



# *Colorado Reading First*

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## **Cohort 2**

### **Assessment Overview**

### **Introduction**

James Eck  
Assessment Coordinator

## Assessment Requirements

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To meet standards for an *RF* award, states must ensure that districts:

- ☐ Select and administer screening, diagnostic, and classroom-based (progress monitoring) instructional assessments.
- ☐ Provide evidence that assessments are reliable and valid and are aligned with the instructional program.

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(Assessment Committee, 2002)

## Assessment Requirements

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To be exemplary, states must also ensure that districts:

- ☐ Use information from valid and reliable screening, diagnostic, and classroom-based assessments to make instructional decisions for K-3 students and to inform decisions about appropriate interventions.
- ☐ Have a clear schedule for assessments and use assessments that are appropriate for the skills and goals of particular grades.

## Assessment Requirements

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For evaluation purposes, states must ensure that districts:

- ☐ Report reading achievement data disaggregated by low-income, major racial/ethnic groups, LEP, and special education for K-3 students in *Reading First* Schools.

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(Assessment Committee, 2002)

# Purposes of Assessment

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## ☐ **Instructional Planning**

- Screening assessments
- Diagnostic assessments
- Classroom-based assessments (progress monitoring)

## ☐ **Program Evaluation**

- Outcome assessments
- ☐ **Not entirely separable**
- ☐ **Conceptually distinct**

# Reading First Assessment Committee

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## **Reading Assessment Committee**

Team Leader: Edward J. Kame'enui, University of Oregon

David Francis, University of Houston

Lynn Fuchs, Vanderbilt University

Roland Good, University of Oregon

Rollanda O'Connor, University of Pittsburgh

Deborah Simmons, University of Oregon

Gerald Tindal, University of Oregon

Joseph Torgesen, Florida State University

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## How can we change first grade reading outcomes?

- We can improve reading outcomes to the average range by focusing on the beginning reading core areas of early literacy.
- Focus on intermediate goals or benchmarks in kindergarten and first grade with a sense of urgency. *Prevention and Early Intervention* are the keys.
- Focus on outcomes for students.
  - ♦ Whether students reach goal levels of skills is more important than the particular educational method or approach.

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## Themes

- Don't lose track of the bottom line. Are we getting closer to important and meaningful *outcomes*?
- Assess -- and teach -- what is *important*: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency with Connected Text
- *Oral Reading Fluency* is an important instructional goal and target of assessment.
- Use assessment information to *make decisions* that change outcomes for children.
- Assessment should be *efficient and purposeful*.
- *Start early!* Trajectories of reading progress are very difficult to change.



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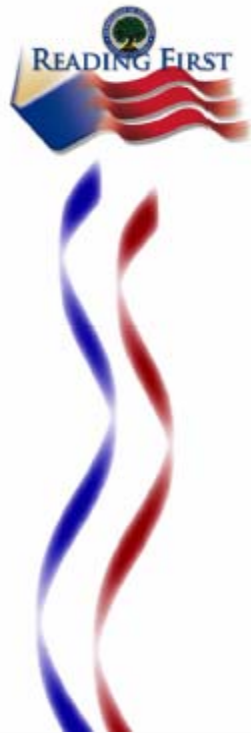
## The Purpose of Assessment is to Change Life Trajectories for Children

**In this presentation, the purpose will be to address the following issues and questions about Reading First Assessment:**

- Identifying the specific intended purposes of an assessment; recognizing that reliability and validity are tied to specific purposes.
- Connecting assessment to instruction
- Developing a conceptual understanding of the uses of screening, diagnostic and classroom-based assessments in an instructional framework based on scientifically-based reading research.

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SELECTING READING ASSESSMENTS  
TO ENSURE SOUND  
INSTRUCTIONAL DECISIONS

**RELIABILITY**  
**and**  
**VALIDITY**

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## SCREENING ASSESSMENT

- Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development, and conducted at the beginning of the school year with all children in grades K, 1, 2, and 3 to identify children likely to need extra or alternative forms of instruction.
- Used to classify children as *at risk* or *not at risk* for reading failure
- Used to identify children who need additional support

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## **PROGRESS MONITORING ASSESSMENT**

- Assessment conducted a minimum of 3 times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement, (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners.
- Describes rates of improvement within the academic year to determine adequacy of progress.
- Purpose is to modify programs as needed to insure year-end goals.

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## **DIAGNOSTIC ASSESSMENT**

- Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.
- Provides detailed information on skills
- Purpose is to help teachers plan instruction

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## OUTCOME ASSESSMENT

- **Assessment for the purpose of classifying students in terms of whether they achieved grade level performance or improved.**
- **Provides a bottom-line evaluation of the effectiveness of a reading program/instruction**
- **Purpose is to formulate judgments about the quality of the reading program/instruction**



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## **Using an Outcomes Driven Model to inform Instructional Decisions**

Outcomes Driven Model: Decision making  
steps

1. Identifying Need for Support
2. Validating Need for Instructional Support
3. Planning and Implementing Instructional Support
4. Evaluating and Modifying Instructional Support
5. Reviewing Outcomes for Individuals and Systems

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## 1. Identifying Need for Support

Key Decision for *Screening Assessment*:

- Which children may need additional instructional support to attain important reading outcomes?

Data used to inform the decision:

- Compare individual student's performance to local normative context or expected performance to evaluate need for additional instructional support.
  - ♦ Local normative context: First, choose a percentile cutoff. 20<sup>th</sup> percentile seems a good place to start, but a district could choose 15<sup>th</sup> percentile or 25<sup>th</sup> percentile or other cutoff depending on resources.
  - ♦ Expected performance: A deficit in a foundation skills is a strong indicator that instructional support will be needed to attain later benchmark goals.



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## 2. Validate Need for Support

Key Decision:

- Are we reasonably confident the student needs instructional support?
  - ♦ Rule out easy reasons for poor performance: Bad day, confused on directions or task, ill, shy, or similar.
  - ♦ More reliable information is needed to validate need for support than for screening decisions.

Data used to inform the decision:

- Repeated assessments on different days under different conditions
- Compare individual student's performance to local normative context or expected performance to evaluate discrepancy.

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## 3. Planning and Implementing Instructional Support

Key Decisions for *Diagnostic Assessment*:

- What are the Goals of instruction?
  - ♦ Where are we? Where do we want to be? By when?  
What course do we need to follow to get there?
- What skills should we teach?
  - ♦ Focus on the *beginning reading core areas*:  
Phonological Awareness, Alphabetic Principle,  
Accuracy and Fluency with Connected Text
  - ♦ Level of skills based on error analysis.
- How much instructional support may be needed?
  - ♦ Intensive Instructional Support
  - ♦ Strategic Instructional Support
  - ♦ Benchmark Instruction

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## 4. Evaluating and Modifying Instructional Support

Key Decision for *Progress Monitoring Assessment*:

- Is the intervention effective in improving the child's early literacy skills?

How much instructional support is needed?

- Enough to get the child on trajectory for Benchmark Goal.

When is increased support needed?

- Monitor child's progress during intervention by comparing their performance and progress to past performance and their aimline. *Three weeks below the aimline* indicates a need to increase instructional support.

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## 5. Reviewing Outcomes

Key Decisions for *Outcome/Accountability Assessment*:

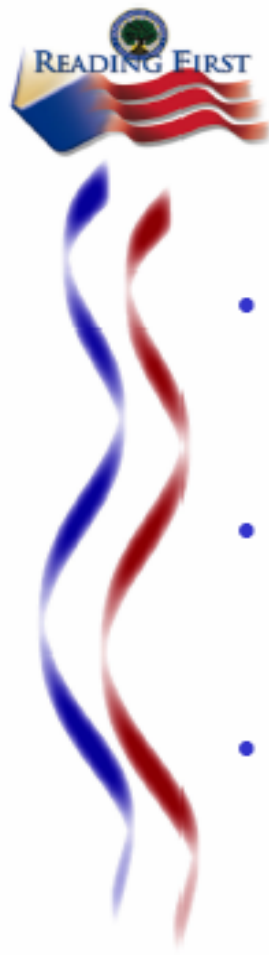
- Does the child have the early literacy skills predictive of successful reading outcomes?
- Does the school have a system of core instruction and additional instructional support sufficient for their students to achieve literacy outcomes?

Data used to inform the decision:

- Compare individual student's performance to expected performance representing successful reading outcomes or predictive of successful reading outcomes.
- Compare school/district outcomes to goals and previous year.
- Evaluate Linkages to identify strengths and areas for improvement in system of curriculum and instruction.

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## Dynamic Interventions Build in an Assessment ↔ Intervention Feedback Loop

- Good interventions are identified by their outcomes - not our philosophy, or beliefs, or the quality of their packaging.
- Good interventions are individual – an effective intervention for one child may not be effective for another.
- Integrating assessment and intervention driven by outcomes is a key aspect of an effective intervention.

# Early Reading Assessment

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## Early Reading Screening Models (Rathvon, 2004)

- ❑ Depending on available resources and the needs of the student population, one of [three] early reading screening models may be selected.
  - ❑ Model 1: Screening, Intervention, and Rescreening
  - ❑ Model 2: Two-Tier Screening
  - ❑ Model 3: Screening – Intervention – Progress Monitoring
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# Early Reading Assessment

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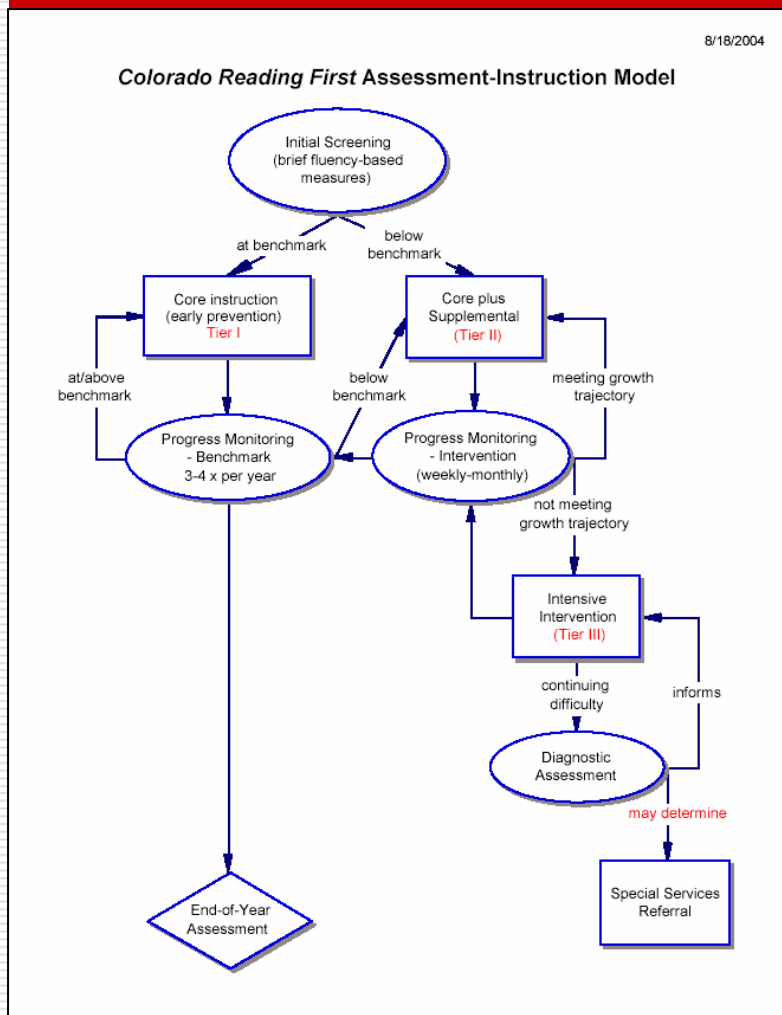
## Model 3: Screening – Intervention – Progress

### Monitoring:

- ❑ All children **assessed in the fall with brief fluency-based measures** to determine their pre-intervention skill levels
  - ❑ All children participate in **evidence-based reading instruction** as part of an **early prevention program** and take **time-sensitive fluency batteries** three times a year
  - ❑ Children who fail to display expected developmental growth trajectories receive **additional interventions and assessments**.
  - ❑ This is the model underlying DIBELS...
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# CRF Assessment-Instruction Model

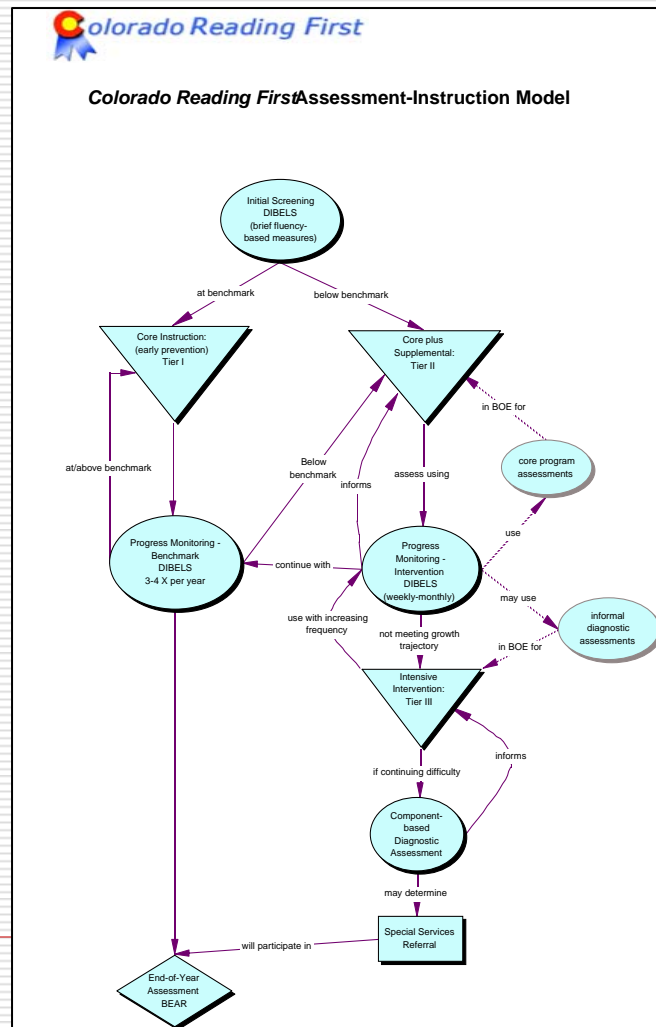


## Initial Model (8/18/2004)

- ❑ Adapted from Rathvon (2004)
- ❑ Includes Screening, Progress Monitoring, Diagnostic and Outcome assessments
- ❑ Incorporates Three-Tiered Instructional Model



# CRF Assessment-Instruction Model

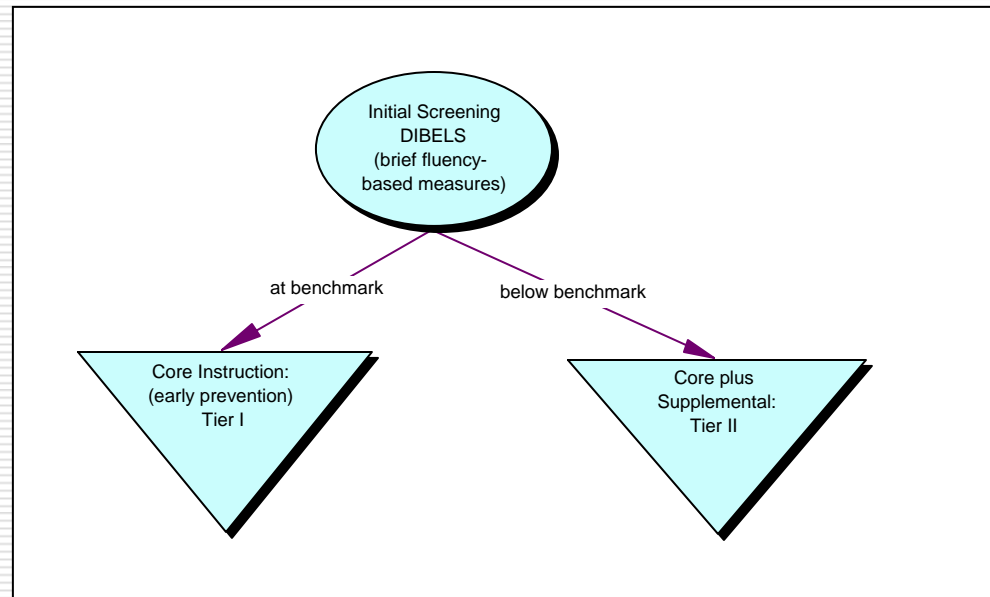


Revision 10/30/2004

- ❑ Identifies *component-based* diagnostic assessment
- ❑ Emphasizes feedback of assessment to instruction, intervention cycles

## CRF Assessment-Instruction Model

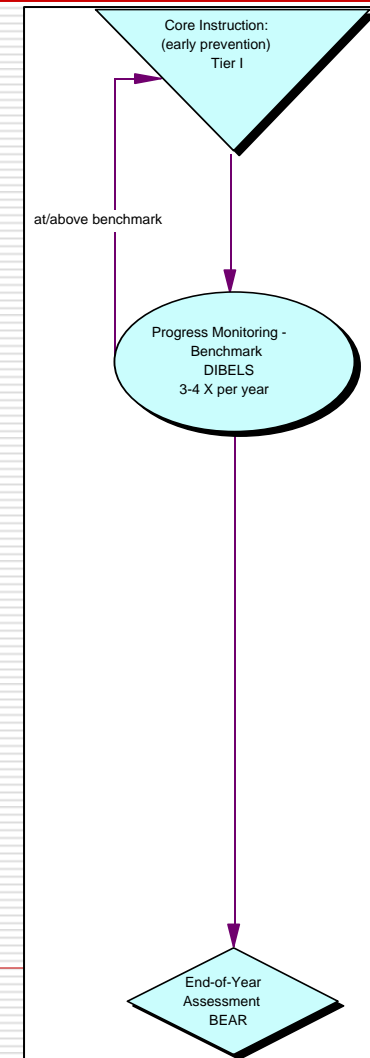
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- ❑ DIBELS serves as screening measure.
  - ❑ Performance at or on target to achieve benchmark indicates TIER I instruction with Core.
  - ❑ Performance below benchmark/aim line directs to TIER II: Core plus supplemental instruction.
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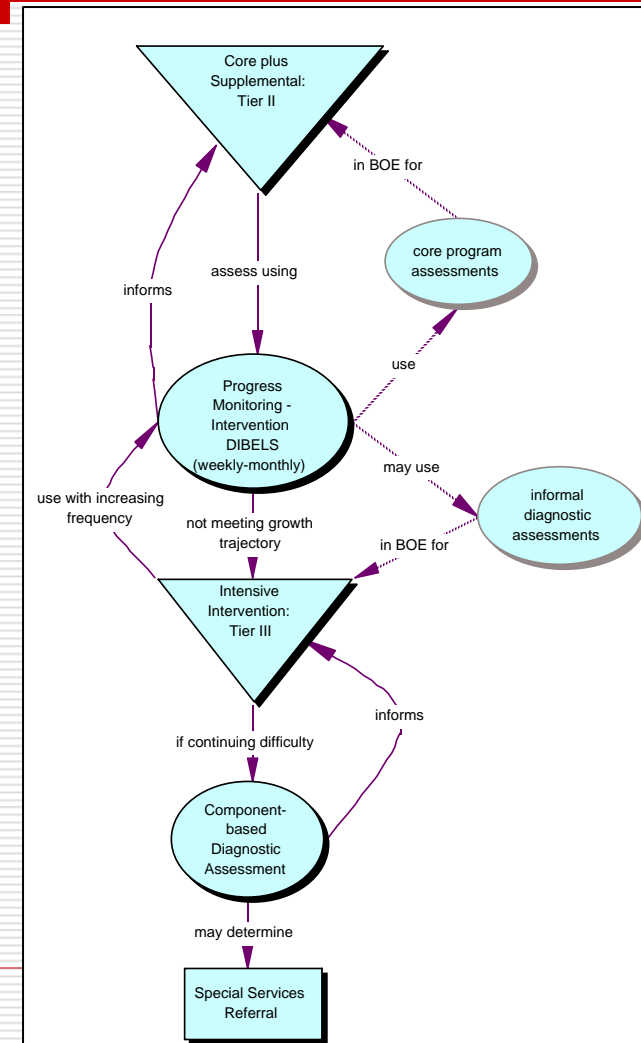
# CRF Assessment-Instruction Model

- ❑ Students in Core are assessed 3-4 times per year with DIBELS as Progress Monitoring: Benchmark assessment.
- ❑ DIBELS benchmark results inform Core instruction for class and individual students.
- ❑ At end of year, students take BEAR Summative Assessment.



# CRF Assessment-Instruction Model

- ❑ Students in TIER II intervention are assessed more frequently (monthly to bi-weekly) with DIBELS Progress Monitoring assessments.
- ❑ Frequency of Progress Monitoring assessment is determined by intensity and effectiveness of intervention strategies.
- ❑ Core program assessments, formal and informal diagnostic assessments are used in conjunction with DIBELS

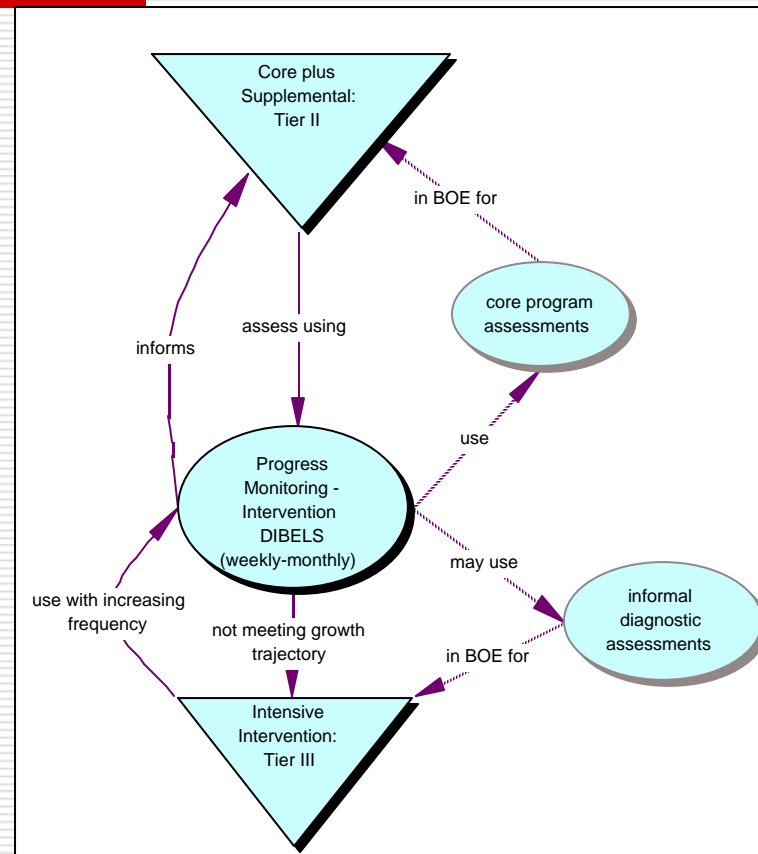


# CRF Assessment-Instruction Model

## Revision

10/19/2004

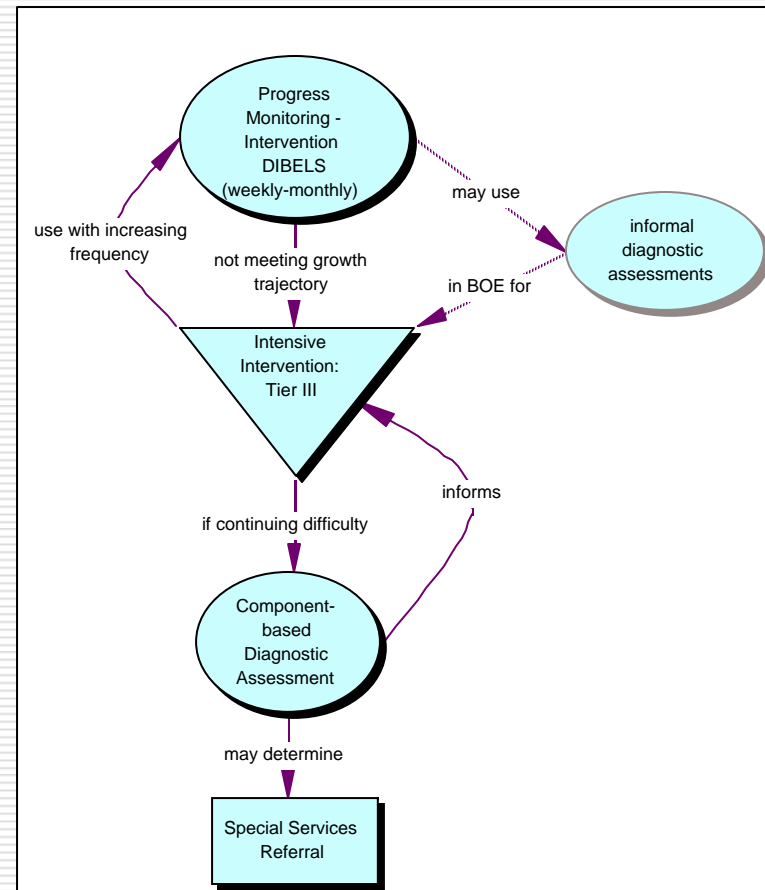
- ☐ Identifies core program assessments in BOE
- ☐ Assessment informing instruction feedback loops



# CRF Assessment-Instruction Model

Revision 10/30/2004

- ❑ Provides for informal diagnostic measures in BOE
- ❑ Stresses multiple intervention – assessment cycles before moving to next level



# Colorado Reading First Assessment Commitments

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## Cohort 2 Assessment Requirements

- ☐ **Screening:** DIBELS, K-3
  - ☐ **Progress Monitoring** (Benchmark and Intervention): DIBELS, K-3; BOE including Core assessments
  - ☐ **Diagnostic:** component-based approach  
– select from menu to be shared at a later date
  - ☐ **Outcome:** BEAR, K-3 (Reading Basics and Comprehension); CSAP 3rd grade
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# Colorado Basic Literacy Act

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- Rules for the Administration of the Colorado Basic Literacy Act (CBLA) were revised May 2004 to reflect what we know currently about how to teach and assess reading and to align with the Colorado content standards and assessment frameworks.
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# Colorado Basic Literacy Act

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Revisions include:

- ☐ New definitions of the five components of reading and of adequately validated accepted scientific standards
  - ☐ Changes regarding expected proficiencies at each grade level (K-3) across the five components of reading
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# Colorado Basic Literacy Act

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Revisions include:

- Clarifications regarding assessment instruments to be used in terms of
    1. The scientific standards criterion and
    2. The purposes of assessment
      - a. Screening
      - b. Progress Monitoring
      - c. End-of-Year Proficiency
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# Colorado Basic Literacy Act

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Assessments must

1. inform reading instruction
  2. provide information about student growth
  3. yield information about students' reading in relationship to the defined proficiency levels at each grade level.
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# Colorado Basic Literacy Act

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## K-3 Assessment Guidelines

To comply with the revised Rules,  
Colorado districts must:

1. Provide a body of evidence for each K-3 student that includes information from screening, progress monitoring, and end-of-year proficiency assessments
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# Colorado Basic Literacy Act

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## K-3 Assessment Guidelines

To comply with the revised Rules, Colorado districts must:

2. Include within the body of evidence at each grade level individual reading assessments that are based on rigorous, systematic and objective procedures that allow the user to predict with confidence that a decision (regarding instruction or intervention) is appropriate
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# Colorado Basic Literacy Act

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## K-3 Assessment Guidelines

To comply with the revised Rules,  
Colorado districts must

3. Identify assessments within the body of evidence that meet technical standards for reliability and validity
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# Colorado Basic Literacy Act

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## K-3 Assessment Guidelines

To comply with the revised Rules,  
Colorado districts must

4. Include within the body of evidence information on each of the five components of reading
  5. Participate in the State Third Grade Reading Assessment (CSAP)
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# Instructional Assessments

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*CRF* vs. CBLA Assessments – Aha!

- ❑ The assessments required by *CRF* meet all the requirements for a Body of Evidence from the 2004 CBLA Revisions!
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