Reading First Assessment
Faculty Presentation
Fundamental Discoveries About How Children Learn to Read

1. Children who enter first grade weak in phonemic awareness have difficulties learning to “crack the code” of written language.

2. Children who do not acquire good phonemic decoding skills (phonics) in first grade tend to rely too much on guessing; they remain inaccurate in their reading and do not read independently.

3. Children must read widely and read accurately in order to acquire the “sight word vocabulary” that makes them fluent readers.

4. Children who can read the words in grade level text fluently and accurately can more easily comprehend the meaning of what they are reading.
The Consequences of Being Left Behind in Early Reading Growth

1. Children don’t read as much, and miss too many opportunities for reading practice.

2. Reading is frustrating and this affects attitudes and motivation to read.

3. Opportunities for the development of vocabulary are missed.
Reading First Assessments

- **Screening & Progress Monitoring**
  - 4 times per year
    - DIBELS – administered by assessment team

- **Diagnostic**
  - School Selection
    - Where interventions are not having desired effect

- **Outcome Measures**
  - At the end of the year
    - Oral Vocabulary – administered by assessment team
    - Reading Vocabulary – teacher administered
    - Reading Comprehension – teacher administered
Overview of DIBELS Measures

**Letter Naming Fluency**

- Intended for students in kindergarten through the fall of first grade
- Provides a measure of a student’s proficiency in naming upper and lower case letters
- Primarily an indicator of risk
- Students identified at risk should be instructed in phonological awareness and alphabetic principle

**Probe 1**

<table>
<thead>
<tr>
<th>c</th>
<th>c</th>
<th>N</th>
<th>u</th>
<th>Q</th>
<th>M</th>
<th>u</th>
<th>h</th>
<th>S</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>b</td>
<td>e</td>
<td>N</td>
<td>F</td>
<td>f</td>
<td>o</td>
<td>a</td>
<td>K</td>
<td>k</td>
</tr>
<tr>
<td>g</td>
<td>p</td>
<td>k</td>
<td>p</td>
<td>a</td>
<td>H</td>
<td>C</td>
<td>e</td>
<td>G</td>
<td>D</td>
</tr>
<tr>
<td>b</td>
<td>w</td>
<td>F</td>
<td>i</td>
<td>h</td>
<td>O</td>
<td>x</td>
<td>j</td>
<td>I</td>
<td>K</td>
</tr>
<tr>
<td>x</td>
<td>t</td>
<td>Y</td>
<td>q</td>
<td>L</td>
<td>d</td>
<td>f</td>
<td>T</td>
<td>g</td>
<td>v</td>
</tr>
<tr>
<td>T</td>
<td>V</td>
<td>Q</td>
<td>o</td>
<td>w</td>
<td>P</td>
<td>J</td>
<td>t</td>
<td>B</td>
<td>X</td>
</tr>
<tr>
<td>Z</td>
<td>v</td>
<td>U</td>
<td>P</td>
<td>R</td>
<td>l</td>
<td>V</td>
<td>C</td>
<td>l</td>
<td>W</td>
</tr>
<tr>
<td>R</td>
<td>J</td>
<td>m</td>
<td>O</td>
<td>z</td>
<td>D</td>
<td>G</td>
<td>y</td>
<td>U</td>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
<td>y</td>
<td>A</td>
<td>m</td>
<td>X</td>
<td>z</td>
<td>H</td>
<td>S</td>
<td>M</td>
<td>E</td>
</tr>
<tr>
<td>q</td>
<td>n</td>
<td>j</td>
<td>s</td>
<td>W</td>
<td>r</td>
<td>d</td>
<td>s</td>
<td>B</td>
<td>I</td>
</tr>
<tr>
<td>r</td>
<td>A</td>
<td>E</td>
<td>L</td>
<td>c</td>
<td>c</td>
<td>N</td>
<td>u</td>
<td>Q</td>
<td>M</td>
</tr>
</tbody>
</table>

Total: ____/110
Overview of DIBELS Measures

**Initial Sounds Fluency**
- This measure assesses a student’s ability to recognize and produce the beginning sound(s) in an orally presented word
- Administered through the late winter of kindergarten
- Students performing below expectations in this measure will benefit from instruction in phonological awareness
Overview of DIBELS Measures

Phoneme Segmentation Fluency

- Measures a student’s ability to segment three- and four-phoneme words into their individual phonemes
- The student must produce verbally the individual sounds in words that are presented by the examiner
- It is administered in kindergarten and first grades
- It is a good predictor of later reading achievement
- Strengthened by phonological awareness activities

<table>
<thead>
<tr>
<th>DIBELS™ Phoneme Segmentation Fluency</th>
<th>Benchmark K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck /d/ /w/ /k/</td>
<td>gone /g/ /o/ /n/</td>
</tr>
<tr>
<td>too /t/ /oo/</td>
<td>duck /d/ /u/ /k/</td>
</tr>
<tr>
<td>rush /r/ /u/ /sh/</td>
<td>hoot /h/ /oo/ /t/</td>
</tr>
<tr>
<td>shop /sh/ /o/ /p/</td>
<td>bat /b/ /a/ /t/</td>
</tr>
<tr>
<td>pine /p/ /ie/ /n/</td>
<td>should /sh/ /uu/ /d/</td>
</tr>
<tr>
<td>hall /h/ /o/ /l/</td>
<td>knock /n/ /o/ /k/</td>
</tr>
<tr>
<td>row /r/ /oa/</td>
<td>more /m/ /or/</td>
</tr>
<tr>
<td>tip /t/ /i/ /p/</td>
<td>used /y/ /oo/ /s/ /t/</td>
</tr>
<tr>
<td>birds /b/ /ir/ /d/ /z/</td>
<td>stopped /s/ /t/ /o/ /p/ /t/</td>
</tr>
<tr>
<td>boots /b/ /oo/ /t/ /s/</td>
<td>thank /th/ /a/ /ng/ /k/</td>
</tr>
<tr>
<td>your /y/ /or/</td>
<td>ranch /r/ /a/ /n/ /ch/</td>
</tr>
<tr>
<td>hung /h/ /u/ /ng/</td>
<td>cheese /ch/ /ea/ /z/</td>
</tr>
</tbody>
</table>

Total: ___

Error Pattern:
Overview of DIBELS Measures

**Nonsense Word Fluency**
- It taps the student’s knowledge of letter-sound correspondence and ability to blend letters into words (test of the alphabetic principle)
- This measure is provided in kindergarten, first and second grades
- Students performing below expectations will benefit from activities focusing on decoding

<table>
<thead>
<tr>
<th>kik</th>
<th>woj</th>
<th>sig</th>
<th>faj</th>
<th>yis</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaj</td>
<td>fek</td>
<td>av</td>
<td>zin</td>
<td>zez</td>
</tr>
<tr>
<td>lan</td>
<td>nul</td>
<td>zem</td>
<td>og</td>
<td>nom</td>
</tr>
<tr>
<td>yuf</td>
<td>pos</td>
<td>vok</td>
<td>viv</td>
<td>feg</td>
</tr>
<tr>
<td>bub</td>
<td>dij</td>
<td>sij</td>
<td>vus</td>
<td>tos</td>
</tr>
<tr>
<td>wuv</td>
<td>nij</td>
<td>pik</td>
<td>nok</td>
<td>mot</td>
</tr>
<tr>
<td>nif</td>
<td>vec</td>
<td>al</td>
<td>boj</td>
<td>nen</td>
</tr>
<tr>
<td>suv</td>
<td>yig</td>
<td>dit</td>
<td>tum</td>
<td>joj</td>
</tr>
<tr>
<td>yaj</td>
<td>zof</td>
<td>um</td>
<td>vim</td>
<td>vel</td>
</tr>
<tr>
<td>tig</td>
<td>mak</td>
<td>sog</td>
<td>wot</td>
<td>sav</td>
</tr>
</tbody>
</table>
Overview of DIBELS Measures

Oral Reading Fluency

– measure of fluency in oral reading of connected text.

– Students in grades one, two and three will be administered three passages from grade-level text.

– Students who are weak in reading fluency will often experience difficulty in comprehending what they read.

There was a robin’s nest outside our kitchen window. The nest was in a tall bush. The mother robin sat in the nest all day long. One day when I was watching, the mother bird flew away. I saw the eggs she was sitting on. There were four blue eggs.

I watched and watched. The eggs moved. I watched some more. The eggs started to crack. Finally, the eggs hatched. I saw four baby birds. The baby birds opened their beaks wide. I heard them peeping. Soon the mother bird came back. Then the mother robin put worms in their mouths.

Every day I watched the baby birds and their mother. Pretty soon the babies were so fat there was no room for the mother. Then one morning the nest was gone from the bush.
## DIBELS Assessment Schedule

<table>
<thead>
<tr>
<th>Grade</th>
<th>Kindergarten</th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Initial Sounds Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter Naming Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phoneme Segmentation Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonsense Word Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Reading Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
K-3 Assessment Flowchart

State Requirements

Reading First Requirements

Kindergarten
SRUSS Kindergarten Assessment

20-30 days Screening and Progress Monitoring #1

65-75 days Progress Monitoring #2

110-120 days Progress Monitoring #3

155-169 days Progress Monitoring #4 and Outcome Measures

3rd Grade
March FCAT

All Risk Students
Diagnostic Assessment

Just Read, Florida!
Diagnostic Measures

School selection of diagnostic measures for
– Phonological awareness
– Phonics
– Fluency
– Vocabulary
– Comprehension
Outcome Measures

Oral Vocabulary (K – 3)
  – Peabody Picture Vocabulary Test – III form B
    • Individually administered

Reading Vocabulary (Grades 2 – 3)
  – GMRT
    • Group administered

Reading Comprehension (Grades 1 – 3)
  – SAT-10
    • Group administered
Teachers will be able to

• Identify students “at risk” for reading failure (screening)
• Determine if students are learning critical skills at an adequate rate (progress monitoring)
• Identify specific skills that will be targeted with intervention (diagnostic)
• Evaluate the effectiveness of the reading instruction for meeting reading goals for all children (outcome)
Reading Coach as School-Based Facilitator of Assessment

- Attends training as part of district-level team
- Assists principal with faculty/staff presentations
- Manages data gathering procedures (class lists, teacher schedules, master assessment schedule, organizing assessment materials)
- Establishes location for district and school-based teams to work during assessment times
- Assigns or assesses challenged cases
- Receives and returns all used and unused student record forms to district facilitator
- Provides feedback to FCRR staff on issues of implementation
Recommended Uses of Student Data

By Teachers

– Parent Conferences
– To identify students in need of more assistance
– To determine if students are improving with extra assistance
– To set up reading groups and make changes as needed
– Academic Improvement Plans (AIPs)
Recommended Uses of Student Data

By Principals

- To identify where extra resources and support are needed in specific classrooms, grade levels
- To evaluate the effectiveness of new or continued reading programs, supplementary reading programs, instructional strategies
- To evaluate the effectiveness of building-level strategies for organization and management
Recommended Uses of Student Data

By District Staff

- To identify schools in need of additional resources (personnel, reading program materials, instructional techniques)
- To compare student outcomes across grade levels where resources are the same and where different
- To enhance professional development opportunities targeting student outcomes and student needs
“Catch Them Before They Fall”