



K-12 Reading/Literacy Department

**Dr. Susan Rozen, Reading/Literacy Director
Linda Volpicelli, K – 5 ELA Coordinator**

October 2008



Mission

- Empower the classroom teacher
 - Increase awareness of the reading levels of all their students
 - Not just the ones who present with problems
 - Provide training and support on linking assessment to intervention
 - Relate interventions to the content area curriculum
- Make assessments accessible, longitudinal, and integrated with the MCAS to inform instruction

Reading problems identified and remediated early on have a cumulative beneficial effect



Steps (2005-2008)

- Spring 2005: Disaggregated data by subgroups
- 2005 – 2006: Determined Assessments
- 2006 – 2007: Taught Reading Skills/Strategies in the Content Areas
- 2007 – 2008: Provided Professional Development in Linking Assessments to Instruction & MCAS Open Response; Developed Approach for Missed At-Risk Populations; Expanded Reading in Content Area
- Next: Finalize Roll-out K-12, Writing



New and Recent Activities

- Provide Data and Data Analysis to Principals, Administrators, and Teachers
- Provide Guidance in How to Use Data to Inform Instruction at all Levels
- Work with English Program Director, JGMS & Lane Coordinators and Administrators to target SPED/ELA MCAS students for AYP
- Develop a successful new Student Owned Strategy Course (6th Grade Reading Class)



Assessments

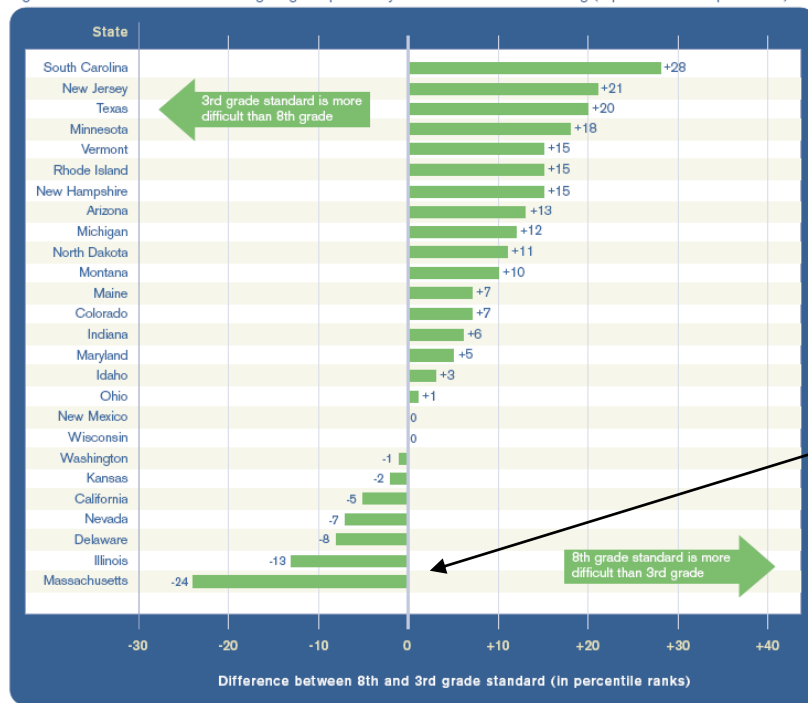
- GRADE & Dibels & MCAS
- Purpose:
 - Inform classroom instruction
 - Identify students in need of specialized instruction
 - Provide comparisons amongst tests
 - Provides clearer profile of students
 - Substantiates validity of the assessment process
 - Improve MCAS scores



Why don't we rely just on MCAS?

- Not nationally normed
- Inconsistent among grade levels

Figure 16 - Differences in third- and eighth-grade proficiency cut score estimates in reading (expressed in MAP percentiles)



For example, at Grade 3 in 2006, Massachusetts Reading standards were harder than 8th grade standards by 24 percentile points – the greatest gap of any of the measured States (2006 Fordham Institute Report)



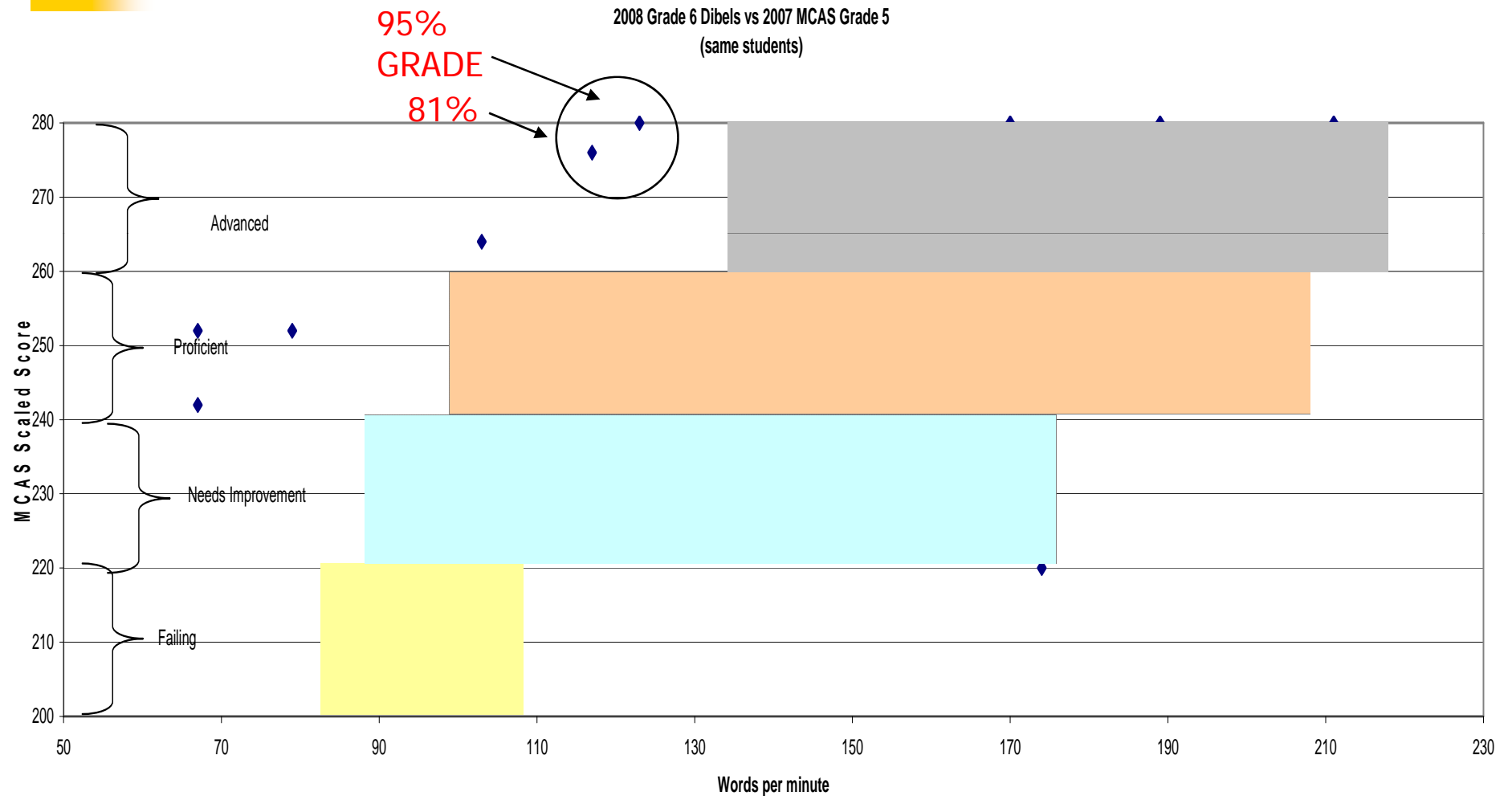
Why do we use DIBELS?

- Measures Oral Reading Fluency and Retell Fluency
 - Fluency is a key component of reading ability
- Especially important in early grades
- Enhances data from MCAS and GRADE
- Confirms nuanced issues with individual students



(Dynamic Indicators of Basic Early Literacy Skills)

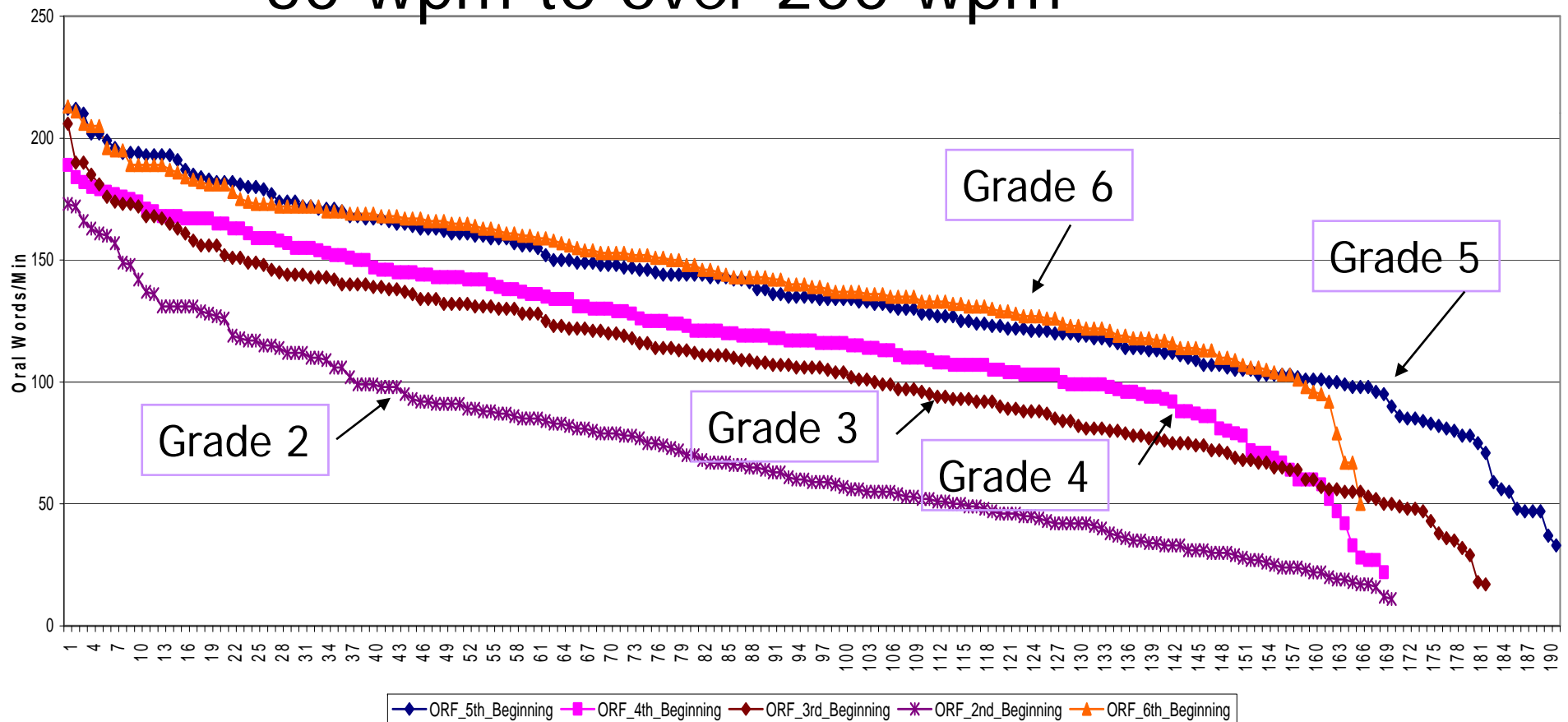
2008 Grade 6 Dibels vs 2007 MCAS Grade 5 (same students)





DIBELS Population

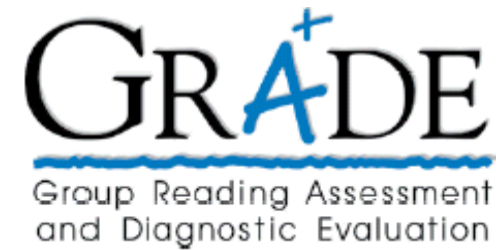
- Wide disparity of skill levels from under 50 wpm to over 200 wpm





Why do we use the GRADE?

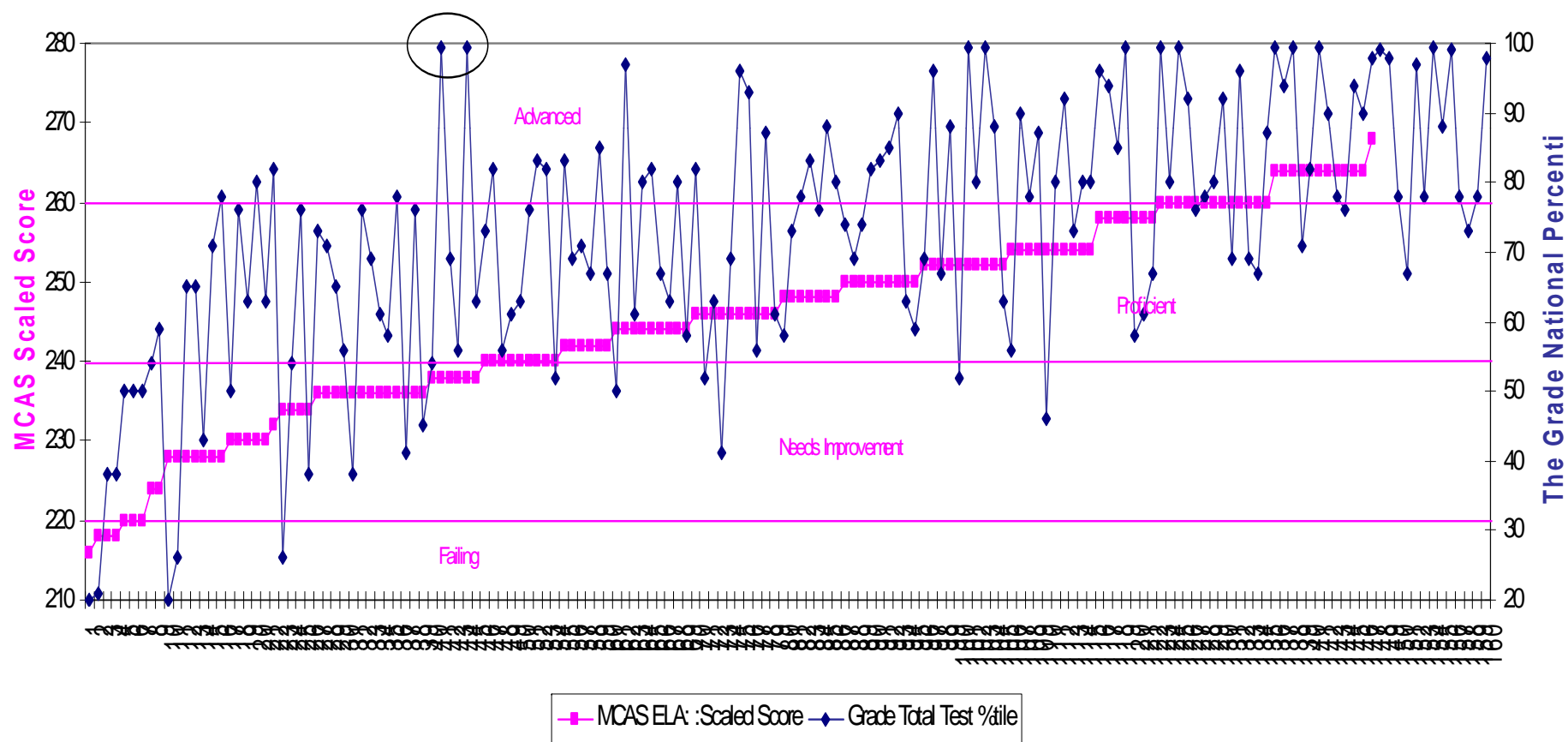
- Identify those students who have a disparity between performance and ability.
- Easy to administer reading comprehension and vocabulary test
 - Standardized and Normed on national scale
 - Flexible with respect to out-of-level students
 - It can also be used to chart progress and monitor growth.
- Scoring is done in-house using Scantron



Identify students that need individualized intervention



May 2008 MCAS ELA Grade 4 vs Sept 2008 Grade 5 The Grade
by Student



Q: Based on the GRADE and on the DIBELS in Sept 2008, this is an exceptional student. How did this student perform on the earlier MCAS in the Spring of 2008?



| | |
|----------------------------------------|-----------|
| Last Name | |
| First Name | |
| Middle Initial | |
| Birth Date | |
| Sex | |
| Test Date | 9/5/2008 |
| School Grade | LANE FIVE |
| Level | 6 |
| Form | 8 |
| Name | Full Name |
| Vocabulary Raw | 34 |
| Vocabulary Stanine | 9 |
| Vocabulary Percentile | >99 |
| Vocabulary GE | >13 |
| Vocabulary Scale Score | >142 |
| Vocabulary NCE | >99 |
| Sentence Comprehension Raw | 19 |
| Sentence Comprehension Stanine | 9 |
| Passage Comprehension Raw | 27 |
| Passage Comprehension Stanine | 8 |
| Comprehension Composite Raw | 46 |
| Comprehension Composite Stanine | 8 |
| Comprehension Composite Percentile | 94 |
| Comprehension Composite GE | 13 |
| Comprehension Composite Standard Score | 124 |
| Comprehension Composite NCE | 84 |
| Total Test Raw | 80 |
| Total Test Stanine | 9 |
| Total Test Percentile | >99 |
| Total Test GE | >13 |
| Total Test Standard Score | 141 |
| Total Test NCE | 99 |
| Total Test OSV | 639 |

| | |
|---------------------------------------|----------------------------|
| Last | |
| First | |
| Student_ID | |
| Date of Birth | |
| ORF_4th_Beginning | 174 |
| Benchmark_Status_ORF_4th_Beginning | Low Risk |
| District_Percentile_ORF_4th_Beginning | 94 |
| RTF_4th_Beginning | 28 |
| Benchmark_Status_RTf_4th_Beginning | Benchmark - At Grade Level |
| Instr_Rec_4th_Beginning | |
| ORF_4th_Middle | 176 |
| Benchmark_Status_ORF_4th_Middle | Low Risk |
| District_Percentile_ORF_4th_Middle | 87 |
| RTF_4th_Middle | 42 |
| Retell % of ORF | 24% |
| Instr_Rec_4th_Middle | Benchmark - At Grade Level |
| ORF_4th_End | 208 |
| Benchmark_Status_ORF_4th_End | Low Risk |
| District_Percentile_ORF_4th_End | 99 |
| RTF_4th_End | 68 |
| Benchmark_Status_RTf_4th_End | Benchmark - At Grade Level |
| Instr_Rec_4th_End | |



A: Needs Improvement in MCAS ELA and Math

Student Profile MCAS Grade 4 2008

Student: [REDACTED]
Grade: 4
ID: [REDACTED]
DOB: [REDACTED]

District: Bedford Public School
School: Lt Job Lane School
Class: [REDACTED]

| | RS | Max Pts | PC | SS | PERF | PERF2 | INDEX | PILab | ALTP | Exclud | Raw Score |
|----------------------------|----|---------|-----|-----|------|-------|-------|-------|------|--------|-----------|
| ENGLISH LANG. ARTS | 53 | 72 | 74 | 23B | NI | NI | 75 | HINI | | | 53 |
| ELA - Mult. Choice | 36 | 36 | 100 | | | | | | | | 36 |
| ELA - Open Response | 5 | 16 | 31 | | | | | | | | 5 |
| ELA - Writing | 12 | 20 | 60 | | | | | | | | 12 |
| Topic Development | 6 | 12 | 50 | | | | | | | | 6 |
| Composition Conventions | 6 | 8 | 75 | | | | | | | | 6 |
| Literature | 35 | 46 | 76 | | | | | | | | 35 |
| Language | 6 | 6 | 100 | | | | | | | | 6 |
| MATHEMATICS | 38 | 54 | 70 | 23B | NI | NI | 75 | HINI | | | 38 |
| Math - Mult. Choice | 26 | 29 | 90 | | | | | | | | 26 |
| Math - Open Response | 8 | 20 | 40 | | | | | | | | 8 |
| Math - Short Answer | 4 | 5 | 80 | | | | | | | | 4 |
| Number Sense | 13 | 19 | 68 | | | | | | | | 13 |
| Patterns, Relat. & Algebra | 11 | 11 | 100 | | | | | | | | 11 |
| Geometry | 6 | 8 | 75 | | | | | | | | 6 |
| Measurement | 3 | 6 | 50 | | | | | | | | 3 |
| Data, Stat. & Prob. | 5 | 10 | 50 | | | | | | | | 5 |

| Score Legend | | | | | | | | | | | |
|--------------|---------------------|---------|-------------------|-------|-------------------------|------|------------------------|--------|-------------------|--|--|
| RS | Raw Score | Max Pts | Maximum Points | PC | Percent Correct | SS | Scaled Score | PERF | Performance Level | | |
| PERF2 | Performance Level 2 | INDEX | Performance Index | PILab | Performance Index Label | ALTP | Alt. Performance Level | Exclud | Exclude Reason | | |

| | | | | | | |
|--------------------|--------------|----------|------------|-----------|------------|-----|
| ENGLISH LANG. ARTS | Item Details | ++++++1+ | ++++++1++ | +++++1+++ | +++++2++++ | +66 |
| MATHEMATICS | | +++A++++ | 1111++D2++ | ++++++411 | 00++B++++ | |

Q: Based on the GRADE and on the DIBELS in Sept 2008, this is an exceptional student. How did this student perform on the earlier MCAS in the Spring of 2008?

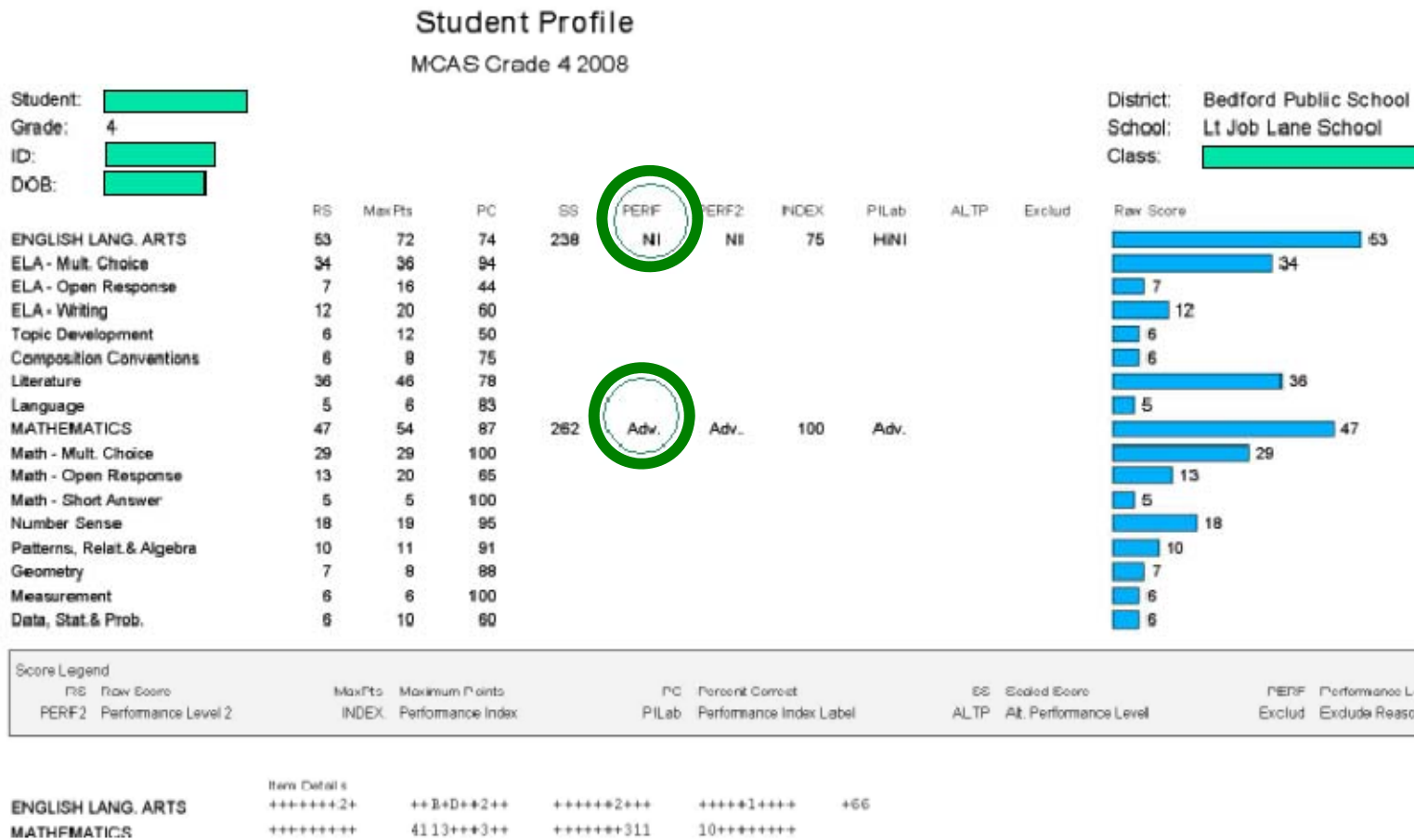


| | |
|----------------------------------------|-----------|
| Last Name | |
| First Name | |
| Middle Initial | |
| Birth Date | |
| Sex | Male |
| Test Date | 8/6/2008 |
| School Grade | LANE FIVE |
| Level | 6 |
| Form | 8 |
| Nome | Full Nome |
| Vocabulary Raw | 33 |
| Vocabulary Stanine | 8 |
| Vocabulary Percentile | >99 |
| Vocabulary OE | >13.1 |
| Vocabulary Scale Score | 142 |
| Vocabulary NCE | 88 |
| Sentence Comprehension Raw | 18 |
| Sentence Comprehension Stanine | 8 |
| Passage Comprehension Raw | 30 |
| Passage Comprehension Stanine | 8 |
| Comprehension Composite Raw | 48 |
| Comprehension Composite Stanine | 8 |
| Comprehension Composite Percentile | >99 |
| Comprehension Composite OE | >13.1 |
| Comprehension Composite Standard Score | 146 |
| Comprehension Composite NCE | 88 |
| Total Test Raw | 82 |
| Total Test Stanine | 8 |
| Total Test Percentile | >99 |
| Total Test OE | >13.1 |
| Total Test Standard Score | >140 |
| Total Test NCE | >88 |
| Total Test OSV | 680 |

| | |
|---------------------------------------|----------------------------|
| Last | |
| First | |
| Student ID | |
| Date of Birth | |
| ORF_4th_Beginning | 163 |
| Benchmark_Status_ORF_4th_Beginning | Low Risk |
| District_Percentile_ORF_4th_Beginning | 87 |
| RTF_4th_Beginning | 33 |
| Benchmark_Status_RT_4th_Beginning | |
| Instr_Rec_4th_Beginning | Benchmark - At Grade Level |
| ORF_4th_Middle | 175 |
| Benchmark_Status_ORF_4th_Middle | Low Risk |
| District_Percentile_ORF_4th_Middle | 87 |
| RTF_4th_Middle | 85 |
| Retell % of ORF | 37% |
| Instr_Rec_4th_Middle | Benchmark - At Grade Level |
| ORF_4th_End | 181 |
| Benchmark_Status_ORF_4th_End | Low Risk |
| District_Percentile_ORF_4th_End | 78 |
| RTF_4th_End | 40 |
| Benchmark_Status_RT_4th_End | |
| Instr_Rec_4th_End | Benchmark - At Grade Level |

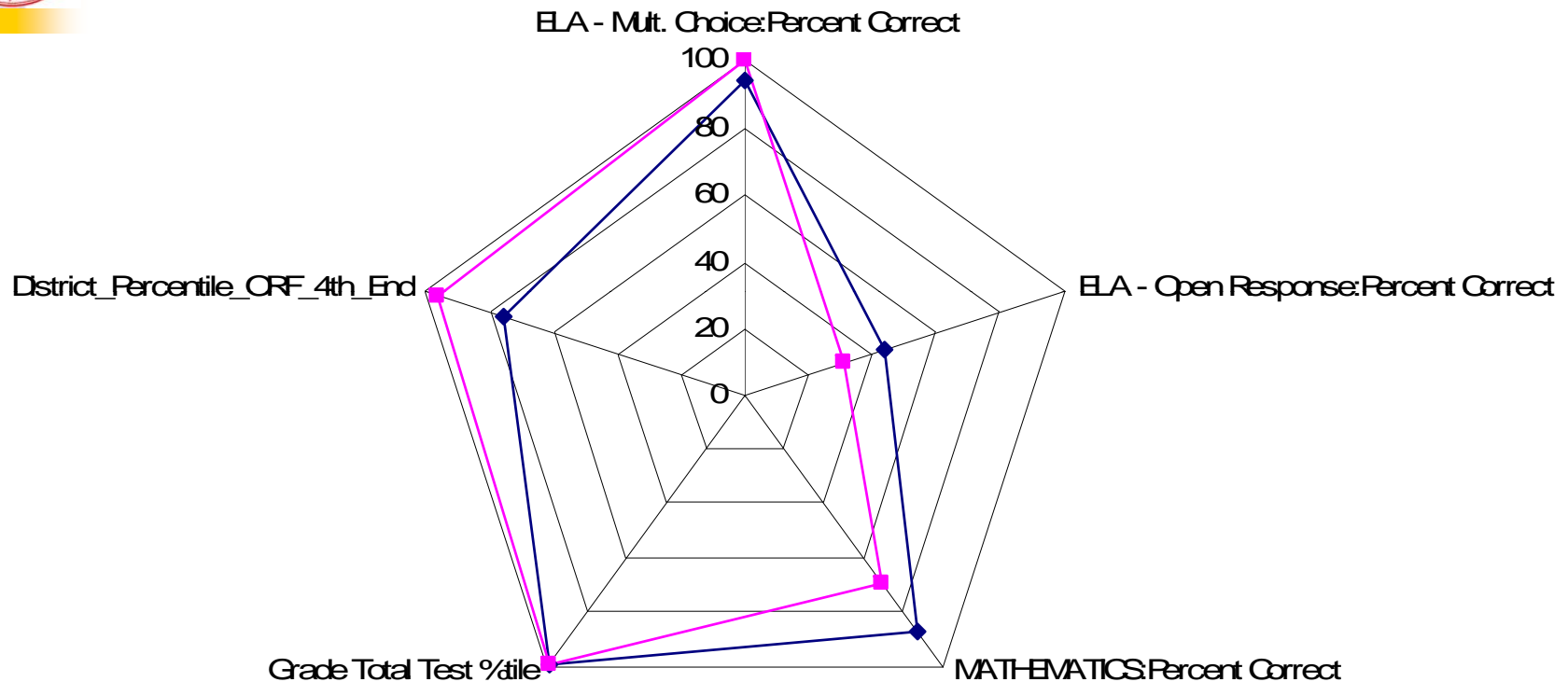


A: Needs Improvement in MCAS ELA





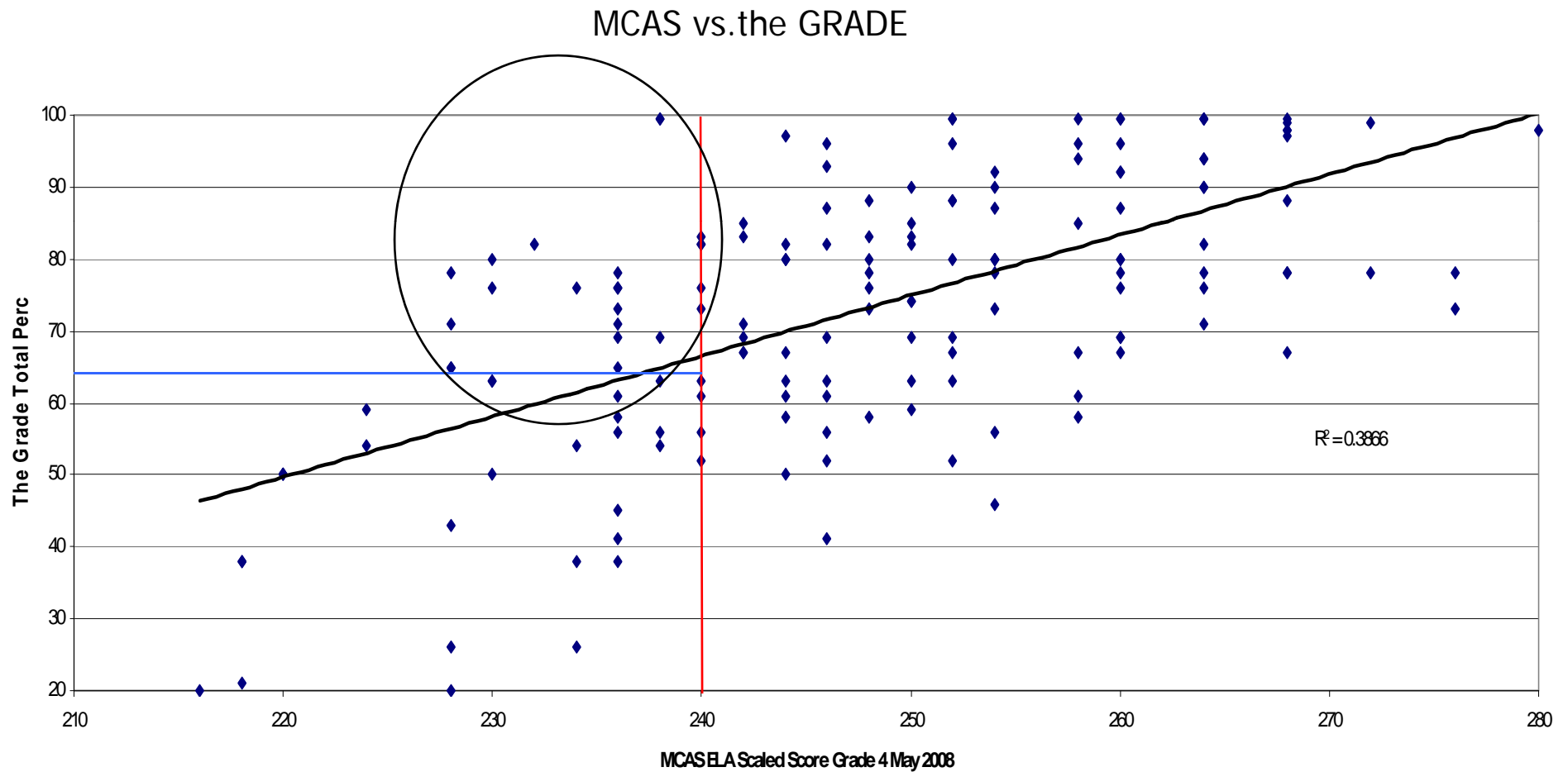
Unbalanced results from these NI students



➡ Students sometimes present as “problems” who adversely affect our AYP and the classroom progress. Identification of their hidden strengths combined with disorder-specific remediation can help improve their otherwise non-optimal future performance trajectories.



Target Students-5th Grade



How Assessments Informs Instruction @JGMS and BHS



■ High School

- 9th Grade English Teachers use pre/post test data to monitor student growth
- New Reading Classes designed to target areas of need:
 - The Art of Reading
 - Reading Strategies for Comprehension and Test-taking
- Stress on writing, sentence level comprehension, grammar

■ JGMS

- SOS 6th Grade Reading
 - Focus on strategies for reading expository and narrative text; skill based.

Professional Development @ BHS & JGMS



- MCAS/Open Response Strategies (BHS)
- Components of Reading (Word Recognition, Fluency, Comprehension, Vocabulary),
- Use of assessments to inform instruction
- Reading in the Content Area
 - CRISS, Key-Three Routine, Specific Strategy Use
- Teach Vocabulary Skills in Math and Science
- Train High School Teachers as Content Area "Coaches"



How Assessment Informs Instruction @ Davis & Lane

■ Davis

- Double-dipping groups guided by DIBELS, running records, and teacher observations.
- Small groups for 20 –30 minutes 2X week
- Create common language

■ Lane

- Flexible groupings within the classroom
- Pullout groups for phonics/word study/comprehension 2 X 25 per week

■ K-5

- Review writing assessments, rubrics, and discuss best writing practice

Lane School Grade 5 Student Sample Summary



| Last name | First name | Grade | Teacher | NI, W | Spelling | Completion | Comprehens | Vocabulary | comprehns | Fall > = 104 | Fall retell | Winter >=115 | Winter retell | 124 | Spring retell | Comments | Rdg,S PED, ELL |
|-----------|------------|-------|-----------|-------|----------|------------|------------|------------|-----------|--------------|-------------|--------------|---------------|-----|---------------|-------------------------------------------------------------------------------------|----------------|
| Smith | John | 5 | Zavalick | NI | | | | | | 37 | 34 | | | | | English not first language | LLL |
| | | 5 | DeR/Cohen | | 4 | 1 | 3 | 7 | 4 | 38 | 27 | | | | | new to Bedford | SPED |
| | | 5 | Zavalick | W | | | | | | 40 | 15 | | | | | | LLL |
| | | 5 | DeR/Cohen | NI | 12 | 3 | 4 | 4 | 5 | 61 | 32 | | | | | | SPED |
| | | 5 | DeR/Cohen | NI | 25 | 5 | 2 | 4 | 3 | 67 | 30 | | | | | | SPED |
| | | 5 | Dick | W | 12 | 4 | 5 | 4 | 9 | 72 | 58 | | | | | Very detailed retells except for 3rd story; confused reading passage-skipped lines | SPED |
| | | 5 | Oien | P | 43 | 5 | 6 | 6 | 5 | 74 | 39 | | | | | Slow, laborious reader | Rdg |
| | | 5 | Zavalick | NI | 36 | 4 | 5 | 5 | 5 | 79 | 52 | | | | | Stutters when nervous | SPED |
| | | 5 | Lerra | W | 71 | 3 | 3 | 5 | 2 | 81 | 16 | | | | | Struggles with vocab, choppy | Rdg |
| | | 5 | McGrath | NI | 49 | 5 | 5 | 7 | 7 | 82 | 41 | | | | | slow - pauses | SPED |
| | | 5 | DeRo/Coh | NI | 14 | 4 | 6 | 6 | 7 | 82 | 69 | | | | | | SPED |
| | | 5 | DeR/Cohen | NI | 19 | 5 | 6 | 7 | 4 | 84 | 52 | | | | | | SPED |
| | | 5 | DeR/Cohen | P | 71 | 5 | 4 | 6 | 2 | 87 | 37 | | | | | new to Bedford | SPED |
| | | 5 | DeRocco | NI | 43 | 4 | 3 | 6 | 4 | 88 | 27 | | | | | reads choppy/ retell mixed info | |
| | | 5 | Lerra | | 72 | 7 | 6 | 6 | 5 | 90 | 22 | | | | | New, slow, deliberate, no errors, minimal words but has main idea, repeats for comp | |

Professional Development @ Davis & Lane



- Davis Workshop Days
 - Brought in Speakers for Assessment and Instruction
- Lane School Workshop days
 - 2006 Five components of reading
 - 2007 Fluency
 - 2008 Using Data to inform Instruction
- After School Professional Development
 - Lane
 - *Don't you get it?*
 - *Teaching Reading Grade 3-5*
 - Davis
 - Book Talks



What Next

- Expand Reading in Content Areas, K- 12 (Key Three Routine/CRISS)
 - Expand to Lane
 - Continue to provide data to Principals and Administrators
 - Focus on JGMS as next area for assessments to guide instruction
 - Continue and expand use of GRADE/Dibels/MCAS to guide instruction
 - Work with SPED/English to help achieve AYP for specialized populations
 - Work with English Department to improve MCAS scores of at-risk students at JGMS to reach AYP
 - Continue to work with Principals in efforts to pre and post test students to guide instruction
-



What Next: K - 5

- Writing
 - Writing Committee, K- 5
 - Review and revise writing prompts and rubric
 - Writing/Reading Integration
- Assessment reporting forms for each student to ensure that all students' needs are being met
- Using assessments to inform instruction
 - Monthly progress monitoring
 - Flexible groupings
 - Increase the use of leveled text in grades 4 and 5
 - Increase independent reading



Appendix

Supplemental Materials



Who We Are

Susan Rozen: K-12 Reading/Literacy Director

Linda Volpicelli: K-5 ELA Coordinator

- Bedford High School
 - Susan Rozen
 - Katie Cardinal
 - Ellen Ratichek (Wilson Tutor)
 - John Glenn Middle School
 - Rachel Fawson
 - Robin Talkowski
 - Alison Breaux
 - Lt. Job Lane School
 - Linda Volpicelli
 - Susan Breslin
 - Lt. Eleazer Davis School
 - Rebecca Wetzel
 - Andrea Salipante
 - Jennifer Sinapius
 - Grade 6 Reading
 - Melissa Michaud
 - Sarah Healy
- Total FTE: 10.8**



New Reading Teachers

- Alison Breaux
 - B.S. Bridgewater State College; M.Ed. Framingham State College; Study Abroad, Oxford University
- Sarah Healy
 - BA Boston College; M.Ed. Lesley University
- Rebecca Wetzel
 - BA, University of North Carolina Chapel Hill , MA, Columbia University
- Rachel Fawson
 - BA Boston College, Enrolled - Simmons College, MA in Reading
- Jennifer Sinapius
 - BA Rivier College in Nashua New Hampshire
 - Enrolled – MS, Salem State College
- Michele Michaud
 - BS in Elementary Education, University of Maine
 - Enrolled: MS in Language and Literacy, Wheelock College



Primary Roles

- Assess, analyze, and remediate students district-wide
- Conduct professional development sessions
 - MCAS/Open Response Strategies
 - Teach the Components of Reading (Phonemic Awareness, Phonics, Fluency, Comprehension, Vocabulary),
 - Administer and analyze Assessment and Data to inform instruction, CRISS, Key –Three Routine,
 - Teach Reading in the Content Area,
 - Teach Vocabulary Skills in Math and Science
- Conduct comprehensive assessments of students for parents, guidance, special education, and classroom teachers
 - Provide input for IEP decisions and work closely with the special education department
 - Conduct Professional Development for specialists and teachers
 - Co-teach in classrooms



Our Additional Rolls

- Alison Breaux
 - Dibels Coordinator
- Susan Breslan
 - Dibels Coordinator
 - Workshop Day Presenter
- Susan Rozen
 - Key Three Trainer
 - MCAS Presenter
 - Coordinator of District Data for GRADE, Dibels
- Andrea Salipante
 - Dibels Coordinator
 - Assistant Principal
 - Senior Tutor Coordinator
- Robin Talkowski
 - Dibels District Coordinator
 - CRISS Trainer
 - New Teacher Course Facilitator
- Linda Volpicelli
 - K-5 Writing Committee Coordinator
 - Workshop Day Presenter
 - Professional Development Committee
- Rebecca Weitzel
 - Senior Tutor Coordinator
 - Mentor for 2008 - 2009



Staff Profiles

- Educational levels
 - 9 Masters, 2 Doctorates
- Certifications
 - Wilson, Program Levels I & II, CRISS, Project Read, Psychometrics, Reading Recovery, Reading, Special Needs
 - Teacher-Trainers: Project CRISS, Thinking Maps: A Language for Learning, Dibels, Key-Three Routine
- Trainings
 - Kurzweil, Lesley University Literacy Coach, Mel Levine "Schools Attuned", Linda Mood Bell Visualization and Verbalization, Teacher Reading Academies, MEET, Mela-O, Differentiated Instruction, Backwards Design, Supervision, Teachers as Scholars, Guided Reading, Writer's Workshop, Read Naturally, Dibels,
- Professional Development
 - DOE: Assessment Development Committee Grade 3 MCAS, Evaluation of University certification programs; College teaching; authorships, consulting to Universities and DOE, Content Institutes, Panel Presenter, Conference Presenters: NELMS, DOE Networking Meetings



Secondary Reading Grant

- A *Reading Next* grant ~\$60k
 - JGMS and High School
- Establish Reading Leadership team consisting of Reading Specialists, Special Education teachers, Classroom teachers, Department Chairs.
- Four years: 2005 - 2008

Reading Leadership Team (High School)



- Susan Rozen (Grant Coordinator)
- Lisa Morrison (Science)
- Heather Kurzman (Science)
- Mina Rosecan (History)
- Christine Kirkpatrick (History)
- Jake Sullivan (History)
- Christine Larrimore (Math)
- Nicole d'Entremont (Reading)
- Lauren O'Keefe (Reading)
- Justin Jordan (English)
- Kristen Tocci (English)
- Dan Niven (English)
- Deb Savarino (Special Education)
- Beth Billouin (Health)

Reading Leadership Team (JGMS)



- Robin Talkowski (JGMS Grant Coordinator)
- Rachel Fawson (Reading)
- Alison Breaux (Reading)
- Beth Gurney (Special Education)
- Nadine Coletta (Science)
- Joseph Casey (Social Studies Curriculum Coordinator)
- Charlie Puopolo, (Science)
- Brendan Desilets, (English)



DIBELS Assessment

- K - 2
 - Letter Sounds
 - Accuracy in Oral Reading Fluency
- 3-5
 - Automaticity
 - Word & Sentence Level
- 6-8
 - Reading Rate and Flexibility



GRADE Assessment

- Davis, Grade 2
 - Baseline
- Lane Grades 3, 4, 5
 - Pre and Post testing
- JGMS, Grades 6, 7, 8
 - Leveling
 - Reading Classes, Pre and Post Testing
- HS, Grades 9
 - Pre and Post testing

GRADE Scope & Sequence

Confidently assess core reading skills and measure AYP. Learn more about each subtest on the following pages.

| Number of Items by Level and Subtest | | GRADE by Level and Form | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|-----------------------------------|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | P | | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | M | | H | | A | | | |
| | | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B |
| Pre-Reading | Visual Skills | 18 | 18 | | | | | | | | | | | | | | | | | | | | | | |
| | Picture Matching | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| | Picture Differences | 8 | 8 | | | | | | | | | | | | | | | | | | | | | | |
| | Concepts | 20 | 20 | | | | | | | | | | | | | | | | | | | | | | |
| | Verbal Concepts | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| Reading Readiness | Picture Categories | 10 | 10 | | | | | | | | | | | | | | | | | | | | | | |
| | Phonological Awareness | 28 | 28 | 28 | 28 | | | | | | | | | | | | | | | | | | | | |
| | Sound Matching | 12 | 12 | 12 | 12 | | | | | | | | | | | | | | | | | | | | |
| | Rhyming | 14 | 14 | 14 | 14 | | | | | | | | | | | | | | | | | | | | |
| | Early Literacy Skills | 24 | 24 | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | Print Awareness | 4 | 4 | | | | | | | | | | | | | | | | | | | | | | |
| | Letter Recognition | 11 | 11 | | | | | | | | | | | | | | | | | | | | | | |
| | Same & Different Words | 9 | 9 | | | | | | | | | | | | | | | | | | | | | | |
| | Phoneme-Grapheme | 18 | 18 | | | | | | | | | | | | | | | | | | | | | | |
| | Word Reading | 10 | 10 | 28 | 28 | 28 | 28 | 30 | 30 | | | | | | | | | | | | | | | | |
| | Decodable | 4 | 4 | 5 | 5 | 6 | 6 | 12 | 12 | 6 | 6 | | | | | | | | | | | | | | |
| | Irregular/Sight | 6 | 6 | 15 | 15 | 16 | 16 | 16 | 16 | 24 | 24 | | | | | | | | | | | | | | |
| | Word Meaning | | | | | 27 | 27 | 27 | 27 | | | | | | | | | | | | | | | | |
| | Decodable | | | | | 15 | 15 | 16 | 16 | | | | | | | | | | | | | | | | |
| | Irregular/Sight | | | | | 12 | 12 | 11 | 11 | | | | | | | | | | | | | | | | |
| | Vocabulary | | | | | | | | | 30 | 30 | 35 | 35 | 35 | 35 | 35 | 35 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | Nouns | | | | | | | | | 11 | 12 | 12 | 10 | 10 | 8 | 8 | 9 | 13 | 13 | 15 | 15 | 9 | 7 | | |
| | Verbs | | | | | | | | | 7 | 7 | 10 | 10 | 13 | 13 | 12 | 8 | 12 | 12 | 12 | 10 | 13 | | | |
| | Adjectives | | | | | | | | | 11 | 10 | 11 | 13 | 10 | 12 | 11 | 14 | 14 | 14 | 12 | 12 | 20 | 18 | | |
| | Adverbs | | | | | | | | | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | | |
| | Prepositions | | | | | | | | | | | | | | | 1 | 1 | | | | | | | | |
| Comprehension | Sentence Comprehension | | | | | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 16 |
| | Simple | | | | | 14 | 13 | 12 | 10 | 10 | 12 | 3 | 6 | 3 | 4 | 4 | 6 | 6 | 3 | 4 | 1 | 3 | | | |
| | Compound | | | | | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | | | |
| | Complex | | | | | 3 | 3 | 3 | 4 | 3 | 5 | 10 | 7 | 14 | 10 | 10 | 10 | 9 | 9 | 10 | 10 | 12 | 15 | | |
| | Complicated | | | | | | | | | 1 | 3 | 4 | | 3 | 5 | 1 | 3 | 2 | 2 | 4 | 3 | 4 | 1 | | |
| | Passage Comprehension | | | | | | | | | | | | | | | | | | | | | | | | |
| | # of passages by type/topic | | | | | 8 | 8 | 7 | 7 | 7 | 7 | 6 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| | Fiction | | | | | 6 | 4 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| | Science | | | | | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| | History | | | | | | | | | 1 | | | | 1 | 2 | | | | | 2 | 1 | 3 | 2 | | |
| | Practical | | | | | 2 | 1 | 1 | 1 | 1 | 1 | 1 | | 2 | 1 | | | | 1 | 1 | | | 1 | | |
| | Poem | | | | | 1 | | 1 | 2 | 1 | 1 | 1 | 1 | | | | | 1 | 1 | | | 1 | | | |
| | Fable | | | | | | | 2 | 1 | | | 1 | 1 | 1 | | | | | | | | | | | |
| | Biography | | | | | | | | | | | | | | | | | 1 | | | | | 2 | 1 | 2 |
| | # of items by metacognitive skill | | | | | 24 | 24 | 28 | 28 | 28 | 28 | 28 | 28 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 30 |
| Oral Language | Questioning | | | | | 9 | 8 | 11 | 8 | 7 | 4 | 3 | 5 | 6 | 6 | 7 | 6 | 9 | 8 | 5 | 6 | 7 | 4 | | |
| | Predicting | | | | | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 2 | 4 | 4 | 3 | 3 | 3 | 4 | 1 | 2 | 3 | 2 | | |
| | Clarifying | | | | | 11 | 11 | 10 | 13 | 13 | 15 | 15 | 16 | 10 | 10 | 8 | 10 | 11 | 9 | 14 | 12 | 13 | 16 | | |
| | Summarizing | | | | | 3 | 4 | 5 | 5 | 5 | 6 | 6 | 5 | 10 | 10 | 12 | 11 | 7 | 9 | 10 | 10 | 7 | 8 | | |
| | Listening Comprehension | 18 | 18 | 18 | 18 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 | 17 |
| | Vocabulary | 10 | 10 | 12 | 12 | 7 | 7 | 3 | 2 | 1 | 1 | 4 | 4 | 3 | 3 | 6 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Grammar | 8 | 8 | 3 | 3 | 6 | 6 | 8 | 9 | 10 | 10 | 8 | 7 | 8 | 9 | 5 | 5 | 4 | 5 | 6 | 6 | 4 | 4 | 4 | 4 |
| | Idiom | | | | | | | 1 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| | Inference | | | | | 3 | 3 | 4 | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 4 | 5 | | |
| | Nonliteral | | | | | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

COMPONENTS OF The GRADE

Sentence Comprehension

Understanding context, vocabulary knowledge, and part of speech.

Passage Comprehension

Comprehension skills using a variety of passage types
Comprehension items focus on the student using four different metacognitive strategies for comprehending text: questioning, clarifying, summarizing, and predicting.

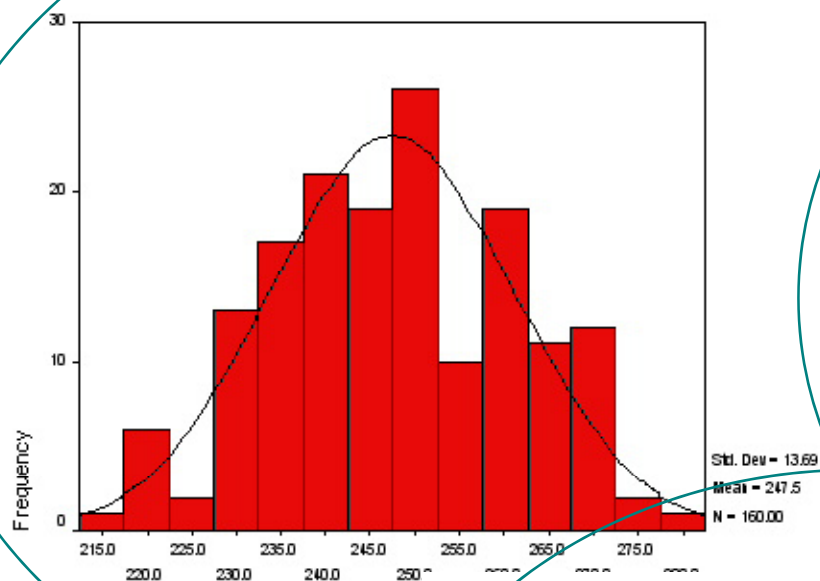
Vocabulary

Vocabulary knowledge without benefit of context

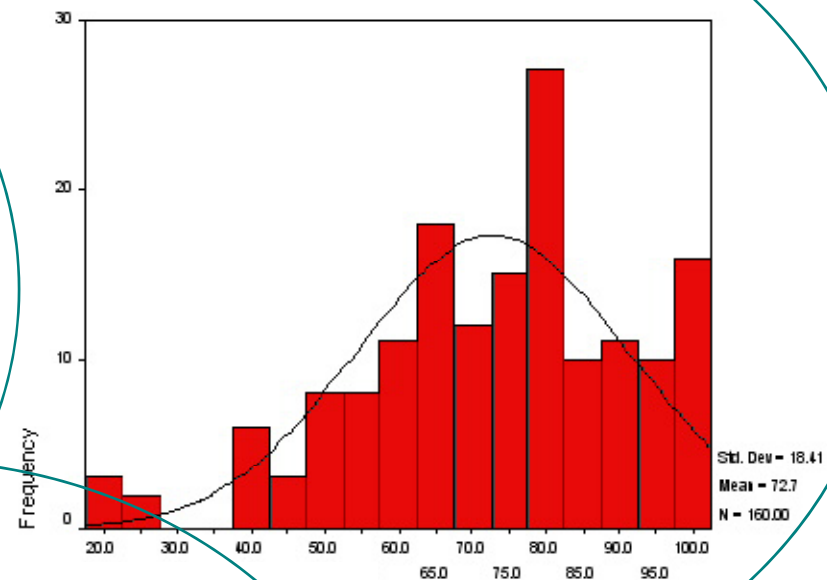
Listening

Idioms, inferencing, etc.

MCAS Scaled Score

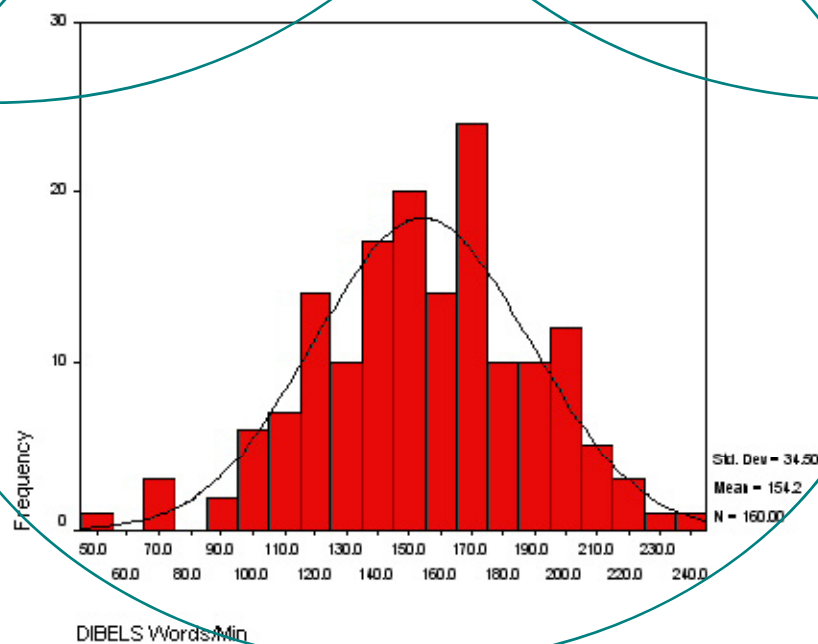


GRADE Percentile Rank



MCAS Scaled Score

DIBELS Words/Min



Each
assessment
contributes to
the picture

2008
Gr 4 MCAS
Gr 5 DIBELS
Gr 5 GRADE



Accomplishments

- Teaching Reading in Content Areas
 - K - 12
- Linking Assessments to Instruction:
 - GRADE, Dibels, MCAS
- Using Assessments to Identify Students
- Professional Development on Linking Assessments & Reading in Content Areas



Accomplishments

- MCAS/Open Response Teacher Training
- Writing: Davis/Lane/HS
- Curriculum changes: SOS & High School, Davis Reading Instruction