

CBLA End of Year Assessment

Reporting Guidelines

September 2007

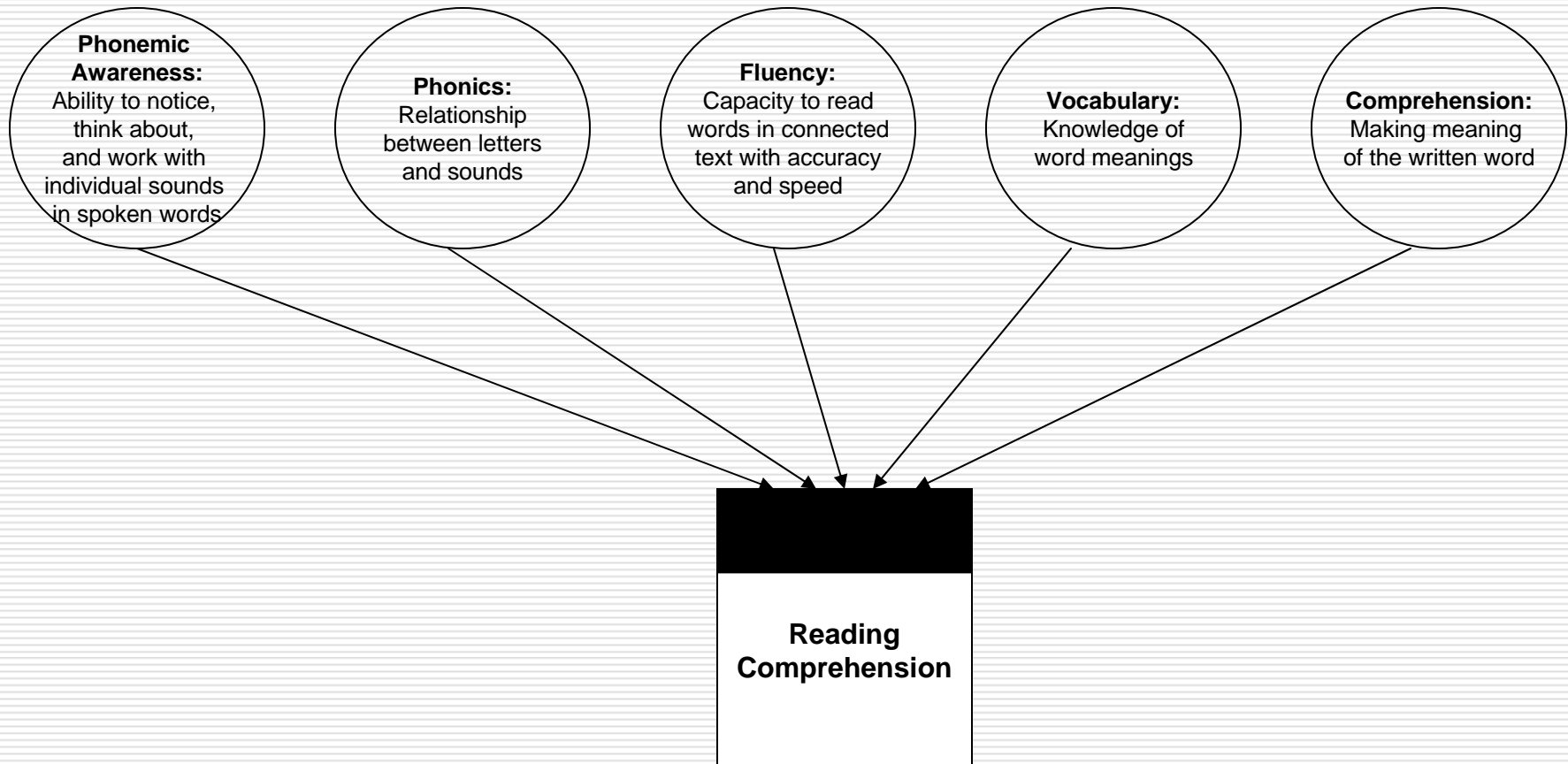
Office of Learning and Results
Colorado Department of Education

I. What is CBLA?

The Colorado Basic Literacy Act was enacted in 1997:

- ❑ To provide students with the literacy skills essential for success in school and life.
 - ❑ To promote high literacy standards for all students in K - 3rd grade.
 - ❑ To help all schools improve the educational opportunities for literacy and performance for all students.
 - ❑ To ensure that all students are adequately prepared to meet Colorado's 4th Grade Reading Standards and Benchmarks (H. B. 93-1313).
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Goal of CBLA



Proficiency on 3rd Grade Reading CSAP

State Board Legal Responsibilities

1. The state board shall determine reading readiness level for kindergarten pupils



Done in
1997
Amended
2004

2. The state board shall determine literacy and reading comprehension levels for pupils in first, second, and third grades.



Done in
1997
Amended
2004

3. The state board shall approve and identify to each school district instruments for annually assessing the above mentioned.



Done in
2007

3 Assessment Tools were Selected:


- 1) PALS
- 2) DIBELS
- 3) DRA-2

II. CBLA Proficiencies

- ❑ Proficiencies for each grade level provide performance indicators to determine that a student is competent at reading and gaining meaning from grade level text.
 - ❑ The Rules for *CBLA* reflect a sampling of performance indicators; they do not include a comprehensive list of **all** necessary reading skills.
 - ❑ Grade level proficiencies act as a continuum of skills and performance indicators from K - 3rd grade.
 - ❑ If students are not proficient at grade level, earlier grade level performance indicators need to be assessed and interventions need to begin at the earliest level of proficiency.
 - ❑ As a result, continuity in literacy instruction is maintained throughout the grades.
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II. CBLA Proficiencies

These forms are available on the CBLA Webpage



1st Grade CBLA Proficiencies


By the end of first grade, students will use reading strategies to gain meaning from print at the first grade level. These strategies will prepare them for reading narrative and expository material beyond the first grade level.

CO State Board Rules
Amended May 2004


Colorado Basic Literacy Act

These proficiencies are a **SAMPLING** of grade-level indicators.
They are **NOT** a comprehensive checklist of necessary reading skills.

PHONEMIC AWARENESS: The ability to notice, think about, and work with the individual sounds in spoken	
Proficiencies	A) Use onset and rime to create new words that include blends and digraphs. B) Hear and identify initial, medial, and final sounds of a given word. C) Hear the similarities of sounds in words and rhythmic patterns in a sequence. D) Recognize alliteration.
PHONICS: The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.	
Proficiencies	A) Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words. B) Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words.
FLUENCY: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.	
Proficiencies	A) Read orally grade level materials, attending to phrasing, intonation, and punctuation.
VOCABULARY: The words we must know to communicate effectively.	
Proficiencies	A) Use sentence structure and background knowledge to understand word meanings. B) Understand and generate vocabulary specific to content.
COMPREHENSION: The reason for reading; making meaning of the written word.	
Proficiencies	A) Use a range of strategies efficiently when constructing meaning from text being listened to or read. B) Activate schema/background knowledge. C) Ask questions. D) Retell, summarize/and or synthesize important information. E) Create mental images of places, characters, and events. F) Draw inferences. G) Use a variety of strategies to monitor and maintain comprehension. H) Read, comprehend, and listen to a range of genres: narrative texts and expository texts. I) Retell narrative text using characters, setting, and sequence of events. J) Retell expository text using main idea and some supporting details. K) Generate a written or oral response to what has been read. L) Connect information and events in texts to life experiences.



Colorado Department of Education
1/23/2006



III. CBLA Assessment System

Body of Evidence: A collection of data about a student which, when seen in its entirety, documents a student's performance level.

A District's Body of Evidence for CBLA includes:

- Assessing all students grades K-3 annually in order to:
 - Inform reading instruction
 - Provide information about student growth
 - Yield information re: student proficiency

- Monitoring the progress of students on ILPs by reassessing at least each semester and continuing with the ILP until the student is reading at or above grade level

- Selecting assessments based on SBE criteria:
 - Align with state and local standards
 - Align with the five components of reading
 - Include multiple measures over time
 - Include a variety of text structures, response formats and administrative procedures
 - Be supported by adequately validated accepted scientific standards

Note: The state does not collect this diagnostic information from districts.

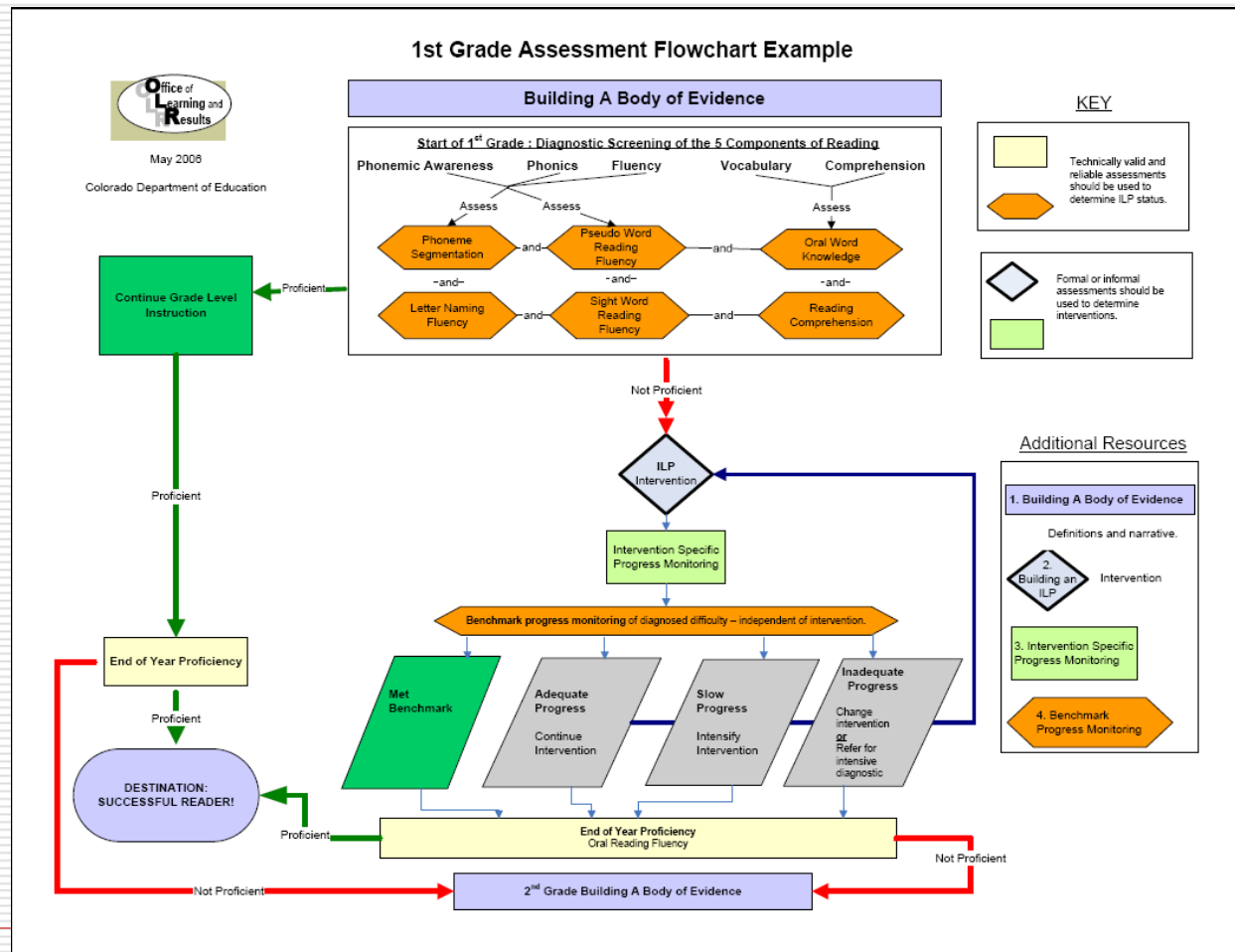
Purposes of Assessment for CBLA

- Screening: To identify who needs to be placed on ILPs based on needs related to specific grade level proficiencies
 - Screening to determine students who are at-risk
 - Diagnostic screening of students who are at-risk to determine if an ILP is necessary and which of the 5 foundational components of reading require intervention

 - Progress Monitoring: To monitor progress of students who are on ILPs
 - Assess frequently to monitor progress in the areas of intervention
 - Use progress monitoring data to adjust type and intensity of intervention

 - End-of-Year Proficiency: To assess indicators of proficiency at the end of grades K-3
 - May be used to screen for students who are at-risk
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CBLA Flowchart



Individual Literacy Plans

School Districts are responsible to:

- Formulate an ILP for students below the level established by the state board for students at that grade with:
 - Parents
 - Teacher
 - School Administration
 - The ILP shall included:
 - Sufficient in-school instructional time for the development of the student's reading readiness or literacy and reading comprehension skills
 - An agreement by the student's parents to implement a home reading program to support and coordinate with the school
 - If necessary, placement of the student in a summer reading tutorial program
 - An ILP may be incorporated into:
 - The Individual Education Program of students receiving special education
 - The Language Acquisition Plan of students who are English language learners
- *Note: The ILP and these other plans serve different purposes. If they are combined, the district is responsible for ensuring that the intent of each of the plans is met.**
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CBLA Beyond 3rd Grade

CBLA legislation (22-7-501) speaks only to what is required for students who are permitted by the school district to pass from 3rd grade to 4th grade and are not reading at or above grade level - Identifying and addressing the needs of other students in the 4th - 12th grades is the responsibility of the local district and is not governed by CBLA.

Additionally,

Education Reform legislation (22-7-407) requires district's to develop a plan for revising curriculum and programs of instruction to align them with adopted content standards and to ensure that each student will have the educational experiences needed to achieve the adopted content standards.

CBLA Beyond 3rd Grade

- The reading comprehension levels established by the state board for 4th-10th grades are measured by CSAP. The CSAP assessment frameworks contain a **sampling** of skills that demonstrate proficiency in reading comprehension at each grade level much like the CBLA proficiencies in the CBLA Rules for K-3.
 - For those students required by CBLA to be on an ILP 4th – 12th grades, the previous year's CSAP reading proficiency would provide initial screening information. Students who are not proficient at grade level on CSAP require additional assessment in the 5 essential components of reading to determine the foundational skills needed and develop an appropriate intervention plan (ILP).
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CBLA Beyond 3rd Grade



CSAP Reading Assessment Framework

Grade 4

ASSESSMENT FRAMEWORK – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

Standard 1	Students read and understand a variety of materials.	
Assessment Objectives	a	Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories
	b	Summarize long text passages.
	c	Identify supporting details and main idea.
	d	Draw inferences using contextual clues.
	e	Identify sequential order in expository text.
	f	Set a purpose for reading.
	g	Use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend text.
	h	Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension.

IV. English Language Learners

- ❑ English language learners in Colorado are part of the statewide assessment program including CBLA assessments
 - ❑ Students who are not proficient in English literacy require an ILP that includes language and literacy development
 - ❑ Students who are new to the United States and score NEP or LEP on CELA are exempt from the CBLA end of year assessment for one year only
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V. Students with Disabilities

- ❑ Students with disabilities in Colorado are part of the statewide assessment program including CBLA assessments
 - ❑ Students with disabilities **may** be eligible to receive allowable accommodations on the end of year CBLA assessment
 - ❑ Disabilities that are determined to limit the student's access to the test in such a way that would invalidate the scores **may apply** for an exemption
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VI. Administration Window

The CBLA end of year assessment is to be administered:

- After 28 weeks of instruction and
- Before the end of the school year

Note: This is approximately a 6 week window

VII. End of Year Collection

Changes to CBLA Reporting Fields:

- The Two or More Years Growth field will be eliminated for the 2006-2007 collection

 - The ILP 3rd Grade Cohort field will be auto-filled (by CDE) based on the information your district provides for the student in two other reported fields
 - CBLA Status (was the student placed on an ILP or not?)

 - Entry Grade Level (3rd graders reported as being on an ILP at the end of the year will be automatically placed in the ILP 3rd grade cohort)
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End of Year Collection (continued)

Districts continue to report data for the CBLA Status field

CBLA Status – Coding Options

0	Not Required – PreK, K-3 enter after May 1, 4-12 grades not on ILP
1	Student performing at or above grade level in reading
2	Student is on an ILP or ILP literacy goals are included in IEP
3	Student in K - 3 rd grade eligible for CSAP-A (alternate CSAP)

Associated Rules and Edits

- ❑ CBLA Status must be reported for two groups of students:
 - All students in Kindergarten through Third Grade (except those who entered your district after May 1).
 - 4th through 12th grade students who are part of the ILP 3rd Grade Cohort group.
 - ❑ Reporting CBLA status for all other 4th-12th grade students is optional – but strongly encouraged
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New Literacy Report 2005-06

Grade	Total students who took CSAP Reading and completed the year in district	Students Scoring Below Proficient on CSAP Reading		Students scoring below proficient and who are on an ILP		Variance: Not proficient but not on an ILP	
		Number	Percent	Number	Percent	Number	Percent
3	105	30	28.6	30	28.6	0	0.0
4	120	35	29.2	35	29.2	0	0.0
5	112	32	28.6	32	28.6	0	0.0
6	98	40	41.0	30	30.6	-10	- 25.0
7	100	42	42.0	28	28.0	-14	- 33.3
8	108	30	27.8	31	23.1	+1	+ 3.3
9	115	36	31.3	30	26.1	-6	- 16.7
10	101	28	27.7	15	14.9	-13	- 46.4

New CBLA Reporting Fields for the 2007-08 End of Year Collection

<i>Field Name</i>	CBLA Test	CBLA Score	CBLA Allowable Accommodations
<i>Description</i>	The end of year CBLA assessment selected by the district.	The individual student's score on the end of year CBLA assessment.	Whether or not an allowable accommodation was provided.
<i>Values</i>	01 = DRA2 02 = DIBELS 03 = PALS 04 = Exempt - ELL 05 = Exempt - SPED 06 = Exempt - Entered after May 1.	Three digit score (000 through 999) DRA2: 000 - 040 DIBELS: 000 - 299 PALS: 000 - 102	0 = No 1 = Yes

VIII. What's Next

BREAKOUT SESSIONS

IX. Debriefing

- Q&A
 - Best Practices, Guidelines and Resources
 - Webinar
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