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Session 12:

Diagnostic Assessment

Teacher Professional Development Series

Louisiana LITERACY

READING REVIVAL

Recap

In our last session, we spent time...

- discussing effective small group instruction plans, including how to identify gaps in learning, develop targeted interventions and extensions, and what the students who are not a part of your small group can be doing to support their reading growth.

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Today's Objective

By the end of this session, participants will be able to:

- explain how to use diagnostic and formative assessment to drive your instruction.
- share ideas about how to measure students' reading progress.
- share tips for using this data to make impactful instructional decisions.

Assessing Reading

- An essential part of high-quality reading instruction is having a clear sense for where your students are at in their progression to proficient reading.

- There are many tools that can and should be used to measure students' reading, including universal screeners, diagnostic assessments, curriculum-based formative and summative assessments, and teacher-created formative and summative assessments.

- Assessments should measure the skills identified as central to proficient reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Universal Screeners

- <u>Universal Screeners</u> - Universal screeners are a tool used to identify students who are at risk for experiencing reading difficulties.

  - they consist of brief assessments that are administered to all students that focus on targeted skills and are predictive of future reading outcomes

  - Universal screeners are administered at the beginning of the school year and are re-administered at the middle and end of the school year.

    - Commonly used screeners: DIBELS 8th, Acadience, STEEP, STEP

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Universal Screeners

- Universal screeners are a great way to identify children who are at-risk for reading difficulties.

  - Often reported as "at or above benchmark," "below benchmark," or "well below benchmark"

- Universal screeners are not aligned to curricula, but can identify the extent to which a student is thriving in their core curriculum.

- Information from these screeners can be used to form early intervention groups to help close the gap and prevent it from widening.

- Careful analysis of these results can give you an early window into where you will need to target your instructional efforts.

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1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

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Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–CLS is 27 or higher)

Name	PSF 40+	NWF–CLS 27+

Group 2: Additional support on the alphabetic principle and basic phonics skills

Phonemic Awareness	At or Above Benchmark (PSF is 40 or higher)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–CLS is below 27)

Name	PSF 40+	NWF–CLS 0–26

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)
Alphabetic Principle and Basic Phonics	At or Above Benchmark (NWF–CLS is 27 or higher)

Name	PSF 0–39	NWF–CLS 27+

Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills

Phonemic Awareness	Below or Well Below Benchmark (PSF is below 40)
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark (NWF–CLS is below 27)

Name	PSF 0–39	NWF–CLS 0–26

Note. If a large number of students fall in any of the instructional grouping recommendations other than Group 1, consider supplementing core instruction addressing the corresponding skill areas.

Diagnostic Assessment

- In addition to universal screeners, you should also administer diagnostic assessments - typically at the beginning of the year - to identify specific gaps in learning/understanding.

- Most of our curricula have diagnostic components that will assist you in identifying where students need support.

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Diagnostic Assessment

- Examples of Diagnostic Assessments:
  - Error analysis of literacy progress monitoring data
  - Phonics Inventory
  - Running records
  - Intervention- or curricula-specific diagnostic tools
  - Analysis of student work (e.g., classroom assignments, work samples, tests)
  - Observation and anecdotal notes
  - Student or family interviews or checklists about reading behaviors
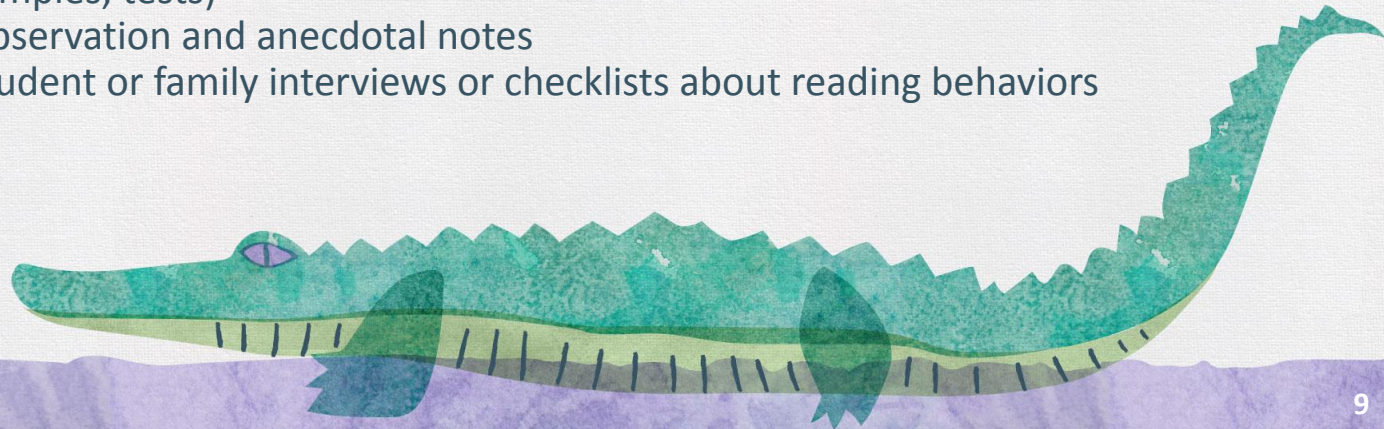
Formative Assessment

- Teachers should also regularly assess student progress using regular formative assessment.

- If you are using a high quality curriculum, formative assessments are often embedded in lessons.

- Plan time to analyze the results of these formative assessments and develop targeted interventions to meet student needs. This will help to prevent learning gaps and close existing learning gaps.

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Formative Assessment

- Formative assessments are tied to lesson objectives that are aligned with the skills needed for proficient reading.

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Final Thoughts

- Assessment is a key part of providing science of reading aligned reading instruction.

- A variety of assessments - including universal screeners, diagnostic assessments, daily formative assessments, and summative assessments can give you the information that you need to provide targeted reading support and ensure all students are on a path to reading proficiency.

Engage!

How do you currently assess your students' reading? What will you do differently this year to assess them in a way that supports the science of reading?

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Questions or Suggestions?

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