

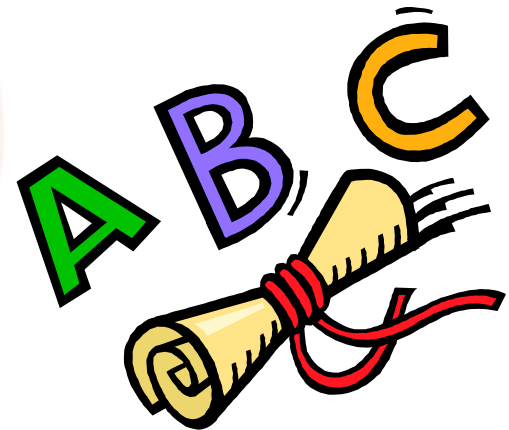
Module 3

Leading Literacy Assessment for Diagnostic Teaching

Assoc Prof Deslea Konza

Introduction

- Purpose
- Two assessment reports written by ECU academics - Dr Caroline Barratt-Pugh and Dr Grace Oakley will be made available



Acknowledgements

- All assessments are socially constructed and interpreted
- Different cohorts of children bring different abilities, histories, orientations, predispositions and priorities with them
- All children have strengths and are capable of learning
- While this session looks at assessments of Standard Australian English (SAE), there is a recognition that first languages should be preserved
 - acknowledges and strengthens identity and culture
 - bilingualism promotes cognitive development

Responsibilities

- Mastering SAE allows students to participate fully and equally in mainstream society - without it they will not have the option of code-switching and will always be in a less powerful position
- It is all students' right to have access to SAE and it is our responsibility to facilitate this
- Some children need support to develop Standard Australian English
- Assessing precise areas of need is a requirement if programs are to be sufficiently well targeted to help students make progress

Assessment guidelines

- One-off assessments cannot provide full picture of individual needs
 - Both informal and formal assessments help provide a full picture
 - Need to consider purpose, timing and types of assessment
 - Assessment is costly in terms of time and resources so needs to be targeted
- BUT**
- ****Wide screening of phonological awareness and oral language is useful for all R/Y1 students because of their underlying importance**

Assessing early language and literacy

- What assessments are being used in your school?
- Observation Survey and CAP test (Clay)
- TROLL
 - Based on teacher ratings of children's language abilities
 - Normed on children from low SES backgrounds
 - Provides range of percentile scores that helps determine child's level of oral language ability
 - (need to download full article for analysis guide)

Assessing early language and literacy

- Receptive and expressive language checklists (H/Os)
- Oral language assessment (Crevola & Vineis, 2005) (H/O)
- All relate to knowledge relevant to succeeding at school

Assessing early language and literacy

- Screen of Communication Skills (SOCS)
 - Individual assessment
 - Profiles individual students'/whole class communication skills
 - Assists class and small group planning, monitoring
 - Assists referrals to speech pathology
 - Assesses
 - Semantics (labels & functions; differences and similarities; categories)
 - Comprehension (instructions; questions)
 - Expressive language (grammar; narrative)
 - Phonological awareness
 - Articulation

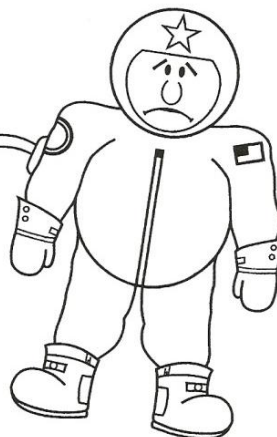
2. Assessing phonological skills

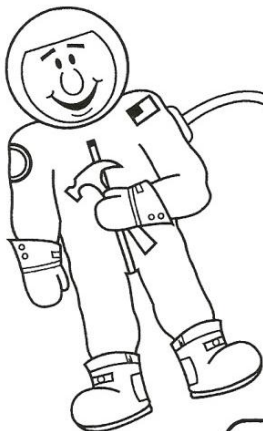
- Most important phonemic skills for reading are
 - Initial phoneme identification
 - Segmentation skills
 - Blending skills
- These can be assessed informally through games or simple activities – H/O (Konza, 2006)
- If these skills are not evident by mid Reception, need more formal individual assessment

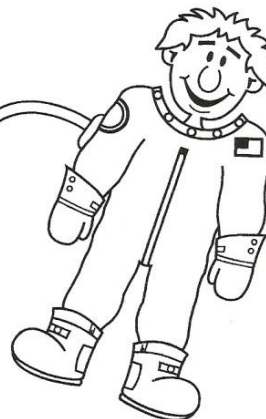
Astronaut Invented Spelling Test (AIST)

- Developed by Dr Roslyn Neilson
rnelson@ozemail.com.au
 - Excellent whole class screener
 - Group test but high correlation with individual assessments
 - Only useful once children have some writing experience (usually middle of R)
 - Involves game-like activity; suitable for 5-7 year olds
 - Takes 10-15 mins to administer to class
 - Takes 4-5 mins to mark each student's work sheet
 - Also assesses letter-sound and orthographic knowledge
 - Students in lowest 25% should have individual assessment









Name: Jeremy

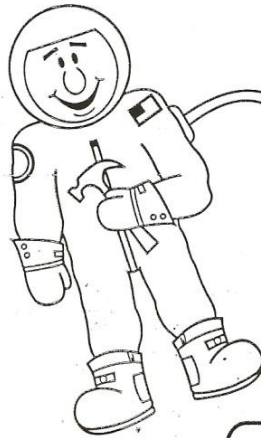
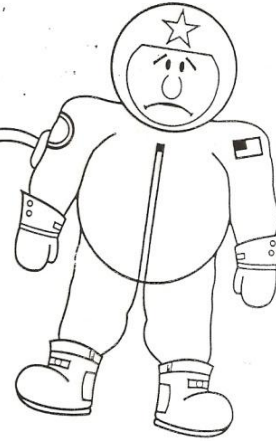
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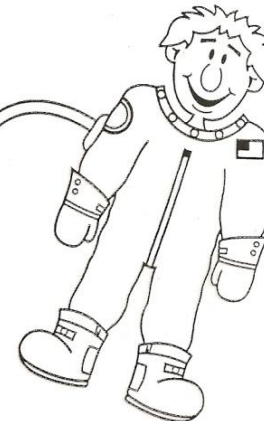
Bob Bok Hard

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Sutherland Phonological Awareness Test -Revised

- Developed by Dr Roslyn Neilson
rnelson@ozemail.com.au
 - individual assessment
 - takes 10-15 minutes to administer
 - suitable for first four years of formal schooling (R - Yr 3)
 - assesses all levels of phonological awareness
 - also assesses non-word reading and spelling
 - only recommended for students who are not progressing in regular program

Sutherland Phonological Awareness Test - Revised © Form A

Name: C.R. Date: November Page: 7;2
 School: Grade: 2 Examiner: R.N.

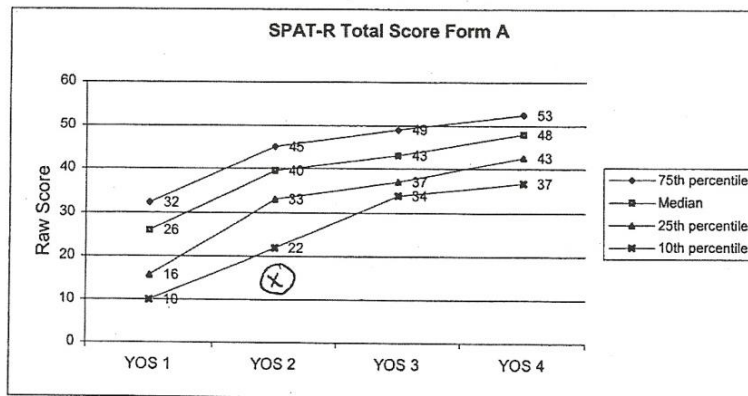
1 Syllable Counting * Stimulus Page 1 Demonstration: kangaroo Practice: rabbit	2 Rhyme Detection * Stimulus Page 2 Demonstration: cat ring hat Practice: wet net lick	3 Rhyme Production Demonstration: bell sell .. fell Practice: knee see ... ?	4 Blending CVC Demonstration: m...oo...n Practice: d...o...g
helicopter (4) wll 1 0	dive teeth five 1 0	ring sing 1 0	f...ar...m moon 1 0
parachute (3) 1 0	fin bin thumb 1 0	coat float 1 0	s...ur...f herf 1 0
screwdriver (3) 1 0	patch match bush 1 0	sand hand 1 0	b...a...ke 1 0
hippopotamus (5) 1 0	lamb run jam 1 0	cap tap 1 0	l...igh...t 1 0
2 / 4	slow! 4 / 4	0 / 4	0 / 4
5 Onset Identification Demonstration: bath (b) Practice: sun (s)	6 Final Phoneme Identification Demonstration: bus (s) Practice: broom (m)	7 Segmentation CVC * Stimulus Page 1 Demonstration: boot (3) Practice: rope (3)	8 Segmentation Blends * Stimulus Page 1 Demonstration: snake (4) Practice: desk (4)
man (m) 1 0	duck (k) 1 0	mug (3) m-ug 1 0	train (4) t-ain 1 0
goat (g) 1 0	sad (d) 1 0	pin (3) pi-n 1 0	spoon (4) sp-oon 1 0
leaf (l) 1 0	roof (f) 1 0	seat (3) 1 0	tent (4) t-en-t 1 0
shark (sh) ? s/sh 1 0	watch (ch) ? s 1 0	laugh (3) l-augh 1 0	scrub (5) s-club 1 0
4 / 4	3 / 4	1 / 4	0 / 4
9 Deletion: Onset Demonstration: feet (-f) Practice: sold (-s)	10 Deletion: Boundary Consonant Demonstration: stop (-s) Practice: clean (-c)	11 Deletion: Internal Consonant Demonstration: crash (-r) Practice: nest (-s)	SPAT-R TOTALS
wake (-w) k 1 0	spade (-s) 1 0	speed (-p) 1 0	Subtotal 1 to 11 14 / 44
tall (-t) talk 1 0	bred (-b) 1 0	slide (-l) 1 0	Subtotal 12 to 13 0 / 16
shape (-sh) 1 0	swing (-s) 1 0	cold (-l) 1 0	SPAT-R Total Score (Subtests 1 to 13) 14 / 60
chin (-ch) 1 0	scream (-s) 1 0	bent (-n) 1 0	PERCENTILE RANK (SPAT-R Manual Table 1A)
0 / 4	0 / 4	0 / 4	
12 Nonword Reading * Stimulus Page 3 Score 1 or 0. Write in child's response if incorrect.	13 Nonword Spelling * Stimulus Page 4 Dictate nonwords. Child writes on back of this scoresheet. Score 1 (phonetically acceptable) or 0 (phonetically incorrect).		
mup m yump mump 1 0	lut lat 1 0		
trom t-r-op top 1 0	drim dwm 1 0		
pilk p-i-l-k pink 1 0	reit ret 1 0		
spont s-p-o-n-t pot pot'n 1 0	flonk fort 1 0		
scriff s-c-r-iff snick 1 0	splad sepad 1 0		
fouse f-o-v-s et fot 1 0	bouse x bers 1 0		
hipstan H.R. 1 0	stasient selt 1 0		
mespuntal N.R. 1 0	rostandic wse le 1 0		
0 / 8	0 / 8		

COMMENTS: History: Expressive + receptive language delay. speech disorder was severe - now resolved except for s/sh and ts/ch. Low-average IQ. Severe reading difficulties - now in Year 1.

SUTHERLAND PHONOLOGICAL AWARENESS TEST – REVISED (FORM A)

Name: *C.R.* Date: *November* Examiner: *R.N.*
 Year of Schooling (YOS) Grade: *1 (YOS 2)* School:

SUMMARY SHEET			Subtest Scores: 25 th Percentile					Example of Task
SPAT-R Subtest Scores			YOS1	YOS2	YOS3	YOS4	+ = ↓	
1	Syllable Counting	<i>2 / 14</i>	2	3	3	3	↓	Show me the drumbeats in <i>kangaroo</i> . (3 beats)
2	Rhyme Detection	<i>4 / 14</i>	3	4	4	4	=	Which picture rhymes with <i>cat – ring</i> or <i>hat?</i> (<i>hat</i>)
3	Rhyme Production	<i>0 / 14</i>	1	3	3	3	↓	What's another word that rhymes with <i>bell, sell</i> ...?
4	Blending CVC	<i>0 / 14</i>	1	3	3	4	↓	Blend these sounds to make a word: m..oo..n (<i>moon</i>)
5	Onset Identification	<i>4 / 14</i>	3	4	4	4	=	What's the sound at the beginning of <i>bath?</i> (<i>/b/</i>)
6	Final Phoneme ID	<i>3 / 14</i>	2	3	3	3	=	What's the sound at the end of <i>bus?</i> (<i>/s/</i>)
7	Segmentation CVC	<i>1 / 14</i>	0	3	3	2	↓	Break a word into separate sounds: <i>boot</i> (3 sounds)
8	Segmentation Blends	<i>0 / 14</i>	0	0	0	0		Break a word into separate sounds: <i>snake</i> (4 sounds)
9	Deletion Onset	<i>0 / 14</i>	0	2	3	4	↓	Take away the <i>/f/</i> sound from <i>feet</i> . (<i>eat</i>)
10	Deletion Boundary	<i>0 / 14</i>	0	0	1	2		Take away the <i>/s/</i> sound from <i>stop</i> . (<i>top</i>)
11	Deletion Internal	<i>0 / 14</i>	0	0	0	2		Take the <i>/r/</i> sound out of <i>crash</i> . (<i>cash</i>)
12	Nonword Reading	<i>0 / 18</i>	0	2	3	5	↓	Read a series of nonwords. (eg. mup ... hipstan ...)
13	Nonword Spelling	<i>0 / 18</i>	0	1	2	4	↓	Spell a series of nonwords. (eg. lut ... staslent ...)
SPAT-R Total Score		<i>14 / 60</i>	Percentile Rank: See SPAT-R Manual, Table 1A				<i>< 1</i>	Comments <i>Residual articulation errors. Knows individual sounds, but can't identify them in words.</i>
Nonword Spelling: In-Depth Analysis			Phoneme-Type Scores: 25 th percentile					
			YOS1	YOS2	YOS3	YOS4	+ = ↓	
Single Consonants	<i>9 / 15</i>	2.0	12.0	13.0	13.5	↓		
Consonant Blends	<i>3 / 15</i>	0.5	9.0	11.0	13.5	↓		
Vowels	<i>4 / 12</i>	0.0	7.5	8.5	9.5	↓		
NW Spelling: Total Phonemes Correct		<i>16 / 42</i>	Percentile Rank: See SPAT-R Manual, Table 2A				<i>2</i>	



The In-Depth Nonword Spelling Analysis is designed to give partial credit for spelling attempts that are phonologically partly correct, and to include small penalties for orthographically inappropriate spelling.

For individual sounds, score 0 if the phoneme has been omitted, or if letters other than those specified in the table below are used to represent the phoneme. Phonemes must be written in the correct order, but additional or extraneous letters are not generally penalised. Letter reversals (eg. d/b) are not penalised. Note: If the child's actual attempt is not specified below, examiners should use their own discretion for scoring, following the general principle of giving partial credit for orthographically inappropriate and/or phonologically immature attempts.

Nonword	Syllable-Initial C	Syllable-Initial (C)CC	Vowel (short)	Diphthong	Syllable-Final C	Syllable-Final CC	Word Sub-Totals
lut lat	1 1 t		u 1 u .5 u-e		t 1 t		2 1/2 /3
drim dwm		dr 2 dr 1 gr/rtr ? .5 g/r/d	i 1 i .5 e/i-e		m 1 m		1 1/2 /4
reit ret	r 1 r/wr		e 1 e .5 a/i		lt 2 lt/lt/te 1 wt .5 l/w/t		2 1/2 /4
fionk fort		fl 2 fl 1 fr .5 f/	o 1 o ?		nk 2 nk/nc 1 ngk/nck .5 n/k/c/k		1 /2 /5
splad sepad		spl 3 spl 2 sbl 1 sp/sb/sl .5 s/p/l	a 1 a .5 e/a-e		d 1 d .5 t		2 1/2 /5
bouse bers	b 1 b			ou 2 ow/ou 1 a/aw/au/our .5 a/o/a-e/o-e	se 1 s/se/ce .5 c		2 /4
staslent selt		st 2 st 1 sd .5 s/l/sl	a 1 a .5 e/a-e		s 1 s/ce .5 c/z		2 1/2 /8
	l 1 l		e 1 e .5 a/i		nt 2 nt 1 nd .5 n/d		
rostandic wsele	r 1 r ?		o 1 o .5 o-e/u		s 1 s/ss .5 z		2 /9
	t 1 t .5 d		a 1 a .5 e		n 1 n		
	d 1 d .5 t		i 1 i .5 e/i-e		c 1 c/k/c/k .5 g		
Column Subtotals	A 4 /7	B 2 /9	C 4 /10	D 0 /2	E 5 /8	F 1 /6	Total Phonemes Correct
Phoneme Types	Single Consonants: A + E = 4 + 5 = 9 /15 Consonant Blends: B + F = 2 + 1 = 3 /15 Vowels: C + D = 4 + 0 = 4 /12						16 /42

3. Assessing letter-sound knowledge

- What methods are being used in your school?
 - Checklists
- Much can be deduced from reading assessments
- Much can be deduced from children's writing
- See letter by 5 year old

Dear +offere

I Swolod

my tof today in
rees at scel i trei
to find it on the
grond but i clidned
be cols i Swolod it
it + i CLS are Inrot
and my frends tech
I Lgk funny with
to tof ote nest to
edn wther, wen
I Smil arr Larfe.

Love

from

NAOMI

712192

5yrs 11mths

Seot of first year of school

Systematic assessment of letter-sound knowledge

- For more systematic diagnostic information, need to check
 - basic letter-sound knowledge
 - Including digraphs, common letter strings, common rimes
 - knowledge of high frequency words
 - Oxford word List

The Educheck

- One page assessment tool
- Assesses letter-sound knowledge at different levels; digraphs, common letter strings, etc
- Assesses some orthographic knowledge
- Assesses knowledge of some rules
- Assesses non-word reading
- Criterion-referenced - no norms

Assessment of high frequency words!

- Oxford Word List
 - based on Australian children’s writing
 - junior and upper lists available
 - the *Oxford Wordlist*© Interactive Tool allows access to frequently used words according to demographic characteristics
 - many resources freely available on website - Bingo, Flashcards, Memory Snap and Take Home Words
 - <http://www.oup.com.au/primary/learning/thesuccessfulteacher>
- Other word lists also useful

Words Their Way

- Excellent whole-school resource to assess spelling and letter-sound knowledge
- Three class spelling assessment lists for
 - ~ Early primary
 - ~ Middle
 - ~ Upper
 - Provides DVD tutorial and CD for graphing of class results and recommendations for grouping
 - Additional resource books for all levels provide teaching guidelines and activities/resources

4. Assessing Vocabulary

- Usually evident by comparison with peers
- Vocabulary knowledge is closely related to verbal IQ and reading comprehension
- Standardised tests available (PPVT) but expensive

Peabody Picture Vocabulary Test

- individually administered, norm referenced; new edition costs \$900 for two parallel test sets; '99 edition cheaper
- requires no reading or writing; suitable for 2-90+ yrs
- children can point so doesn't even require speaking
- based on pictures so non-threatening
- reasonable correlation with verbal score on WISC so gives good idea of verbal skills without IQ test
- takes 15-20 mins per student to administer
- easy to administer; pronunciation guidelines (terpsichorean, laciniate)
- measures English vocabulary knowledge – suitable for ESL learners

Teacher developed vocabulary assessment

- Can develop your own assessments based on class reading and themes
- Fairest method because it is related to what children are taught
- Assesses students' vocabulary growth in terms of knowledge of words taught
- Also assesses effectiveness of teaching

Teacher developed vocabulary assessment

Multiple choice after teaching

E.g.. The student was diligent in completing all his work ahead of time.

- a) Lazy
- b) Hard working
- c) Proud
- d) Surprised

Teacher developed vocabulary assessment

Matching

(match each word with its meaning)

a) big

small

b) tiny

scarlet

c) red

large

Teacher developed vocabulary assessment

Synonyms

He discovered a new route through the mountains.

- a) wanted
- b) found
- c) travelled
- d) captured

Teacher developed vocabulary assessment

Fill in the blanks

(supply the answer in a list or not)

1. Sasha asked for a _____ as a birthday gift.
2. Readers anxiously await nine _____ episodes in the exciting tale.

(Also assessing syntactic knowledge here)

Teacher developed vocabulary assessment

Sentence writing

(Use the word in a sentence to show its meaning)

Foreign

Plausible

Teacher developed vocabulary assessment

“Show you know” sentences

Students show their knowledge of target words by using vocabulary appropriately and in context.

Example:

Vocabulary words: *Protection* and *camouflage*

Student response: The leafy sea dragon looks like a piece of seaweed. It uses this camouflage to protect itself by hiding in the sea grass.

Teacher developed vocabulary assessment

Association questions

Write three words that can fit in the blank

A sponge can absorb

a) _____

b) _____

c) _____

Teacher developed vocabulary assessment

Personal connection (deeper level knowledge)

- Ask students to connect what they know about a word to personal experiences or background. Create prompts with sentence starters such as
 - Describe a place/event/example...
 - When/ who/where/might...
 - Name a place that reminded you of...
 - Share a time when...
- Ask students to use a target word in a sentence
Prompt: Tell about a time when you were *exhausted*.
Personal example: I was *exhausted* when I ran in the marathon.

Teacher developed vocabulary assessment

Example/non-example

- A vocabulary word is followed by two statements, one is an example of the word and the other is not. Students show their understanding of the word by choosing the correct example.

Word: *postage*

_____ The letter did not have a stamp on it.

_____ The woman was very old.

Teacher developed vocabulary assessment

Alike/Different

- When students study words with similar meanings, this a way of honing in on the precise meanings of synonyms.

Example

Word Pair: *mountain* and *hill*

How are they alike? (possible answer: they are both geographical features)

How are they different? (possible answer: a mountain is higher than a hill)

Teacher developed vocabulary assessment

Yes-No-Why?

Students must check to see if the sentence using the target word makes sense then explain why it does or doesn't.

Examples

1. Sentence: The *annual* report was published each month.

Response: This doesn't make sense because *annual* means once a year.

2. Sentence: *Recycling* protects the *environment*.

Response: This does make sense because recycling means less garbage which means we keep the world cleaner.

5. Assessing Fluency

- Three major components
 - Accuracy
 - Rate
 - Prosody
- Rate used most commonly because it is the easiest to measure, but may encourage children to concentrate only on speed of reading

Assessing accuracy and rate

- Choose three reading passages of 250-300 words at the student's year level. Prepare two copies; one for the student to read, one for the teacher to record errors on.
- Ask the student to read the passage in a normal manner for exactly one minute.
- Indicate with a slash or dot any mispronunciations, substitutions, omissions, reversals or words which the student cannot decode which were prompted by the examiner. Do not record self-corrections.

Assessing accuracy and rate

- Mark the last word attempted.
- Complete steps 1-3 with two further passages for comparison.
- Count the number of words read correctly in 60 seconds: these Words Per Minute (WCPM) indicate the reading rate.
- Calculate the accuracy by dividing the number of words read correctly by the total number of words read (including words with errors). This will reveal whether text level is suitable for student.

Fluency

- **Fluency Rates**

By end Year 1

60 words/min

By end Year 2

90/100 words/min

In Years 3-6

100-120 words/min

with < 3 errors with material getting progressively harder

Assessing prosody

- Of all aspects of fluency, prosody is most closely associated with comprehension
- Prosody is the appropriate expression and phrasing in oral reading
- Appropriate prosody shows the reader is trying to make meaning of the text.
- Difficult to quantify
- Only assessed relatively recently using checklists or rubrics

Prosody checklist

- Student placed vocal emphasis on appropriate words.
- Student's voice tone rose and fell at appropriate points in the text.
- Student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question).
- In narrative text with dialogue, student used appropriate vocal tone to represent characters' mental states, such as excitement, sadness, fear, or confidence.
- Student used punctuation to pause appropriately at phrase boundaries.
- Student used prepositional phrases to pause appropriately at phrase boundaries.
- Student used subject-verb divisions to pause appropriately at phrase boundaries.
- Student used conjunctions to pause appropriately at phrase boundaries.

Prosody rubric

- A student reads a year-level passage and teacher listens to the student reading or to a recording of the reading.
- The listening period can be short; teachers are able to make reliable and valid measurements in 60 seconds or less.
- At the end of the listening period, the teacher consults the rubric and assigns a score that most closely aligns with the student's reading. In using a rubric, teachers need to establish what constitutes appropriate phrasing and expressiveness in reading for their assigned grade level
- See handout for rubric developed by Zutell and Rasinski, 1991

Assessing fluency

- The fluency tests suggested are quick and easy to administer
- They give an indication of students' proficiency in the three measures of reading fluency.
- They can act as a base for further testing.
- They can be repeated across the school year to monitor progress.

6. Assessing comprehension of text

- What informal methods are being used in your school?
- Informal methods
 - Oral reading assessment
 - Cloze method
 - Five finger method (for children to use)
 - Running records; miscue analysis
- Text chosen for task depends on purpose
 - If used to assess individual progress, use text or level of text they have been using (preferably unseen)
 - If used to assess level in relation to other students at grade level, use grade level text

Oral reading as comprehension measure

- Count out 100 words from text
- Allow reader to read passage silently before reading aloud
- Ask child to read, and count the uncorrected mistakes and hesitations (longer than 5 secs)
- A correction is not an error
- Ask range of questions

Interpreting error rates gives level of text

Independent

0-4 errors
>95% correct

child can read
without help

Instructional

5-9 errors
at least 90%

child can read
with support

Frustration

10+ errors
< 90% correct

child needs
book read to him

Cloze as measure of comprehension

- Select paragraph of around 250 words
- Leave first two and final two sentences intact
- Delete every 5th (7th for poor reader) unless it is a proper noun or first word in a sentence
- Students complete passage so it makes sense
- Answers should convey original meaning but need not be exact word
- Answers are scored as a percentage (lower because this is a cloze exercise)

Interpreting percentages

Independent	61-100% correct	child can read without help
Instructional	44-60% correct	child can read with support
Frustration	0-43% correct	child needs book read to him

- Percentages lower because only missing words are included in the error count

Five finger method

- Children can use this themselves to decide if a book is too hard to read
- In theory based on 100 word sample but...
- Children can open book at any page
- Begin reading, holding up one hand
- When they come to a word they cannot read, they put one finger down
- If all fingers are down before end of page, book is too hard to read independently

Assessing comprehension - formal

- Neale Analysis of Reading Ability
 - Australian norms (but 1999)
 - separate norms for students aged 6 to 13 years in reading accuracy, comprehension and rate
 - parallel forms so you can retest students within a short period of time using equivalent material
 - information on the student's word attack skills and letter-sound knowledge
 - six more diagnostic tests of initial and final sound discrimination, alphabet and spelling skills, blending ability and silent reading skills.

TORCH

- 2003 norms available for Australian students
- Individual or group – takes approx 30 mins
- Assesses comprehension in Years 3-10
- Based on Cloze passage answers (retell)
- Used widely in research studies because of ease of administration
- Limited assessment of higher levels of comprehension

Progressive Achievement Tests of Reading

- Assesses comprehension from R to Year 10
- Vocabulary from Yr 3 to Yr 10
- Spelling from Yr 2 to Yr 10
- Comprehension includes different genres - narrative, tabular or graphical, factual expository and procedural
- Includes retrieving information, reflecting on information, interpreting explicit information, interpreting implied information

PROBE (NZ)

- Individual and group elements of assessment
- For use from 7yrs - adult; ESL students
- 20 levels - RA 5 to 15.5
- Culturally and geographically non-specific
- Standard International English
- No pictures or title clues
- Contains
 - Informal Prose Inventory (individual)
 - Silent reading comprehension (individual)
 - Listening comprehension (group)
 - Written comprehension (group)

PROBE (NZ)

- Six questions types
 - Literal: directly stated in text
 - Reorganisation: reconstructing literal information
 - Inference: from implied information
 - Vocabulary: defining words or phrases
 - Evaluation: extrapolating additional information not given in text
 - Reaction: giving an opinion

Informal Prose Inventory (IPI) (NZ)

- Uses miscue analysis for diagnosis
- Includes retelling for oral comprehension
- Comprehension questions but mainly literal
- Great website support for teaching comprehension

PM Benchmark Readers

- Short graded texts with prepared Running Record and assessment proformas
- Identifies reading levels from emergent to Reading Age 12
- Identifies instructional level, ability to monitor for meaning, integrate different cues, knowledge of print conventions
- Includes CD containing printable student records
- Helps group students for instruction

Assessment...

- Requires pinpointing where the difficulties are
- May be at multiple levels
- Consider what the difficulties “look like” and “sound like” at each level

If difficulties are at comprehension level...

- Reads quickly (i.e. has rapid word recognition) without much expression
- Doesn't "engage" deeply
- May understand basic content
- Only understands at superficial level



Needs strategies to engage deeply; needs active strategies; needs motivating text

If difficulties are at fluency level...

- Reads somewhat slowly and hesitantly
- Stumbles over some but not many words

[Remember, fluency requires automaticity
– around 80-100 wpm]



- Needs practice with easier text (independent level)
- Needs repeated reading of short (interesting) passages with “expert” model

If difficulties are at vocabulary level...

- Reads unevenly
- Misreads more difficult words
- Inserts replacement words that may or may not make sense
- Doesn't monitor comprehension



- Needs general and/or specific vocabulary building

If difficulties are at letter-sound level...

- Reads very haltingly
- Stumbles over many words
- Regularly stops to try to work out words



- Needs further explicit teaching and practice of sight words, word parts and possibly even blending of basic letter-sounds to build automaticity

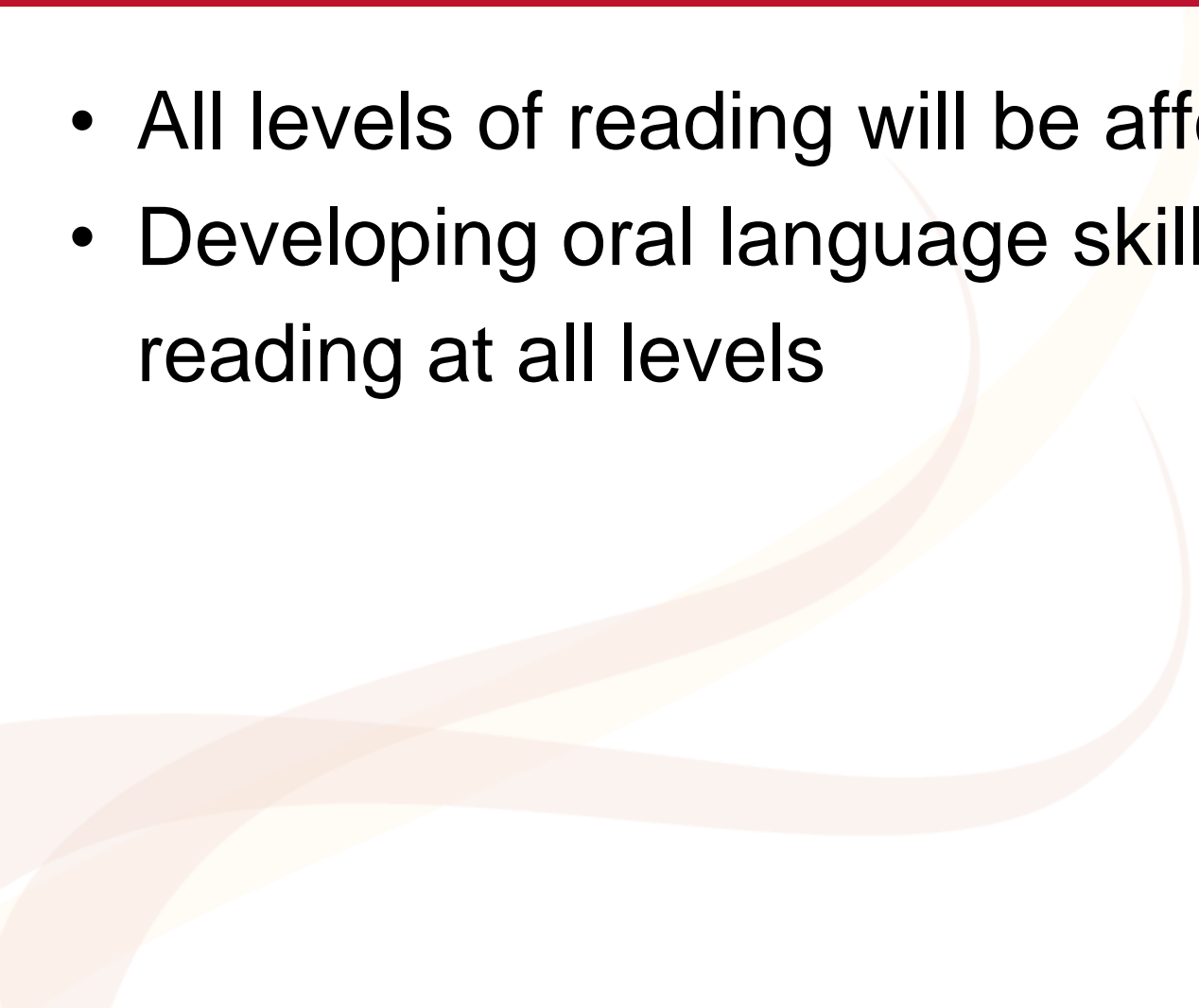
If difficulties are at phonological level...

- If there are problems at this level, they are unlikely to be reading connected text
- If they have developed a large sight vocabulary, reading will still “fall apart” at about Year 2 level



- Needs teaching of phonemic skills, letter sound knowledge, etc
- Should still work on oral comprehension

If oral language difficulties exist...

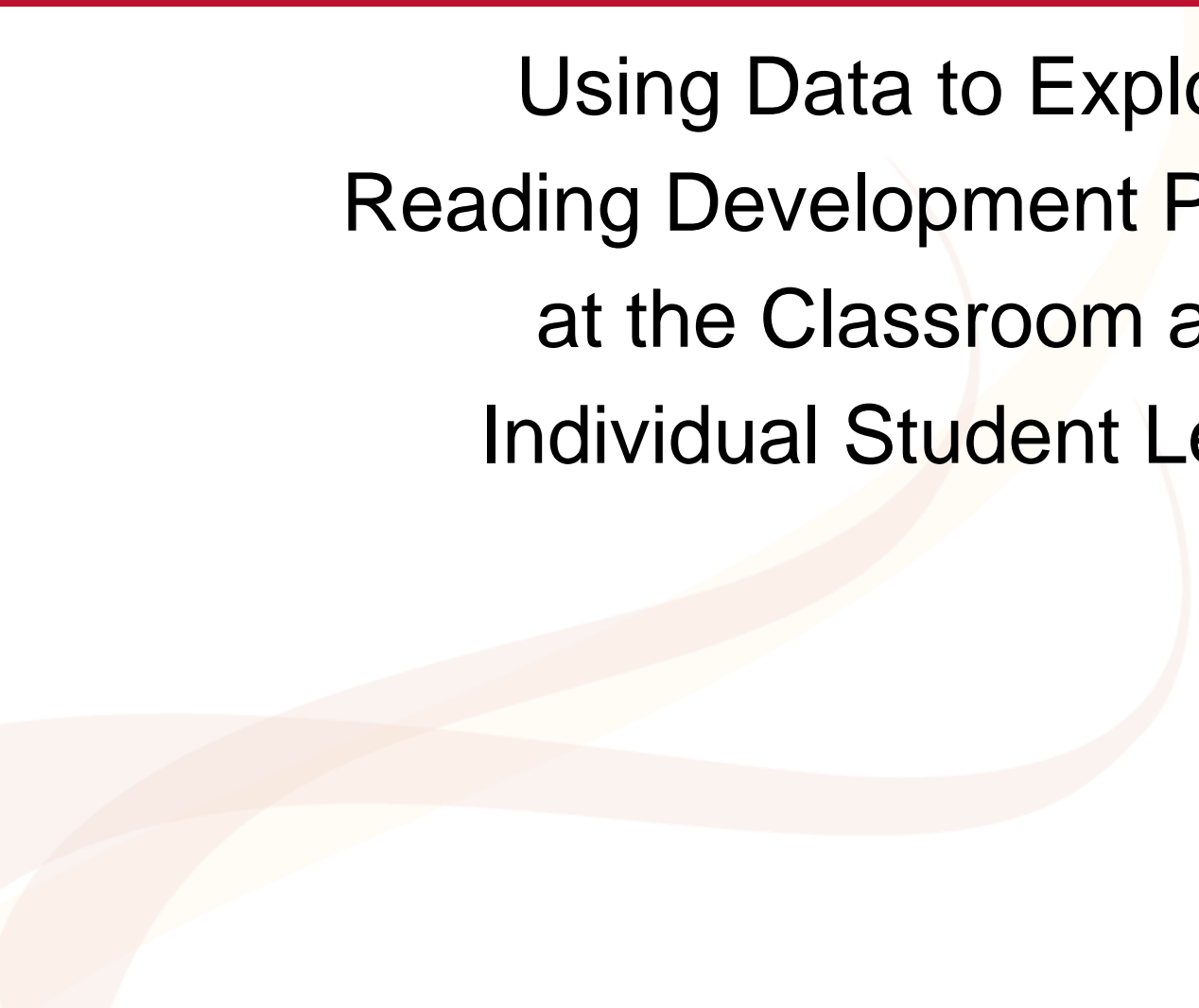
- All levels of reading will be affected
 - Developing oral language skills will help reading at all levels
- 

Reflective activity

- What assessments might be useful in your school?
- How do you decide?
- Based on information gathered so far, what year levels or specific skills would you target?
- Can you see any benefit in across-school assessments at the beginning of each year for your students?

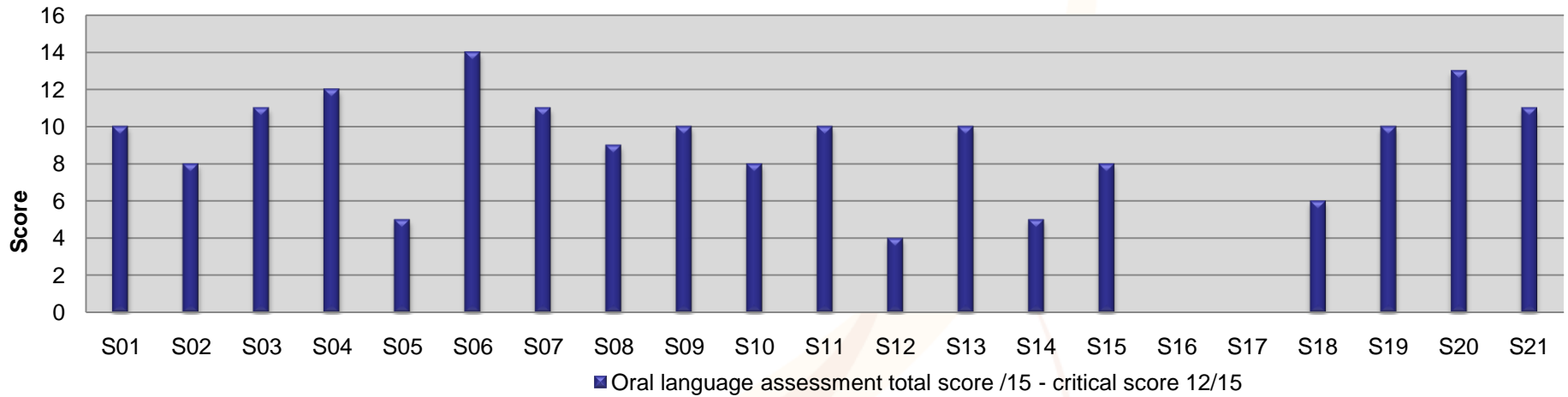
Session 5

Using Data to Explore Reading Development Priorities at the Classroom and Individual Student Level

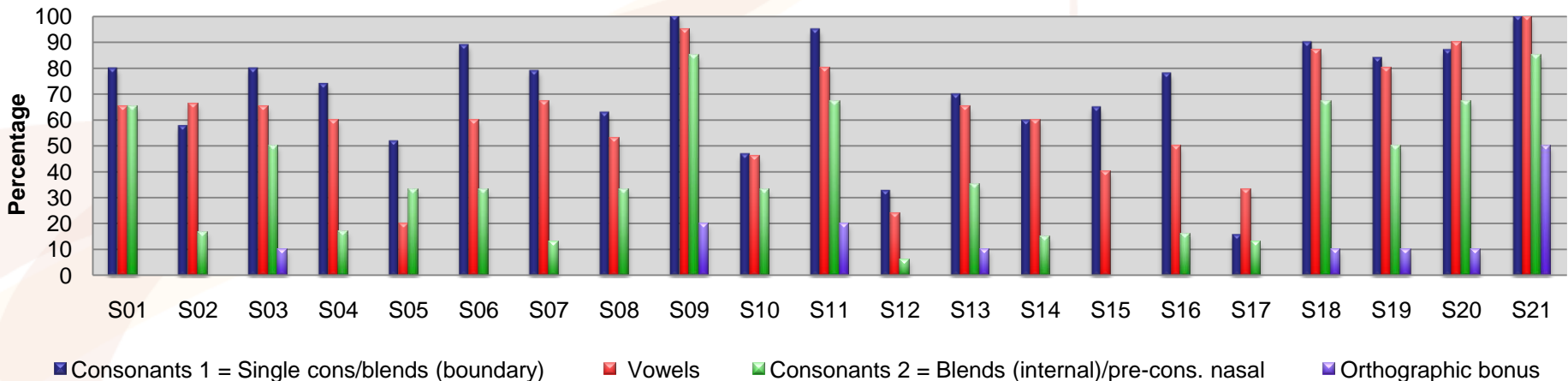


Year 2 Class results

Oral language assessment total score /15 - critical score 12/15



AIST



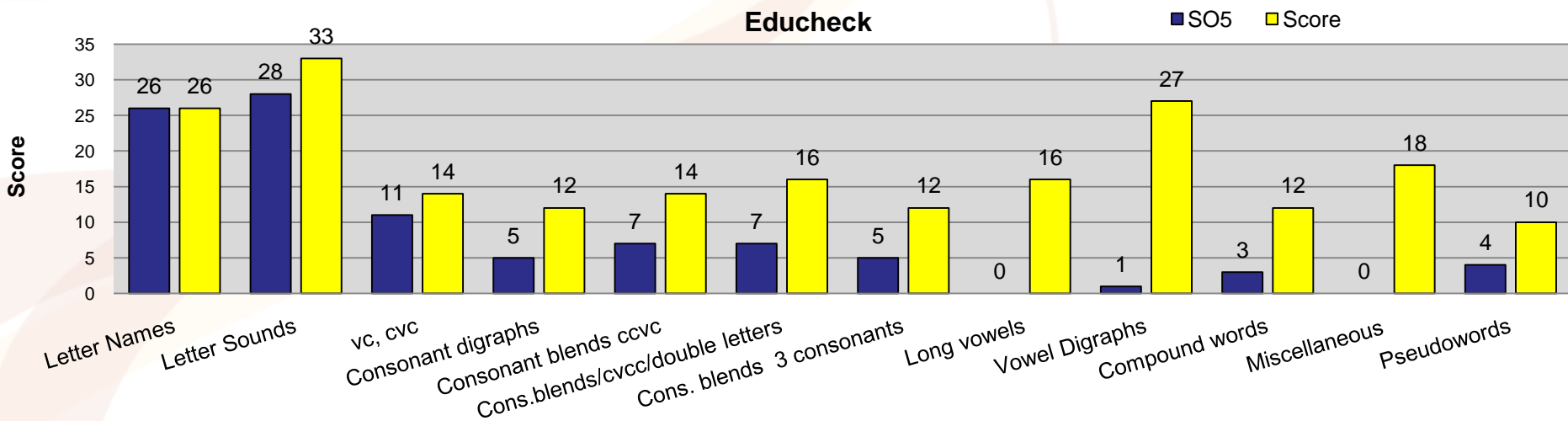
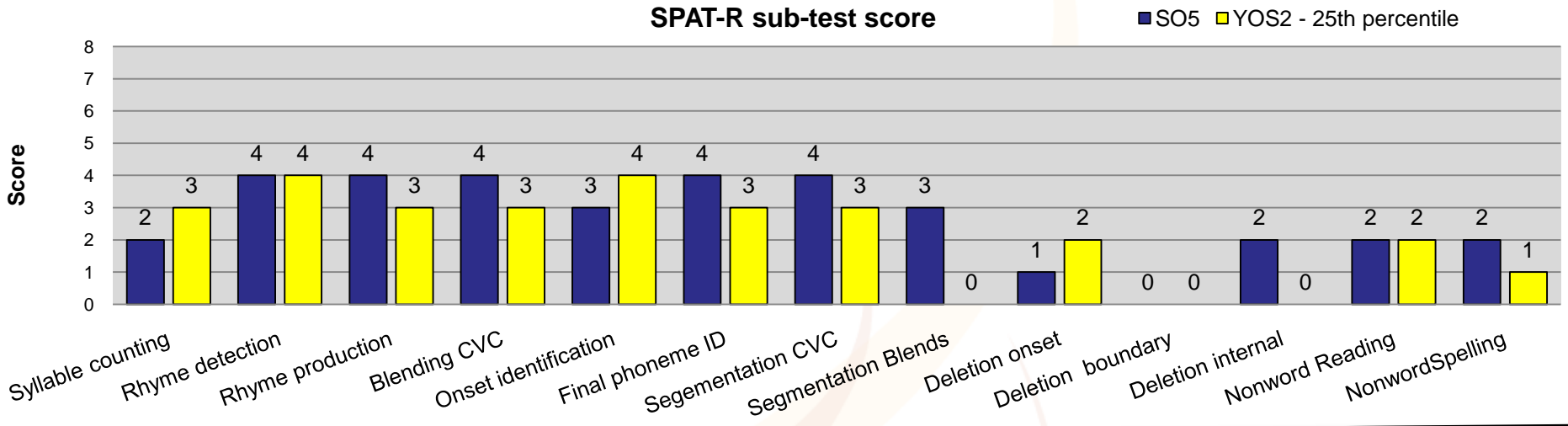
Oral language assessment

- Six year old students should be able to repeat all sentences accurately
- Critical score 12/15
- Students scoring less than this will have difficulties understanding “school language”

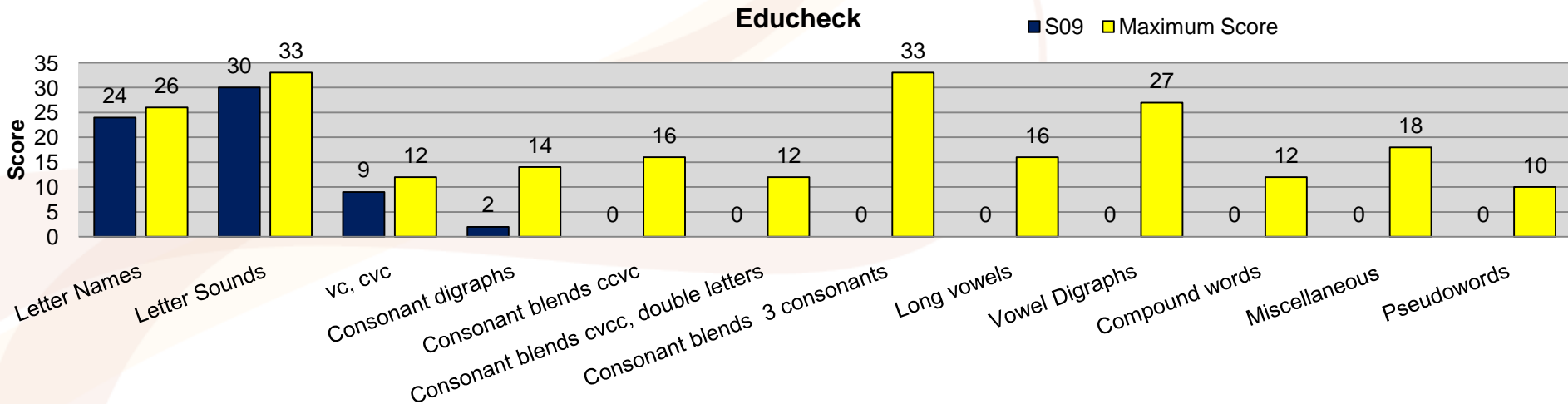
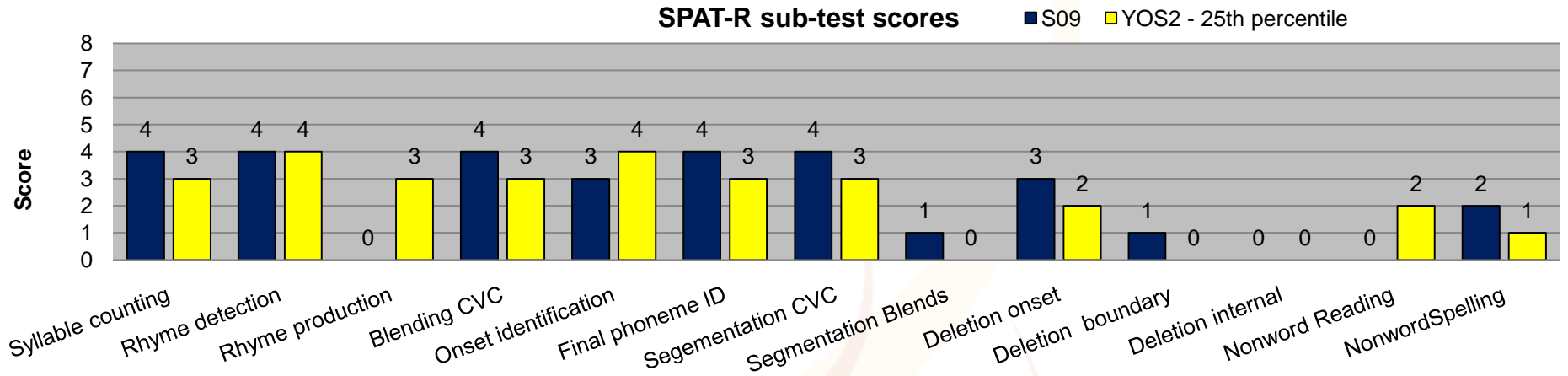
AIST assessment

- Can students sequentially segment sounds in a word?
- Can students then relate a letter to the sounds?
- Can they detect boundary and internal consonants in blends?
- What spelling (orthographic) rules do they know

Individual results – Student 5



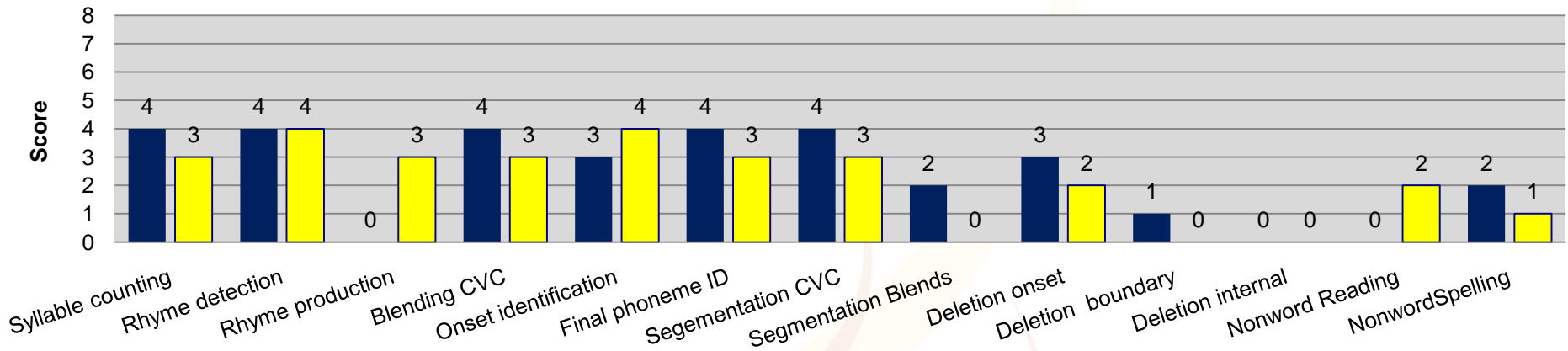
Individual results – Student 9



Individual results – Student 12

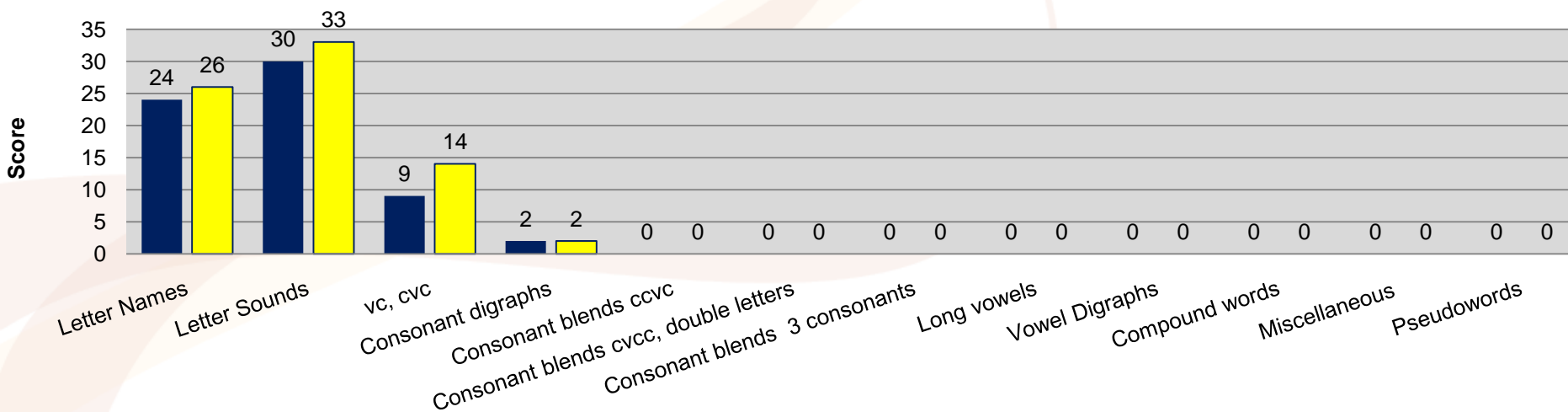
SPAT-R sub-test scores

■ SO12 ■ YOS2 - 25th percentile



Educheck

■ SO12 ■ Score



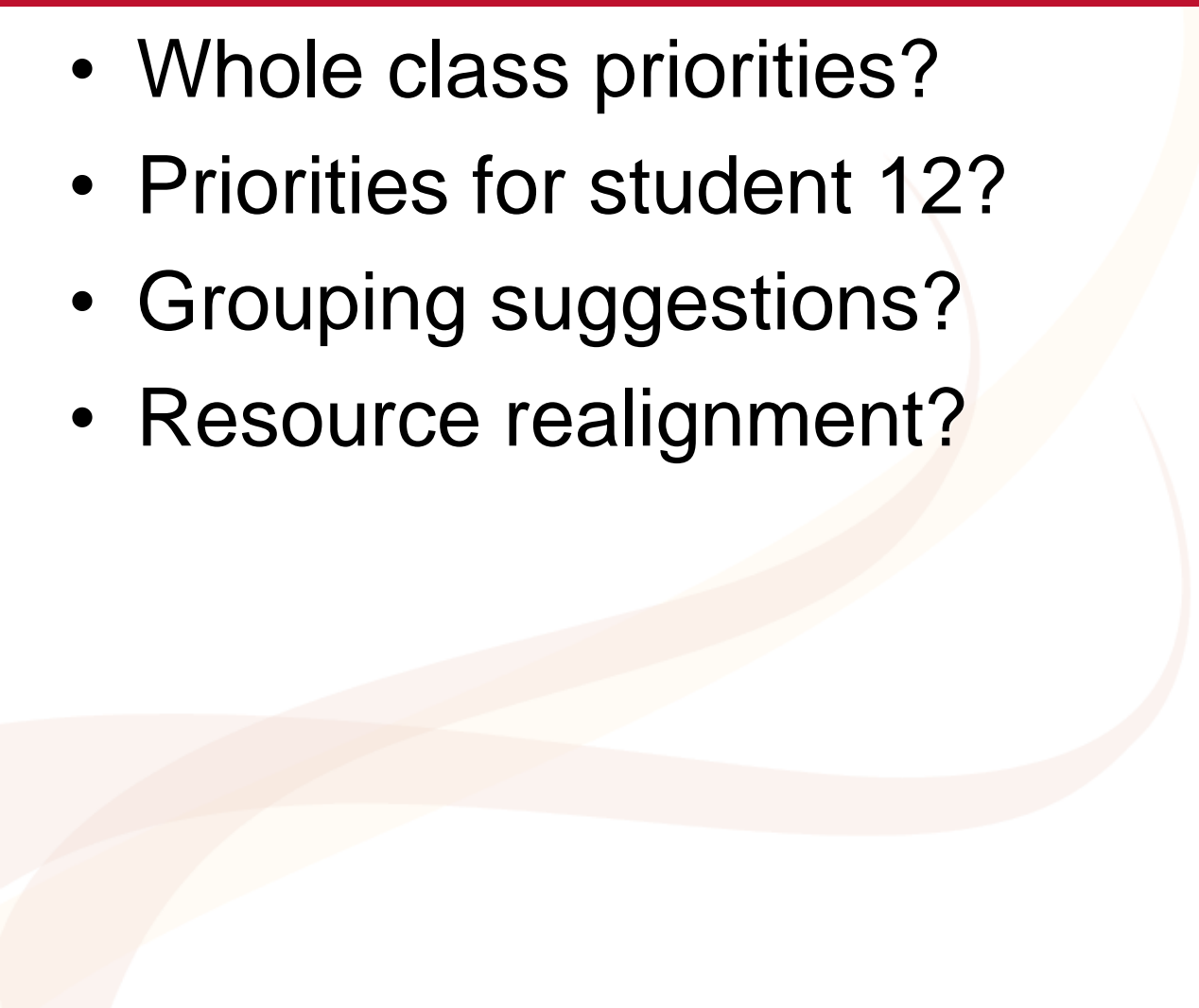
Group task – Focus on Student 12

- Look at oral language results
- Look at AIST results
 - Knowledge of
 - consonants, vowels, consonant blends, spelling
- Look at SPAT-R results
 - Where is child below minimum standard?
- Look at Educheck results
 - What knowledge does child have?
 - What do you work on next?

Group task – Focus on Student 12

- Where does child 12 fit in class?
- Are there indicators for whole class priorities?
- What recommendations would you make for Student 12?

Feedback session

- Whole class priorities?
 - Priorities for student 12?
 - Grouping suggestions?
 - Resource realignment?
- 

Conclusion and reflection

- Assessment is the start of a new cycle of planning and instruction
- Assessment is a chance to change the trajectory for students with poor literacy skills
- What implications does material presented in this session have for your school?