

Acadience Reading for all learners in the age of COVID: Grades 3-6

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Acadience® Learning

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Disclosure

Roland Good and Ruth Kaminski are co-owners of Acadience Learning Inc. (ALI). Alisa Dorman and Alex Frazier are employees of ALI.

ALI is an educational company that is dedicated to supporting success for children and schools. ALI was founded by Roland Good and Ruth Kaminski, authors of DIBELS® 6th Edition, DIBELS Next® and all earlier versions of DIBELS. ALI receives revenue from the publication of our assessments, professional development, and the operation of the Acadience Data Management System. Acadience Reading K-6 (also published as DIBELS Next®) is available for free download and photocopying for educational purposes at acadiencelearning.org

Additional information about ALI is available at <https://acadiencelearning.org/>.

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Objectives

1. Participants will obtain support and resources to conduct remote assessment of Acadience Reading.
2. Participants will gain the knowledge and skills to use Acadience Reading for (a) establishing individual student learning goals that are meaningful, ambitious, and attainable; (b) monitoring progress toward individual goals.
3. Participants will learn formative evaluation procedures with Acadience Reading to adapt instruction to meet the individual needs of diverse learners.
4. Participants will gain the knowledge and skills to use Acadience Reading Survey for students whose learning is unfinished to (a) identify a student's instructional level and (b) optimum level for out-of-level goal setting and progress monitoring.



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Tips for Successful Remote Assessment

- Establish a shared vision and purpose. We need accurate information so we can teach and learn more effectively and efficiently.
- Prepare materials for assessment.
- Practice, practice, practice. Practice the platform. Practice the materials. Practice the directions and scoring.
- Adapt and adjust. The overarching purpose is to get good information to inform instruction to improve outcomes. Be as standardized as you can be.



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Focus on Purpose

1. What are students' skills now and are students on track to becoming successful in their academic skills?

- Determine present level of skill via benchmark assessment
- Identify high-priority instructional targets
- Starting point for setting goals

2. Are students making progress toward important outcomes?

- Use Acadience Reading Benchmarks and Pathways of Progress to set individual learning goals.
- Leverage use of Survey for out-of-level monitoring if needed
- Consider monitoring more strategically (e.g., interim benchmark)*

*For more information about progress monitoring see: http://www.acadiencelearning.org/wp-content/uploads/2020/03/2020-02_Progress_Monitoring_Guidelines_color.pdf

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John Hattie (2009)

John Hattie (2009) evaluated more than 800 meta-analyses of 138 influences on student achievement:

Student

Teacher

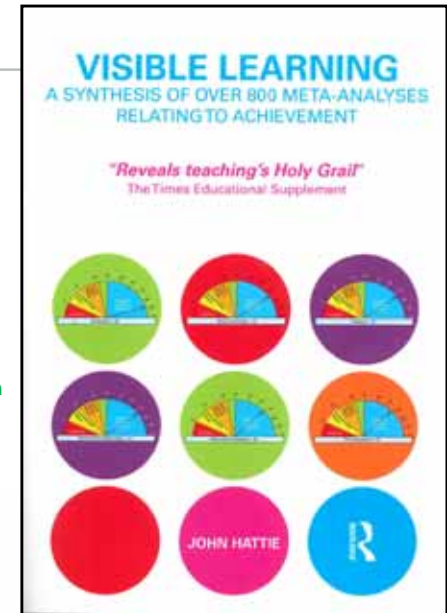
Teaching

Curricula

School

Home

Influences on achievement we can do something about.

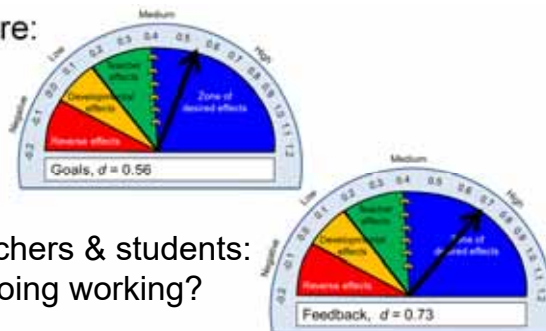


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Selected Hattie (2009) Findings...

Desirable Goals are:

Meaningful,
Attainable,
Ambitious



Feedback to teachers & students:
Is what we are doing working?

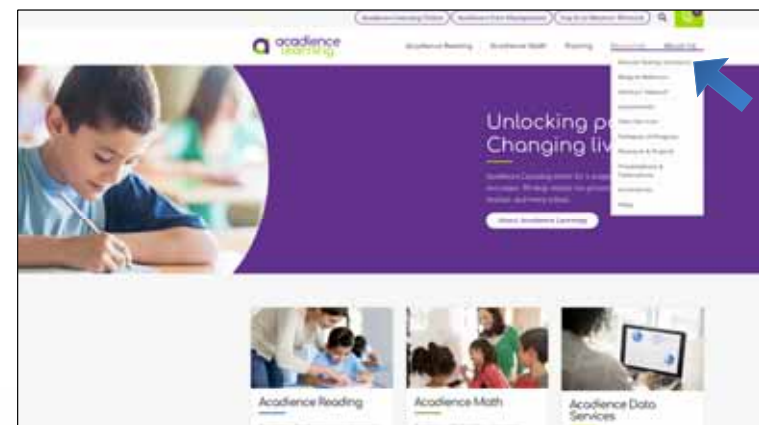


Progress Monitoring and Formative evaluation is the 3rd largest effect on student achievement out of 138 possible influences.

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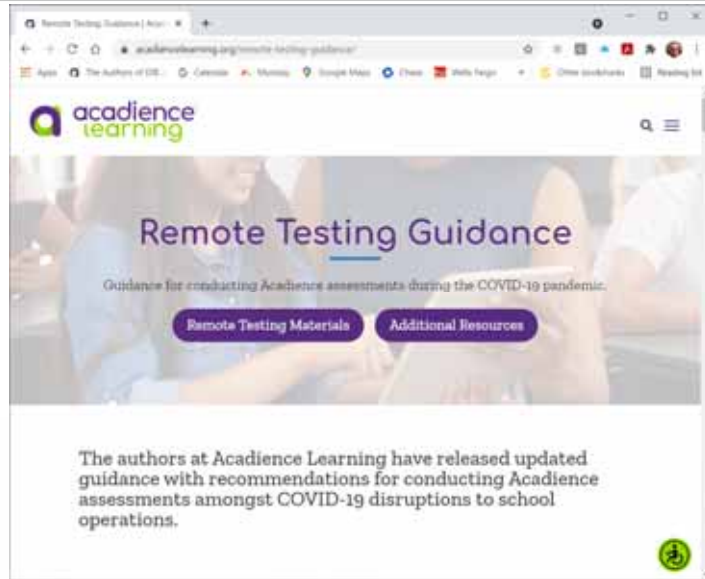
<https://acadiencelearning.org/>



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Remote Testing Guidance, Resources, and Materials



Considerations

1. Practical

- Conduct benchmark assessment after a 3-4 week adjustment period.
- Normalize assessment – make it routine
- Review available options
- Conduct training/retraining
- Communicate with caregivers
- Consider Tier 1 intervention

2. Health and Safety

- Follow CDC and school safety protocols re: social distancing/mask use.

2. Equity

- Consider issues related to technology access
- Provide maximum number of options
- Provide materials when needed



Options

1. In-person Assessment (face to face)

2. Remote Assessment (not face to face). Basic set-up:

- Screen sharing with student at computer/tablet and sound via computer, tablet or phone. Assessor shows student materials on screen, uses mouse or cursor for tracking assistance.
- Paper and pencil materials provided to student at home, student on smartphone or computer using tools like Facetime/Skype to respond.

3. Hybrid Approach to Assessment

- When in-person assessment time is limited, prioritize it's use for students about whom you have the greatest concern or for those with limited technology access.



Logistics for Remote Assessment paper/pencil

Materials needed for remote testing with paper/pencil include the following:

- Assessment booklets and scoring booklets
- Timer
- Pen or pencil
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)



Logistics for Remote Assessment ALO

Materials needed for remote testing with Acadience Learning Online (ALO) include the following:

- Touch screen tablet administration and scoring device equipped with ALO app
- Computer with camera and speaker for video conferencing
- Virtual meeting software (e.g., Zoom, Google Meets, GoToMeeting, Join.me, Adobe Connect or any other district/school recommended and supported meeting platform)

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Configurations

Configurations for remote scoring may vary by the assessment, but may include the following:

- Scoring with paper and pencil while using a computer device for the meeting to see the student and to screen share.
- Scoring on ALO touch-enabled tablet while using another computer device for the meeting to see the student and to screen share.
- Either of the above plus a phone for audio. Handsfree is ideal. Use the speakerphone option or earbuds/headphones.

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Roles

1. School Personnel/Assessor

- Communicate with caregivers
- Make sure materials and equipment are available/ready
- Note in data system if remote or in-person assessment

2. Parent/Caregiver

- Provide quiet, distraction-free location
- General and technology support, not providing prompts or answers

2. Student

- Do their best
- Let assessor know if they cannot hear or see adequately

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Guidance Specific to Acadience Reading K-6

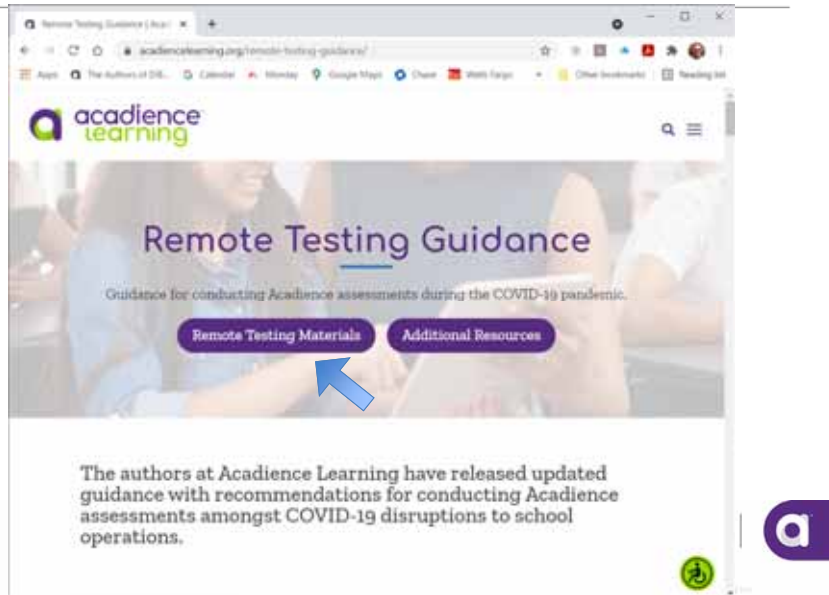
- For measures that require student materials (*LNF, RAN, NWF, ORF, Retell*), the teacher does the following:
 - Download the appropriate student materials from acadiencelearning.org.
 - Have your scoring booklets ready, or if using ALO, have the tablet ready to score the selected measure.
 - When you are face-to-face online with the student and audio and video are established and working, take a few minutes to establish rapport with the student and describe the purpose of the session.
 - Pull up the appropriate student materials for that student on your computer screen.
 - When you have the appropriate student materials on your screen, give the standardized directions.
 - At the point in the directions where it says to show the form to the student, share your screen with the student.
 - Follow along and score on the printed scoring booklet or touchscreen tablet device.

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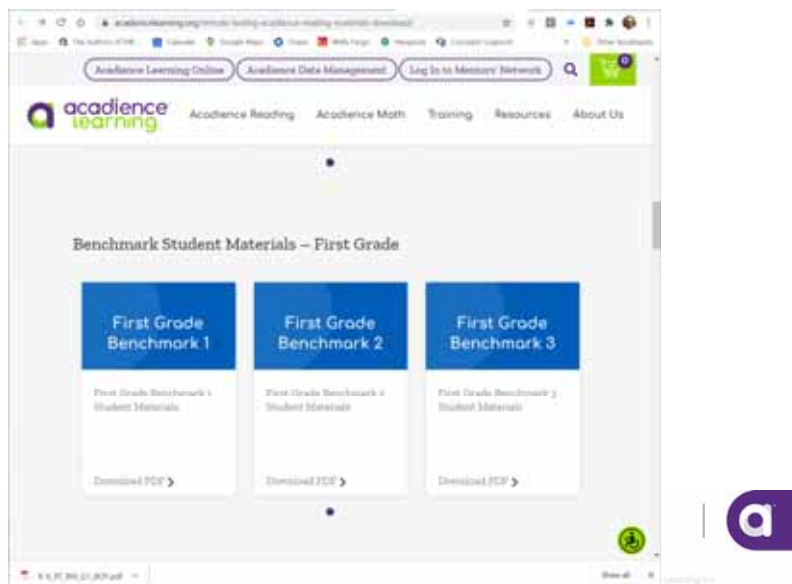
Remote Testing Guidance, Resources, and Materials



Agree to Educational Use Agreement



Download Remote Testing Materials for Grade and Time of Year

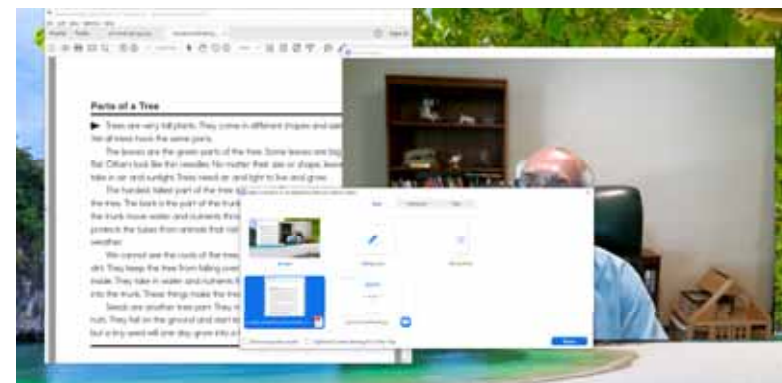


Materials

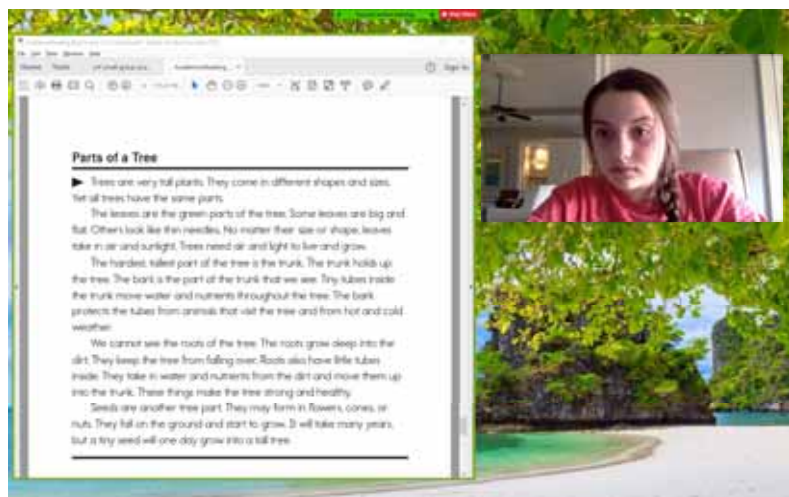
- Have a copy of the scoring booklet ready to score, with pen and clipboard for easy scoring.
- Have a copy of the directions readily available for reference.
- Have a stopwatch for timing.
- Prepare to share student materials with the student via zoom.



Share window button is at the bottom of the screen as you roll over the bottom.



I find it works best if you share just the window with the student materials. Sharing the whole screen is too much information.



The teacher who is scoring should be able to see the student materials that are shared with the student and see the student. You can adjust size and position of both windows for comfort.

Conclusions

We recommend using standard benchmarks to index student need.

We urge caution in interpreting data and making notes of the experience (remote/in-person) when non-standard procedures are used.

We will continue to examine the data obtained throughout this period for patterns.

Our purpose, to improve student outcomes, remains the same. We are committed to supporting educators and educational systems in working to achieve that goal throughout this time.

We will continue to provide resources as we learn from this process.

Tips for Successful Remote Assessment

- Establish a shared vision and purpose. We need accurate information so we can teach and learn more effectively and efficiently.
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Pathways of Progress in an Outcomes-Driven Model

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

The purpose of Pathways of Progress™ is to assist in setting goals and evaluating progress.



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Third Grade Case Example: Tabitha Likely to Need Strategic Support

Tabitha's initial skills at the beginning of third grade:

205 Reading Composite
65 ORF Words Correct
96% ORF Accuracy
14 ORF Retell
1 Retell Quality of Resp.
Response
Maze 6

Tabitha's Initial Skills:

- ☐ reading for meaning
- ☐ adequate rate
- ☒ high degree of accuracy

We desire Tabitha to be a proficient reader who is

- ☒ reading for meaning at an
- ☒ adequate rate and with a
- ☒ high degree of accuracy.

1. Establish an end-of-year goal for Tabitha that is
 - meaningful
 - attainable
 - ambitious
2. Evaluate Tabitha's progress toward her goal

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Purpose of Pathways of Progress™

Pathways of progress for individual, grade-level progress monitoring provides a tool to assist educators in:

- creating an **individual student learning goal** that is **ambitious, meaningful, and attainable** and an aim line for individual progress monitoring,
- Establishing an individual student learning goal that represents reading proficiency, including **reading for meaning**, at an **adequate rate**, with a **high degree of accuracy**.
- Evaluating** the progress the student is displaying.

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Beginning of Year Benchmark Status	Recommended Starting Point for Meaningful, Ambitious, Attainable Individual Student Learning Goal
Below or Well Below Benchmark	Midpoint of Above Typical Progress
At or Above Benchmark	Midpoint of Typical Progress

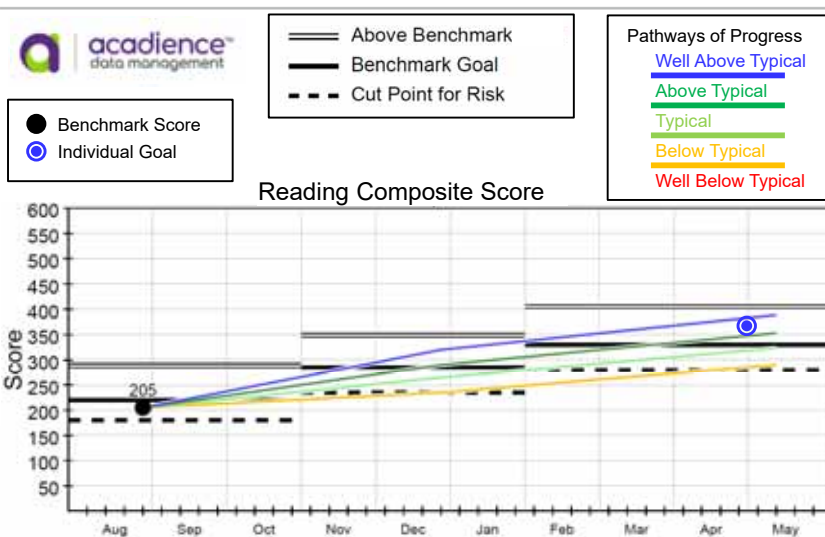
Tabitha's Reading Composite Score is Below Benchmark and so the midpoint of Above Typical Progress.

The goal setting utilities allow adjustment of Tabitha's individual goal based on professional judgement.

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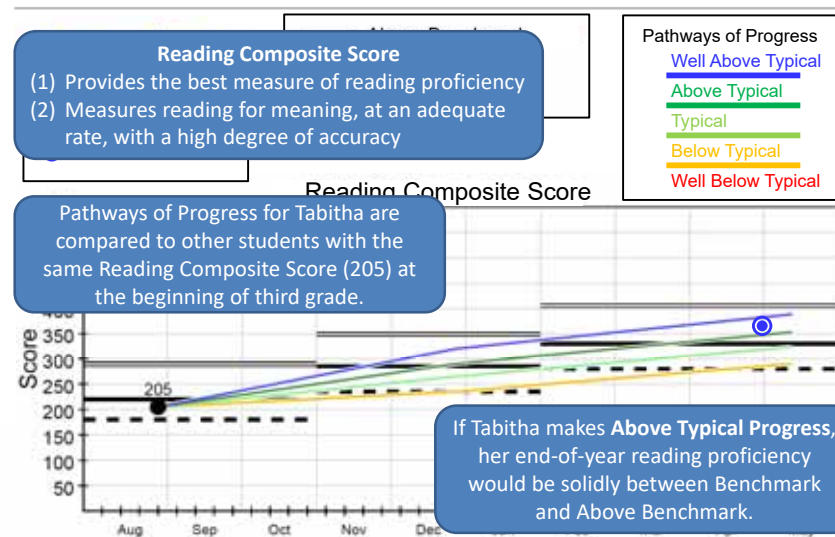


Tabitha Pathways of Progress



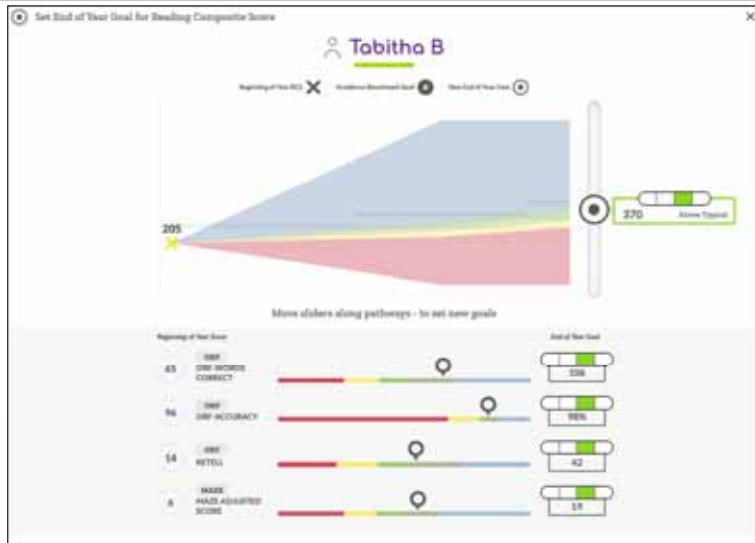
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Tabitha Pathways of Progress



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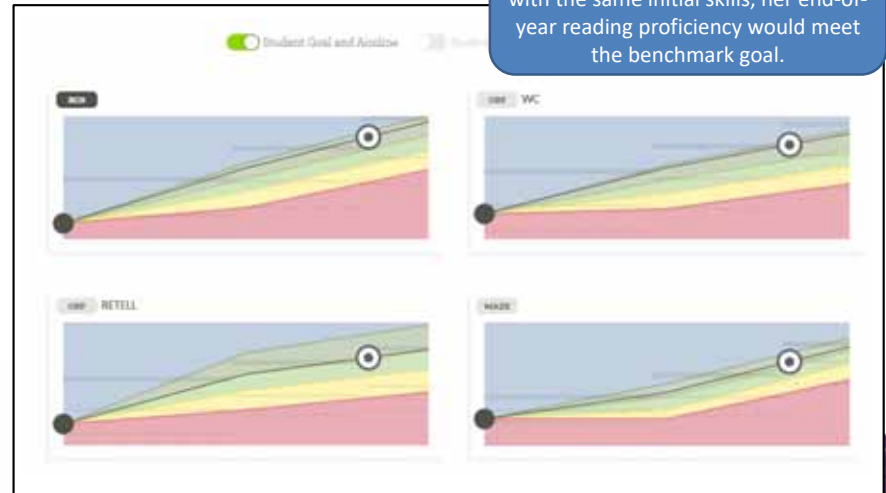
Acadience® Learning Online Pathways of Progress™ Goal Setting Utility



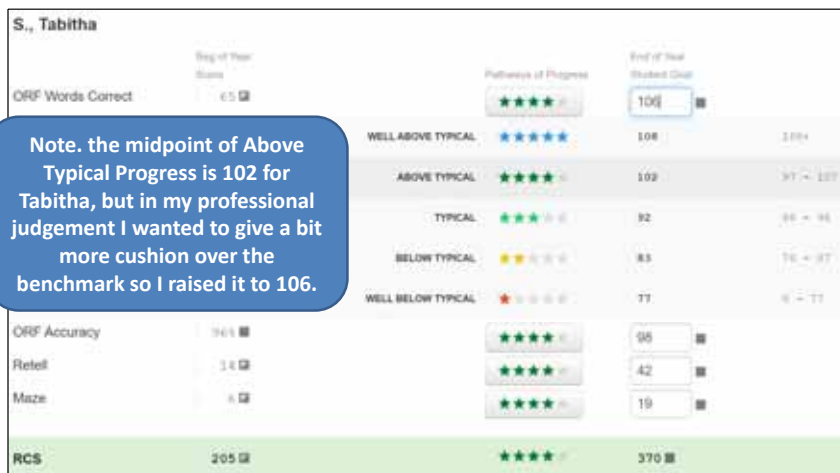
Tabitha Pathways of Progress

Student Pathways of Progress

If Tabitha makes **Above Typical Progress** compared to other students with the same initial skills, her end-of-year reading proficiency would meet the benchmark goal.



Acadience® Data Management Pathways of Progress™ Goal Setting Utility



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Maze 6

Tabitha's Initial Skills:

- ☐ reading for meaning
- ☐ adequate rate
- ☒ high degree of accuracy

Tabitha's end-of-year Goal:

By the end of the year, Tabitha will read aloud a third-grade Acadience ORF passage at a rate of 106 or more words correct per minute with at least 98% accuracy, and be able to talk about what she has read with a Retell score of at least 42 words. She will read a third-grade Maze passage silently for meaning and earn a score of at least 19.

Third Grade Case Example: Tabitha

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Meaningful Goal:

- Represents reading for meaning, at an adequate rate, with a high degree of accuracy.
- Tabitha achieves the benchmark goal

Ambitious Goal:

- Makes above typical progress

Attainable Goal:

- Does not require well above typical progress

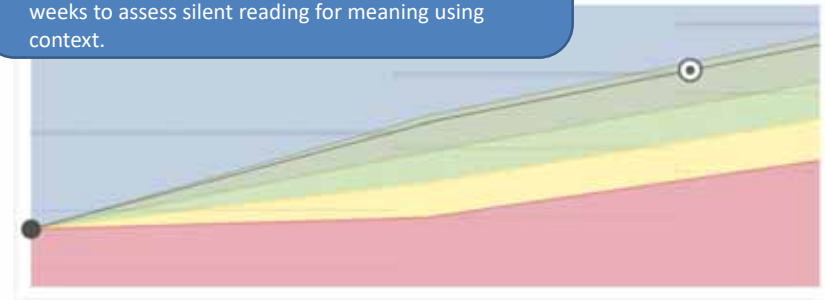
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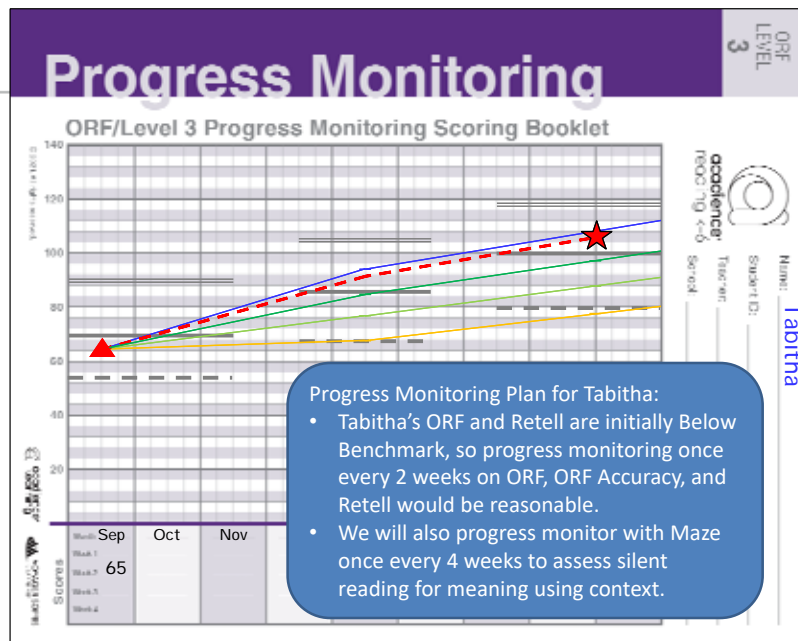
Progress Monitoring Plan for Tabitha

Progress Monitoring Plan for Tabitha:

- Tabitha's ORF and Retell are initially Below Benchmark, so progress monitoring once every 2 weeks on ORF, ORF Accuracy, and Retell would be reasonable.
- We will also progress monitor with Maze once every 4 weeks to assess silent reading for meaning using context.



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Progress Monitoring Plan for Tabitha:

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What is progress monitoring and formative evaluation?

“To implement progress monitoring, the student’s current levels of performance are determined and goals are identified for learning that will take place over time. The student’s academic performance is measured on a regular basis (weekly or monthly).”

Progress toward meeting the student’s goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student’s progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.”

<https://osepideasthatwork.org/sites/default/files/10%20Common%20Questions%20for%20Progress%20Monitoring.pdf> 41
Accessed: 04/01/2021



Pathways of Progress in an Outcomes-Driven Model

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2. Validate need for support.
3. Plan and implement support.
4. Evaluate and modify support.
5. Review outcomes.

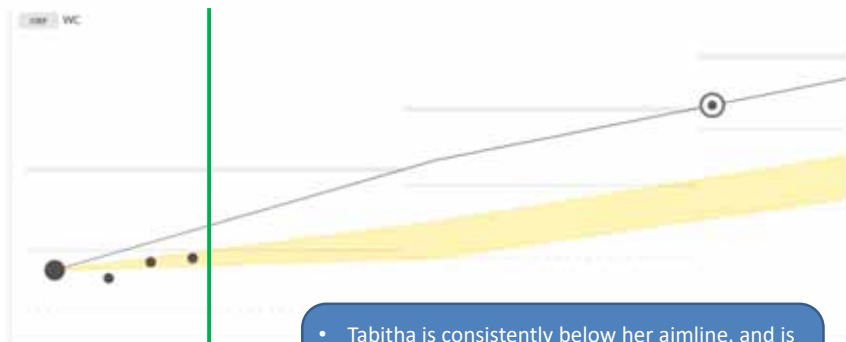
Progress monitoring and formative evaluation.



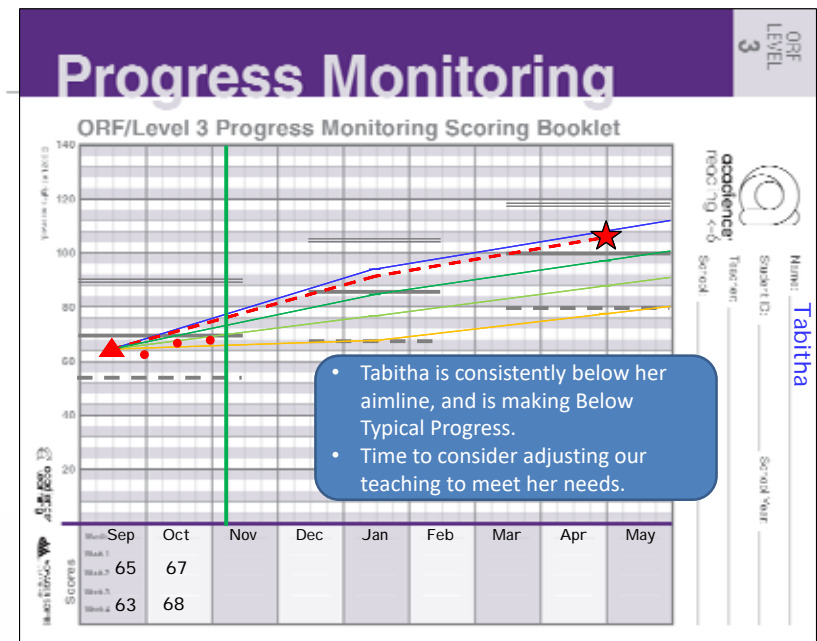
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Tabitha's Progress after 3 Progress Monitoring



- Tabitha is consistently below her aimline, and is making Below Typical Progress.
- Time to consider adjusting our teaching to meet her needs.



What Teaching Adjustments Might We Consider?

- Is the student's mastery of foundational skills unfinished? Are they missing essential early literacy and reading skills need to make adequate progress?
- Are we monitoring progress at the optimum level or do we need to consider out-of-level progress monitoring?
- Are we using a research-based intervention targeting the essential early literacy and reading skill the student needs?
- Are we delivering the research-based intervention with integrity and sufficient intensity?
- Are we providing enough explicit instruction, modeling, and practice?

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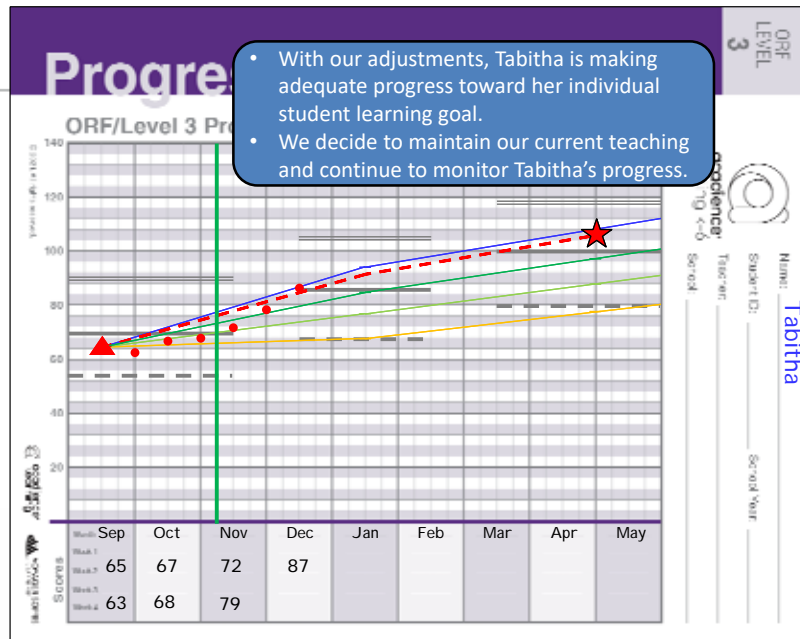


Progress Monitoring and Formative Evaluation



Acadience Learning Online will support you to test the student on an iPad or tablet device and will automatically plot the student's progress.

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A powerful tool to meet the needs of diverse learners

Hattie (2009) found that progress monitoring with formative evaluation had the 3rd largest effect on student outcomes out of 138 different influence on student achievement that were examined.

Progress monitoring and formative evaluation can be added to any curriculum and instruction to make it more powerful and more effective.

The magic is in the adjustments to teaching – progress monitoring alone is not enough.

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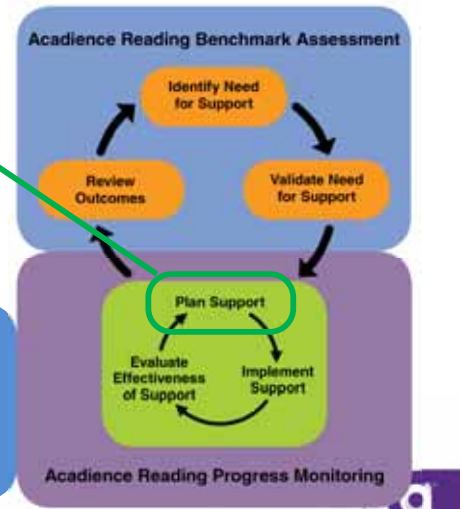
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But First, We May Validate Need for Support

Outcomes Driven Model Steps:

1. Identify need for support.
2. Validate need for support.
3. Plan and implement support.
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What would be the optimum early literacy skill for instruction and progress monitoring, and what would be optimum level.



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Third Grade Case Example: Alistair

Likely to Need Intensive Support at **BOY** Grade 3

Alistair initial skills at the **beginning of third grade:**

12 Reading Composite
12 ORF Words Correct
60% ORF Accuracy
0 ORF Retell
0 Maze

Alistair's Initial Skills:

- ? ☐ **phonemic awareness,**
- ? ☐ **basic phonics skills,**
- ☐ **high degree of accuracy**
- ☐ **adequate rate**
- ☐ **reading for meaning**

We want to establish goals that are

- ▶ **meaningful:** at or above benchmark or *reduce risk*
- ▶ **attainable:** above typical progress is attainable
- ▶ **ambitious:** Because Alistair is Well Below Benchmark at BOY, *above typical progress* or greater is appropriately ambitious

But first, we need to know Alistair's mastery level, instructional level, and optimum progress monitoring level

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Out of Level Progress Monitoring

For students with very low reading skills for their grade level,

1. We recommend setting an individual student learning goal in **out-of-level material** appropriate for frequent progress monitoring.
2. In addition, we recommend setting an individual student learning goal in grade-level text and using **grade-level material** for benchmark assessment.

For example, Alistair is a third grade student with very low reading skills. We need:

1. An individual student learning goal in **out-of-level material**.
2. An individual student learning goal in **third-grade material**.

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Out of Level Progress Monitoring for Alistair

For Alistair, we recommend a goal in third-grade-level text with third-grade-level benchmark assessment.

However, frequent progress monitoring in third-grade-level text is not recommended for Alistair.

- ▶ Likely to be discouraging and unpleasant for Alistair and his interventionist.
- ▶ Likely to be insensitive to progress in essential skills that Alistair needs
- ▶ Unlikely to help the interventionist make instructional decisions.

DIBELS Next Survey will identify appropriate instructional level text, and appropriate out of level progress monitoring material.

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When to Conduct Acadience Reading Survey

Acadience Reading Composite Score	Decision
Below Benchmark	If the student's Reading Composite Score from their current grade-level benchmark assessment is below the cut point for risk (at the Well Below Benchmark level) for their grade level, Acadience Reading Survey may be appropriate. Examine the scores of the individual Acadience Reading K-6 measures from the student's grade-level benchmark assessment to decide where to begin conducting Survey (see below).
ORF	<p>If any of these three conditions apply, then use Survey to test in lower levels of ORF, or test back with NWF if grade ORF:</p> <p>1. If BOTH the Words Correct and Accuracy scores are at the <i>Below Benchmark</i> score level</p> <p>2. If EITHER or BOTH the Words Correct or Accuracy score are at the <i>Well Below Benchmark</i> score level</p> <p>3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see Table 2, page 9)</p>
NWF	
PSF	

Because the Reading Composite Score, ORF Words Correct, and ORF Accuracy are all Well Below Benchmark in grade level text, Acadience Reading Survey is indicated to identify Alistair's instructional level and the optimum level for progress monitoring.

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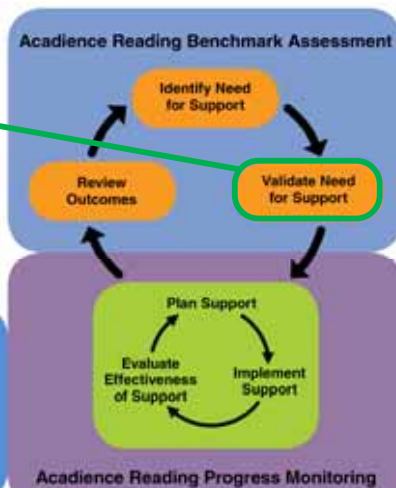


But First, We May Validate Need for Support

Outcomes Driven Model Steps:

1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.

Could Alistair's low benchmark scores have been a bad day? We can retest with alternate forms on different days under different conditions to be **reasonably confident** in Alistair's level of initial skills.



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Acadience Reading Survey for Alistair

Begin testing at Level 3 to validate need for support

SURVEY		Name: Alistair - 3 rd grade	
		Student ID: 24212	School Year: 2020 (BOY)
		Teacher: Ms. Harvey	
		School: Bright Elementary	
Grade	Level	Words Correct	Accuracy
1	1	15	9
2	2	18	10
3	3	10	5
4	4	1	1
5	5	63%	

On retesting with Level 3 passages, Alistair's scores are similar to his benchmark scores. We are reasonably confident that Alistair's reading skills are well below benchmark.

Well Below Benchmark on Level 3 ORF Words Correct and ORF Accuracy compared to third grade benchmark goals

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Decision Guidelines for Testing Back

ORF	<p>If any of these three conditions apply, then use <i>Survey</i> to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:</p>	<p>→ 1. If BOTH the Words Correct and Accuracy scores are at the <i>Below Benchmark</i> score level</p> <p>OR</p> <p>2. If EITHER or BOTH the Words Correct or Accuracy score are at the <i>Well Below Benchmark</i> score level</p> <p>OR</p> <p>3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see <i>Table 2</i>, page 9)</p>
NWF	<p>If BOTH NWF CLS and NWF WWR scores are at the <i>Below Benchmark</i> or <i>Well Below Benchmark</i> score level, then use <i>Survey</i> to test back with PSF.</p>	
PSF	<p>If the PSF score is at the <i>Well Below Benchmark</i> score level, then use <i>Survey</i> to test back with FSF.</p>	

Because Alistair's ORF Words Correct and ORF Accuracy are both Well Below Benchmark in Level 3 text, we Survey back to Level 2 text to identify Alistair's instructional level and the optimum level for progress monitoring.



Decision Guidelines for Skipping Back

“if the student earns a score of 10 or fewer words correct on the first passage, do not administer the other two passages at that level. Instead, drop back another grade level. For students in third grade and above, if the median score is 20 or fewer words correct, drop back two levels” (Figure 9, p. 17).

In this example, we elected to validate need for support by retesting Alistair with 3 passages at the third grade level of difficulty.

Then, because the median of 3, Level-3 passages was less than 20 we skipped back to Level 1 passages.

Alternatively, we could have begun the administration of Survey with Alistair using Level 1 passages because his median ORF Words Correct was less than 20 on his initial benchmark assessment.



Acadience Reading Survey for Alistair

Survey Scoring Booklet

Assessment

ding Survey Scoring Booklet

Name: Alistair - 3rd grade
Student ID: 24212
Teacher: Ms. Harvey
School: Bright Elementary

Survey Year: 2020 (BOY)

Level 1 text, Alistair's reading skills are still Below or Well Below benchmark. We need to continue to Survey back to NWF.

Survey Scoring Booklet

Assessment

ding Survey Scoring Booklet

Name: Alistair - 3rd grade
Student ID: 24212
Teacher: Ms. Harvey
School: Bright Elementary

Survey Year: 2020 (BOY)

Level 1 text, Alistair's reading skills are still Below or Well Below benchmark. We need to continue to Survey back to NWF.

In Level 1 text, Alistair's reading skills are still Below or Well Below Benchmark. We need to continue to Survey back to NWF.

Level 1 text: Below
Benchmark on ORF
Words Correct and Well
Below Benchmark on
ORF Accuracy



Decision Guidelines for Testing Back

ORF	<p>If any of these three conditions apply, then use <i>Survey</i> to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:</p>	<p>→ 1. If BOTH the Words Correct and Accuracy scores are at the <i>Below Benchmark</i> score level</p> <p>OR</p> <p>2. If EITHER or BOTH the Words Correct or Accuracy score are at the <i>Well Below Benchmark</i> score level</p> <p>OR</p> <p>3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see <i>Table 2</i>, page 9)</p>
NWF	<p>If BOTH NWF CLS and NWF WWR scores are at the <i>Below Benchmark</i> or <i>Well Below Benchmark</i> score level, then use <i>Survey</i> to test back with PSF.</p>	
PSF	<p>If the PSF score is at the <i>Well Below Benchmark</i> score level, then use <i>Survey</i> to test back with FSF.</p>	

Alistair's ORF Words Correct and ORF Accuracy are Below or Well Below Benchmark in Level 1 text compared to first grade benchmark goals, so we Survey back to NWF to assess his basic phonics skills.



Decision Guidelines for Testing Back

ORF	If any of these three conditions apply, then use Survey to test in lower levels of ORF, or test back with NWF if going below first-grade ORF:	→ 1. If BOTH the Words Correct and Accuracy scores are at the <i>Below Benchmark</i> score level
		OR 2. If EITHER or BOTH the Words Correct or Accuracy score are at the <i>Well Below Benchmark</i> score level
		OR 3. If the Words Correct score falls below the OPTIMAL progress monitoring level at any time (see Table 2, page 9)
NWF	If BOTH NWF CLS and NWF WWR scores are at the <i>Below Benchmark</i> or <i>Well Below Benchmark</i> score level, then use Survey to test back with PSF.	
PSF	If the PSF score is at the <i>Well Below Benchmark</i> score level, then use Survey to test back with PSF.	



Because Alistair's NWF CLS and NWF WWR scores are both Well Below Benchmark, we continue to survey back to evaluate his phonemic awareness skills with PSF.


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SURVEY



Name: Alistair - 3rd grade
 Student ID: 24212
 Teacher: Ms. Harvey
 School: Bright Elementary

School Year: 2020 (BOY)

Reading Survey Scoring Booklet

WCCS	Correct	Incorrect	Deleted	Words Correct	Words Deleted	Words Correct	Words Deleted
1.1	11	8	0	1	63%	11	8
1.2	15	9	0	1	63%	15	9
1.3	18	10	3	1	63%	18	10
1.4	25	6	25	2	80%	25	6
1.5	37	3	33	3	80%	37	3
1.6	41	2	35	3	80%	41	2
NWF	CLS	WWR	CLS Score	WWR Score	CLS Score	WWR Score	CLS Score
1	38	2	58	13	47-57	6-12	0-6
2	42		40		40		
3	46		44		44		
4	50		48		48		
5	54		52		52		
6	58		56		56		
7	62		60		60		
8	66		64		64		
9	70		68		68		
10	74		72		72		
11	78		76		76		
12	82		80		80		
13	86		84		84		
14	90		88		88		
15	94		92		92		
16	98		96		96		
17	102		100		100		
18	106		104		104		
19	110		108		108		
20	114		112		112		
21	118		116		116		
22	122		120		120		
23	126		124		124		
24	130		128		128		
25	134		132		132		
26	138		136		136		
27	142		140		140		
28	146		144		144		
29	150		148		148		
30	154		152		152		
31	158		156		156		
32	162		160		160		
33	166		164		164		
34	170		168		168		
35	174		172		172		
36	178		176		176		
37	182		180		180		
38	186		184		184		
39	190		188		188		
40	194		192		192		
41	198		196		196		
42	202		200		200		
43	206		204		204		
44	210		208		208		
45	214		212		212		
46	218		216		216		
47	222		220		220		
48	226		224		224		
49	230		228		228		
50	234		232		232		
51	238		236		236		
52	242		240		240		
53	246		244		244		
54	250		248		248		
55	254		252		252		
56	258		256		256		
57	262		260		260		
58	266		264		264		
59	270		268		268		
60	274		272		272		
61	278		276		276		
62	282		280		280		
63	286		284		284		
64	290		288		288		
65	294		292		292		
66	298		296		296		
67	302		300		300		
68	306		304		304		
69	310		308		308		
70	314		312		312		
71	318		316		316		
72	322		320		320		
73	326		324		324		
74	330		328		328		
75	334		332		332		
76	338		336		336		
77	342		340		340		
78	346		344		344		
79	350		348		348		
80	354		352		352		
81	358		356		356		
82	362		360		360		
83	366		364		364		
84	370		368		368		
85	374		372		372		
86	378		376		376		
87	382		380		380		
88	386		384		384		
89	390		388		388		
90	394		392		392		
91	398		396		396		
92	402		400		400		
93	406		404		404		
94	410		408		408		
95	414		412		412		
96	418		416		416		
97	422		420		420		
98	426		424		424		
99	430		428		428		
100	434		432		432		
101	438		436		436		
102	442		440		440		
103	446		444		444		
104	450		448		448		
105	454		452		452		
106	458		456		456		
107	462		460		460		
108	466		464		464		
109	470		468		468		
110	474		472		472		
111	478		476		476		
112	482		480		480		
113	486		484		484		
114	490		488		488		
115	494		492		492		
116	498		496		496		
117	502		500		500		
118	506		504		504		
119	510		508		508		
120	514		512		512		
121	518		516		516		
122	522		520		520		
123	526		524		524		
124	530		528		528		
125	534		532		532		
126	538		536		536		
127	542		540		540		
128	546		544		544		
129	550		548		548		
130	554		552		552		
131	558		556		556		
132	562		560		560		
133	566		564		564		
134	570		568		568		
135	574		572		572		
136	578		576		576		
137	582		580		580		
138	586		584		584		
139	590		588		588		
140	594		592		592		
141	598		596		596		
142	602		600		600		
143	606		604		604		
144	610		608		608		
145	614		612		612		
146	618		616		616		
147	622		620		620		
148	626		624		624		
149	630		628		628		
150	634		632		632		
151	638		636		636		
152	642		640		640		
153	646		644		644		
154	650		648		648		
155	654		652		652		
156	658		656		656		
157	662		660		660		
158	666		664		664		
159	670		668		668		
160	674		672		672		
161	678		676		676		
162	682		680		680		
163	686		684		684		
164	690		688		688		
165	694		692		692		
166	698		696		696		
167	702		700		700		
168	706		704		704		
169	710		708		708		
170	714		712		712		
171	718		716		716		
172	722		720		720		
173	726		724		724		
174	730		728		728		
175	734		732		732		
176	738		736		736		
177	742		740		740		
178	746		744		744		
179	750		748		748		
180	754		752		752		
181	758		756		756		
182	762		760		760		
183	766		764		764		
184	770		768		768		
185	774		772		772		
186	778		776		776		
187	782		780		780		
188	786		784		784		
189	790		788		788		
190	794		792		792		
191	798		796		796		
192	802		800		800		
193	806		804		804		
194	810		808		808		
195	814		812		812		
196	818		816		816		
197	822		820		820		
198	826		824		824		
199	830		828		828		
200	834		832		832		
201	838		836		836		
202	842		840		840		
203	846		844		844		
204	850		848		848		
205	854		852		852		
206	858		856		856		
207	862		860		860		
208	866		864		864		
209	870		868		868		
210	874		872		872		
211	878		876		876		
212	882		880		880		
213	886		884		884		
214	890		888		888		
215	894		892		892		
216	898		896		896		
217	902		900		900		
218	906		904		904</		

Well Below Benchmark on NWF CLS and WWR

Alistair's basic phonics skills are Well Below Benchmark compared to Grade 1 expectations. We have identified a key deficit in essential early literacy skills. We need to continue to survey back to assess his phonemic awareness skills with PSF.

Identify Alistair's Mastery, Instructional, and Progress Monitoring Level

Testing Process

Students should be tested only in the materials needed to establish their:

- **mastery level** (highest level at which the student has demonstrated adequate skills for that grade level);
- **instructional level** (lowest level at which the student has not mastered the skills necessary for adequate grade-level performance);
- **progress monitoring level** (optimum level for monitoring student progress); and
- **appropriate goal** (ambitious, realistic, and meaningful goals that accelerate student progress).

For Alistair,

- Kindergarten phonemic awareness would be his **mastery level**.
- First grade phonics skills and reading of connected text at Level 1 would be his **instructional level**.
- Optimum **progress monitoring** would be in NWF and Level 1 ORF Passages using first grade EOY benchmark goals.

SURVEY

Name: Alistair - 3rd grade
 Student ID: 24212
 Teacher: Ms. Harvey
 School: Bright Elementary

School Year: 2020 (BOY)

Accidental Survey Scoring Booklet

WCCS	Correct	Incorrect	Deleted	Words Correct	Words Deleted	Words Correct	Words Deleted
1.1	11	8	0	1	63%	11	8
1.2	15	9	0	1	63%	15	9
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1	38	2	58	13	47-57	6-12	0-6
2	42		40		40		
PSS	CLS	WWR	CLS Score	WWR Score	CLS Score	WWR Score	CLS Score
1	42		40		40		

At or Above Benchmark on PSF

Alistair's phonemic awareness skills are At or Above Benchmark compared to kindergarten expectations. We can build on his phonemic awareness skills as we provide explicit instruction on basic phonics skills.

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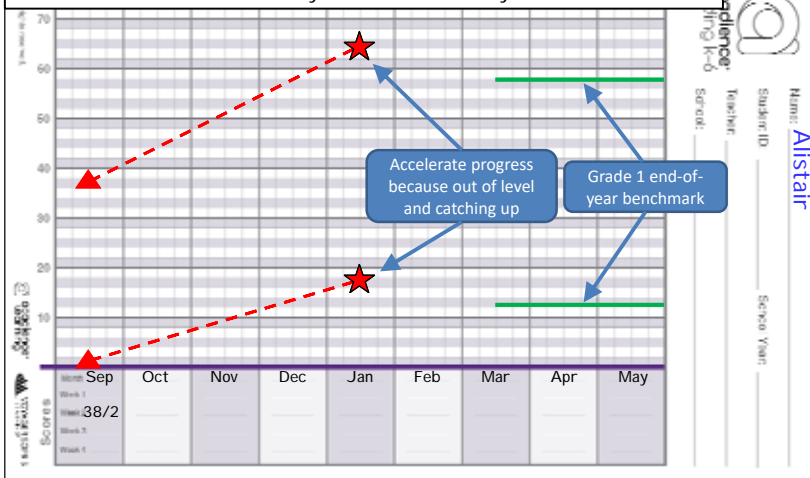


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NWF Out-of-Level, ½ time to goal procedure for goal setting and progress monitoring in instructional level material

Out-of-Level Goal: When presented with an Acadience NWF form, Alistair will use basic phonics skills and understanding of the alphabetic principle to identify at least 65 correct letter sounds and read at least 18 whole words in one minute by the middle of the year.



Objectives

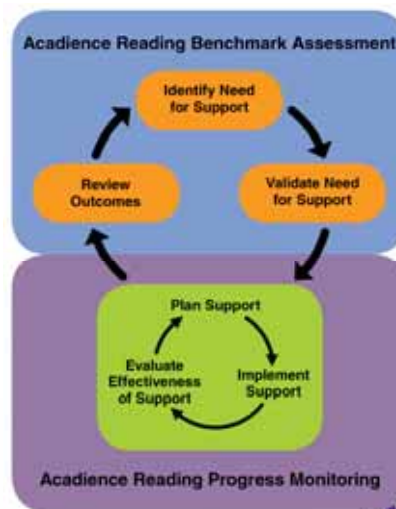
1. Participants will obtain support and resources to conduct remote assessment of Acadience Reading.
2. Participants will gain the knowledge and skills to use Acadience Reading for (a) establishing individual student learning goals that are meaningful, ambitious, and attainable; (b) monitoring progress toward individual goals.
3. Participants will learn formative evaluation procedures with Acadience Reading to adapt instruction to meet the individual needs of diverse learners.
4. Participants will gain the knowledge and skills to use Acadience Reading Survey for students whose learning is unfinished to (a) identify a student's instructional level and (b) optimum level for out-of-level goal setting and progress monitoring.

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Acadience Reading within an Outcomes Driven Model

Outcomes Driven Model Steps:

1. **Identify** need for support.
2. **Validate** need for support.
3. **Plan** and implement support.
4. **Evaluate** and modify support.
5. **Review** outcomes.



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Questions?

**Contact Acadience Learning
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