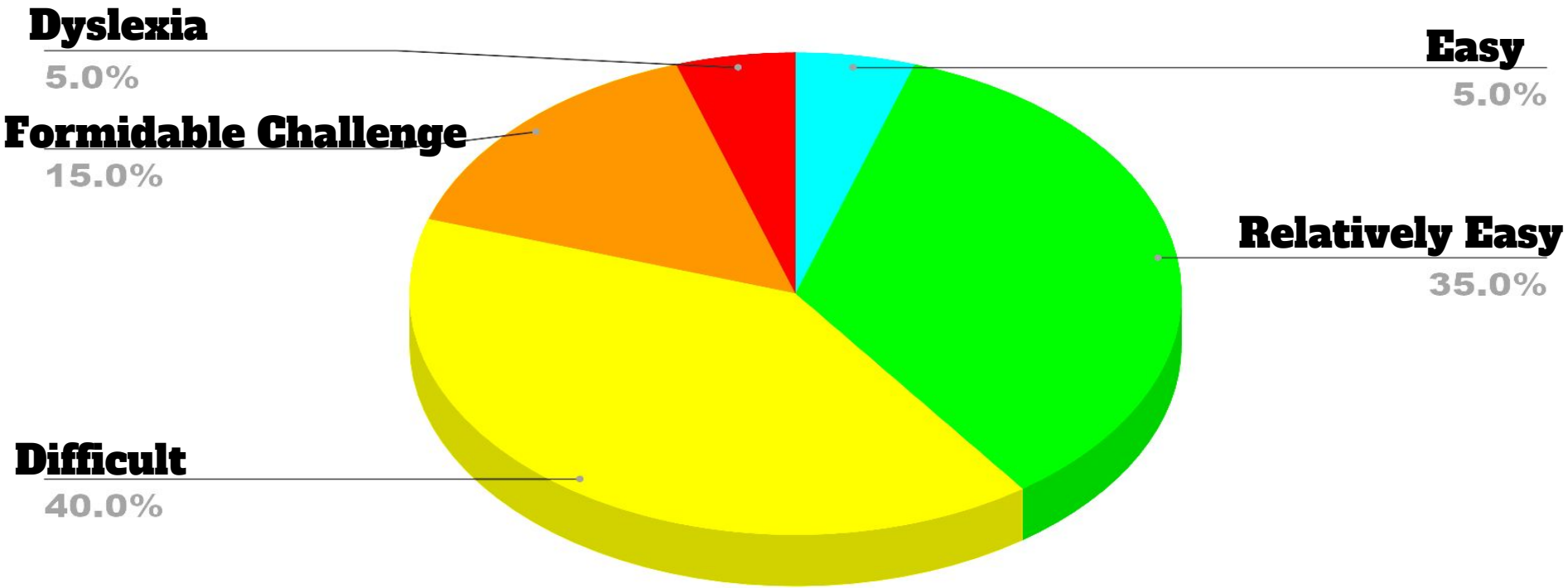




*Governor's Commission on Access
to Sound Basic Education
NC's Statewide Assessment System*

Sherri Miller
Director of Literacy
Wake County Public School System

Journey to Reading



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

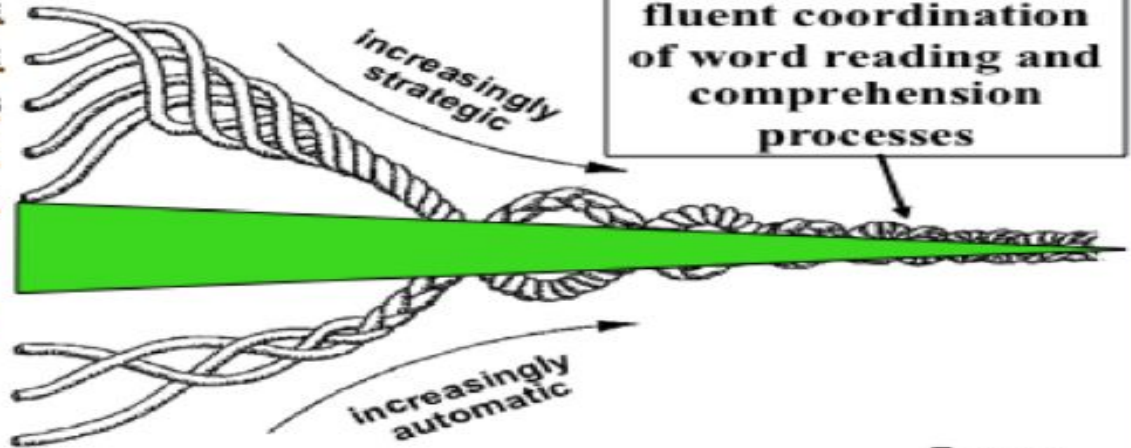
LITERACY KNOWLEDGE

WORD RECOGNITION

PHON. AWARENESS

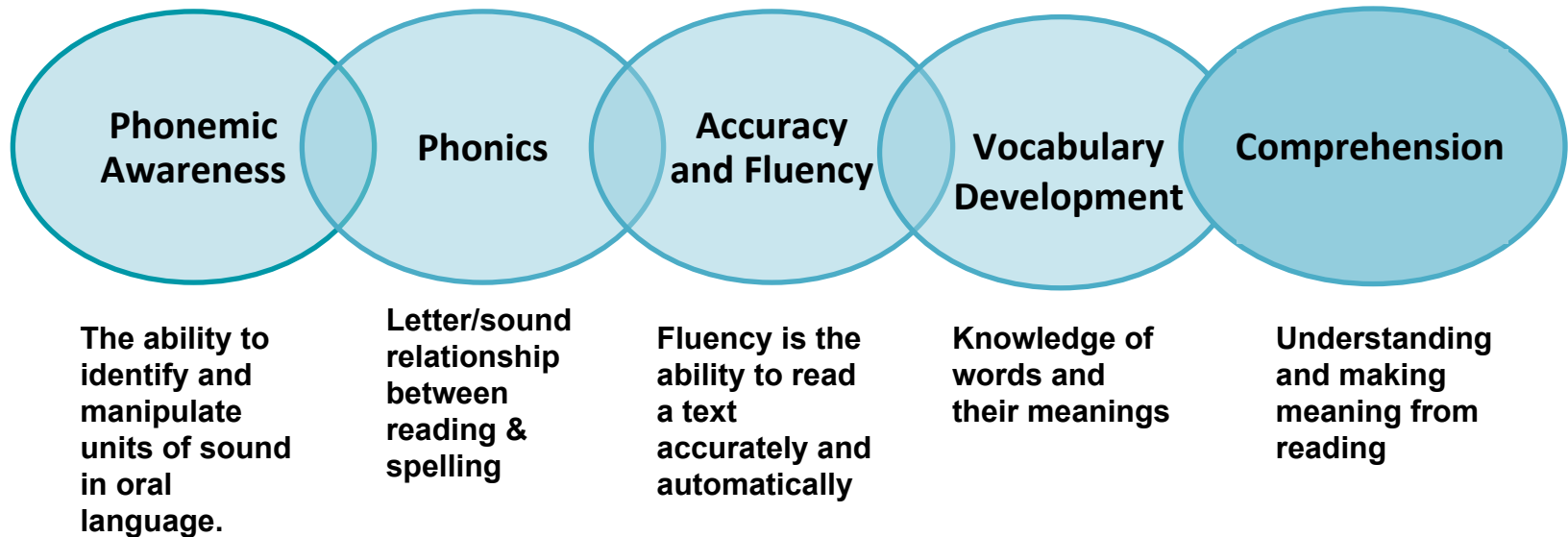
DECODING (and SPELLING)

SIGHT RECOGNITION



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

The 5 Big Ideas in 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



Personalized Education Plans (PEP) with Evidence Based Instructional Supports

Notifications to Parents and Guardians

Formative and Diagnostics

Kindergarten Entry Assessment

Begin Portfolio

**3rd/4th
transition class
or accelerated
reading class**

**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)

What is mCLASS Reading 3D?

The logo for mCLASS Reading 3D is centered within a light orange oval. It features a lowercase 'm' inside a grey circle, followed by the word 'CLASS' in a bold, grey, sans-serif font, and 'Reading 3D' in a blue, sans-serif font. The '3D' is stylized with a small cube icon above the 'D'.

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

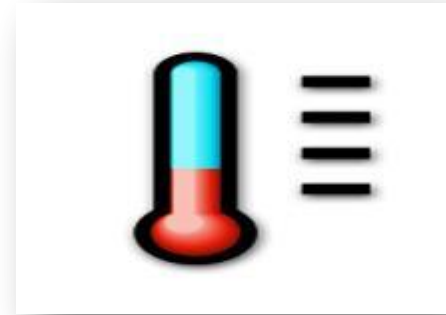
TRC and WR

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?

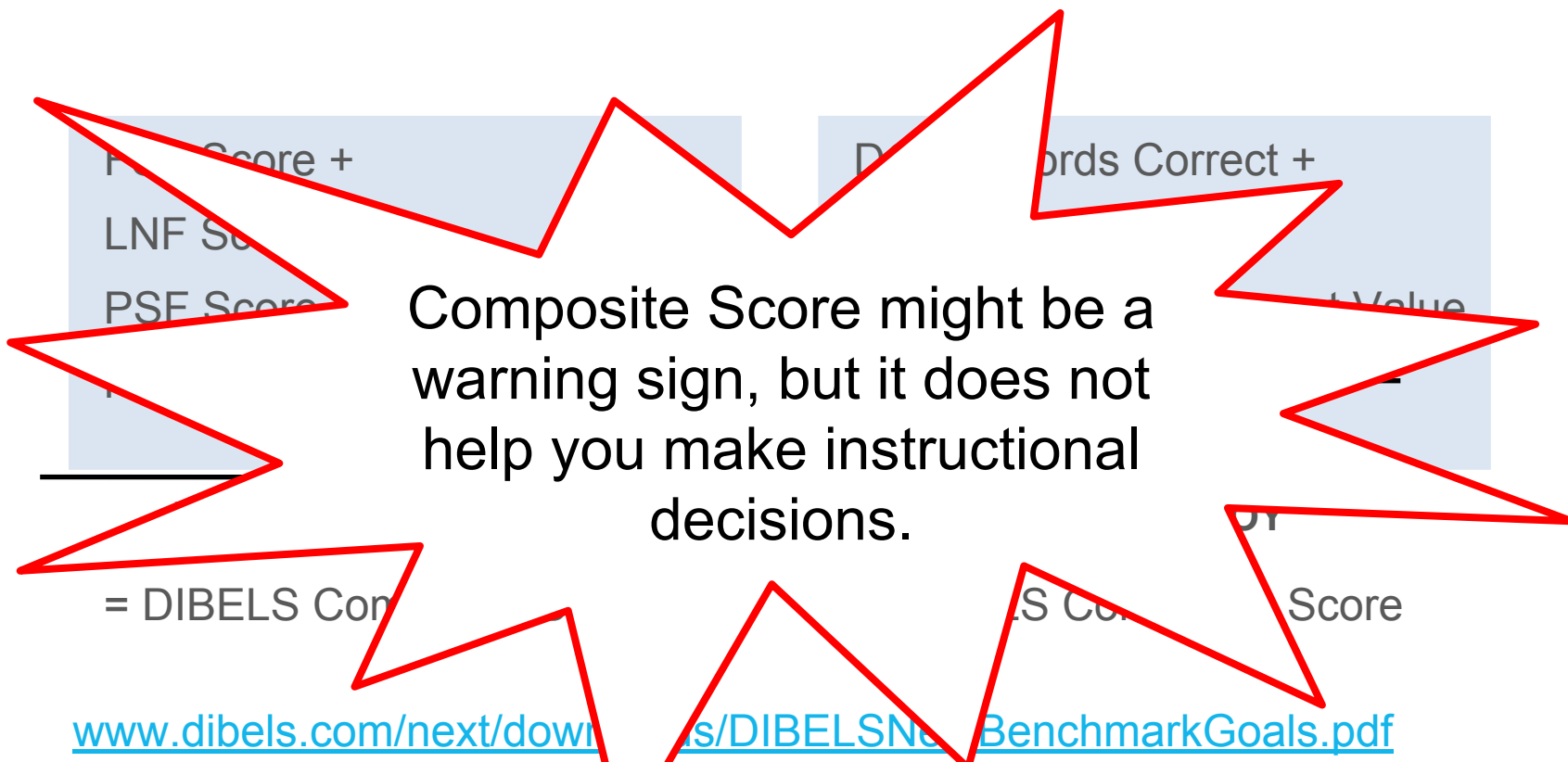
	FSF	*LNF	PSF	NWF	DORF	Daze	WR	TRC
K(BOY)	Yes	Yes					Required for PC through E, optional for upper levels even though hand/screen icon continues to appear	
K(MOY)	Yes	Yes	Yes	Yes				
K(EOY)	Yes	Yes						
1(BOY)		Yes	Yes	Yes				
1(MOY)		Yes	Yes	Yes	Yes			
1(EOY)				Yes	Yes			
2(BOY)				Yes	Yes			
2(MOY)					Yes			
2(EOY)					Yes			
3(BOY)					Yes	Yes		
3(MOY)					Yes			
3(EOY)					Yes			

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



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

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



mCLASS® Literacy Progress Report

HOME CONNECT

First assessment: December 17, 2011

Needs Most Support

What does this mean?
To reach grade level expectations, Robinson needs a great deal of additional practice, both at school and at home.

Why is Robinson being tested?
The teachers and administrators at our school want Robinson to read successfully. As part of this commitment, our school uses a test called DIBELS, which stands for Dynamic Indicators of Basic Early Literacy Skills, to examine how many important reading skills Robinson has learned.

What can I do?
To reinforce what Robinson is learning in school, you can read together every day at home.

What are the skills Robinson should learn to become a good reader?

Phonemic Awareness
Hearing and using sounds in spoken words

We no longer measure Robinson's phonemic awareness because students should have this skill by the middle of first grade.

Phonics
Knowing sounds of letters and sounding out written words, measured by DIBELS Nonword Fluency (NWF)

On your child...

- ...sends out single words like cat? (paw, ash, ...)
- ...silly read a list of two- and three-letter words?

Reading letter sounds (NWF-Correct Letter Sounds)

100% (GOAL)

Reading whole words (NWF-Whole Words Read)

100% (GOAL)

Accurate and Fluent Reading
Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (DORF)

On your child...

- ...read all the words in a story that stay?
- ...recognize familiar words without sounding them out?
- ...blend letter sounds to read unfamiliar words?
- ...read words by themselves and in easy short stories easily?

Reading with fluency (DORF)

100% (GOAL)

Reading with accuracy (DORF)

100% (GOAL)

Reading Comprehension
Reading for comprehension, the ultimate goal of reading, is measured by Text Reading and Comprehension (TRC)

Instructional reading level (TRC)

100% (GOAL)

Activities for Robinson

Even if you have just a few minutes each day, you may be surprised by how much you can help Robinson learn to read. Here are some activities we recommend based on Robinson's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match Robinson's interests or to fit your schedule.



Where Robinson needs support

Phonics

Knowing sounds of letters and sounding out written words

Count the Sounds

Help your child count the number of sounds in words. Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) representing the sounds under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

Reading and Listening

Listen as your child reads words and books from school. Be patient as your child practices. Before helping him or her pronounce unfamiliar or difficult words, wait to see if your child tries to figure out how they are pronounced. Allow your child to try and sound out unfamiliar words. Tell your child how proud you are when he or she can read new words.

Reading Comprehension

Understanding the text, the ultimate goal of reading

Show the Cover

Show the cover of the book you are about to read together. Read the title aloud. Have your child say the title. Ask: "What do you think this book is about? Why do you think that?"

We are working hard to ensure that Robinson's development is on target for success, and we thank you for your efforts at home. Together, we will help Robinson become a successful reader.

Web Reports

Amplify.

Home Notices

Demo Teacher260
Harcourt Elementary
2014-2015

mCLASS® DIBELS Next®
DIBELS Next

mCLASS® Reading 3D™
3

mCLASS® RTI
RTI

mCLASS® Math
Math

mCLASS® QuickPad™
QuickPad

Sync Status Training

Storytelling still matters in a high-tech world
[Read Article »](#)

Contact Us Live Chat

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

The screenshot displays the CLASS Reading 360 web report interface. It features a navigation bar at the top with tabs for 'CLASS Summary', 'BOY', 'MOY', and 'EOY'. Below the navigation bar, there are two main sections: 'Kindergarten' and 'Grade 1'. Each section has a table of student data. The 'Kindergarten' table has columns for 'BOY', 'MOY', 'EOY', 'PM', 'BOY', 'MOY', 'EOY', and 'PM'. The 'Grade 1' table has columns for 'BOY', 'MOY', 'EOY', and 'PM'. The data is presented in a grid format with colored circles (red, yellow, green) and text labels (e.g., 'S*', 'B*', 'C*') indicating student performance levels. The interface also includes a search bar and a 'New/Print' button.

Kindergarten	DIBELS Next			PM	Reading 360				
	BOY	MOY	EOY		BOY	MOY	EOY	PM	
Here	Comp. Score	Comp. Score	Comp. Score	Percentile History	Reading Level	Reading Level	Reading Level	Recent PM	Score
Smith, Patrick	●	●	●	85% 75%	D	C*	B*	12/06/11	180
Smith, Jack	●	●	●	85% 75%		B*	S*	12/06/11	180
Studson, Jeremy	●	●	●	85%	B	B*	B*	12/06/11	180
Foster, Deug	●	●	●	NA	H	S*	S*	12/06/11	180
Young, James	●	●	●	85% 75%	F*	C*	B*	12/06/11	180
Krey, James	●	●	●	85%		F*		12/06/11	180
Grade 1	BOY	MOY	EOY	PM	BOY	MOY	EOY	PM	
Here	Comp. Score	Comp. Score	Comp. Score	Percentile History	Reading Level	Reading Level	Reading Level	Recent PM	Score
Brown, Brian	●	●	●	85% 75%		B*	B*	12/06/11	180
Dyer, Jane	●	●	●	85%				12/06/11	180
Evans, Chris	●	●	●	85% 75%	C*	S*	B*	12/06/11	180
Gray, Leah	●	●	●	85%		F*		12/06/11	180
Bell, Olivia	●	●	●	85% 75%	C*	S*	B*	12/06/11	180
Winters, Amyl	●	●	●	85% 75%		S*	B*	12/06/11	180
Wick, Lane	●	●	●	85%				12/06/11	180
Wick, Chris	●	●	●	85% 75%		S*	B*	12/06/11	180
Wick, Jane	●	●	●	85%				12/06/11	180
Wick, Leah	●	●	●						

- 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



Phonological Awareness



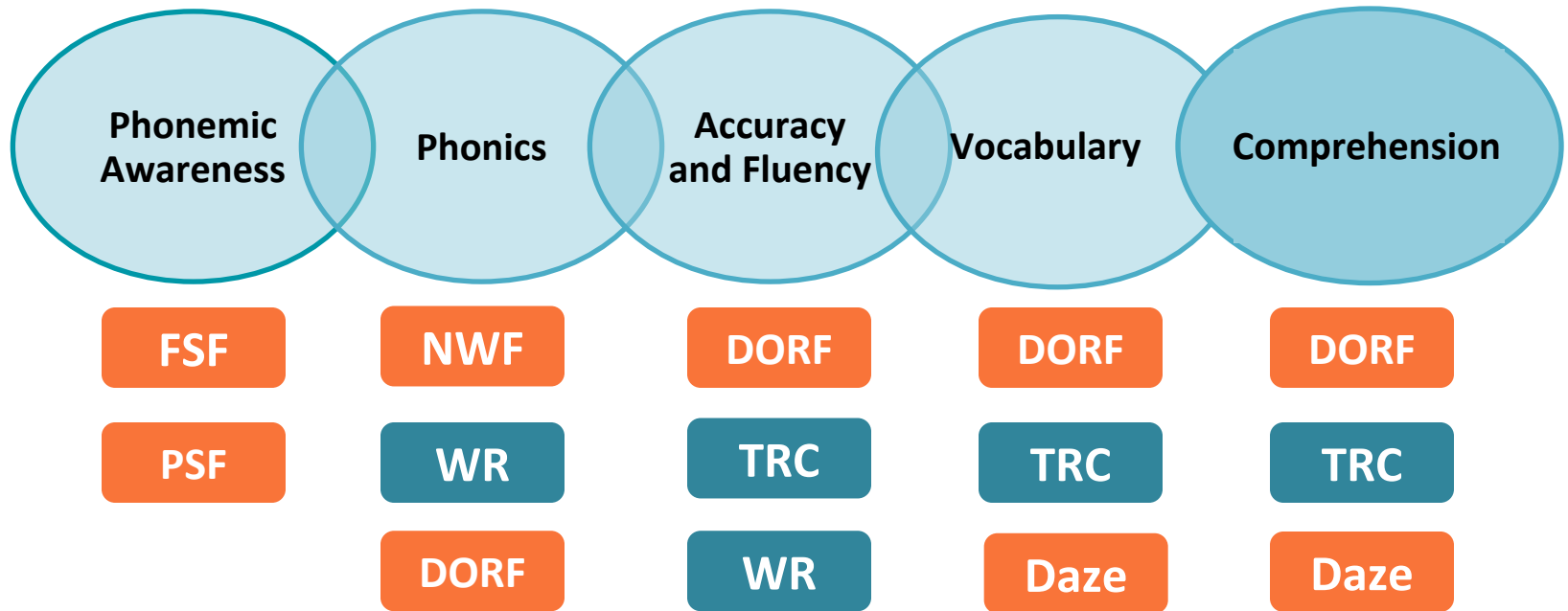
Phonics and Word Recognition



Fluency



Where are strengths and what skills are missing?



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 Pattern of Skills	Hypothesis Intervention Focus	Validate Hypothesis 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?

District: School: Class/Group:

Aggregate Rep... School 2 Grade 1

Mary C Cooper

Class Summary BOY MOY EOY

Percentiles TRC

Home Connect
Item-Level Advisor
Small-Group Advisor

DIBELS Next [®]						Reading 3D [®]	
MOY	NWF CLS ▶	NWF WWR ▶	DORF Flu. ▶	DORF Acc. ▶	DORF Retell ▶	TRC ▶	WR
Comp. Score	Goal 43	Goal 8	Goal 23	Goal 78%	Score	Goal G	List Score
●	43	5	53	93	13	F ^F	
●	39	2	28	76	9	C ^N	
●	41	7	33	83	N/A	C ^F	
●	40	3	22	63	N/A	B ^N	
●	35	2	16	62	N/A	B ^N	
●	55	18	59	97	16	H ^N	
●	46	12	20	65	N/A	D ^N	
●	44	6	29	81	N/A	D ^N	

Small-Group Advisor

Small Group Advisory Activities

Year: EOY Measure 1: DORF Acc. Measure 2: TRC Group

Reading of Connected Text (DORF Acc.)

93-96 >96

Group 2 Group 3

Group 5 Group 6

Group 8 Group 9

Tidy Reset

Set Aside Benchmark/ Proficient Students

No. Group

Ching Jones

Reinforcement Instruction for Group 3
TRC - Fiction

Character and Setting

- [Kiwi and King \(Level 1\)](#)
- [Jack and the Beanstalk \(Level 1\)](#)

Compare and Contrast

- [Good Friends \(Level 5\)](#)
- [Under the Big Top \(Level 5\)](#)

Making Inferences

- [Hansel and Gretel \(Level 9\)](#)
- [Wishes Come True \(Level 9\)](#)

Plot and Sequence

- [Hermie the Crab \(Level 3\)](#)
- [Divide and Subtract \(Level 3\)](#)

Problem and Solution

- [Ants Go Marching \(Level 7\)](#)
- [Making the Team \(Level 7\)](#)

TRC - Non-Fiction

Author's Perspective, Point of View and Story Purpose

- [Home Sweet Home \(Level 10\)](#)

Cause and Effect

- [World of Gardens \(Level 4\)](#)
- [Truly Tall Trees \(Level 4\)](#)

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	<p>*Out-of Grade Materials</p> <p>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.</p> <p>**See links below for additional guidance from assessment authors.</p>	<ul style="list-style-type: none"> • 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		

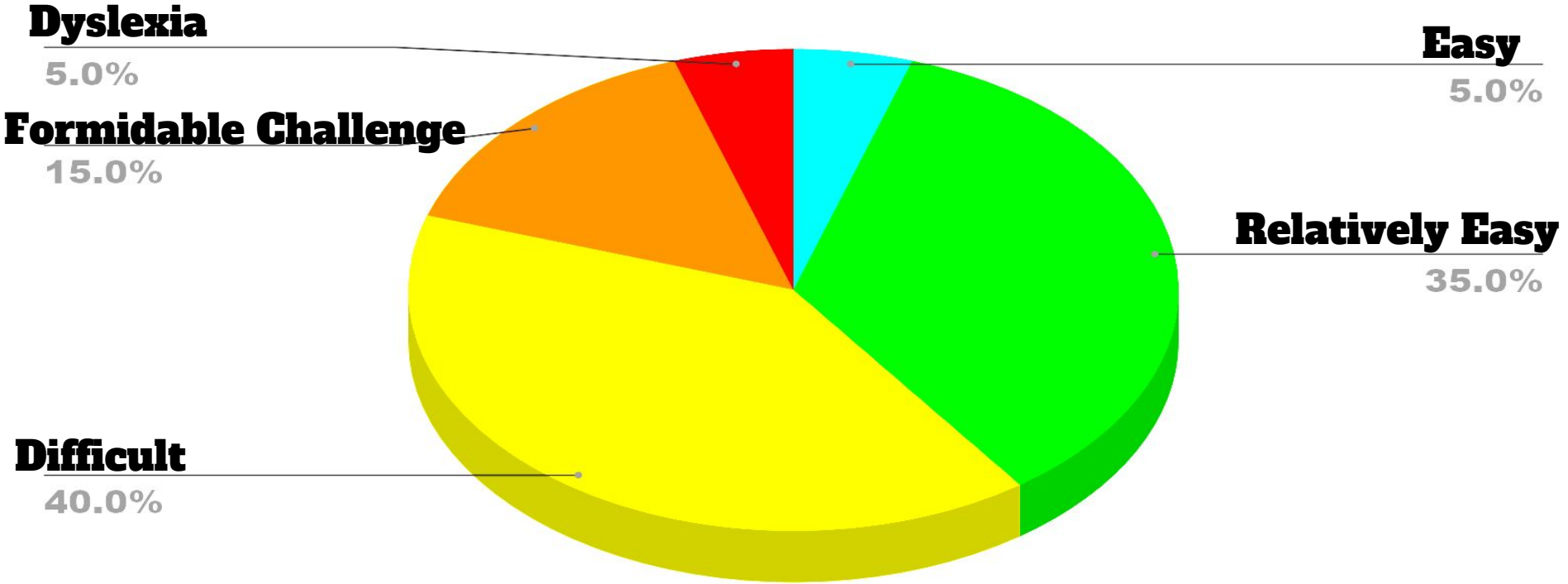
What assumptions have we made?

- 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





“Teaching reading IS rocket science.”

- Louisa Moats