

# Implementing a Reading Assessment System at the Secondary Level

OSPI

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OSPI Reading

# Purpose

- To provide an overview of implementing an assessment system at the secondary level.

# Objectives

- Participants will:
  - Review three-tiered systems
  - Understand how to create and implement a reading assessment system
  - Create a framework for making student placement decisions based upon reading assessment results

# What is the structure of your school's assessment system?

- Turn to a partner
- Briefly explain your school's assessment system (3 minutes)

# K 12 Reading Model and RTI

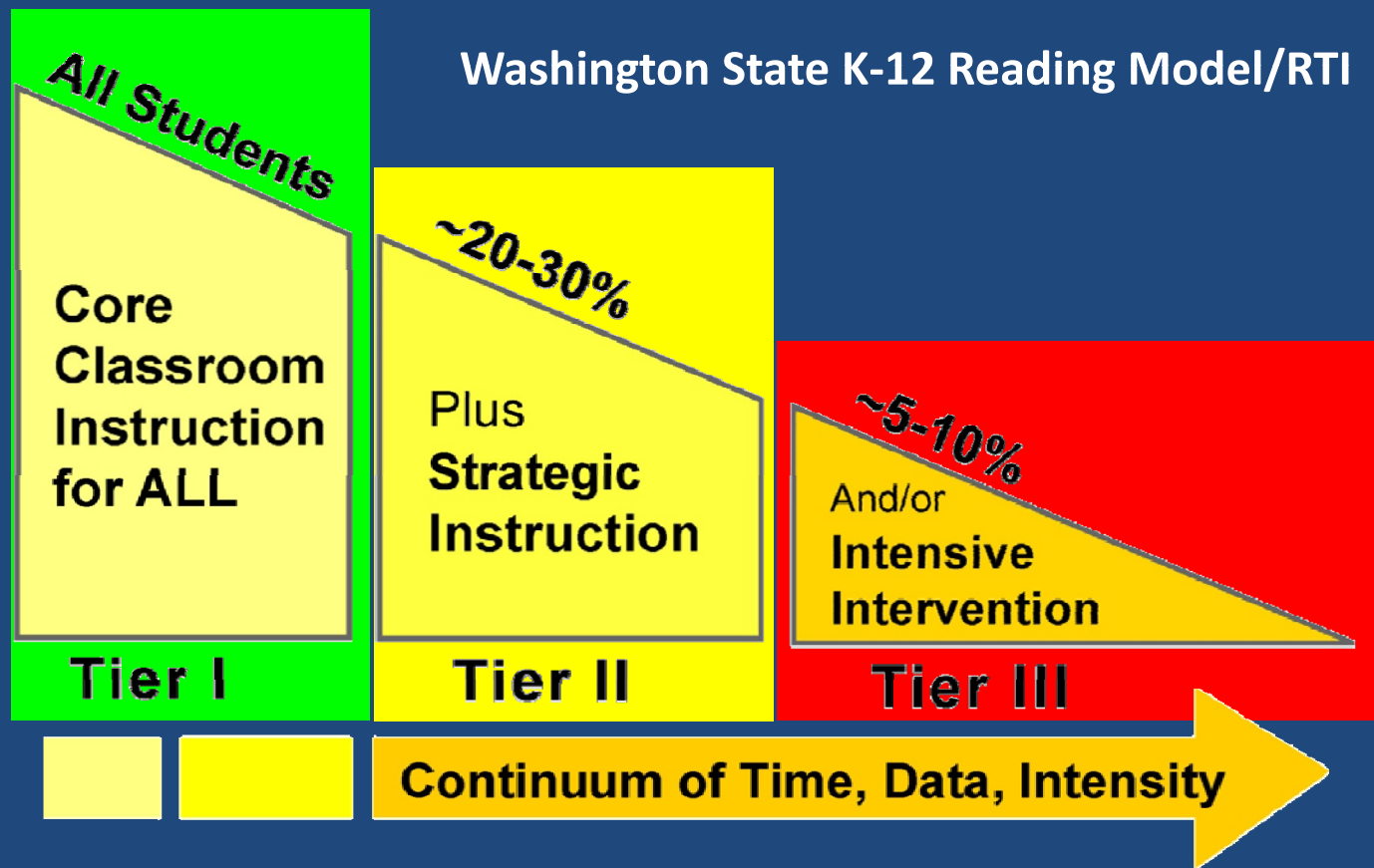
## K 12 Reading Model

- Addresses three-tier instructional plan
- Addresses assessment system
- Addresses reading
- Implementation is conducted with General Education and Special Education
- Compilation of research based practices that are recommended by the **State of Washington** in Reading

## RTI

- Addresses three-tier model of school supports
- Addresses assessment system
- Addresses Reading, Math, Writing and Behavior
- Implementation is conducted with General Education and Special Education
- Authorized by **Congress** (IDEA, 2004) as an alternative method that can be used to identify and serve students with specific learning disabilities

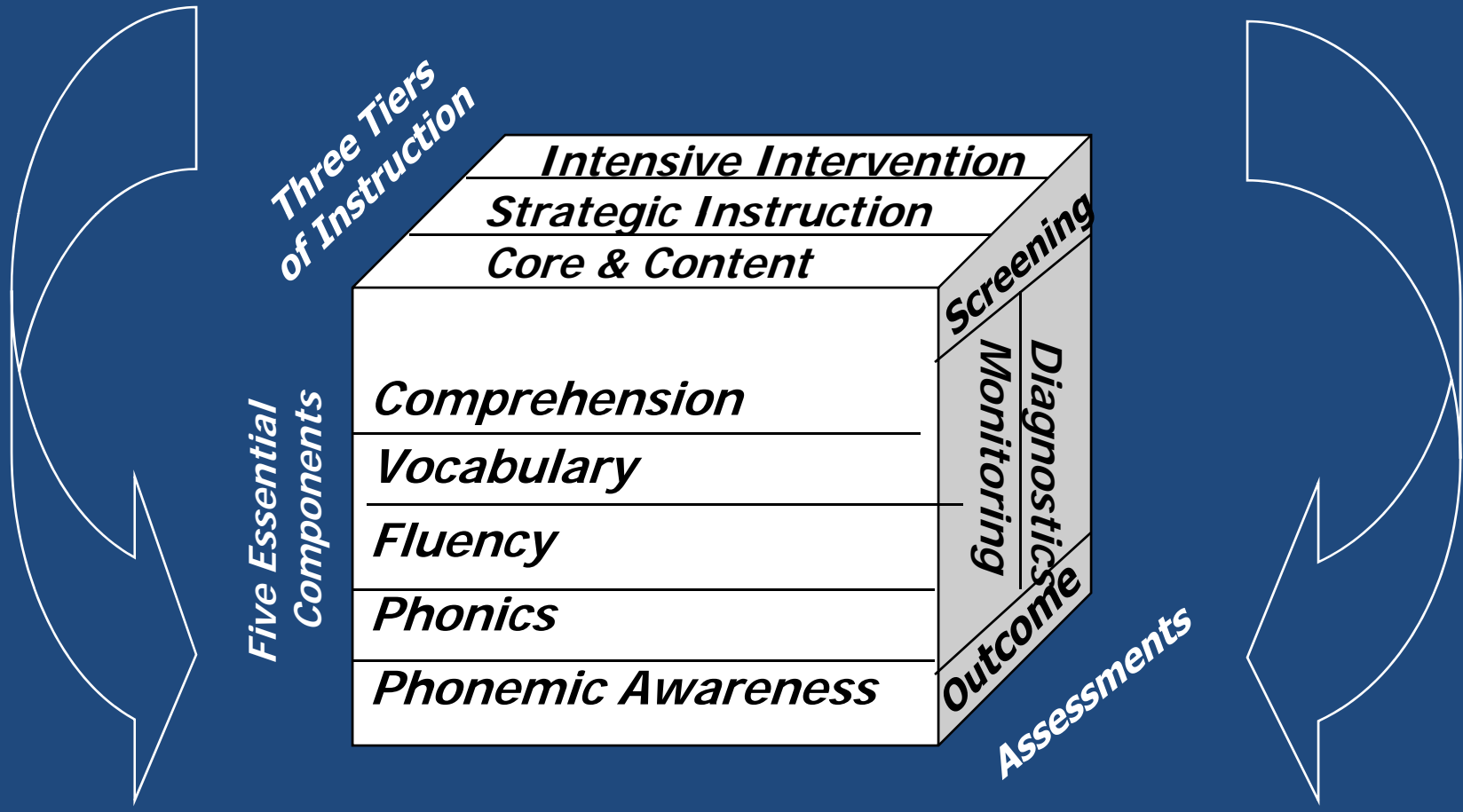
# Three-Tiered Intervention



# Response to Intervention: Core Principles

- Use all available resources to teach all students
- Use scientific, research-based interventions
- Monitor classroom performance
- Conduct universal screening/benchmarking
- Use multi-tier model of service delivery
- Make data based decisions using a problem solving/standard protocol approach
- Monitor progress frequently
- Implementation fidelity

# *System-wide Commitment*



*Leadership*

# Reading Assessment Areas

- Remember “big picture” to “smaller picture”

- 
- WASL
  - Comprehension
  - Vocabulary
  - Fluency
  - Decoding
  - Phonemic Awareness

# Types of Assessment under RTI (typically K-6)

- **Universal Screening:** Identify students “at risk” for reading failure
- **Progress Monitoring:** Determine if students are learning critical skills at an adequate rate
- **Diagnostic or Targeted:** Identify specific skills that will be targeted with intervention
- **Outcome:** Evaluate the effectiveness of the reading instruction for meeting reading goals for all children

– *Florida Center for Reading Research*

# 1) Universal Screening

- School staff conduct universal screening in all academic areas and behavior to all students three times/year
- Purpose of universal screening is to identify students “at risk” for academic or behavior failure
- Universal screening data tells us whether a child is on track compared to peer group and/or state standards
- The student’s data at benchmark testing periods can be utilized to validate the effectiveness of intervention. Is the gap closing?

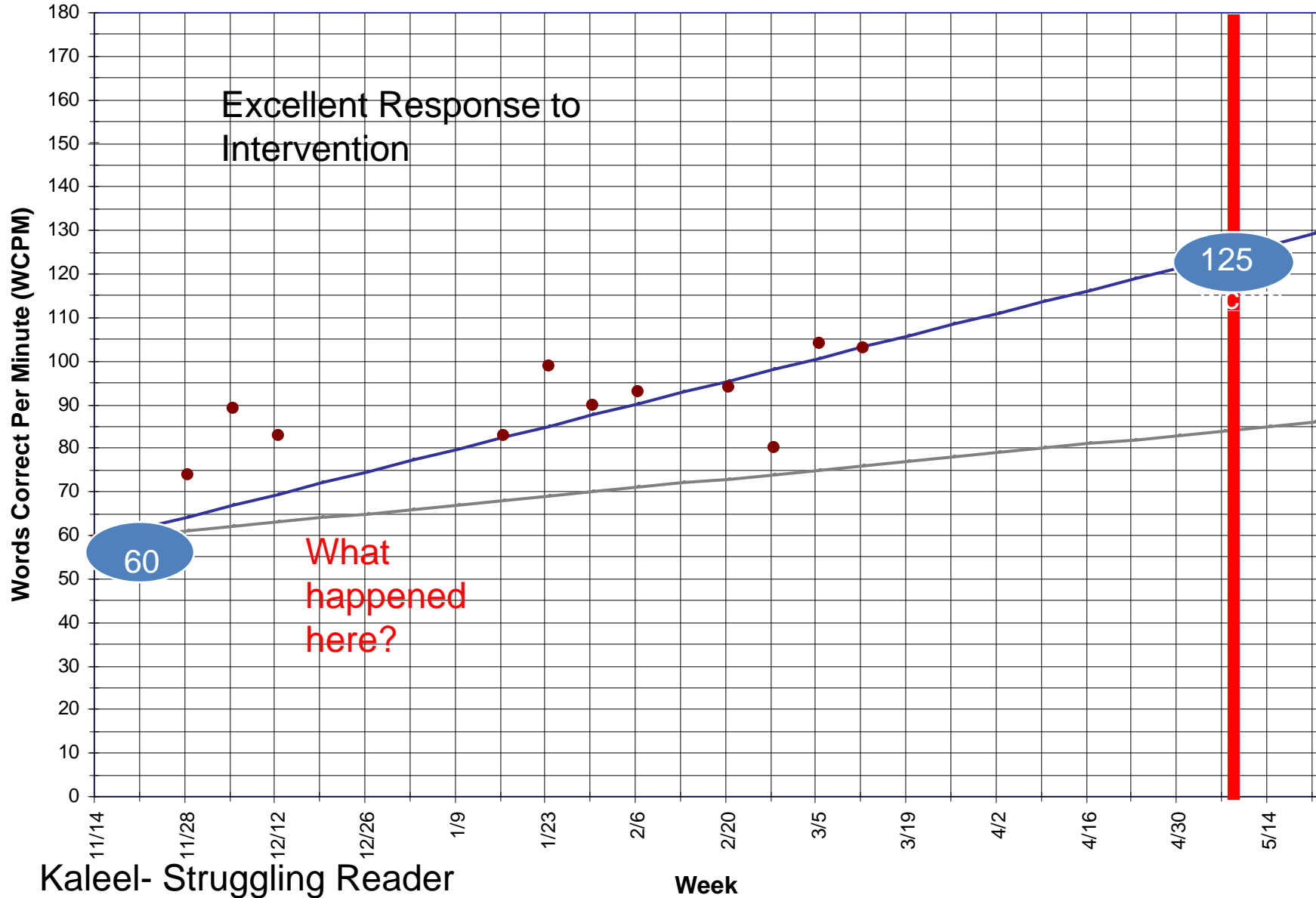
## 2) Progress Monitoring

- Documents student growth over time to determine if students are learning critical skills at an adequate rate
- Curriculum Based Measurements (CBMs) are primarily used as a method for progress monitoring because they are brief, easy to administer and score, and are good predictors of student ability
- Progress monitoring data provide a picture of the student's performance and rate of growth to inform instructional and curricular changes so that every student reaches proficiency on targeted skills

# CBM - Passage Reading Fluency

Bremerton SD

— Target1 WCPM — Target2 WCPM ● Student WCPM



Kaleel- Struggling Reader

5th Grade Progress Monitoring 2007 - 2008

Bremerton SD

Reading Fluency - Grade Level Passage

Grant	Bench:		81	83	84	85	87	88	89	91	93	94	95	96	97	98	99	100	101		102	
	Bench:		104	105	106	107	108	109	110	112	114	115	116	117	118	119	120	121	122		123	
	Class	Reading	Week of:																			
	Teacher	Teacher	Fall	10/15	10/22	10/29	11/12	11/26	12/10	1/7	1/21	Dibels 1/28	2/11	2/25	3/10	3/24	4/7	4/21	4/28	5/5	5/12	
J	B	R	36	36	31	52*	46	45	57	49	46	43	54	63	58	54	57	37	79	50	59	
A	F	R	52	59	56	57	44	69	68	83*	70	36	63	64	66	ab	56	44	92	54	77	
T	F	R	59	70*	58	108*	84*	94*	83*	101*	72	72	94	108*	84	85	88	57	103	99	91	
A	F	R	71	80*	63	91*	100*	104*	104*	102*	ab	81	102*	107*	109*	76	104	ab	104	106	92	
J	F	R	65	89*	54	105*	61	107*	98*	103*	96*	96	109*	113*	118*	105	112*	69	111	134*	98	
B	F	R	79	91*	76	104*	84	108*	105*	98*	87			118*	121*	100	100	78	117	129*	102	
C		B	106									112	137*	141*	141*	141*	159*	124*	159*	136*	115	
A	R	R	57	57	61	97*	90*	108*	101*	95*	101*	62	105*	120*	125*	86	71	90	91	98	116	
Q	R	B	101	107*		78	133*	110*	123*	129*	98	114	107	112	127*	136*	129*	98	120*	137*	120	
K	B	R	90	107*	92	135*	107*	110*	118*	124*	99	103	121	138*	138*	131*	ab	102	135*	129*	121	
M	R	B	100	103*		135*	114*	ab	112*	122*	86			99	117	127*	127	ab	150*	126*	122	
M	B	R	99	103*	97	123*	153*	125*	119*	120*	103	96	108	126*	114	100	103	77	140*	142*	124*	
B	R	R	83	102*	99*	132*	134*	116*	119*	139*	99	114*	131*	142*	133*	164*	112	ab	146*	138*	134*	
K	F	R	94	106*		117*	141*	135*	117*	116*	118*	105	121*	127*	142*	134*	123*	116	ab	176*	138*	
W	B	R	89	84	74	130*	111*	124*	126*	122*	88	113*	128*	128*	139*	124*	146*	88	153*	157*	144*	
D	R	R	94	104*	113*	131*	91	119*	109*	134*	124*	78	132*	134*	151*	143*	129*	101	158*	158*	144*	
R																	new	86	135*	140*	145*	
J	B	R	93	117*	92	132*	125*	115*	119*	121*	101	95	119*	133*	142*	119*	132*	93	156*	142*	145*	
K	B																new	97	144*	140*	149*	
S		F	114									104	123*	139*	135*	126*	156*	90	152*	170*	155*	
B		B	133									107	136*	143*	153*	143*	152*	153*	164*	179*	193*	
T	F	R	60	59	51	67	69	93*	87*	71	85	60	64	117*	102	91	62	77	94	91	ab	
M	R	B	80	91*	100*	101*	100*	111*	103*	118*	ab	89	107*	113*	114*	102	109	ab	122*	112	ab	
L		R	111									112	121*	129*	143*	113	114	139*	122*	121	ab	
S	R	R	80	115*	80	114*	ab	117*	116*	118*	88	83	107*	127*	130*	132*	128	90	128*	128*	ab	

\*Student is above the aimline.

### 3) Diagnostic or Targeted Assessment

- Targeted assessment means shifting to evaluations that are designed around the specific “targeted” concerns of the student.
- In other words, we select assessments that measure the area of concern *rather than* administering an assessment and then trying to determine what it means.
- Usually conducted when student enters Tier III, but may be conducted earlier

## 4) Outcome

- Measures student performance after instruction and/or intervention – usually compares students to national grade level peers
- E.g.,
  - WASL
  - Norm-referenced test (e.g., Comprehensive Test of Phonological Processing (CTOPP); Woodcock Reading Mastery Test-Revised)
  - Criterion referenced measure (e.g., DIBELS, fluency)

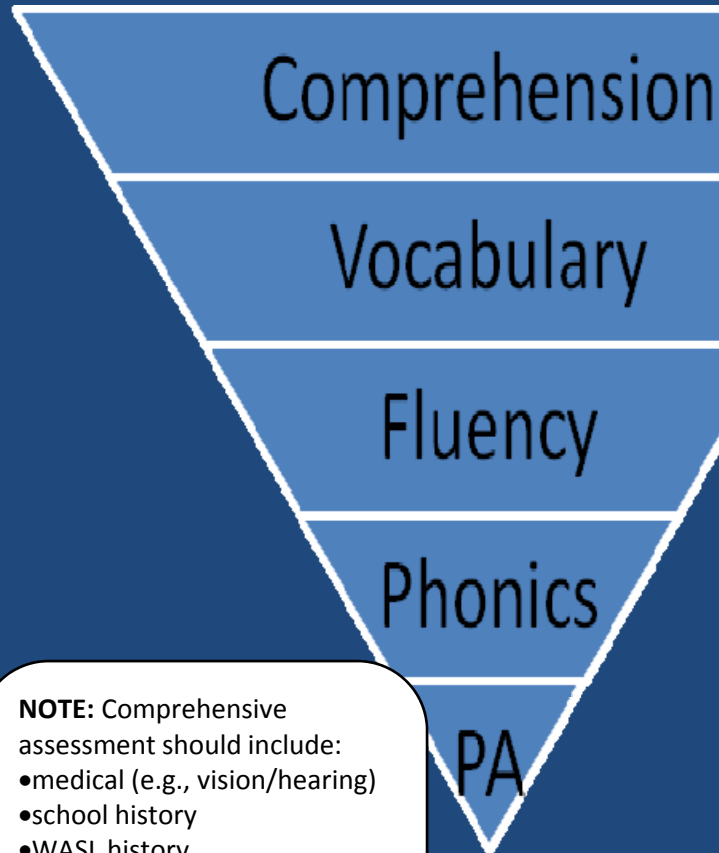
# Suggestions for Secondary Assessment

- **Outcome Performance and Universal Screening:** Identify students who have not passed outcome performance (WASL) and administer universal screener to further identify areas of need
- **Diagnostic or Targeted:** Identify specific skills that will be targeted with intervention (to aide in placement or provide classroom teacher with specific areas of need)
- **Progress Monitoring:** Determine if students are learning critical skills at an adequate rate
- **Outcome:** Evaluate the effectiveness of the reading instruction for meeting reading goals for all children

# Check for Understanding

- What are the four types of assessment typically used under RTI?
- Why do we assess? What information do you glean or gain by each type of assessment?

# Suggested steps for reading assessment administration for HS



**STEP 1:** Identify and list students who did not pass the Reading WASL.

**STEP 2:** Administer screener to all students who did not pass reading WASL or who are new to system.

**STEP 3:** For students who score within 2 years below their grade level, evaluate possible reason for WASL score, and most likely, provide targeted support in General Education.

**STEP 4:** For students who score 2 years or more below grade level, administer fluency assessment – students read 3, 4<sup>th</sup> grade level passages from Read Naturally Benchmark Assessor. Note median score.

**STEP 5:** If student reads above 132 WCPM on 4<sup>th</sup> grade fluency assessment, flag student as placement into vocabulary/comprehension intervention class.

**STEP 6:** If student reads 123 WCPM or less on 4<sup>th</sup> grade fluency assessment, flag student as placement into decoding intervention class (students who read between 123-133 WCPM should be evaluated further).

**STEP 7:** Comprehensive assessment data must be brought to Child Study Team and all data evaluated before placement. CST may decide to administer further assessment (e.g., phonological processing, word attack or word recognition, additional fluency, oral language, listening comprehension) (see Assessment Matrix <http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx>)

**STEP 8:** Child Study Team [or Collaborative Academic Support Team (CAST)] recommends placement /further evaluation based upon comprehensive data. Student Learning Plan is written for all students who do not pass WASL.

**NOTE:** Comprehensive assessment should include:

- medical (e.g., vision/hearing)
- school history
- WASL history
- language history
- home/living situation
- instructional history (or current instructional situation)
- ask if this is a pattern with this child or is it situational?

# Overview of Assessment System

- Outcome Performance
- Select assessments
- Schedule administration dates, times, and places
- Train personnel
- Assess
- Review data
- Schedule students in appropriate class

# How to set up the assessment system

- Select universal screener(s)
- Schedule assessment dates and rooms
- Train assessment examiners
- Schedule all students who did not pass WASL to be assessed
- Administer assessment within same week or two
- Identify data manager
- Schedule child study team meeting to review data

# Fluency is...

- Is a combination of rate and accuracy.
- Includes prosody: expression, appropriate phrasing, and attention to punctuation.

# Assessing Fluency

- Students should be individually assessed on their reading fluency at least twice during the school year.
- Typically, students read a grade level passage that is at or slightly above their instructional level.
- They are timed for one minute and their words correctly read per minute (WCPM) are recorded.

# Calculating Fluency Assessment Scores

- Administer three different passages at the same grade level reading.
- Students will read each passage aloud to you one time for one minute with no practice. This is called a “cold” reading.
- Time the student or one minute for each passage.
- Silently mark each reading error.
- Stop the student at the end of one minute. Mark the ending word.

- Always encourage students to do their *best* reading, not their fastest reading.

# Calculating Assessment Scores

- Count the number of words read.
- Count the number of errors.
- Subtract the number of errors from the number of words. This gives you the number of words correctly read per minute (WCPM).

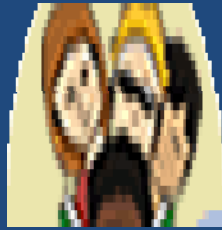
# Median Score

- The timed reading data you mark in the student's chart is the MEDIAN score.
- The MEDIAN score is the score between the lowest WCPM and the highest WCPM out of three passages.

# Calculating Median Scores

- 1ST passage:  $82 - 6 = 76$  WCPM
- 2nd passage:  $88 - 7 = 81$  WCPM
- 3rd passage:  $95 - 7 = 88$  WCPM
  
- The MEDIAN score for this student is 81 WCPM.

# Reading Fluency



**Read Naturally**

# Procedures

- Two copies of text at the fourth grade reading level: one for recording errors and one from which the student will read.
- Find “Driver Ants” in your packet
- Stopwatch
- Optional: tape recorder (recording students may be necessary until you gain automaticity in listening to the reader and recording errors).

# Procedures

- Say:
- *Hi, [student's name]. Read this passage to me as carefully as you can. Try to read every word. If a word takes you too long to read, I will tell it to you. I will also tell you when to stop reading. Do you understand what I want you to do? (Repeat the instructions if necessary). The title of this passage is [passage title]. When I say begin, start reading aloud. (Point to the first word of the passage). I will start my timer when I hear your voice. Ready? Begin.*

# Procedures

- If using a tape recorder, tell the student that you are taping his/her reading so that you can listen to it later on.
- Begin recording.

# Procedures

- Start your stopwatch when the student begins reading aloud. If the student reads too fast, stop and give a reminder, “*Remember to do your best reading, not your fastest reading.*” Then direct them to begin again.

# Error Assessment

- Follow along on your copy. Mark a slash (/) through words read incorrectly.
- **Mispronunciations:** words that are misread (e.g. *began* for *begin*, or *din* for *pin*)

# Error Assessment

- **Substitutions:** words that are substituted for the correct word (e.g., *horse* for *cow*)
- **Hesitations:** words that are not read within 3 seconds (supply the word for the student if (s)he hesitates for longer than 3 seconds)
- **Omissions:** words that are skipped (if a student skips an entire line, count as one error); dropped endings

# Error Assessment

- **Reversals:** the order of words in a phrase or sentence or part of a word is changed (e.g., *The cat I saw* for *I saw a cat* or *was* for *saw*).
- **Transpositions:** if a student transposes two or more words, count each word read out of order as an error (Tim quietly walked away for Time walked quietly away).

# Do NOT count as an error:

- **Self-corrections:** errors that are self-corrected within 3 seconds
- **Repetitions:** A repeated word or series of words (e.g., *There was a big, there was a big ranch in the West*).

## Do NOT count as an error:

- **Insertion:** a word or word that is said that is not written within the text (e.g. *The black cat I saw...* for *The cat I saw...*).
- Mispronunciations due to dialect or speech problem

# Draw a line to show one minute

- ...

These ants don't build nests or dig holes.  
When they are not on the march, ]

# If a student finishes passage

- If a student finishes reading the passage before one minute, point to the first word of the passage and ask the student to re-read from that point.
- Mark the last word the student read, count the number of total words the student read in one minute.

# Error Analysis Activity

- Look at the text and the student's misreading of the text. In each blank, write the type of error or mistake ("non-error") that was made. Finally, place a check mark in the "Error?" column if the misreading is counted as an error when assessing fluency.

# Choices for Errors and Non-Errors

- A. Hesitation
- B. Mispronunciation
- C. Repetition
- D. Self-correction
- E. Insertion
- F. Omission
- G. Reversal
- H. Substitution

Text	What Student Misread	Errors & Mistakes (“non-errors”)	Error?
Ex. She saw a cat.	“She saw a scary cat.”	Insertion	✓
I see the worm.	“I see the word.”		
He went to town.	“He went to tent...town.” (changed within 3 seconds)		
He went to town.	“He went downtown.”		

I see a bird.

“I see a birb.”

He had a  
beach ball.

“He had a  
beach ball, a  
beach ball.”

I was walking  
in a park.

“I saw walking  
in a park.”

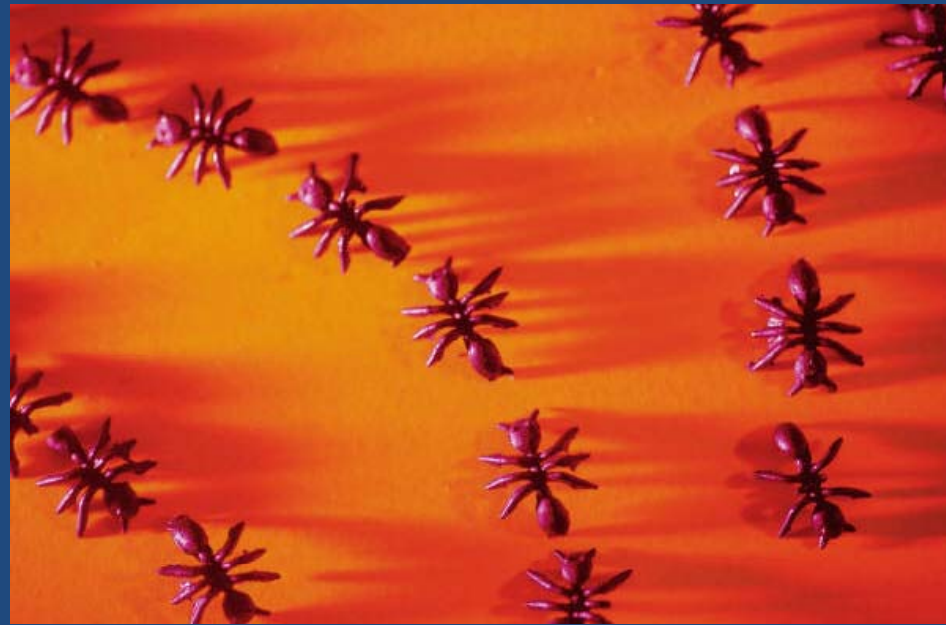
I like his  
kindness.

“I like his ...  
kindness.”  
(paused 4  
seconds)

# Let's try it with a passage

- Find “Driver Ants” (examiner’s passage)
- Choose a reader and an examiner
- Examiner – read directions, mark errors, calculate WCPM
- Reader – select 5-8 errors ahead of time (vary your error types). Read as though you are a 9<sup>th</sup> grade struggling reader.

# What are the errors?



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# Reading Rate “norms”

Hasbrouck & Tindal (2006)

GRADE	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	50	---	23	53
2	50	51	72	89
3	50	71	92	107
4	50	94	112	123
5	50	110	127	139
6	50	127	140	150
7	50	127	136	150
8	50	133	146	151

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# Fluency 4<sup>th</sup> grade passage

STUDENT	Median
R	200
M	168
E	152
V	149
A	148
J	143
I	142
S	140
P	131
W	130
K	120
N	119
T	119
C	118
G	118
X	115
U	110
H	105
Y	105
Q	104
D	94
B	75
L	73
F	70
O	63
	117 WCPM

# Organizing Data

Student 9 <sup>th</sup> Gr	WASL Score	Compre. (MAP)	Fluency 4 <sup>th</sup> Gr	ESL/SpEd	Absences '07-'08
<i>Example</i>					
Jimenez, Juan	324	3 GE	182 WCPM	ELL (ESL '05)	7
Jones, Sarah	377	6 GE	92 WCPM	No	3
Smith, John	381	9 GE	162 WCPM	No	28
Zabaleen, Walid	350	5 GE	132 WCPM	No	8

# Four Possible Types of Students

<p><b>Poor Comprehension, Good Decoding</b> (e.g., mild cognitive disabilities, ESL/ELL)</p>	<p><b>Good Comprehension, Good Decoding</b> (majority of good readers)</p>
<p><b>Poor Comprehension, Poor Decoding</b> (majority of poor readers)</p>	<p><b>Good Comprehension, Poor Decoding</b> (e.g., dyslexia)</p>

Fluency difficulties may exist within any section.

# Using Assessment Data to Determine Placement

- Outcome
  - WASL (example)
- “Screener”
  - Fluency (example)
  - Comprehension (example)
- Achievement and/or diagnostic
  - Word recognition (example)
  - Word attack (example)
  - Vocabulary (example)

# Practice

- Word recognition or word identification:  
San Diego Quick Assessment
- Non-sense or irregular words: Yopp-Singer

# Examine Assessment Results

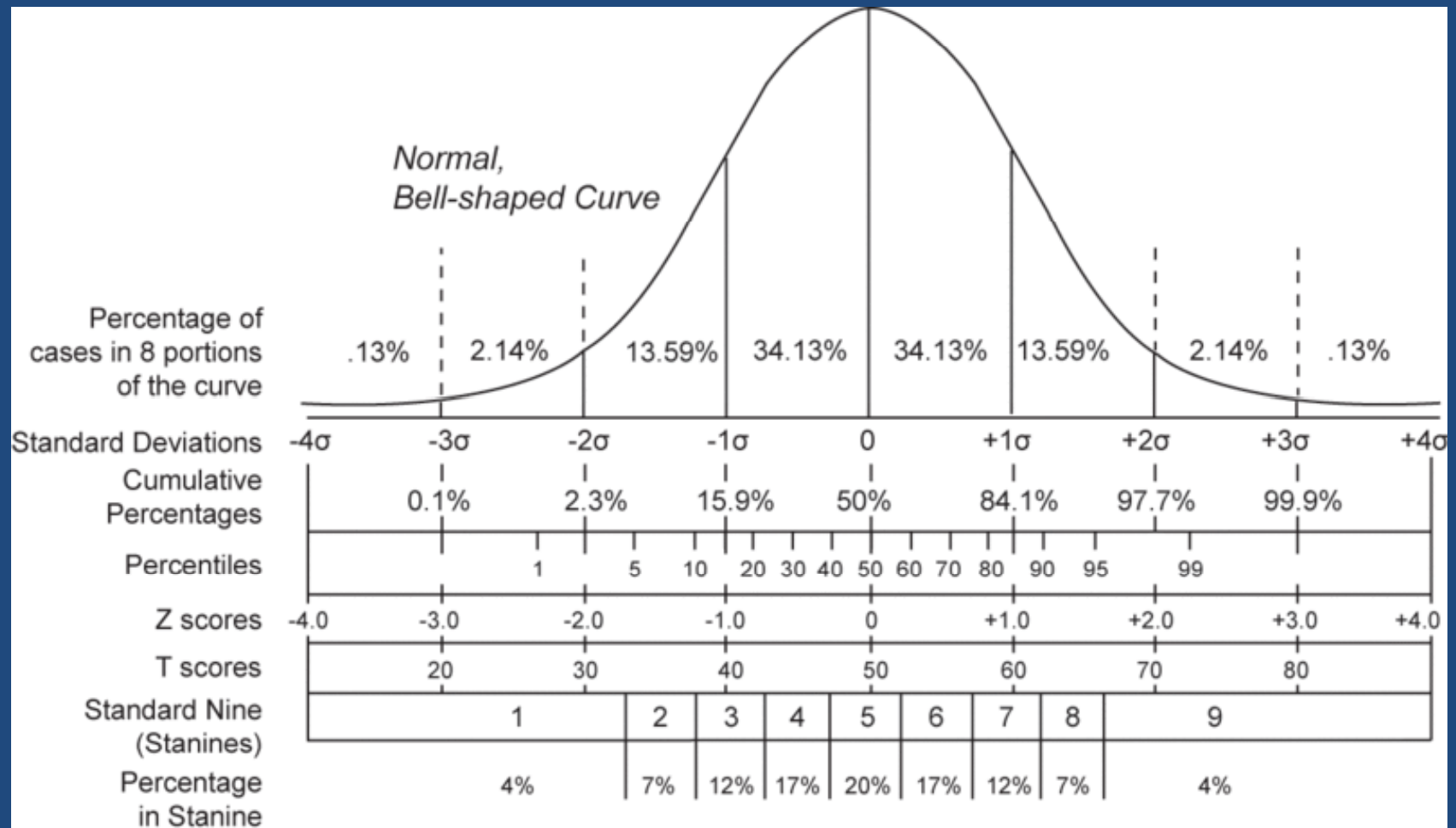
Student	WASL	Fluency 4 <sup>th</sup> Gr.	Word ID	Word Attack	Passage Comp	Other
Beth	Level 1 (370)	93 WCPM	24%	9%	38%	Not Sp.Ed.
Nathan	Level 2 (382)	115	19%	25%	20%	Sp.Ed.
Juanita	Level 1 (364)	156	32%	45%	15%	ESL – in US for 2 yr
Jonathan	Level 1 (368)	123	32%	31%	22%	Not Sp.Ed.
Keisha	Level 2 (380)	98	35%	42%	32%	Not Sp.Ed.

# Placement Decisions

<p>Poor Comprehension, Good Decoding Juanita</p>	<p>Poor Fluency Beth Nathan Jonathan Keisha</p>
<p>Poor Comprehension, Poor Decoding Nathan Jonathan</p>	<p>Good Comprehension, Poor Decoding Beth</p>

Fluency difficulties may exist within any section.

# Normal Distribution



# So, now what?



# Using Assessment to Identify Specific Intervention/Remediation

- What intervention programs do students need?
- Decoding/Phonics
  - E.g., CR; Wilson; Language!; Phonics Blitz
- Fluency
  - E.g., Jamestown; Six Minute Solution; REWARDS
- Comprehension/Vocabulary
  - E.g., CR; Edge; Supplemental materials

# What else do we consider?

- Number of students who need each skill
- Number of teachers
- Intervention programs
- Available class time and space
- Cost
- How do we combine teaching staff and intervention programs and blend funding?

# Calculating the math

General Ed. (1000 students total)	ESL Support	Fluency (REWARDS)	Decoding (Corrective Reading)	Comprehen (Corrective Reading)
800 students	50 (5%)	20 (2%)	60 (6%)	70 (8%)
32 English classes	4 ESL classes	2 fluency classes (if possible)	5 CR decoding classes	6 CR comp. classes
6.5 teachers	1 teacher	.5 teacher	1 teacher	1.2 teachers
		LAP after school	Sp.Ed. 3 classes; Title I, 2 classes	Reading teacher 4 classes; Eng. teacher 2 classes

# 7th Grade

Bremerton SD

		1	2	3	4	5	6	7	8
TEAM A	Weston	LAR			L		P	Enhancement	
	Ralston	SS			U		R		
	Busch	SCI			N		E		
	OPEN	MATH			CH		P		
TEAM B	Schnell	LAR		P			L	Enhancement	
	Davis	SS		R			U		
	White	SCI		E			N		
	Rivers	MATH		P			CH		
TEAM C	Neeley	LAR				L		Enhancement	P
	Delgado	SS				U			R
	Reynolds	SCI				N			E
	Mach	MATH				CH			P

# Bell Schedule Example

Period	Monday (A Day)	Tuesday (B Day)	Wednesday (A Day)	Thursday (B Day)	Friday (A Day)
0 Hour: 8:00 – 8:40 Intervention class or challenge class for all students (take attendance)					
Period 1/2 8:45 – 10:00	Period 1	Period 2			
Period 3/4 10:05 – 11:20	Period 3	Period 4			
Period 5/6 Lunch (A, B) 11:25 – 1:10	Period 5	Period 6			
Period 7/8 1:15 – 2:30	Period 7	Period 8			

# Generate Ideas

- What other reading support structures can be set up within your school?

# Other Ideas

- Tier II support
  - Student has fluency class T, W, Th before school
  - Signs contract – if more than 4 absences, must take elective
  - Teacher (e.g., Title I) teaches class – comes in early, leaves early
- Tier II or Tier III support
  - Elective Reading Class and/or Sp.Ed.

# Review

- Turn to a partner, tell him/her one concept that was new to you today.
- Also, tell him/her one thing you are going to do or implement within the next month regarding the improvement your school's current assessment system.

# Self Evaluation: Leadership

- Are leaders organizing resources and personnel to support reading instruction? Building schedules?
- Are there plans for focused professional development to assist teachers in understanding the standards, the research, and the best instructional practices for effectively closing the achievement gap in reading?
- Have program materials been purchased that align with scientific research and the standards, or have supplemental materials been purchased to fill gaps in the current program?

# Self Evaluation: Leadership

- Are grade level teams or other work teams currently focused on data, instruction, or aligning lessons to the standards?
- Do ALL teachers K-12 understand the importance of teaching reading comprehension skills and strategies and vocabulary strategies during lessons in ALL subject areas?  
Has professional development centered on making this a priority?
- What would need to occur in your school/district/system to guarantee that all students are getting the instruction they need?

# Developing A Building Schedule: A Walla Walla District Model

- Students should be placed in **academically heterogeneous classes** (elementary, content area and electives at secondary)
- Second language learners should **be grouped** with English speaking students for non-academic instruction
- Students should be **homogeneously & flexibly** grouped for skills-based instruction
- The most at-risk students need to be placed in the smallest skill groups and most experienced staff
- Develop the schedule **starting** with Tier III, then II then Tier I.

## See Appendix B in the K-12 Reading Model

- High school instructional plans for reading
- Guidelines for placement and for strategies for identifying students needing additional reading instruction
- Assessment data needs to be the driving factor in placement

# Parent Involvement in RTI

- In a RTI system parents must be provided progress monitoring data. 34 CFR Sec. 300.309(b)(2).
- Parents must also be informed of:
  - State policies regarding the amount and nature of student performance data that is collected and the general education services that are provided;
  - The strategies for increasing the student's rate of learning; and
  - Their right to request an evaluation.34 CFR Sec. 300.311(a)(7).

# Using RTI data to identify Specific Learning Disability

- District procedures set out criteria for using RTI data to establish SLD.
- District criteria must incorporate new federal regulations on SLD.
- Students may be identified as needing services under Section 504.

34 CFR Sections 300.309 through 300.311

# Resources

- **Reading Next: A Vision for Action and Research in Middle and High School Literacy**  
[www.all4ed.org](http://www.all4ed.org)
- **Washington State K-12 Reading Model Implementation Guide**  
[www.k12.wa.us/CurriculumInstruct/Reading/default.aspx](http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx)
- **RTI Manual:** [www.k12.wa.us/SpecialEd/RTI.aspx](http://www.k12.wa.us/SpecialEd/RTI.aspx)
- **Grades 4-12 Reading Intervention Materials Review**  
[www.k12.wa.us/CurriculumInstruct/Reading/pubdocs/4-12ReadingIntervention.doc](http://www.k12.wa.us/CurriculumInstruct/Reading/pubdocs/4-12ReadingIntervention.doc)

# More Resources...

- **Washington State Instructional Materials Review**  
[www.k12.wa.us/CurriculumInstruct/Reading/default.aspx](http://www.k12.wa.us/CurriculumInstruct/Reading/default.aspx)
- **US Dept of Education Adolescent Literacy**  
[www.ed.gov/about/offices/list/ovae/pi/hs/reading.html](http://www.ed.gov/about/offices/list/ovae/pi/hs/reading.html)
- **Florida Center for Reading Research**  
[www.fcrr.org](http://www.fcrr.org)
- **Alliance for Excellent Education**  
[www.all4ed.org](http://www.all4ed.org)

Thank you, from OSPI

