Assessments for Secondary Students

Principal’s Leadership Conference
Randee Winterbottom
Pat Howard

Florida Center for Reading Research
June 2005
Objectives

- To assist principals to...
  - Understand purposes for reading assessment
  - Know the four types of assessment
  - Know what skills may need to be assessed
  - Have an overview of the secondary study on progress monitoring tools
  - Learn about oral reading passages for next year
  - Become familiar with commonly used secondary assessments
Why Assess?

- Collect data to determine problems and make decisions about students.
- May be formal or informal and conducted through a variety of methods:
  - Record reviews
  - Interviews
  - Observations
  - Testing
Four Types of Assessments

- **Screening**
  First Alert – which students may need extra assistance

- **Progress Monitoring**
  Is the child making adequate progress towards reading goals?

- **Diagnostic**
  Used only if progress monitoring is not answering Questions concerning a student’s weaknesses and strengths in reading skills

- **Outcome**
  Did the student make progress toward reading standards
Upper Grades Study - Spring 2005

Purpose: To establish the reliability of several measures and their relationship to performance on the FCAT and to determine if one of the measures would be suited for use as a state-wide progress monitoring measure.

- Leon and Dade – 300 randomly assigned students in grades 4, 6, 7, 8, 9, 10.

- Measures to be used:
  - FCAT passages for ORF – grades 6, 7, 8, 9 - Individual
  - FCAT maze passages – grades 4, 6, 8, 10 - Group
  - Espin Mazes – grades 8 and 10 - Group
  - Test of Silent Word Reading Fluency (TOSWRF) - Individual
  - Test of Sentence Reading Efficiency (TOSRE) - Group
  - WASI – Vocabulary and Similarities - Individual
If one of the group administered measures shows promise as a valid and reliable predictor of FCAT performance, a progress monitoring tryout study will be conducted.

- School districts representative of the overall demographics of the state will participate.
- The same students who are receiving progress monitoring with ORF probes will be administered the group measure to determine any meaningful differences - group vs. individually administered and sensitivity to individual growth.
Oral Reading Fluency Passages for 2005-2006

- FCRR working with JRF! Office to make passages available for ORF for progress monitoring
  - Optional
  - FCAT released passages or FCAT-like passages developed for this purpose
  - Plan to make them downloadable from a JRF! web site
  - Will be able to enter data into the PMRN
Florida's Hummingbirds

Hummingbirds live only in the Americas. Of the 338 species known, 10 are found in the United States and 3 occur in Florida. Black-chinned and rufous hummingbirds occasionally can be seen in Florida during the winter, but the ruby-throated hummingbird is by far the most common hummingbird in the state. This feathered jewel is about 3 inches long and weighs as little as a penny. Its name is derived from the most brilliant part of the male ruby-throated hummingbird's plumage. The throat feathers contain air bubbles that give off an iridescent red tone in full light. Both sexes, young and mature birds, have metallic green backs and white-tipped tail feathers.

The ruby-throat's breeding range extends from central Kansas to the east coast and from Saskatchewan to central Florida. Although some birds may stay in South Florida year-round, most spend the winter in Mexico and South America, where the weather is warmer. These tiny hummingbirds, whose wingspan is only 4 inches, fly to and from Florida over the Gulf of Mexico. This represents a trip of 500 to 600 miles that must be made without stopping. To prepare for migration, the birds store up reserves of body fat in order to have sufficient energy. Males arrive back in Florida in March, and females follow them about a week later.
Florida’s Hummingbirds (Student #1)

Hummingbirds live only in the Americas. Of the 338 species known, 16 are found in the United States and 3 occur in Florida. Black-chinned and rufous hummingbirds occasionally can be seen in Florida during the winter, but the ruby-throated hummingbird is by far the most common hummer in the state. This feathered jewel is about 3 inches long and weighs as little as a penny. Its name describes the most brilliant part of the mature male’s plumage. The throat feathers contain air bubbles that give off an iridescent red tone in full light. Both sexes, young and mature birds, have metallic green backs and white-tipped tail feathers.

The ruby-throat’s breeding range extends from central Kansas to the east coast and from Saskatchewan to central Florida. Although some birds may stay in south Florida year-round, most spend the winter in Mexico and South America, where the weather is warmer.
Cranes Train for Trip Led by Parent Plane

If there's a movie version, all scary/nine/tape of the rare whooping crane colts hard/bug/will fly in perfect V-formation. They'll soar over/hat/jump the Midwestern marsh in golden fall page/light/rate. Their ultralight "parent" will lead them he/in/bat a victorious circle over an awestruck runs/take/crowd. The plane, the golden light and the/at/I'm crowd were there, but in real life/much/are, nature wouldn't cooperate. At their long/people/awaited/students public debut, only one of five this/young/asked whoopers was able to break through turbulent/consider/documents air. He caught the plane's lift school/wants/during Saturday's demonstration flight. Four others flapped them/far/how behind, trying in vain to catch up/of/per with "mother."

The birds are still say/or/in training, but time is running out. In/Him/Me a few weeks they'll begin a 1,250-about/mile/this migratory journey to Florida. They'll follow the/not/who ultralight. The flight was briefer than families/expected/dropped But Lyle Bradley didn't regret making in/the/are 200-mile trip from Andover to out/see/then it. "There aren't too many people he/two/in the United States who've seen whooping cranes/young/losing flying in formation."
Cranes Train for Trip Led by Parent Plane

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What Skills Should be Assessed?

- Testing older students specifically on phonological awareness measures does not add power to the identification of reading and spelling difficulties (Hogan, Catts & Little, in press)

- Direct measures of academic skills will provide the most accurate data for planning instruction
What Skills Should be Assessed? (cont.)

Some of the types of assessments to consider are…

- Passage Reading Comprehension
- Oral Reading Fluency
- Vocabulary Knowledge
- Word Recognition Speed and Accuracy
- Knowledge of Phoneme-Grapheme (sound-symbol), Syllables, Morphology (units of meaning) and Correspondences in Orthography (writing)
## Commonly Used Assessments for Older Students

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Type of Test</th>
<th>Skills Assessed</th>
<th>Administration</th>
<th>Time to Administer</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Diagnostic Assessment of Reading (DAR)</td>
<td>Diagnostic</td>
<td>Decoding, Vocabulary, Comprehension</td>
<td>Individual</td>
<td>10-30 minutes</td>
<td>Riverside $185.00</td>
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<td>Gates MacGinitie Reading Test, 3rd ed. (GMRT)</td>
<td>Diagnostic, Outcome</td>
<td>Vocabulary and Comprehension</td>
<td>Group</td>
<td>35 minutes per subtest (if both are given - 70 min.)</td>
<td>Riverside $200.00</td>
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<td>Test of Silent Word Reading Fluency (TOSWRF)</td>
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<td>Test of Word Reading Efficiency (TOWRE)</td>
<td>Screening, Progress Monitoring</td>
<td>Decoding (Nonword Reading Efficiency) Word Recognition (Word Reading Efficiency)</td>
<td>Individual</td>
<td>3-5 minutes</td>
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<td>Gray Oral Reading Test (GORT-IV)</td>
<td>Diagnostic</td>
<td>Oral Reading Fluency and Passage Comprehension</td>
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<td>10-15 minutes</td>
<td>Pro-Ed $200.00</td>
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<td>Spellography</td>
<td>Spelling Inventory</td>
<td>Diagnostic, Progress Monitoring</td>
<td>Group</td>
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<td>Sopris West $316.00</td>
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<tr>
<td>Test of Word Knowledge (TOWK)</td>
<td>Diagnostic</td>
<td>Vocabulary Knowledge</td>
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<td>Peabody Picture Vocabulary (PPVT-III)</td>
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<td>Expressive Vocabulary</td>
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<td>American Guidance Service $350.00</td>
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DAR: Characteristics

- Six individually administered tests of essential areas of reading and language
- Suitable for students of all ages functioning on pre-reading levels through end of high school
- Easy to administer
- Brief administration time
DAR: Characteristics (cont.)

- Easy to score
- Separate scores for each subtest
- Meaningful, easy to interpret scores
- Based on extensive research & experience
- Meets the State DOE content requirements
- Quality, sturdy materials
The DAR Will Help You...

- Develop a constructive student-teacher relationship
- Identify a student’s strengths and weaknesses in reading – provides opportunities for quantitative and qualitative diagnostic information
- Assess the reading development/growth of a given student
- Prescribe meaningful individualized instruction
  - Based on years of actual practice and proven reliability and validity.
DAR Tests

- Word Recognition
- Word Analysis
- Oral Reading
- Silent Reading Comprehension
- Spelling
- Word Meaning
What type of books do you like to read?

Pick up to three categories:

- Action & Adventure
- Ancient Civilizations
- Biographies & Autobiographies
- Careers
- Cities & Landmarks
- Geography & World Cultures
- Government & Politics
- Heroes & Great Events
- History
- Humor
- Love & Relationships
- Music & Art
- Mystery
- Myths, Folktales & Legends
- Natural Disaster & War
- Nature & the Environment
- Science & Technology
- Science Fiction & Fantasy
- Space
- Sports & Hobbies
"Oh, yes," Mom went on. "It seems that there is a skateboard contest this Saturday. And it seems that Jordy Shepherd is going to be in it. In fact, he's become quite the seventh grade champion."

He is going to ____ this weekend.

- work
- compete
- watch
- lose
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<th>Student Name</th>
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<td>Rush, Patricia M.</td>
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8 Students, 0 Selected

Filter By: <All Teachers>
### Reports

**Collection:** SRI Reports

**Scope:** 1 Student Selected

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<th>Report Name</th>
<th>Report Category</th>
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<td>Proficiency Report</td>
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<tr>
<td>Reading Performance Summary</td>
<td>Progress Monitoring</td>
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<tr>
<td>Recommended Reading List</td>
<td>Instructional Planning</td>
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<tr>
<td>Spanish Parent Letter</td>
<td>School To Home</td>
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<tr>
<td>Student Action Report</td>
<td>Diagnostic</td>
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<td>Student Progress Report</td>
<td>Progress Monitoring</td>
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<td>Student Roster</td>
<td>Management</td>
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<td>Student Test Printout</td>
<td>Instructional Planning</td>
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<td>Student Yearly Progress Indicator</td>
<td>Progress Monitoring</td>
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<td>Targeted Reading Report</td>
<td>Instructional Planning</td>
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<td>Teacher Roster</td>
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<td>Yearly Progress Indicator</td>
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**Time Period**

*From:* 09/01/2004  
*To:* 05/31/2005

**Report Description**

Use this report to select the right texts for a variety of instructional purposes for each student or for the Group or Class based on student’s latest SRI scores.
**STUDENT REPORT**

**Recommended Reading List**

**STUDENT: HEDLEY, PETER**

<table>
<thead>
<tr>
<th>GENRE</th>
<th>QUIZ</th>
<th>TITLE</th>
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<th>LEXILE</th>
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<td>Science Fiction &amp; Fantasy</td>
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<td><em>Alien, The</em></td>
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<td>Sports &amp; Hobbies</td>
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<td>Van Riper, Guernsey, Jr.</td>
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<td><em>Herbie Jones &amp; The Monster Bat</em></td>
<td>Kline, Suzy</td>
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<td><em>Little Sure Shot-Oakley</em></td>
<td>Spinner, Stephanie</td>
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<td><em>Losers Fight Back, The</em></td>
<td>Joosse, Barbara M.</td>
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<td><em>MSB Science Explorations B</em></td>
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<td><em>Victory for Jamie</em></td>
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<td>Space</td>
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<td>No books could be recommended.</td>
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<td>Other Books</td>
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<td><em>Across The Stream</em></td>
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<td></td>
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<td><em>Baby Sister For Frances, A</em></td>
<td>Hoban, Russell</td>
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<td><em>Cam Jansen-Mystery-Dinosaur Bo</em></td>
<td>Adler, David A.</td>
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## Targeted Reading Report

**Matching Readers to Text**

**FCRR, 05/31/05**

**Teacher:**

**Time Period:** 09/01/04-05/31/05

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<tr>
<th>STUDENT</th>
<th>GRADE</th>
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<th>AVERAGE</th>
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<td>227-377</td>
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</table>
GRADE Group Reading Assessment and Diagnostic Evaluation

• Provides data for older students to assist with instructional decision-making.
Group Reading Assessment and Diagnostic Evaluation (GRADE)

- Can be group administered
- Out-of-level testing is available
  - Students who are in need of intensive interventions may need to be assessed below their grade enrollments
  - Level 5 is for very low 6th – 12th graders
GRADE cont.

- Level 6 is for very low 7th - 12th graders
- Level M is for very low 10th – 12th graders
- Vocabulary – measures decoding and vocabulary knowledge
- Sentence Comprehension – measures ability to comprehend a sentence as a complete thought
GRADE cont.

- Listening Comprehension – measures understanding of spoken language

- Passage Comprehension – measures ability to comprehend extended text as a whole

- Test is not timed but recommendation is for two 30-minute sessions

- Has 2 forms making progress monitoring an option
GRADE cont.

- Norm-referenced – with a variety of score types: stanines, percentiles, normal curve equivalencies, standard scores, grade equivalents
- Provides Diagnostic Analyses Summary for each subtest
- Passages include narrative and expository and vary in length
VOCABULARY AND SENTENCE COMPREHENSION EXAMPLES

Say:

Let’s look at an example that shows the type of questions you will be doing today.

Find the example in the gray area at the top of page 1. This is a Vocabulary example.

The example reads: “glance to the side.” Glance is in dark type. This means you need to find a word or group of words that mean glance. Pause.

d, “take a quick look,” means the same as glance. The arrow pointing to d shows that it is the correct answer. If this were an actual question, you would mark d on your Answer Sheet.

Now go to page 4. In the gray box is a Sentence Comprehension example. Pause.

This example reads: “Unfortunately, the explorer’s desire to travel around the world in a balloon was (pause).” e, “frustrated,” fits best in the sentence: “Unfortunately, the explorer’s desire to travel around the world in a balloon was frustrated.” Pause.
**Figure 3.2.**
Individual Score Summary completed for Courtney P.

**SCORE BOX**

<table>
<thead>
<tr>
<th>Subtest</th>
<th>Raw Scores</th>
<th>Stanine</th>
<th>%ile</th>
<th>GE</th>
<th>SS</th>
<th>RCE</th>
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**STANINE PROFILE**

**SENTENCE COMPREHENSION**

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**PASAGE COMPREHENSION**

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**COMPREHENSION COMPOSITE**

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**VOCABULARY**

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**TOTAL TEST**

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**LISTENING COMPREHENSION**

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</tbody>
</table>

**DIAGNOSTIC ANALYSES SUMMARY**

- Put number of correct answers in blank by item type
- Maximum possible indicated in parentheses

**Sentence Comprehension**
- Nouns (5)
- Verbs (7)
- Adjectives (5)
- Adverbs (2)
- Simple (6)
- Compound (2)
- Complex (9)
- Complicated (2)

**Passage Comprehension**
- Questioning (9)
- Clarifying (11)
- Summarizing (7)
- Predicting (3)

**Vocabulary**
- Nouns (13)
- Verbs (12)
- Adjectives (14)
- Adverbs (1)

**Listening Comprehension**
- Vocabulary (4)
- Grammar (4)
- Idiom (3)
- Inference (3)
- Nonliteral (3)

**COMMENTS:**

Need to look at extreme difference between SC & PC. Talk to Courtney. Does she get discouraged by an extended reading challenge—but not by a single-sentence task? Could be confidence problem.

---

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**Spellography: A Student Road Map to Better Spelling Introductory Classroom Set**

**Sub Title**

**Product Description**

**When did spelling get to be so fun?**

Here’s a program that will put some life into your spelling curriculum! 27 lessons full of humorous games and entertaining activities will keep your class laughing and learning. Spellography uses daily instruction and plenty of variety to engage students as they navigate through pretests, self-checks, partner pair-offs, and spelling journals. While your students are having fun, you can:

- Utilize the latest spelling research for effective, efficient spelling instruction;
- Teach vocabulary using word roots;
- Provide for full-class, grade-level instruction, and remediation;
- Reinforce multisyllabic decoding;
- Develop reading fluency;
- Assess students with an easy-to-administer spelling inventory;
- Strengthen spelling retention.

Is it really effective? YES! Created by foremost literacy educator Louisa Moats and “former bad speller turned outstanding teacher” Bruce Rosow, Spellography has been classroom tested with impressive results.

Don’t let lesson titles such as “Chunky Chucky” or “To Urr is Human” throw you. Spellography is a serious tool, effective for whole-class as well as small-group instruction. An easy, informative spelling diagnostic indicator allows teachers to provide classwide instruction while individualizing the number of words each student learns. Weak spellers become good spellers, and good spellers become great spellers!

**The Introductory Classroom Set includes:** 25 Student Workbooks A, Teacher Answer Guide A, and Teacher Resource Guide (with two colorful posters).

**Program Sampler Available on Request**

**Price**

196.49 *

**Availability**

In Stock

**Author(s):**
## Sample Spelling Inventory Error Analysis

<table>
<thead>
<tr>
<th>Features</th>
<th>Short Vowel</th>
<th>Digraph Trigraph</th>
<th>Blend</th>
<th>Complex consonant</th>
<th>VCE</th>
<th>Vowel Teams</th>
<th>Root Morphography</th>
<th>Vowel +R</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>phone</td>
<td></td>
<td>ph</td>
<td></td>
<td>o-e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 + 1 (correct)</td>
</tr>
<tr>
<td>smudge</td>
<td>u</td>
<td>sm</td>
<td></td>
<td>-dge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
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<td></td>
<td>squ</td>
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<td></td>
<td>1</td>
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<td></td>
<td>thr</td>
<td></td>
<td>oa</td>
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<td></td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>fraction</td>
<td></td>
<td></td>
<td></td>
<td>frac</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (correct)</td>
</tr>
<tr>
<td>dream</td>
<td></td>
<td>dr</td>
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<td>ea</td>
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<td></td>
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<td></td>
<td>1 (correct)</td>
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<td>fr</td>
<td></td>
<td>igh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Blue circles indicate incorrect spellings

+ 1 indicates that the whole word was spelled correctly

Adapted from Lousia Moats’ Spellography Spelling Inventory
### Case Study #1: Tatiana, Grade 8 (September)

<table>
<thead>
<tr>
<th>Skill Assessed</th>
<th>Measure</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>FCAT Reading from previous spring</td>
<td>Level 2</td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td>State - Provided Passages on 8th grade reading level</td>
<td>112 wcpm 30th percentile (Hasbrouck and Tindal)</td>
</tr>
<tr>
<td>Oral Word Reading Efficiency</td>
<td>TOWRE – real and nonsense words</td>
<td>Real Words 48th percentile Nonwords 35th percentile</td>
</tr>
<tr>
<td>Silent Reading Comprehension</td>
<td>Core Reading Program Placement Test</td>
<td>38% correct on silent reading Comprehension - beginning 6th grade</td>
</tr>
</tbody>
</table>
Tatiana

- Where does her instructional level appear to be?
- Does she need instruction in decoding?
- Would she benefit from fluency practice?
- Are there other measures that should be administered? Which ones? Why?
Tatiana

■ Where does her instructional level appear to be? Based on data provided – about 6th grade

■ Does she need instruction in decoding?

■ Would she benefit from fluency practice?

■ Are there other measures that should be administered? Which ones? Why?
Tatiana

- Where does her instructional level appear to be? Based on data provided – about 6th grade

- Does she need instruction in decoding? Probably, since she scored in the 35%ile on the TOWRE nonword

- Would she benefit from fluency practice?

- Are there other measures that should be administered? Which ones? Why?
Tatiana

- Where does her instructional level appear to be?  Based on data provided – about 6th grade
- Does she need instruction in decoding?  Probably, since she scored in the 35%ile on the TOWRE nonword
- Would she benefit from fluency practice?  Yes, she only read 112 wcpm and scored in the 30th percentile on the ORF measure. Increasing her ORF fluency would likely improve her comprehension as well
- Are there other measures that should be administered?  Which ones?  Why?
Tatiana

- Where does her instructional level appear to be? Based on data provided – about 6th grade
- Does she need instruction in decoding? Probably, since she scored in the 35%ile on the TOWRE nonword
- Would she benefit from fluency practice? Yes, she only read 112 wcpm and scored in the 30th percentile on the ORF measure. Increasing her ORF fluency would likely improve her comprehension as well
- Are there other measures that should be administered? Which ones? Why? Yes. A developmental spelling test. Conducting an error analysis on the spelling test would provide valuable information to the teacher about any gaps Tatiana may have with her decoding skills.
Summary

- Understand purposes for reading assessment
- Overview of the secondary progress monitoring study
- Be familiar with the ORF measure for 05-06
- Identify assessments that will meet the needs at your school
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Thank You