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.

Mr. Landry is proud of what a thorough job he has been doing collecting data this year but when he gathers with his colleagues in the hall he admits that he is worried that students seem to be

having an increasingly more difficult time learning the skills he is teaching as the year progresses. He knows he needs to keep on pace, but he is frustrated because he truly wants to see his students succeed and he is not sure how to turn things around.

Ms. Williams Case Study

Ms. Williams is a first-grade teacher at Franklin Elementary School. While this year has brought on many new challenges, Ms. Williams and her colleagues have continued to stay grounded in strong assessment practices, knowing that monitoring student learning would be more important this year than ever.

Franklin Elementary K-2 teachers began the year by administering a beginning of the year assessment from their curriculum that provided information about how well students were able to recall and apply the foundational skills they had been taught in prior grades. Knowing that students had not received skills instruction in the final unit last year with the challenges of Covid shut downs, teachers were already prepared to see some gaps and had built time into the beginning of the year pacing to address that missed learning. They used the data to specifically identify students that needed additional instruction or practice on specific skills not yet mastered and created flexible groupings to provide the support needed to address the identified gaps.

Ms. Williams is just wrapping up unit 2 of skills instruction. She has been strategic throughout the unit to collect student data on a daily basis. She has created checklists for observational data she collects when students are practicing the skills taught in and out of texts. Her classroom is a joyful place where students celebrate their learning and feel supported when they are working to learn new skills. This unit was challenging for some students since they are now moving into more complex vowel patterns, however, Ms. Williams has provided additional practice with materials from her curriculum when she identified it was needed, and feels confident in the class' progress in this unit.

The class has just taken the unit one assessment and Ms. Williams can't wait to dig into the data to see how many students have mastered the skills taught and identify how she can continue to move other students along their path to mastery with continued support as needed.
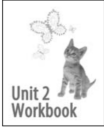
First Grade, Unit 2
Data Meeting Agenda

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 of individual student learning
   c. Examine student work on the assessment for individuals that score below proficient (unless the data indicates a need for whole class reteach)
   d. Reflect on identified student's performance across the unit and supports that were provided to ensure learning

In our next session we will pick up the process from here to see how these teachers made a plan to address the data!

Record Sheet for Unit 2 Assessment

Student's Name	Reading Digraphs & Spellings 12/15 or above=proficient	Comprehension 3/5 or above = proficient	Grammar: Identifying Nouns 7/10 or above = proficient
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

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.

Worksheet 18.1

Unit 2 Workbook

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.

Additional Data Analysis of Word Recognition Assessment Data
(circled word above indicates correct choice, word in parentheses below indicates incorrect word chosen by each student)

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

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

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

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

Ms. Williams reflections on student performance during Unit 2 instruction

Throughout the unit Ms. Williams has been very strategic about monitoring student progress through student work samples and anecdotal notes. As part of reflecting on what the unit assessment data reveals about student learning, Ms. Williams finds it useful to also review the formative data she has collected throughout the unit.

She begins by taking a look at the formative data she has collected about Krystal. She notes that Krystal struggled during the lesson on the "ee" pattern and has many errors when completing the worksheet at the end of the lesson. She provided additional practice with this pattern in small groups for Krystal but can see that she will need to continue to reinforce this pattern. The anecdotal notes she took when listening to Krystal read her decodable text, also indicate that Krystal is having difficulty decoding words with this pattern in context. Finally, she notes that Krystal also is overgeneralizing the "ch" and "sh" patterns she learned in the last units and has frequent confusions and substitutions when decoding words with those patterns. Some of the words Krystal chose incorrectly on the assessment also had the "ch" and "sh" spellings.

Ms. Williams then reviews her anecdotal notes for Alejandro. She focuses on some lessons on phoneme blending and notes taken during reading groups to see what she has observed in this unit about Alejandro's learning. She notes that he is still struggling with blending sounds, which leads him to frequently leaving off or substitute ending sounds in words. He also continues to struggle with some consonant and vowel sounds.

As Ms. Williams reflects on Noah's performance, she recalls that he had an extended absence from school and missed several days when the "a-e" and "i-e" pattern was taught. She sent work home that he missed, but upon reflection realizes that she did not follow up to see how he was progressing with learning those sounds.

Ms. Williams is aware that Amanda struggles in many areas of reading and is receiving Special Education Services, but she also recognizes that she has not done a great job of communicating what they are learning in the classroom to the Special Educations teacher and is not aware of what Amanda has been working on when receiving those services.

Finally, Ms. Williams has to admit that she is not surprised that the majority of the class struggled with the grammar assessment. She was very concerned about pacing this month and made a decision to cut a couple of the grammar lessons short to stay on pace. She knows that pacing that is focused on "getting through it" versus ensuring mastery tends to never work out best for her students.

Independently reflect:

- To what extent is this work with assessments and data analysis currently happening at your school/in your classroom?

- What has been successful and/or what conditions are in place to support this work with assessments happening?

- What has been challenging?

- What potential barriers might you anticipate?

Preparing for Next Steps:
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