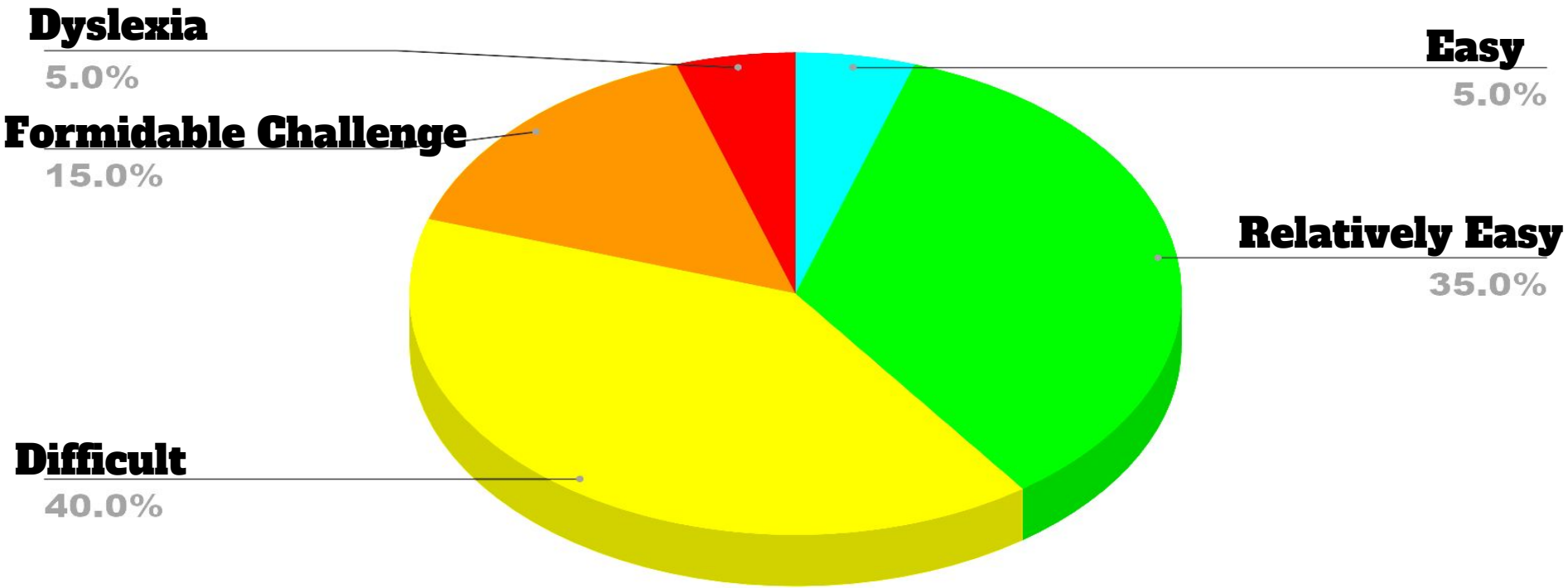*Governor's Commission on Access to Sound Basic Education*
NC's Statewide Assessment System

Sherri Miller
Director of Literacy
Wake County Public School System

Journey to Reading

Dyslexia
5.0%

Formidable Challenge
15.0%

Easy
5.0%

Relatively Easy
35.0%

Difficult
40.0%

End the predictability...

If I don't learn to read by end of 2nd grade, I am at risk of not graduating from high school?.

NRP Findings Summarized

The Many Strands that are Woven into Skilled Reading
(Scarborough, 2001)

LANGUAGE COMPREHENSION
BACKGROUND KNOWLEDGE
VOCABULARY KNOWLEDGE
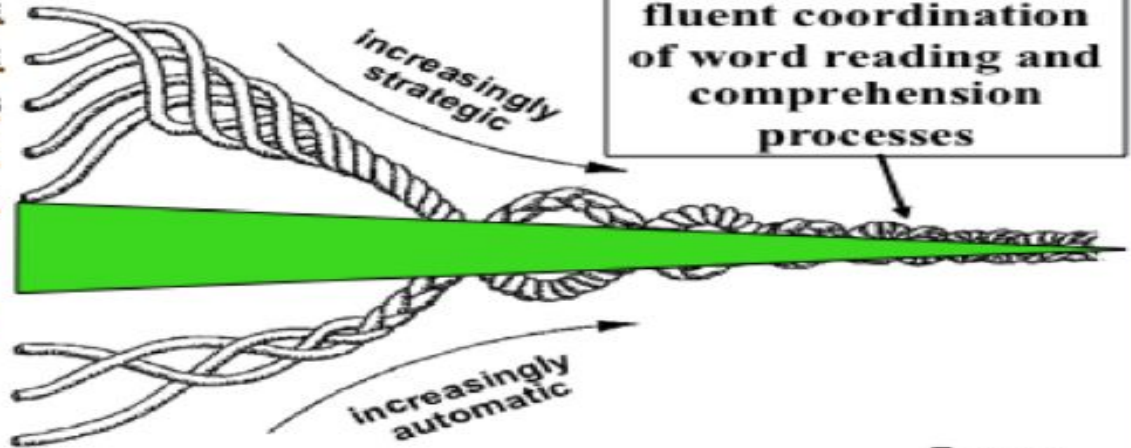LANGUAGE STRUCTURES
VERBAL REASONING
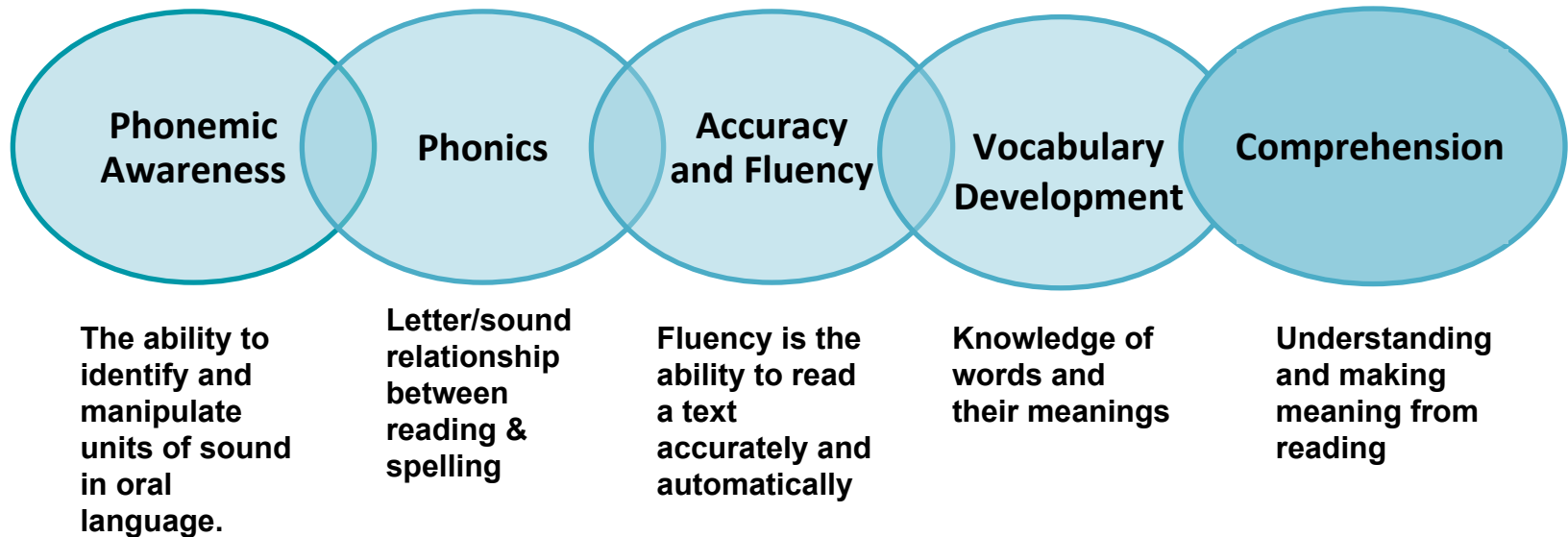LITERACY KNOWLEDGE

WORD RECOGNITION
PHON. AWARENESS
DECODING (and SPELLING)
SIGHT RECOGNITION

increasingly strategic

increasingly automatic

Skilled Reading–fluent coordination of word reading and comprehension processes

Fcrr.org

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

The 5 Big Ideas in Reading

Phonemic Awareness

Phonics

Accuracy and Fluency

Vocabulary Development

Comprehension

The ability to identify and manipulate units of sound in oral language.

Letter/sound relationship between reading & spelling

Fluency is the ability to read a text accurately and automatically

Knowledge of words and their meanings

Understanding and making meaning from reading

Implementation of the North Carolina Read to Achieve Program

North Carolina Read to Achieve

Excellent Public Schools Act

§ 115C-83.1A. State goal.

The goal of the State is to ensure that **every student** read **at or above** grade level by the end of third grade and **continue to progress** in **reading proficiency** so that he or she can read, comprehend, integrate, and apply complex texts **needed for secondary education** and **career success.**

The Excellent Public Schools Act

- Improving Literacy and Ending Social Promotion
- Improving School Performance and Accountability
- Providing Calendar Flexibility and Support
- Providing State Employee Literacy Volunteer Leave Time
- Developing and Retaining High-Quality Teachers

Facilitating Early Grade Reading Proficiency

- Formative and Diagnostic assessments for K-3 students (including progress monitoring)

- Instruction reflects research in reading (Big 5)

- Develop relationships with outside agencies

North Carolina General Assembly's Read to Achieve Program
Grade Level Implementation Plan

Goal: The goal of the State is to ensure that every student read at or above grade level by the end of third

| K | ➡ | 1 | ➡ | 2 | ➡ | 3 | ➡ | 4 |

Personalized Education Plans (PEP) with Evidence Based Instructional Supports

Notifications to Parents and Guardians

Formative and Diagnostics

3rd/4th transition class or accelerated reading class

Kindergarten Entry Assessment

Begin Portfolio

Mid-year promotion

Retention/Elimination of Social Promotion

Annual Reporting: Accountability Measures (LEAs and DPI)
- Website
- Report Reading Interventions to SBE
- SBE and DPI Technical Assistance

Reading Development for Retained Students
- Summer Reading Camp
- Plan for Reading at Home (if retained once)
- Supplemental Tutoring (if retained twice)

G.S. 115C-83.1A-I

What is mCLASS Reading 3D?

mCLASS Reading 3D

DIBELS Next – Universal Screening Measures

Text Reading Comprehension

Purpose of mCLASS Reading 3D™

- Identify students who struggle to develop proficient literary skills and

- identify areas of student need.

mCLASS® Reading 3D™

mCLASS assesses the Big 5!

Reading 3D consists of eight literacy measures

*Six **DIBELS Next** measures*

LNF, FSF, PSF, NWF, DORF, Daze
+
*Two **Early Literacy Diagnostic** measures*

TRC and WR

A balanced approach to reading assessment

Who, When, How Often, What?

Benchmark

- All students in grades K-3

- Multiple measures

- Three times a year

- DIBELS & Text Reading Comprehension (TRC)
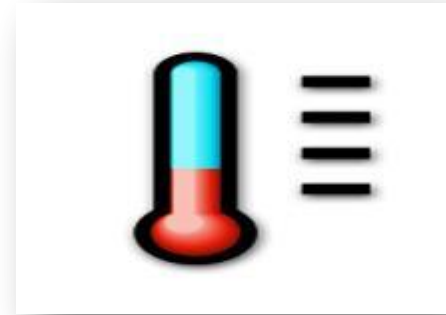
What and When?
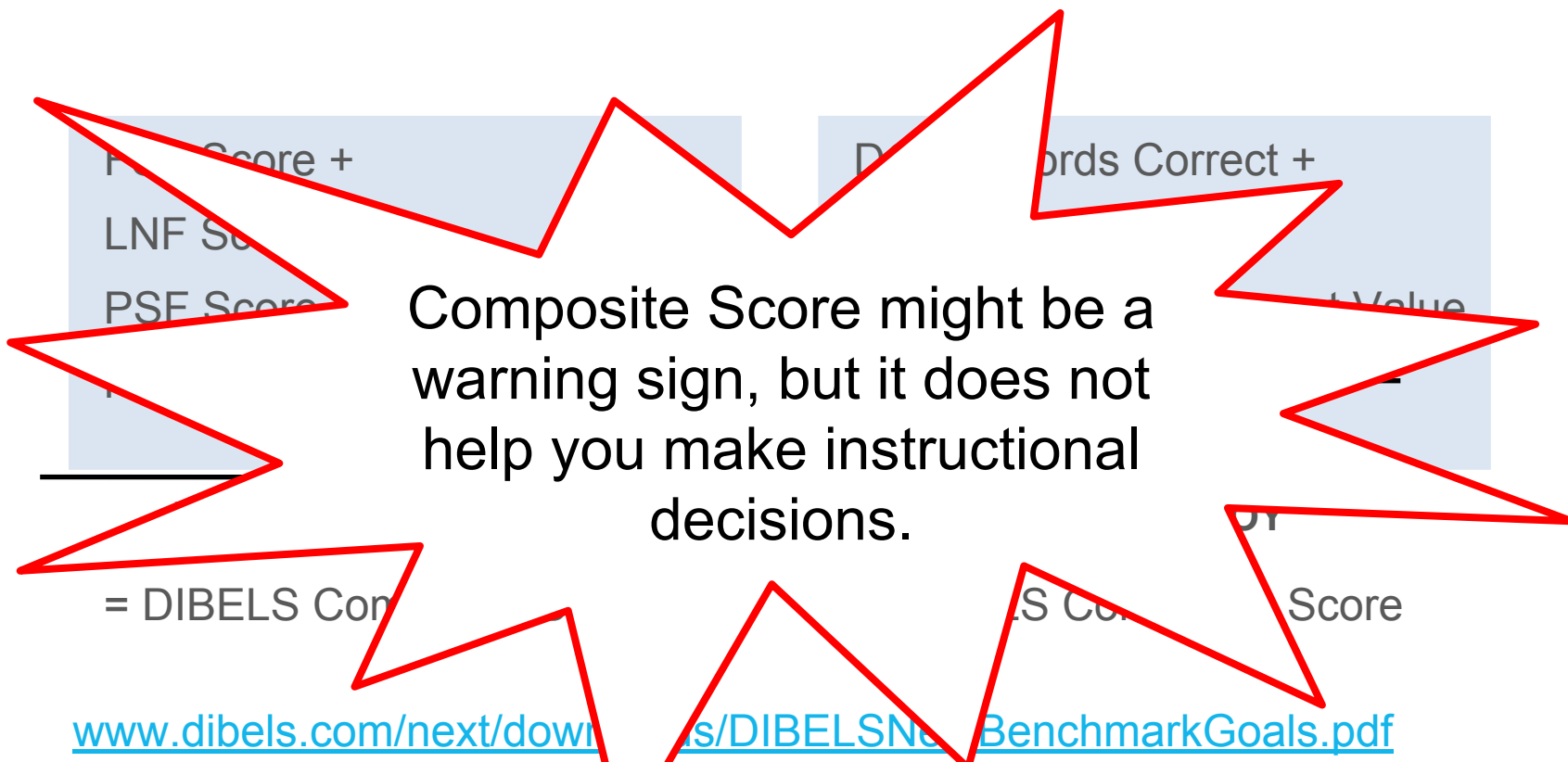
	FSF	*LNF	PSF	NWF	DORF	Daze	WR	TRC
K(BOY)	▨		▨				▨	▨
K(MOY)	▨						▨	▨
K(EOY)		▨					▨	▨
1(BOY)		▨	▨				▨	▨
1(MOY)				▨	▨		▨	▨
1(EOY)				▨	▨		▨	▨
2(BOY)				▨	▨		▨	▨
2(MOY)					▨		▨	▨
2(EOY)					▨		▨	▨
3(BOY)					▨	▨	▨	▨
3(MOY)					▨	▨	▨	▨
3(EOY)					▨	▨	▨	▨

WR: Required for PC through E, optional for upper levels even though hand/screen icon continues to appear

Foundational Skills Benchmark Goals

Status	Odds of Achieving Subsequent Benchmark Goals	Next Steps
🔵 At or Above Benchmark	**90% - 99%**	Student is likely to make adequate progress with effective **core** instruction.
🟢 At Benchmark	**70% - 85%**	Student is likely to make adequate progress with **core** instruction.
🟡 Below Benchmark	**40% – 60%**	Student is likely to need **strategic** support to make adequate progress.
🔴 Well Below Benchmark	**10% - 20%**	Student is likely to need **intensive** support to make adequate progress.

Data is only valuable if we use it to change student outcomes!

DIBELS Composite Score Calculation

FSF Score +

LNF Score +

PSF Score

Decoded Words Correct +

Adjustment Value

= DIBELS Composite Score

= DIBELS Composite Score

Composite Score might be a warning sign, but it does not help you make instructional decisions.

www.dibels.com/next/downloads/DIBELSNextBenchmarkGoals.pdf

Text Reading Comprehension (TRC)

How is it administered?

- Administer a running record.
- Ask students to answer oral questions, retell the text and answer written questions.

What does it tell us?

- Can students read a leveled text fluently & accurately
- Can students answer oral and written questions about the text?
- The instructional "level" of the student

Home Connect Letters

Web Reports

Class Summary

- Composite Score
- Reading Levels
- Time of Year View
- Key
- Sorting

Student Summary

- Benchmark Goals

Probe Detail

- Probe Marking
- Probe Behaviors

Web Reports Overview

Provides data to guide instruction

- Scores
- Reading Levels
- History
- Graphs
- Support Levels
- Response Patterns
- Motivation

Are students responding to core instruction?

- Are 80% of students at benchmark?
- Are 80% of subgroups at benchmark?

Comprehension + Structured Phonics

Print Concepts — K → 1 → 2 Complete

Phonological Awareness — K → 1 → 2 Complete

Phonics and Word Recognition — K → 1 → 2

Fluency — K → 1 → 2

Where are strengths and what skills are missing?

Phonemic Awareness	Phonics	Accuracy and Fluency	Vocabulary	Comprehension
FSF	NWF	DORF	DORF	DORF
PSF	WR	TRC	TRC	TRC
	DORF	WR	Daze	Daze
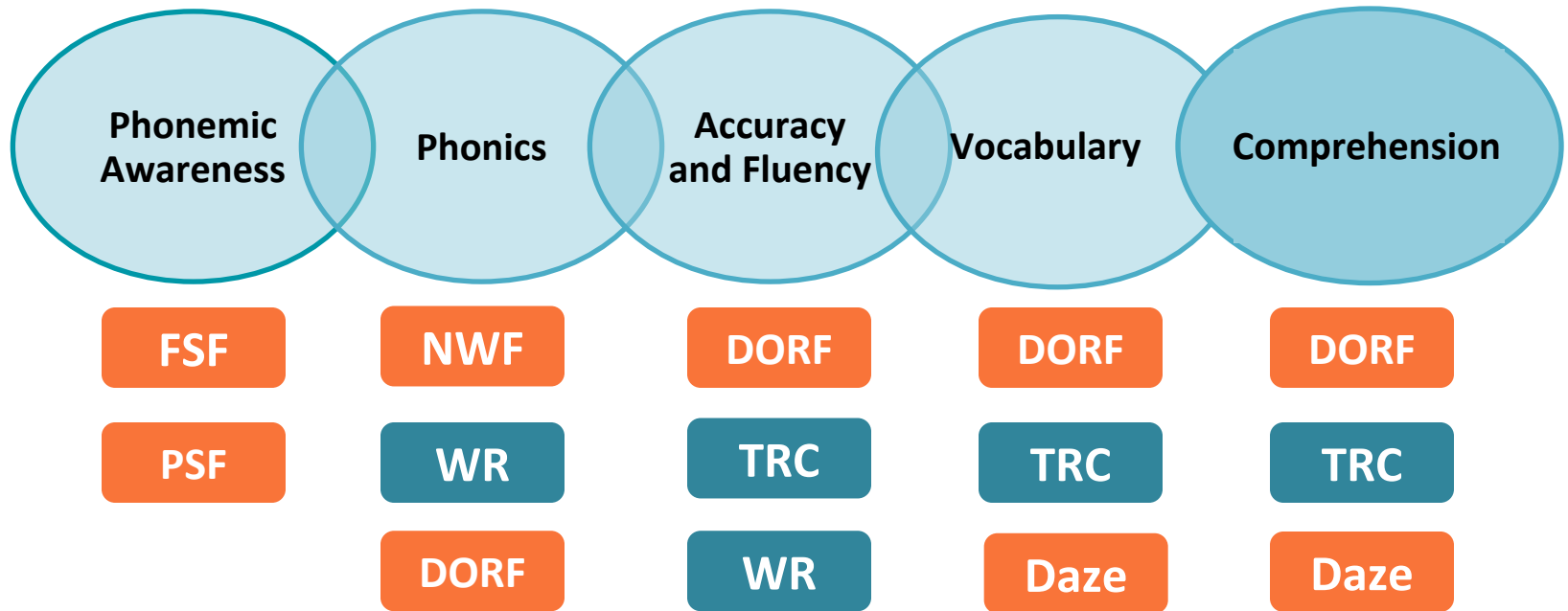
Pattern of Skills - Use in WCPSS

Pattern of Skills

The **purpose** of this document is to support teams and teachers to effectively use Universal Screening data to determine where, within the components of literacy development, a student/s is working in order to plan targeted instruction/intervention.

Directions: Begin with most foundational skill at bottom of chart- Phonemic Awareness . Follow chart upward using data noted by bold *. See notes below chart.

	Use Data - Identify Problem	Hypothesis	Validate Hypothesis
	Pattern of Skills	**Intervention Focus**	**Diagnostic Assessment**
Skilled Reading ↑↑			
	From Riley-Tillman, Burns, & Gibbons (2013) adapted by WCPSS IS 2018		

Why this data in K-3?

"You do an intervention with a second grader, you're changing direction on a speedboat, but when you do an intervention with a fifth grader, you're changing direction on an oil tanker."

Catherine E. Snow,
Professor of Education,
Harvard Graduate School
of Education

Why this data?

The **right** kind and quality of instruction delivered with

the **right** level of intensity and duration to

the **right** children at

the **right** time.

-- Joseph K. Torgesen, *Catch Them Before They Fall (1988)*

Available: Now What?

Small-Group Advisor

Small Group Advisory Activities

Progress Monitoring

Skill-specific, frequent, ongoing assessment of at-risk students

Is progress sufficient? Is the student responding to instruction?

Progress Monitoring Frequency

Monitoring student progress, as part of the continuous cycle of instructional improvement, is an ongoing practice that helps teachers use data to evaluate the effectiveness of their instruction and inform their instructional decisions. Listed below are the recommended guidelines, from the assessment authors, for collecting formative assessment data, as well as questions to consider in determining the next steps in responsive instruction.

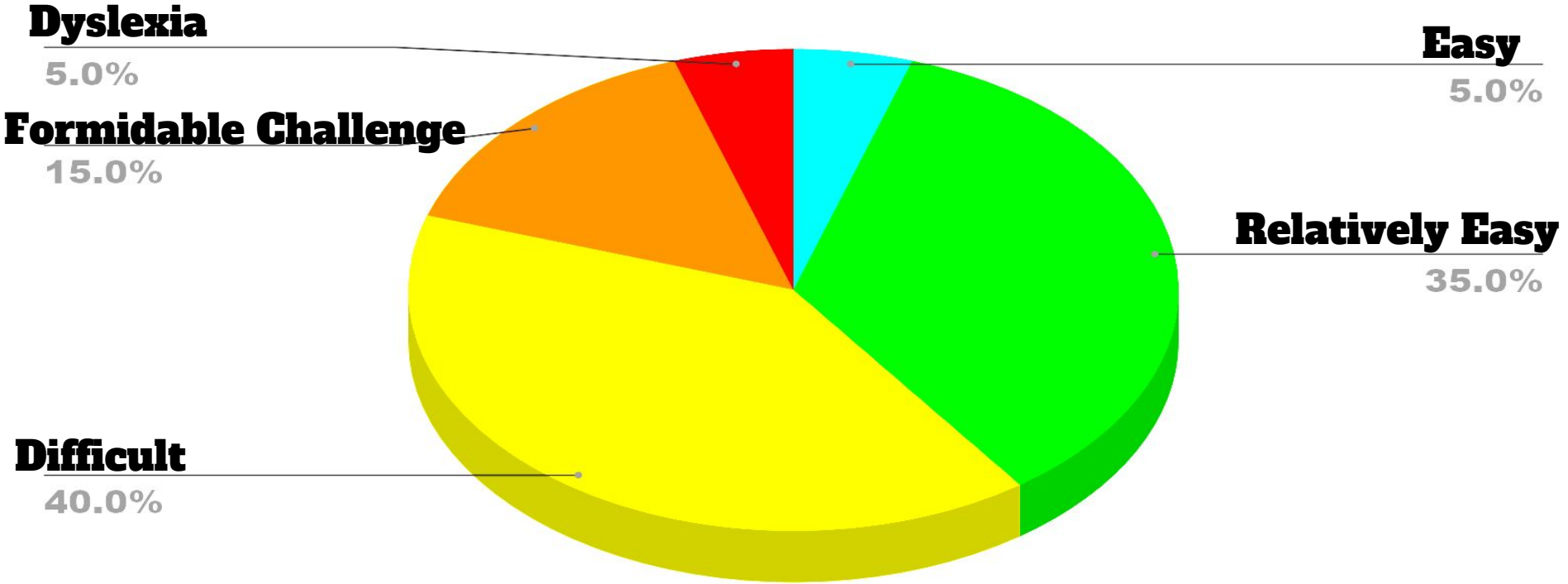| Assessment	Benchmark Level	Recommended Schedule (Grade-Level Materials*)		Guiding Questions for Instruction
DIBELS Next	Well-Below Benchmark	Every 2 weeks	***Out-of Grade Materials** When monitoring a student in out-of-grade materials for DIBELS, progress monitoring once per week is ideal, though every other week may be sufficient to determine growth. **See links below for additional guidance from assessment authors.	• Has instruction been explicit and systematic? • Have students been provided enough time in instruction? • Have students had multiple practice and application opportunities for new learning? • Have students had a negative, positive or questionable response to instruction? • How have other students responded to instruction? • How does instruction need to change in response to student needs (increased scaffolding; extending the learning)?
TRC (Observational)	Well-Below Benchmark	Every 4-6 weeks		
DIBELS Next	Below Benchmark	Every 4 weeks		
TRC (Observational)	Below Benchmark	Every 4-6 weeks		
DIBELS Next	At Benchmark	Recommended but not required		
TRC (Observational)	At Benchmark	Recommended but not required		
DIBELS Next	Above Benchmark	Recommended but not required		
TRC (Observational)	Above Benchmark	Recommended but not required		

What assumptions have we made?

- Teacher knowledge and skills of teaching reading
- Teachers having the right tools to assist in teaching reading
  - Must have a structured phonics curriculum
- Teacher knowledge and skills on data literacy
- Teacher pressure on feeling the data is evaluative does not change the ability to teach reading

The **right** kind and quality of instruction delivered with the **right** level of intensity and duration to the **right** children at the **right** time.

-- Joseph K. Torgesen, *Catch Them Before They Fall (1988)*

Journey to Reading

- **Dyslexia** 5.0%
- **Formidable Challenge** 15.0%
- **Easy** 5.0%
- **Relatively Easy** 35.0%
- **Difficult** 40.0%

"Teaching reading IS rocket science."

- Louisa Moats