



# Assessing and Diagnosing Unfinished Teaching and Learning of Reading Foundational Skills

*Rebecca Dey*  
*2/24/2021*



# Learning Series at a Glance



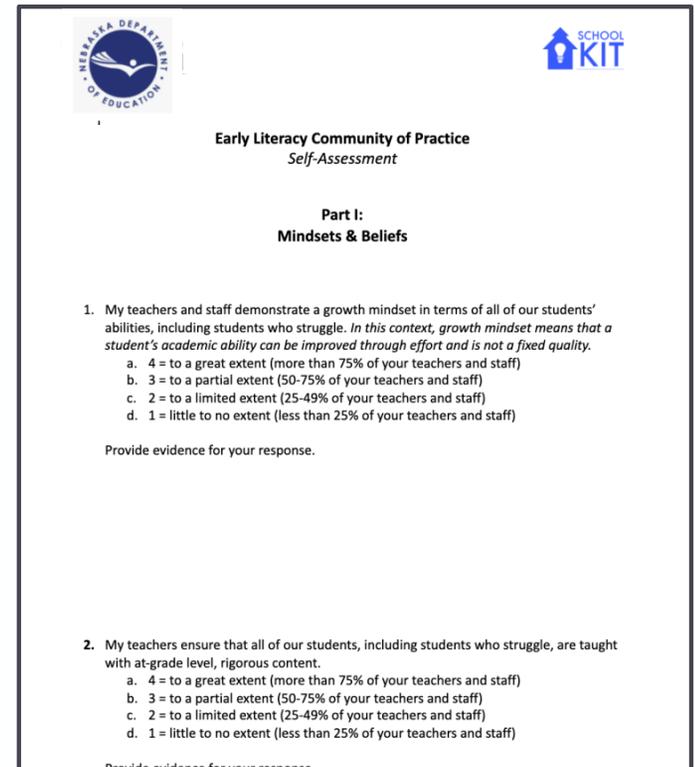
Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers

# Connecting to our Assessment

## Zoom in on Section 2: Teaching and Learning

Reflect on your responses to  
**questions #7-#8**

What do current assessment practices look like at your school? To what extent are they informing how teachers identify and address unfinished learning?



The screenshot shows a document header with the Florida Department of Education logo on the left and the 'SCHOOL KIT' logo on the right. The title is 'Early Literacy Community of Practice Self-Assessment'. Below the title is 'Part I: Mindsets & Beliefs'. Question 1 asks about growth mindsets for all students, including those who struggle, with a 4-point scale. Question 2 asks about ensuring all students, including those who struggle, are taught with at-grade level, rigorous content, also with a 4-point scale. Both questions include a prompt to 'Provide evidence for your response.'

**FLORIDA DEPARTMENT OF EDUCATION**

**SCHOOL KIT**

**Early Literacy Community of Practice  
Self-Assessment**

**Part I:  
Mindsets & Beliefs**

1. My teachers and staff demonstrate a growth mindset in terms of all of our students' abilities, including students who struggle. *In this context, growth mindset means that a student's academic ability can be improved through effort and is not a fixed quality.*

- a. 4 = to a great extent (more than 75% of your teachers and staff)
- b. 3 = to a partial extent (50-75% of your teachers and staff)
- c. 2 = to a limited extent (25-49% of your teachers and staff)
- d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

2. My teachers ensure that all of our students, including students who struggle, are taught with at-grade level, rigorous content.

- a. 4 = to a great extent (more than 75% of your teachers and staff)
- b. 3 = to a partial extent (50-75% of your teachers and staff)
- c. 2 = to a limited extent (25-49% of your teachers and staff)
- d. 1 = little to no extent (less than 25% of your teachers and staff)

Provide evidence for your response.

# Objectives



## **Participants will:**

- Explain the critical role of assessment of early literacy skills for identification of unfinished learning and equity
- Recognize best practices and potential pitfalls in the assessment of Early Literacy skills
- Examine best practice in data analysis practices
- Reflect on current assessment practices and develop an action plan

# Agenda



Time	Topic
<b>10 min</b>	Getting Started
<b>20 min</b>	Assessment Best Practices and Pitfalls
<b>50 min</b>	Case Study: Analyzing a Model Approach to Assessment and Data Analysis
<b>10 min</b>	Wrapping Up and Next Steps

# Zoom Norms



**Be present:** keep camera on when possible



**Audio:** stay on “mute” if you are not speaking



**Engage with others:** Zoom Breakout Rooms feature!



**Chat:** use the chat feature when prompted



**Materials:** Soft copy of the note catcher; links in chat box

# Access Your Materials



## Unfinished Learning Series Early Literacy Community of Practice

Session 2:  
Assessing and Diagnosing Unfinished Learning of Reading Foundational Skills

### A Tale of Two Schools:

#### Mr. Landry Case Study

Mr. Landry is a first-grade teacher at Jefferson Elementary School. Mr. Landry's principal opened up the school year with a presentation at their staff meeting on how important it was going to be for the teachers to track how students are doing this year and set clear expectations for the collection of data. There were explicit directions for data that needs to be turned in to the office and every teacher was told that they also need to have a data wall in their classroom to show how students are progressing.

The year began with administering a nationally normed screening assessment to all K-2 students. The assessment's expectations for mastery of some skills did not align to the scope and sequence of how skills are delivered in their curriculum, but since it is a national assessment teachers were told to use the data it produced as an accurate depiction of what students have learned.

Mr. Landry wanted to comply with the new expectations for using data so when he got his students results on the screening assessment he categorized students into red, yellow and green groups and put their names on red, yellow or green bulletin board paper and hung it up on the wall in his classroom so that it was clearly visible. He then used those groups to create small groups for remediation. He decided that he would just keep students in those groupings until December when they retook the same assessment and he could see how they had progressed.

Mr. Landry also collects weekly data on the spelling assessment. He promptly enters those grades into his grade book and then sends the papers home to parents so they can continue to have their child practice memorizing the words missed. In addition, he enters the unit assessment into his grade book and follows the same pattern of sending those papers home so parents can see how their child is doing in school. He didn't have enough data points for what he was required to turn in each week, so he decided he would also grade one of the worksheets students completed each week as they were learning a new skill so that he could also enter that data.

Click on the link shared in the chat.

Click "make a copy"

 Google Docs

## Copy document

Would you like to make a copy of **Early Literacy Community of Practice Session 2 Materials?**

[Make a copy](#)





# Assessment Best Practices

“...determine *how to bring students into grade-level instruction*, not whether to bring them into it.”

(2020–21 Priority Instructional Content in English Language Arts/Literacy and Mathematics)

# Assessment Guidance for Foundational Skills



- Administer **diagnostic assessments** at the beginning of the year and at periodic checkpoints throughout the year,
- Employ **formative assessment practices** to monitor how students are progressing with learning and applying grade level skills.
- Use **progress monitoring** to ensure students are continuing to progress toward mastery

# Diagnostic Assessments



- Identify **missed teaching and learning** or **learning not yet finished**.
- Assessments should inform where students are in the **sequence of skills** that have been taught in their curriculum so that strengths can be identified and gaps can be addressed. If assessment is not from the curriculum then data should be looked at through the lens of what has been taught.

# Formative Assessment Practices



“... assessment must occur as close to instruction as possible, and in the mode in which it will provide the most meaningful guidance.... **The point of assessment in this case isn't to generate data about what students get right or wrong, it's to understand how to support students as they work.**”

# Formative Assessment Practices



## Checks for understanding **should**

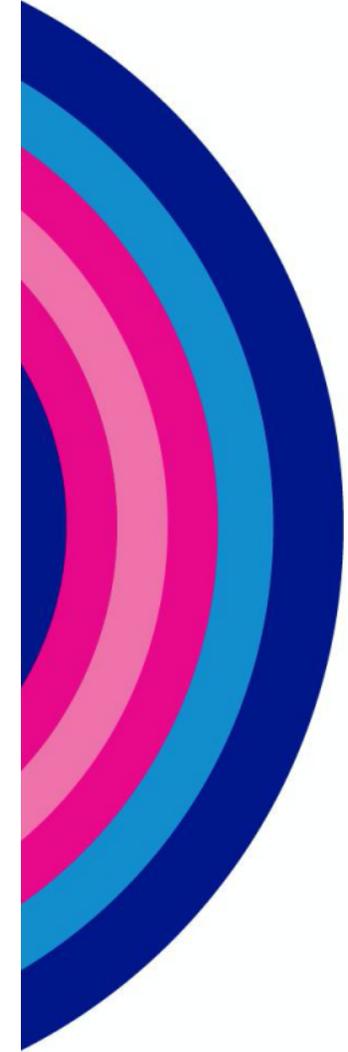
- occur frequently throughout the week during instruction
- be linked to curriculum being used (embedded in units and lessons)
- reflect a range of practices (i.e., check lists, student work, student discussion)
- be used to celebrate and capitalize on strengths
- identify how students are progressing with learning and applying grade level skills independently and accurately
- inform if adjustments to instructional approaches are needed
- be used to inform targeted remediation (small group or individual) to address incorrect and/or partial understandings as quickly as possible

# Progress Monitoring



In grades 2-12 periodic assessment of fluency with grade-level texts should be administered to progress monitor and identify if additional supports are needed. Student's use of appropriate accuracy, rate and expression should be reviewed against national norms.

Formative data about fluency can be gathered from listening to students read aloud during choral reading, paired reading, etc.



# A Tale of Two Classrooms

# A Tale of Two Classrooms



Mr. Landry



Ms. Williams



# Read and Annotate: Mr. Landry Case Study

Mr. Landry



What do we see in Mr. Landry's practices **does not** align to best practices in assessment?

# Let's Chat

Mr. Landry



What do we see in Mr. Landry's practices that **do not** align to best practices in assessment?

# Misaligned Practices

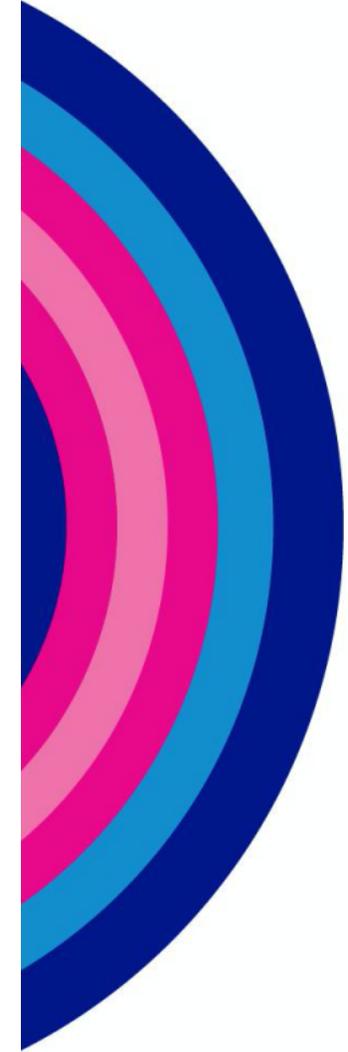


- Purpose of assessments is for compliance, **labeling students** for placement.
- **No ongoing collection of data** to identify and provide timely supports for students that need more targeted instruction and practice.
- Data is collected, entered in a data collection spreadsheet and sent home but **never analyzed or addressed to ensure mastery.**
- **Pacing for coverage** of material not mastery

# Assessment Pitfalls

Don't use assessments as gatekeepers to grade level learning!





# A Model Approach

# Read and Annotate: Ms. Williams Case Study

Ms. Williams



What do you see in Ms. William's practices that aligns to best practice in assessment?

# Let's Share



Ms. Williams



What do you see in Ms. Williams's practices that aligns to best practice in assessment?

# Let's Debrief

Ms. Williams



- Administers a diagnostic screener at the beginning of the year and analyzes data to identify and address gaps in student's mastery of foundational skills that have been taught in previous grade(s)
- Collects formative data from daily lessons to capture student progress and adjust instruction to meet student needs.
- Core materials from high-quality aligned curriculum are used for reinforcement and reteaching.

# Data Meeting Agenda



- **Review** the agenda for Ms. William's team data meeting
- **Reflect:** how does this approach compare to how you are currently using data in your school?

First Grade, Unit 2  
Data Meeting Agenda

1. Welcome and Celebrations
2. Determining Student Needs:
  - Review student performance on Unit 2 Assessment
    - a. Highlight where students performed below proficient levels based on the guidance given for the unit assessment
    - b. Identify patterns in the data
      - i. Patterns of classroom learning
      - ii. Patterns in individual student learning
    - c. Examine student work on the assessment for individuals that scored below proficient (unless data indicates need for whole class reteach)
    - d. Reflect on identified student's performance across the unit and supports that were provided to ensure learning

# Data Meeting Agenda

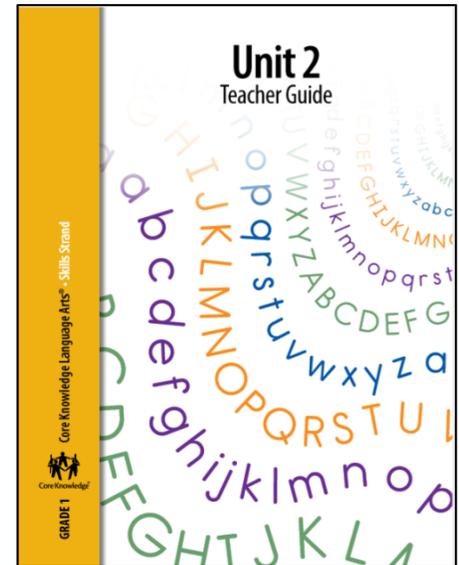


## First Grade, Unit 2 Data Meeting Agenda

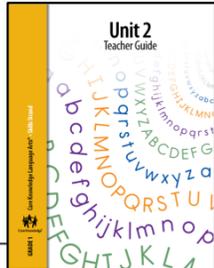
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# Summative Assessment

End-of-unit, or summative assessments provide a lens into how students have responded to specific skills instruction that has been delivered. This data can be **analyzed for trends to determine the effectiveness of the delivery of instruction and/or gaps in specific student's skills acquisition.**



# Unit Assessment: Word Recognition



Name \_\_\_\_\_ **18.1**

1. bike bit **bite** bake

2. **rose** rise robe rope

3. cheek ship chin **seek**

4. rat rake **rate** ran

5. be **beet** bet best

6. cut cube cull **cute**

7. bet batch **beet** bat

8. luck **lake** lick lush

Unit 2 69  
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9. **cube** cute cub can

10. lit lint **line** lend

11. rut **robe** rash rob

12. sheet **shine** shin slip

13. **sore** sort shore short

14. pit pan **pane** pale

15. **weed** feed wed want

Unit 2  
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Worksheet 18.1

## Word Recognition Assessment

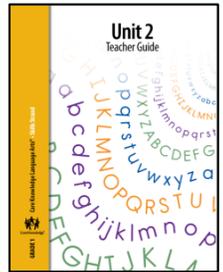
- Distribute Worksheet 18.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, "Find the first row of words. Listen carefully to this word: *bite*. I will say the word again: *bite*. Now find the word that you heard and circle it." You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

### Word Recognition Assessment

- |         |          |           |
|---------|----------|-----------|
| 1. bite | 6. cute  | 11. robe  |
| 2. rose | 7. beet  | 12. shine |
| 3. seek | 8. lake  | 13. sore  |
| 4. rate | 9. cube  | 14. pane  |
| 5. beet | 10. line | 15. weed  |

- Collect the worksheets.

# Unit Assessment: Reading A Text



Name \_\_\_\_\_ **19.1**

**Beth**

1 Who went on top of a path at the pond?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Who got some snap shots?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions: Have the student read the story and answer the questions.

3. Did Beth get a snap shot of a cat?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Dad got a snap shot of ...

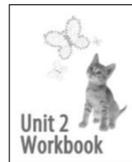
a fish.

Mom.

Beth.



Page 78

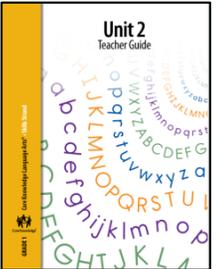


Worksheet 18.2

## Comprehension

- Tell students they will read a story from *Gran* called “Saved by the Bells.” After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.
- Distribute Worksheet 18.2.
- If you have students who score **below 3 out of 5** on this assessment, look for opportunities during the remainder of the unit to have these students read “Saved by the Bells” aloud to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Comprehension Assessments, practice reading words with specific digraphs.
- If, however, a student does well on the Word Recognition Assessment, but poorly on the Comprehension Assessment, she may need more opportunities rereading stories to build fluency and automaticity. Consider having this student practice reading the remaining stories in *Gran* several times before completing the related Pausing Point comprehension worksheets.

# Unit Assessment: Grammar



Name \_\_\_\_\_ **19.1**

Jack	snake	kite	queen	snack
------	-------	------	-------	-------

1.	Josh	bike	stone	cube	sweets
2.	tree	Gran	plane	Jane	bee
3.	cave	mule	home	state	rope
4.	Jake	wife	kid	stove	Rome
5.	grape	tape	Pete	shack	kid

Score \_\_\_\_\_ /10

Unit 2 73  
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## Assessment

### Grammar: Identifying Nouns

- Distribute Worksheet 19.1.
- Explain to students that nouns are printed on this worksheet. In each line, the students will have to circle nouns that belong to a certain type. The nouns name a person, place, or thing, or they are proper nouns. There may be more than one answer for each line.

# Data Meeting Agenda



## First Grade, Unit 2 Data Meeting Agenda

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# Unit Assessment: Word Recognition



## In Your Breakout Room

Using the guidance in your note catcher for scoring each component of the Grade 1, Unit 2 assessment, highlight where students scored below proficient in each column.

## Discuss

- What patterns do you notice in this data for individual students and for the class? Be sure to include celebrations!

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
Tamika	14/15	5/5	8/10
Juan	15/15	5/5	10/10
Lakina	13/15	4/5	6/10
Noah	11/15	2/5	4/10
Luis	12/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	14/15	5/5	7/10
Tanji	15/15	5/5	9/10
Emelia	14/15	4/5	6/10
Hector	12/15	2/5	4/10
Krystal	10/15	2/5	3/10
Amanda	5/15	1/5	2/10
Alejandro	10/15	2/5	3/10
Logan	15/15	5/5	6/10

# Unit Assessment: Word Recognition



## Share:

What patterns do you notice in this data for individual students and for the class?

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings	Comprehension	Grammar: Identifying Nouns
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Luis	12/15	3/5	4/10
Miriam	13/15	4/5	5/10
Natasha	14/15	5/5	7/10
Tanji	15/15	5/5	9/10
Emelia	14/15	4/5	6/10
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Amanda	5/15	1/5	2/10
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Logan	15/15	5/5	6/10

# Data Meeting Agenda



## First Grade, Unit 2 Data Meeting Agenda

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# Unit Assessment: Examining Patterns in Student Work



## In Your Breakout Room

Review the additional data breakdown about the 4 students who performed below proficient on the Word Assessment.

Refer the word assessment directions in the note catcher on page 5. The student response is in parentheses.

**What patterns do you see in the individual student errors?**

### Additional Data Breakdown:

**Noah:** 11/15 missed # 1 (bit), 2 (rise), 4 (rat), 13 (shore), 14 (pan),

**Krystal:** 10/15 missed # 3 (cheek), 5 (bet), 7 (bet), 13 (shore), 15 (wed)

**Amanda:** 5/15 missed # 2 (rise), 3 (cheek), 4 (rat), 6 (cut), 7 (bet), 10 (lint), 12 (sheet), 13 (sort), 14 (pit), 15 (feed)

**Alejandro:** 10/15 missed # 1 (bit), 2 (robe), 10 (lint), 12 (shin), 15

(feed)

# Let's Debrief

What patterns did you see in the individual student errors?

Based on analysis of student work students demonstrated unfinished learning of the following patterns:

**Noah:** “a-e”, “i-e”

**Alejandro:** “i-e”

**Krystal:** “ee”

**Amanda:** unfinished learning indicated across all vowel patterns assessed

# Data Meeting Agenda



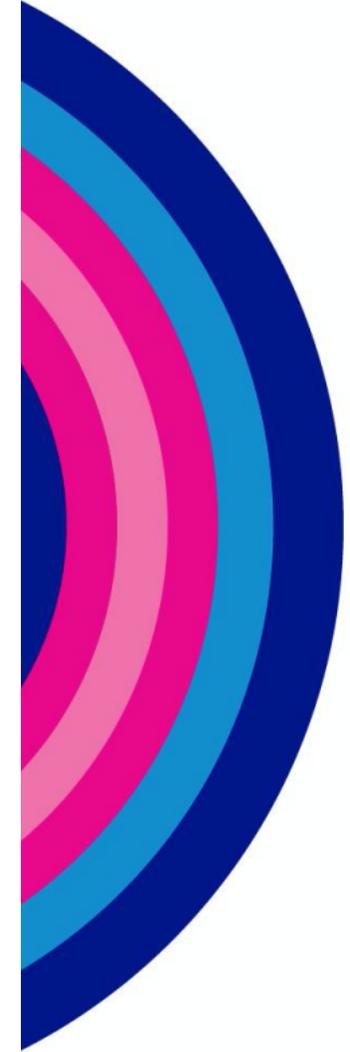
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# Data Meeting



- **Review** the teacher's reflections based on her observations during instruction
- **Chat:** Why is it important to take this step prior to developing and action plan?



Wrapping up

# Reflect



- To what extent is this work currently happening at your school?
- What is one action you may take based on today's session?

# Before Our Next Session



- **School based leaders/teachers:** Collaborate to lead a data meeting (with a single teacher or a group of teachers) focused on foundational reading skills
- **District leaders:** observe a data meeting focused on foundational reading skills

# Looking Ahead



Session 1	Session 2	Session 3	Session 4
Defining our Approach to Addressing Unfinished Teaching and Learning of Reading Foundational Skills	Assessing and Diagnosing Unfinished Learning of Foundational Reading Skills	Responding to the Data: Taking a Timely, Targeted and Equitable Approach	Considerations for Older, Struggling Readers