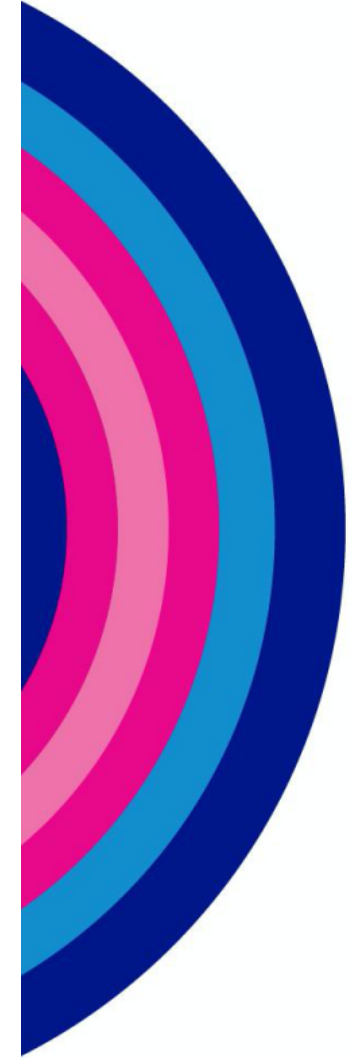
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Data Meeting



- **Review** the teacher's reflections based on her observations during instruction
- **Chat:** Why is it important to take this step prior to developing an action plan?



Wrapping up

Reflect



- To what extent is this work currently happening at your school?
- What is one action you may take based on today's session?

Before Our Next Session



- **School based leaders/teachers:** Collaborate to lead a data meeting (with a single teacher or a group of teachers) focused on foundational reading skills
- **District leaders:** observe a data meeting focused on foundational reading skills

Looking Ahead



Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers