



SCHOOL SUPPORT INSTITUTES

Assessing and Diagnosing Unfinished Learning of Reading Foundational Skills

Presenter Name

Date

Meet Your Facilitator

Photo of you or of something/ someone that is important to you

Facilitator Name

- **Location**
- **Role**
- **Brief Background**
- **Why this work is important to you**

Welcome!

Reflect:

Think back to a skill (i.e., sport, musical instrument, or artistic talent) you developed with the support of a coach or instructor.

Chat:

What actions did the coach or instructor take to support you in your development of that skill?



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	Team Planning Summit: Looking Ahead

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
8:00 - 8:15	Getting Started
8:15-8:25	Assessment Best Practices
8:25-8:35	A Tale of Two Schools: Assessment Pitfalls
8:35-9:35	A Tale of Two Schools: Analyzing a Model Approach to Assessment and Data Analysis
9:35-9:50	Self Reflection and Action Planning
9:50-10:00	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

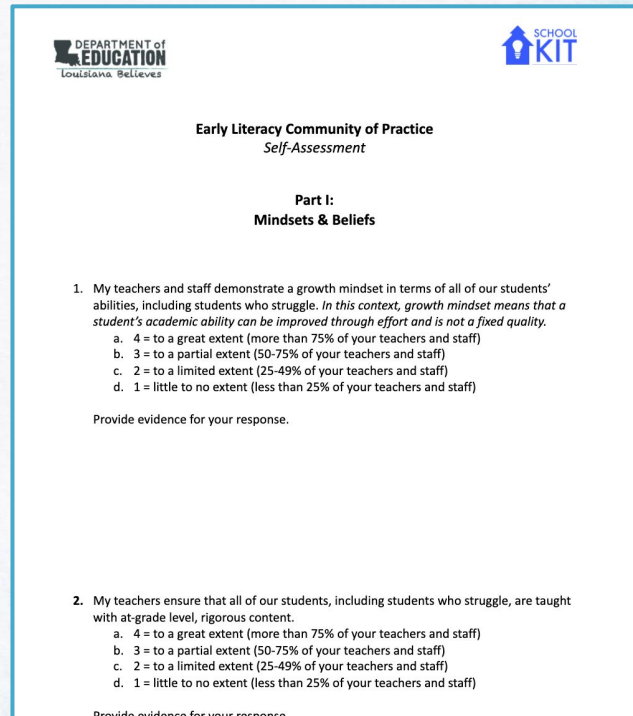
Access Your Materials


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?



 DEPARTMENT of
EDUCATION
Louisiana Believes

 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.*

- 4 = to a great extent (more than 75% of your teachers and staff)
- 3 = to a partial extent (50-75% of your teachers and staff)
- 2 = to a limited extent (25-49% of your teachers and staff)
- 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.

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

Provide evidence for your response.

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)



Acceleration Cycle

The Acceleration Cycle is a structure of continuous planning and responding to address student needs.



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 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 the assessment is not from the curriculum, then the 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 use 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 you see in Mr. Landry's practice that does not align to best practices?

Let's Chat!

Mr. Landry



What do you see in Mr. Landry's practice that does not align to best practices?

Misaligned Practices



Practices that need to be improved:

- Purpose of assessments is for compliance, and **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. Williams's practice that aligns to best practices in assessment?

Let's Share!



Ms. Williams



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

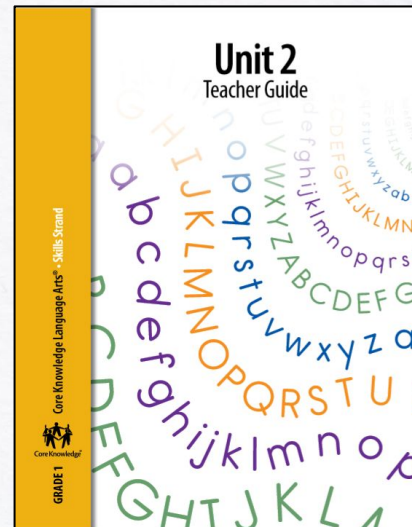
Data Meeting Agenda

First Grade, Unit 2 Data Meeting Agenda

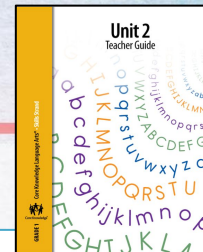
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Summative Assessment

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 a specific student's skills acquisition.**



Unit Assessment: Word Recognition



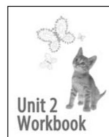
Name _____ **18.1**

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 69
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9.	cube	cute	cub	can
10.	lit	lint	line	lend
11.	nut	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
Worksheet 18.1
© 2013 Core Knowledge Foundation



Worksheet 18.1

Word Recognition Assessment

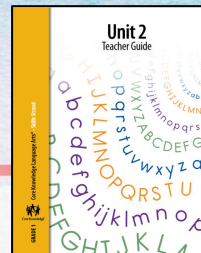
- Distribute Worksheet 18.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *bite*. I will say the 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 reader aloud to the class and answer the questions.

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

4. Dad got a snap shot of ...

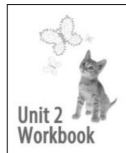
a fish.

Mom.

Beth.



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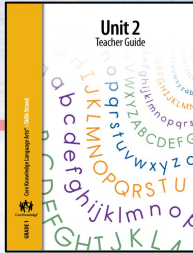


Worksheet 18.2

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
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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.

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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?

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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

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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.

Review the word assessment directions in the note catcher. The individual student's response is in parentheses, next to the item on which they responded incorrectly. Compare the response given by the student to the correct response to identify the error.

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, the following 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?

Self Reflection and Action Planning

Self Reflection

Independently Reflect:

- To what extent is this work with assessments and data analysis currently happening at your school/in your classroom?
- What has been successful and/or what conditions are in place to support this work with assessments happening?
- What has been challenging?
- What potential barriers might you anticipate?

Discuss and Plan

In Your Breakout Room

- Assign a timekeeper and recorder.
- Share your reflections on actions taken, success and barriers
- Begin to brainstorm actions that you can take in your role to improve assessment and data analysis

Wrap up

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	Team Planning Summit: Looking Ahead

Thank You!

Please give us your feedback:

INSERT SURVEY LINK