

## Colorado CBLA End-of-Year Assessment Scoring & Reporting Guidelines

The purpose of the CBLA end-of-year proficiency assessment is to provide an early indicator of whether or not Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade students are on track to be successful on later assessments of reading comprehension.

While the end-of-year CBLA indicator may assist in identifying students at-risk of reading difficulties, it is insufficient: 1) to determine whether or not a student needs an Individual Literacy Plan, 2) to develop an ILP, and 3) to monitor student progress.

Therefore, it is critical that the CBLA end-of-year assessment indicator be only one part of a comprehensive CBLA assessment plan or body of evidence.

It is recommended that assessment tools be used for the purpose for which they were designed and that they be administered in accordance with the assessment manual provided by the test publisher. Teachers will need training on assessment tool administration, scoring, interpretation, and use of data to drive instruction.

The Colorado Department of Education has contacted authors, publishers, assessment specialists and Colorado users for each of the State Board Approved CBLA end-of-year assessments in order to determine which score is expected to be the most valid predictor of later reading comprehension.

In order to ensure that collected scores are comparable, the CBLA end-of-year assessment administration window will begin after 28 weeks of instruction and will end on the last day of the school year. The end-of-year (EOY) automated data collection is expected to take place between May and September of 2008.

It is expected that all subtests recommended by the test developers for the end-of-year assessment will be administered and used as part of a body of evidence to guide instructional decisions.

The end-of-year (EOY) automated data collection will require that districts: 1) continue to report each student's CBLA Status; 2) discontinue reporting 2 or More Years Growth; 3) discontinue reporting ILP 3<sup>rd</sup> Grade Cohort Status; 4) begin reporting the district CBLA assessment choice; and 5) begin reporting the individual student's score. These data collection changes have been reviewed by the Educational Data Advisory Committee (EDAC).

The following pages detail the scores that will be collected in the end-of-year (EOY) automated data collection for each of the three approved assessments. The purpose of collecting these scores is for the State Board to evaluate if the assessments that they identified and approved are valid early indicators of later reading achievement.

## **DIBELS End-of-Year Data Collection Guidelines**

### Kindergarten

End-of-Year Kindergarten Subtests to be Administered:

- Letter Naming Fluency
- Phoneme Segmentation Fluency
- Nonsense Word Fluency

**End-of-Year Kindergarten Score to be Collected:  
Nonsense Word Fluency Score**

### First Grade

End-of-Year 1<sup>st</sup> Grade Subtests to be Administered:

- Phoneme Segmentation Fluency
- Nonsense Word Fluency
- Retell Fluency
- Oral Reading Fluency

**End-of-Year 1<sup>st</sup> Grade Score to be Collected:  
Oral Reading Fluency**

### Second Grade

End-of-Year 2<sup>nd</sup> Grade Subtests to be Administered:

- Retell Fluency
- Oral Reading Fluency

**End-of-Year 2<sup>nd</sup> Grade Score to be Collected:  
Oral Reading Fluency**

### Third Grade

End-of-Year 3<sup>rd</sup> Grade Subtests to be Administered:

- Retell Fluency
- Oral Reading Fluency

**End-of-Year 3<sup>rd</sup> Grade Score to be Collected:  
Oral Reading Fluency**

*\*\*The retell fluency subtest should be administered at the end of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>d</sup> grades and used for instructional purposes, not for EOY reporting purposes.*

## **PALS End-of-Year Data Collection Guidelines**

### Kindergarten

End-of-Year Kindergarten Subtests to be Administered:

Form B Spring Kindergarten Measure:

- Rhyme Awareness
- Beginning Sound Awareness
- Alphabet Recognition
- Letter Sounds
- Spelling
- Concept of Word

**End-of-Year Kindergarten Score to be Collected:  
Summed Score of All Above Subtests**

### First Grade – Third Grade

#### **Form B Spring**

End-of-Year Subtests to be Administered:

- Spelling Inventory
- Word Recognition in Isolation
- Oral Reading in Context
- Alphabet Recognition
- Letter Sounds
- Concept of Word
- Blending
- Sound-to-Letter

**End-of-Year Score to be Collected:  
Summed Score = Total Spelling Score + Grade Level Word List**

*\*\*The Oral Reading in Context subtest, Alphabetic subtests and Phonemic Awareness subtests should be administered and used for instructional purposes, not for determining the score for EOY reporting.*

## DRA-2 End-of-Year Data Collection Guidelines

### Kindergarten - Third Grade

#### **Report the Level Using the Following Guidelines:**

Levels A (coded as a zero), 1, 2, 3 –

#### End-of-Year Subtests to be Administered:

Reading Engagement  
Oral Reading  
Print Language Concepts

**End-of-Year Score to be Collected: Highest level at which student scores “independent” on both Oral Reading and Print Language Concepts subtests, not to exceed one level above the grade level benchmark**

Levels 4 through 40 –

#### End-of-Year Subtests to be Administered:

Reading Engagement  
Oral Reading Fluency  
Comprehension

**End-of-Year Score to be Collected: Highest level at which student scores “independent” on both Oral Reading Fluency and Comprehension subtests, not to exceed one level above the grade level benchmark**

Note: For instructional purposes prior to the end of the year, the author recommends comprehension score be in the “instructional” level for determining levels 28 and above.

*\*\*The reading engagement subtests should be administered and used for instructional purposes, not for determining the level for EOY reporting.*