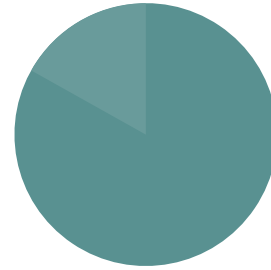


School-Wide Assessment Planning for a Multi - Tiered System of Support



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SST 3

Today's Focus: District Comprehensive Assessment Plan (CAP)

CAP: **WHAT**

A document that outlines:

- The assessment methods used to demonstrate the achievement of identified learning outcomes
- The timeframe for collecting and reviewing the data
- The individual(s) responsible for the collection/review of data

Today's Focus: District Comprehensive Assessment Plan (CAP)

CAP: **WHY**

- IMPROVEMENT!
- Provides a picture of what has been accomplished and what needs to be done
- Provides data to improve student learning and program offerings
- Enhances the effectiveness of programs
- Helps to guide decision-making
- Helps to identify where support is needed
- This kind of information could highlight the need for further training, gaps in knowledge, or other issues in the curriculum

4 Main Objectives

Identify Assessment through the MTSS model

1. To identify students at the beginning of the year who are “at risk” for reading difficulties and who may need extra instruction or intensive interventions if they are to progress toward grade -level standards in reading by the end of the year.
2. To monitor students’ progress during the year to determine whether “at risk” students are making adequate progress in critical reading skills and to identify any students who may be falling behind.
3. To collect information about students that will be helpful in planning instruction to meet their most critical learning needs.
4. To assess whether the instruction provided by classroom teachers and intervention specialists is sufficiently powerful to help all students achieve grade-level reading standards by the end of each year from kindergarten through third grade.

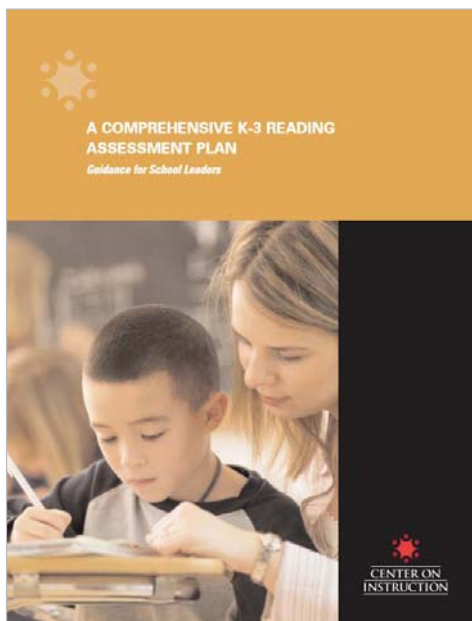
What Do Comprehensive Assessment Plans Include?

There are no set rules for how to construct an assessment plan for your district.

Typical plans include:

- Four types of assessments during the school year: screening, progress monitoring, diagnostic, and outcome tests.
- Which specific assessments of each type are to be conducted each year
- The purpose for each assessment
- When each assessment is to be administered
- Where the assessments will be administered and by whom
- Who will analyze data, and summarize results/do reporting

Let's Read About CAP



- Types of Assessments:
Pgs. 3-6
- Which Students to Assess and When:
Pgs. 10-11
- Who Should Administer the Tests:
Pgs. 12-13
- Organizing Resources for a Comprehensive Assessment Plan:
Pgs. 13-14
- Managing Data Effectively:
Pgs. 14-15

Assessment Activity

What are the assessments you currently use in your school?

- Brainstorm with your group the names of all the assessment you currently administer.
- Write each assessment name on an individual post-it.

Screening Assessments

Screening assessments:

- Provide brief, standardized measures that serve as an indicator of mild, moderate, and severe risk in basic reading skills
- Some may predict a student's future performance
- Help teachers and administrators marshal resources for instruction and intervention
- Screening Assessments may also be called Benchmark Assessments or Interim Assessments.

- Determine those students who are at risk for reading difficulty and will need additional intervention.
- Are given to all students at least three times per school year.
- Are administered individually.
- Are intended to be proactive in identifying students *before* they experience reading difficulty.

Screening Assessments

Screening Assessments

Do:

- Some can predict longer-term outcomes
- Efficiently identify students with some or great risk
- Help direct resources to prevention

Do Not:

- Precisely diagnose why a student has difficulty
- Identify all skill areas to address

Some Examples of Screeners

- [Dynamic Indicators of Basic Early literacy Skills \(DIBELS\)](#)
- [AIMSweb](#)
- [NWEA/MAP](#)



What do you have?



What do you need?

Screening
Assessments

Diagnostic Assessments

- Take more time than a screening test
- Given to **some**, but **not all**, students

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“True” Diagnostic Assessments

- Reveal detailed information about a student’s mastery of a specific area of academic skill
- Provide the teacher with more accurate information that will enhance reading interventions.
- Provide a deeper level of insight into a student’s reading difficulties.

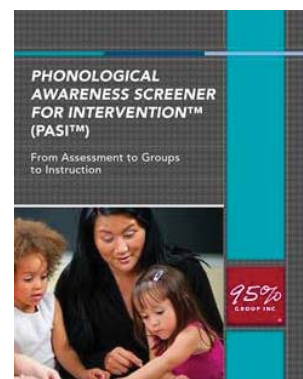
What Gets Diagnosed?

A profile of strengths and weaknesses in:

- Phonemic awareness
- Phonics
- Spelling
- Passage reading fluency
- Language comprehension

Diagnostic Screeners

- Many good diagnostic screeners are available:
 - *Phonological Awareness Screening Test (PAST)*
 - *LETRS Phonics and Word-Reading Survey*
 - *Really Great Reading Company Phonics*
 - *Next Steps in Literacy Instruction*
 - *Assessing Reading—Multiple Measures CORE*
 - [95% Group](#)



True Diagnostic Assessments page 191

The following diagnostic assessments typically meet psychometric standards for reliability and validity. This is not an endorsement nor an end-all list, but rather, a starting point for good diagnostic assessments.

- Comprehensive Test of Phonological Processing (CTOPP)
- Diagnostic Assessment of Reading (DAR)
- Early Reading Diagnostic Assessment (ERDA)
- Woodcock Reading Mastery

What do you have?



What do you need?

Diagnostic
Assessments

Progress Monitoring Assessments

(page 47)

1

Are brief, and measure progress toward a specific goal.

Are aligned with the screening/benchmark measures.

2

Equivalent forms that allow for frequent administration.

3

Determine whether a given instructional program is working to close the gap.

Frequency

Weekly: Students in need of intensive intervention

Every Two Weeks: Students who receive strategic intervention

Monthly: Students who are barely at benchmark goal

Progress Monitoring Assessments

(page 190)

What do you have?



What do you need?

Progress Monitoring
Assessments

Outcome Assessments

page 48

Outcome assessments provide a bottom-line evaluation of the effectiveness of a reading program.

Outcome Assessments

Do:

- Inform a school, district, or state about students' performances in relationship to others in the district, state, or country.
- Identify subgroups of at-risk students.

Do not:

- Inform teachers about students' instructional needs or response to instruction.



Outcome Assessments

Characteristics

- Assess students once a year in group format
- Have time limits
- Proctored
- Most often multiple-choice
- Assess silent, independent reading
- Performance is reported in standard scores, percentiles, and normal curve equivalents

What do you have?

What do you need?



Outcome
Assessments



	What We Have	What We Need
SCREENER		
DIAGNOSTIC		
PROGRESS MONITORING		
OUTCOME		

Assessments Needed

1. Screening Assessment
2. Diagnostic Assessment
3. Progress Monitoring Assessment
4. State Outcome Assessment

Use this Assessment Plan Checklist to assess your present plan or guide you in creating one!

Assessment Plan Checklist

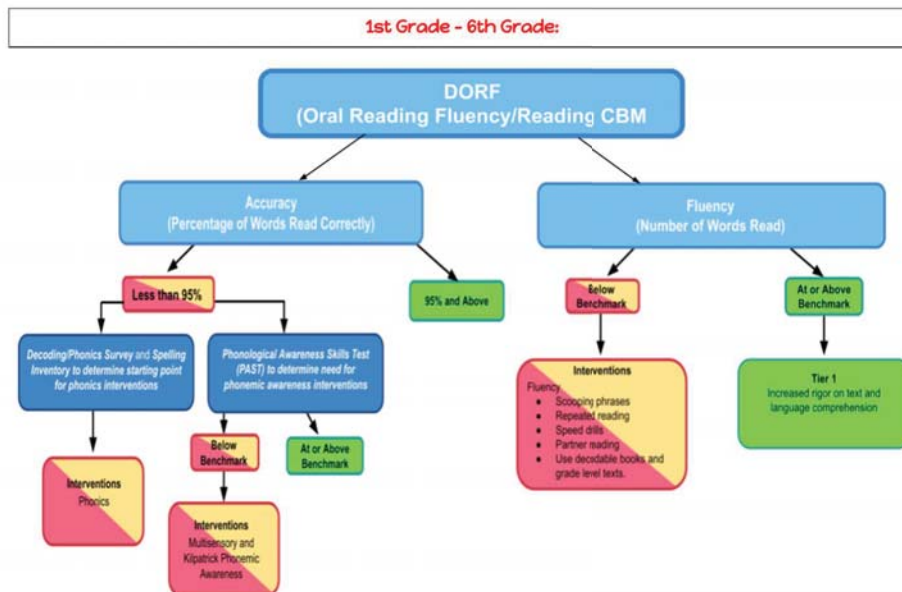
Yes	In Prog.	No	Item
			A school-wide assessment calendar is created for the year. (R-TFI 1.14)
			A school-wide assessment calendar is shared with staff.
			The school-wide assessment calendar lists the measures (aligned with the critical reading skills) administered at each grade level for each test period. (R-TFI 1.14)
			The school-wide assessment calendar identifies assessment windows that are 2 weeks or less in duration. (R-TFI 1.14)
			A school-wide assessment calendar is adhered to consistently, including screening, progress monitoring, and outcome assessment testing dates.
			All staff know who administers assessments.
			All staff know who is responsible for data entry and management.
			All staff know where data is stored, and appropriate staff have access to data for analysis purposes. (R-TFI 1.19)
			Within the first 30 days of school or enrollment, a universal screener is given to all students.
			If the universal screener indicates that a student is below benchmark an informal diagnostic assessment is administered to students to identify detailed information about the students' specific areas of need.
			If the universal screener indicates that a student is below benchmark, plans are immediately developed (based on diagnostic data) with the instructional team (including parents) to remediate reading difficulties.
			Students slightly below benchmark are progress monitored monthly until the next benchmarking period.
			Students identified as needing targeted (Tier 2) interventions are progress monitored every two weeks on a consistent basis.
			Students identified as needing intensive (Tier 3) interventions are progress monitored weekly on a consistent basis.
			Students identified as reading above expected goals are progress monitored monthly to ensure expected growth is taking place to maintain or exceed grade level proficiency.
			New assessors receive professional development related to assessment administration and scoring. (R-TFI 1.13, 1.20)
			All assessors receive on-going, annual, re-fresher professional development related to assessment administration and scoring to ensure data is valid and reliable. (R-TFI 1.13, 1.20)
			Fidelity of assessment administration is routinely verified (e.g., checklists, observations) by appropriate personnel. (R-TFI 1.13)



The Road Map: Decision Making Models

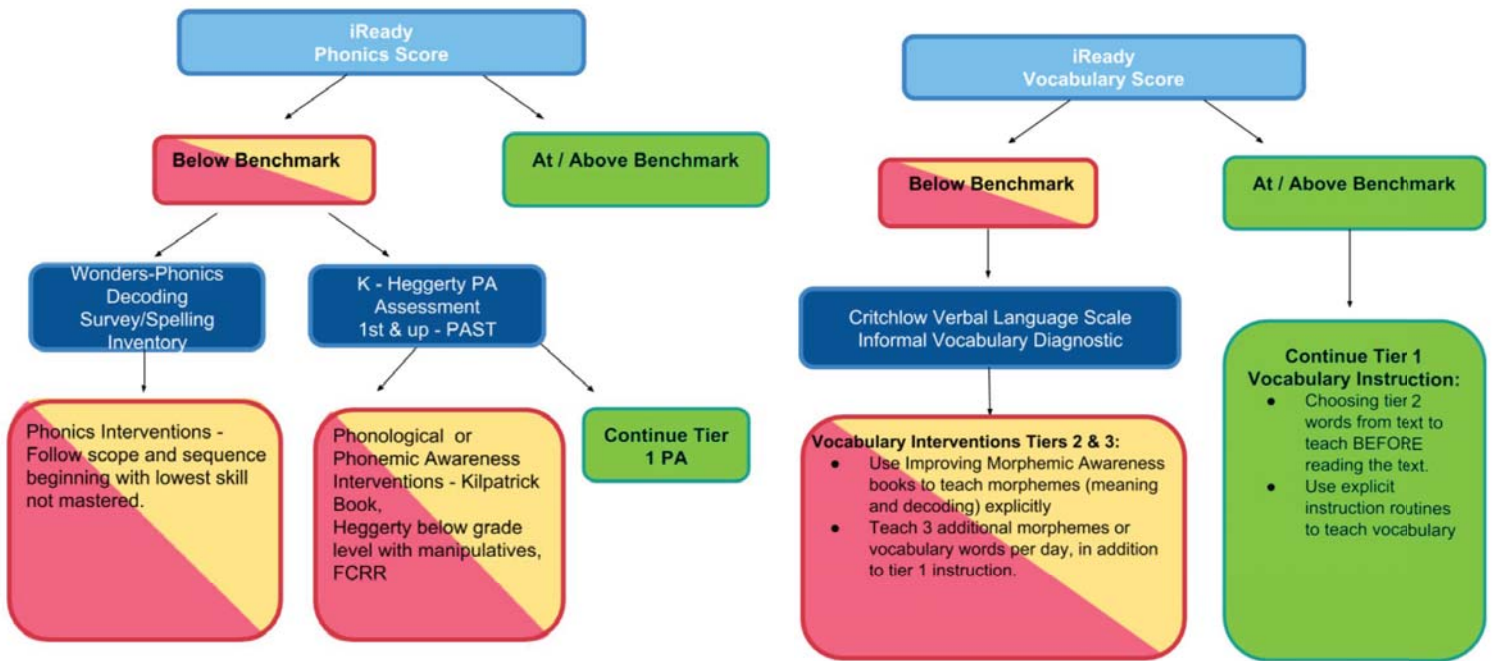
- Look at the decision flowcharts on page 52 - 54.
- Following this type of decision-making process can help teachers determine how to use assessments more purposefully and selectively.
- A well-developed CAP includes a decision making model.

Example of Decision Rules Based on DIBELS



Note: If the students demonstrate true dual deficits (word recognition AND language comprehension) remember that while intervening in work recognition (phonics and phonemic awareness) we MUST also continue to build language skills (bottom on the reading rope, language comp on the SVR) through read alouds of rich text with listening comprehension.

Example of Decision Rules Based on iReady



Cleveland Metro Schools

Example

Time For Reflection

Data



Look at the Decision Flowcharts on pages 52-54. Do you have a process for data-based decision making in your teacher teams and school leadership team? What does your process look like? Does it align? What professional development will your staff need (if any) to successfully utilize this, or a similar decision-making model?

What steps will you take to ensure that everyone on your faculty knows about your CAP and knows how to use it?



We have all this data, now what?

● How do we USE our data to make decisions and monitor instruction?

Assessment Walls

- Are intended for teacher use **ONLY**
- Not intended for students and parents

Assessment Wall

- Choose **three** different data points, one can be a screener, one can be a diagnostic and one for progress monitoring
- Do **NOT** choose too many data points
- Choose data to look for trends

Assessment Wall Cards

- Three Data Points:
 - DIBELS Comp
 - DIBELS Oral Reading Fluency
 - MAP
- Student Name goes on the back of the card
- Each grade level gets a different color

Assessment Wall

- Looking at two different sets of data: Benchmark and Progress Monitoring
- First look at Benchmark Data
- The Benchmark Data will determine monthly, weekly or bi-weekly progress monitoring and identify students who will need Tier II or Tier III interventions
- Teachers will analyze benchmark data to determine groupings for interventions and identify specific interventions for each group

Assessment Wall Cards

Benchmark Data:

- To set monthly progress monitoring goals for students:
 - Formula: spring 50th percentile for DIBELS - Fall benchmark score divide that number by 8 (months of progress monitoring). Take that number and add it to the Fall benchmark number, add that each month.
 - Once each months goals are set students, teachers and parents should monitor students progress each month to ensure students continue to close the gap throughout the year.



Assessment Wall Meetings

- Each month TBTs will meet to move the cards for students on Tier II and III and discuss each groups' interventions and student progress
- Ensure monitoring of interventions
- If intervention is not working, this would be when you would change the intervention
- Teacher teams should be conversing about the progress students are making or not making
- Taking time to reflect on their practices to ensure student success

Assessment Wall

- Each Benchmarking Period teachers complete the top of the card with their Spring, Fall, Winter and Spring Data
 - At the Spring Data meeting, teachers identify intervention groups for the following fall so interventions can begin in August and not wait until October for Fall benchmarking data.

Assessment Wall

- At each TBT meeting teachers should be discussing student progress
- The visual of the assessment wall will enable teachers to make observations as a grade level, which should spark conversation
- Assessment Walls help teachers stay focused on instruction and hold teachers accountable for the data