



# FAIR: Beyond the Box Grades 3-5

*Summer 2010*

*Great Teachers and Leaders*

# Reading Coordinators

## Differentiated Accountability

### Region 5



**Marie Izquierdo, Regional Executive Director**

**Nikolai Vitti, Deputy Chancellor**

**Dr. Eric J. Smith, Commissioner**

***Florida Department of Education***

# Objectives

Participants will...

- interpret score types to understand the data
- understand profiles or patterns seen in the data
- target instruction that is beneficial for students with varying needs
- analyze data for grouping and instruction

# Essential Question

How can we use data to plan for instruction that is flexible, deliberate, and targeted to help students achieve maximum growth?



# Candy Mixer





# The 3-12 “Big Picture” Map

Type of Assessment	Name of Assessment
Broad Screen/Progress Monitoring Tool (BS/PMT) – Appropriate for ‘All’ students	<ul style="list-style-type: none"> <li>■ Reading Comprehension (RC)</li> </ul>
Targeted Diagnostic Inventory (TDI) – “Some” students	<ul style="list-style-type: none"> <li>■ Maze</li> <li>■ Word Analysis (WA)</li> </ul>
Ongoing Progress Monitoring (OPM) – “Some” students	<ul style="list-style-type: none"> <li>■ Maze</li> <li>■ ORF</li> <li>■ RC (TBA)</li> </ul>
Informal Diagnostic Toolkit (Toolkit) – “Some” students	<ul style="list-style-type: none"> <li>■ Lexiled Passages</li> <li>■ Instructional Level Passages</li> <li>■ Phonics Inventory</li> <li>■ Academic Word Inventory</li> </ul>

# Purpose of Assessment Tasks

## **Broad Screen:**

### **Reading Comprehension (RC)**

## **Targeted Diagnostic Inventory:**

### **Maze Task**

- Text Reading Efficiency (fluent or disfluent)
- Combines low level comprehension and silent word fluency

### **Word Analysis – Encoding task**

- Phonological Processing- decoding/advanced phonics
- Morphological Processing- structural analysis (prefix/suffixes)
- Orthographical Processing- spelling








# Score Types and Reports



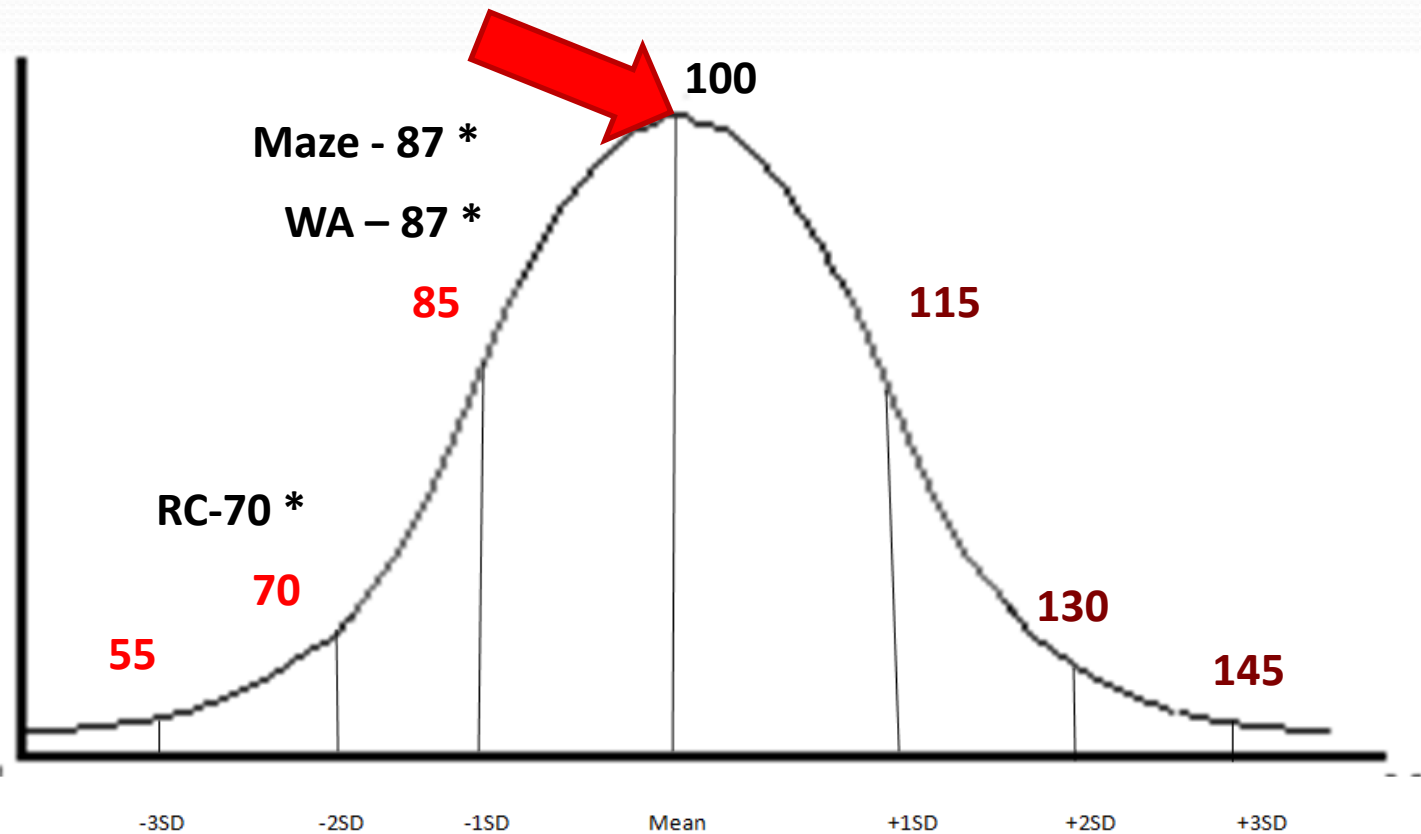
# The 3-12 “Score” Map

Reading Comprehension - BS/PMT	<ul style="list-style-type: none"><li>■ FCAT Success Probability (FSP)</li><li>■ Color- coded</li><li>■ Percentile</li><li>■ Standard Score</li><li>■ Lexile</li><li>■ Ability Score</li><li>■ FCAT Content Area Scores</li></ul>
Maze - TDI	<ul style="list-style-type: none"><li>■ Percentile</li><li>■ Standard Score</li><li>■ Adjusted Maze Score</li></ul>
Word Analysis - TDI	<ul style="list-style-type: none"><li>■ Percentile</li><li>■ Standard Score</li><li>■ Ability Score (WAAS)</li></ul>

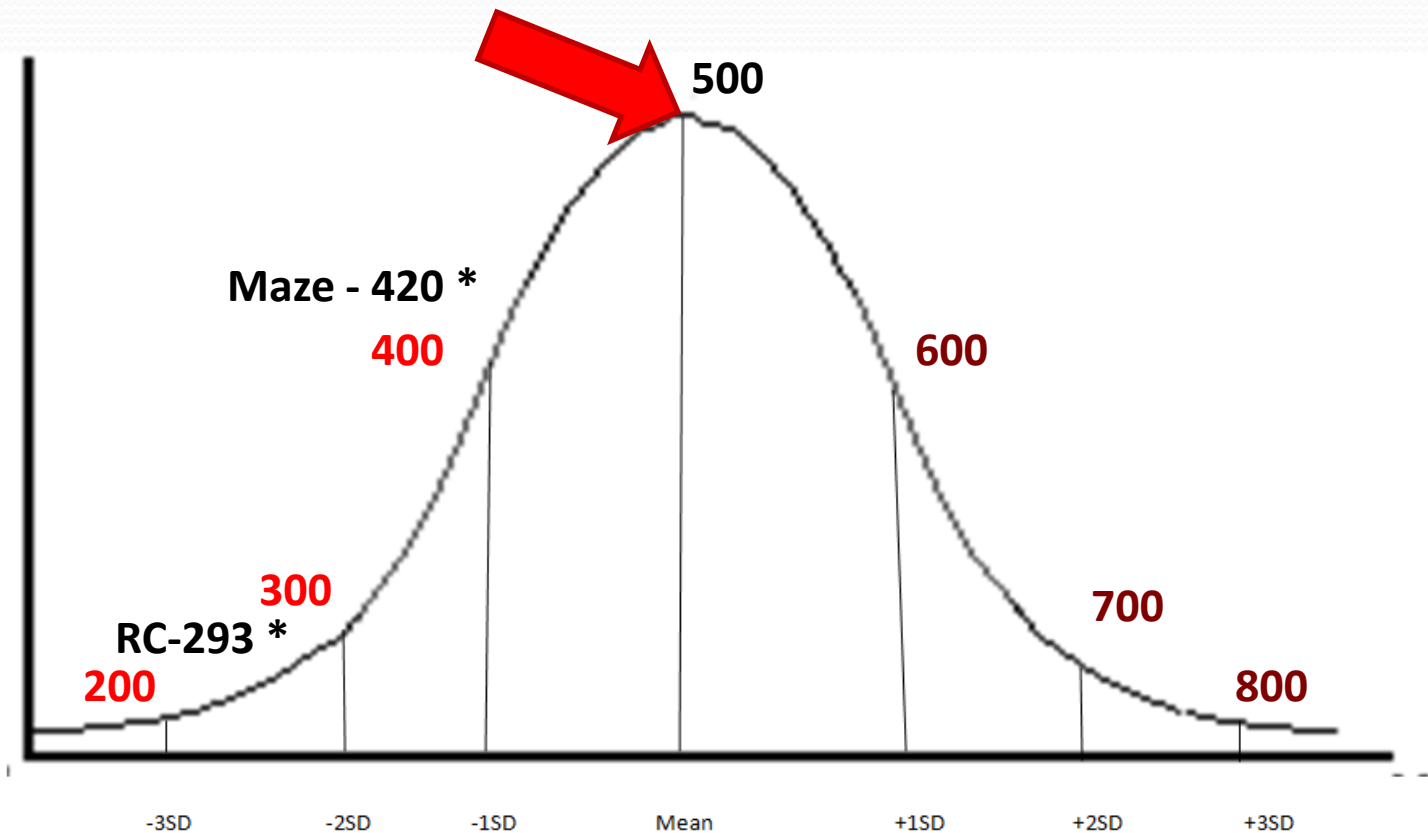
# What is the difference between FSP and RC Percentile Rank?

		Score Detail	RC	Maze	Word Analysis
<u>Student 1</u>	99%		90		
<u>Student 2</u>	79%		81	60	58
<u>Student 3</u>	80%		74	40	19
<u>Student 24</u>	61%		54	60	41
<u>Student 25</u>	99%		70		

# Standard Score



# Developmental Ability Score



# Adjusted Maze Score Conversion Table

Percentile	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
10 <sup>th</sup>	11	10	18	13	20	21	20	17
20 <sup>th</sup>	13	13	22	18	25	26	24	21
30 <sup>th</sup>	16	15	24	21	29	30	28	23
40 <sup>th</sup>	18	17	27	24	32	33	30	26
50 <sup>th</sup>	20	20	29	26	35	37	33	28
60 <sup>th</sup>	22	21	31	29	38	40	35	30
70 <sup>th</sup>	24	22	34	32	41	43	38	32
80 <sup>th</sup>	26	25	37	36	49	48	41	35
90 <sup>th</sup>	30	27	41	40	51	53	45	38















# 3-5 Reports and Documents to Guide Instruction

- *Class Status Report*
- Student Score Detail Box
- Word Analysis Error Analysis Report
- FAIR Decision Tree for Reading Improvement
- ***Beyond the Box Instructional Decision Guide***
- ***Decision Tree Profile Document***
- ***Grouping Templates***



# Class Status Report

## 4<sup>th</sup> Grade Class Status Report – API

	RC	Maze	Word Analysis	RC			
<u>Class List</u>	<u>FCAT Success Probability</u>	<u>Score Detail</u>	<u>RC Percentile Rank</u>	<u>Maze Percentile Rank</u>	<u>Word Analysis Percentile Rank</u>	<u>Lexile @ Measure</u>	<u>Lexile @ Range</u>
Student 1	40%		75 <sup>th</sup>	3 <sup>rd</sup>	24 <sup>th</sup>	1015L	915L - 1065L
Student 2	3%		1 <sup>st</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	220L	120L - 270L
Student 3	96%		91 <sup>st</sup>	25 <sup>th</sup>	72 <sup>nd</sup>	1190L	1090L - 1240L
Student 4	3%		16 <sup>th</sup>	6 <sup>th</sup>	6 <sup>th</sup>	575L	475L - 625L
Student 5	26%		7 <sup>th</sup>	9 <sup>th</sup>	45 <sup>th</sup>	450L	350L - 500L
Student 6	21%		15 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	565L	465L - 615L
Student 7	16%		59 <sup>th</sup>	7 <sup>th</sup>	72 <sup>nd</sup>	900L	800L - 950L
Student 8	60%		5 <sup>th</sup>	14 <sup>th</sup>	24 <sup>th</sup>	400L	300L - 450L
Student 9	59%		60 <sup>th</sup>	40 <sup>th</sup>	63 <sup>rd</sup>	910L	810L - 960L
Student 10	98%		75 <sup>th</sup>	11 <sup>th</sup>	51 <sup>st</sup>	1020L	920L - 1070L
Student 11	96%		63 <sup>rd</sup>	12 <sup>th</sup>	50 <sup>th</sup>	925L	825L - 975L
Student 12	57%		53 <sup>rd</sup>	20 <sup>th</sup>	11 <sup>th</sup>	865L	765L - 915L
Student 13	74%		11 <sup>th</sup>	39 <sup>th</sup>	1 <sup>st</sup>	520L	420L - 570L
Student 14	87%		12 <sup>th</sup>	30 <sup>th</sup>	28 <sup>th</sup>	525L	425L - 575L





# Student Score Detail Box

Assessment Period: Assessment 1

Grade: 4<sup>th</sup>

Year: 2009-2010

Details of scores for assessment period 1 on:

## Reading Comprehension

FSP	26%
Standard Score	78
Lexile ® Measure	450L
Lexile ® Range	350L - 500L
Percentile Rank	7 <sup>th</sup>
Ability Score	292
Ability Range	220 - 364
1st Passage	6 Minutes 33 Seconds
2nd Passage	3 Minutes 50 Seconds
3rd Passage	7 Minutes 47 Seconds
Words/Phrases	Low
Main Idea/Purpose	Low
Comparison/Contrast & Cause/Effect	Low
Reference/Research	Not Enough Information

## Maze

Standard Score	80
Percentile Rank	9 <sup>th</sup>
Average Adjusted Maze Score	11.9

## Word Analysis

Standard Score	98
Percentile Rank	45 <sup>th</sup>
Word Analysis Ability Score(WAAS)	487
Words Missed	4

Target Word	Student's Response
DOUBLE	Duoble
HORRIFIED	horrified

# Word Analysis Error Analysis

[Show Legend](#)

## Word Analysis (25 Students in Class)

Word Detail	Number Incorrect	Number of Students Presented with Word	% Incorrect
<a href="#">rope</a>	15	16	94%
<a href="#">sand</a>	13	15	87%
<a href="#">cup</a>	8	10	80%
<a href="#">bugs</a>	12	16	75%
<a href="#">pear</a>	7	10	70%
<a href="#">east</a>	6	9	67%
<a href="#">ball</a>	4	6	67%
<a href="#">doll</a>	4	6	67%
<a href="#">run</a>	3	5	60%
<a href="#">apple</a>	3	6	50%
<a href="#">cat</a>	4	10	40%
<a href="#">tire</a>	6	16	38%
<a href="#">dog</a>	3	8	38%
<a href="#">bear</a>	2	6	33%
<a href="#">the</a>	4	16	25%
<a href="#">play</a>	2	10	20%
<a href="#">now</a>	2	10	20%
<a href="#">and</a>	1	5	20%
<a href="#">west</a>	2	16	13%

Students that missed "west":

Student 16  
Student 21

[Show Class Status Report](#)

## Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading

**If student's FSP score on Broad Screen = 85% or higher (Green Zone) (Box 1)**

- Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.
- What programs or strategies do we have available to address these needs?

**If student's FSP score on Broad Screen = 84% or lower (Yellow or Red Zone) and...**

**Maze score is above 30<sup>th</sup> percentile (Box 2)**

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

**WA score is above 30<sup>th</sup> percentile (Box 4)**

Provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

**Maze score is above 30<sup>th</sup> percentile (Box 3)**

Have student orally read a passage monitoring fluency (rate, accuracy, expression)

If the student reads fluently, then work on comprehension strategies.

- What programs or strategies do we have available to address these needs?

If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy)

- What programs or strategies do we have available to address these needs?

**WA score is above 30<sup>th</sup> percentile (Box 5)**

Use Error Analysis Guide and Phonics Inventory to help identify specific areas of need.

If student struggles with Phonological or Orthographic errors provide instruction in basic phonics (letter/sound patterns, syllable types, etc.).

- What programs or strategies do we have available to address these needs?

If student struggles with morphological errors provide instruction in base/root words and prefixes/suffixes.

- What programs or strategies do we have available to address these needs?

**If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.**

**If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.**

**If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.**






**If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.**

**If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies.**

**\*\*Note:** The 30<sup>th</sup> percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30<sup>th</sup> percentile cut point will be reevaluated after the third assessment window in spring 2009.

















# Boxing and Profiling

Class List	FCAT Success Probability	Score Detail	Percentile Rank			
			RC	Maze	Word Analysis	
<u>Student 1</u>	99%		90			Box 1
<u>Student 2</u>	79%		81	60	58	Box 2 + 4
<u>Student 3</u>	80%		74	40	19	Box 2 + 5
<u>Student 4</u>	37%		40	20	41	Box 3 + 4
<u>Student 5</u>	2%		1	20	18	Box 3 + 5

# Class Status Report

## 4<sup>th</sup> Grade Class Status Report – API

	RC	Maze	Word Analysis	RC			
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# Grouping Worksheet

## Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet

RD - Session 5-6 - Slide 86

In each of the appropriate profile boxes a) list the names of your students who fit the description based on the Decision Tree and, b) answer this question for that particular group of students: What programs or strategies do we have available or did we learn about to address the needs of these students?

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Student #3

Student #11

Student #10

Student #14

If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Student #9

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

Student #13

## Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet (continued)

RD - Session 5-6 - Slide 86

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

Student #5

Student #7

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies

Student #1

Student #2

Student #4

Student #6

Student #8

Student #12

Additional instructional notes or ideas to consider when planning instructions:



If I'd known they wanted me to use all this info - I would never have asked for it!



# 3-5 Reports and Documents to Guide Instruction

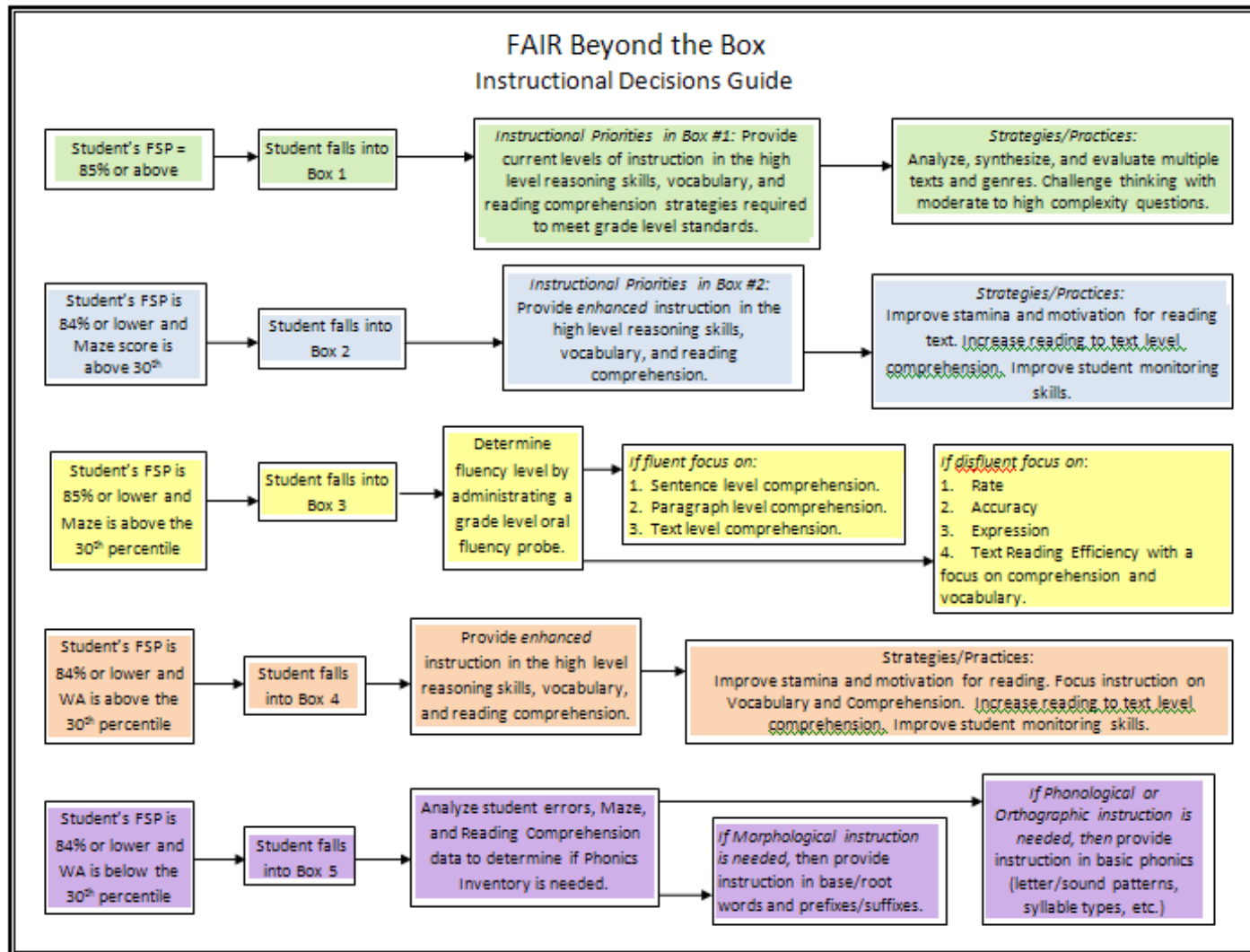
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# Going Beyond the Box...

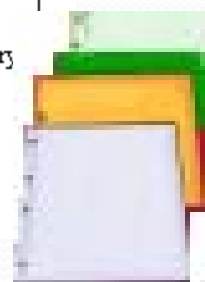


# Decision Tree - Profiles

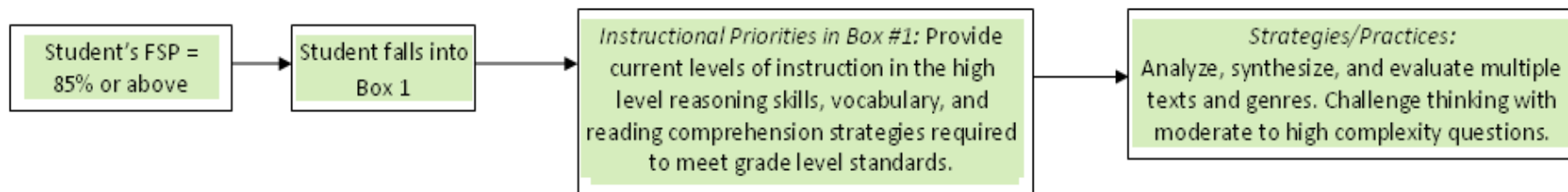


## Box 1: FSP score on Broad Screen = 85% or higher

Guiding Questions	Instructional Priorities/Practices	Resources/Programs
Does the student make connections to text, to self, to world?	<p><b>Comprehension Literary</b></p> <ul style="list-style-type: none"> <li>• Literature Circles</li> <li>• Socratic Circles</li> <li>• Guided Reading with instructional level text</li> <li>• High level complexity questions</li> <li>• Opportunities for discussion</li> <li>• Provide opportunities to extend thinking through written responses</li> <li>• Project-based learning</li> <li>• Literary elements</li> <li>• Discussion opportunities</li> </ul> <p><b>Comprehension Informational</b></p> <ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Text Features</li> <li>• Guided Reading with instructional level text</li> <li>• High level complexity questions</li> <li>• Opportunities for discussion</li> <li>• Provide opportunities to extend thinking through written responses</li> <li>• Project-based learning</li> <li>• Discussion webs</li> <li>• Interdisciplinary units</li> </ul> <p><b>Comprehension Monitoring (Metacognition)</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers that lead to synthesis and evaluation of information</li> <li>• Instruction on the selection and</li> </ul>	<p><b>CCRP</b></p> <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> </ul> <p><b>CIRP</b></p> <ul style="list-style-type: none"> <li>• Voyager Passport Reading Journeys</li> <li>• Language! (6 – 8)</li> <li>• Jamestown Reading Navigator (9-10)</li> <li>• Hampton Brown Edge (9-10)</li> </ul> <p><b>SIRP</b></p> <ul style="list-style-type: none"> <li>• Voyager (6 – 8)</li> <li>• USA Today 11-12</li> <li>• Houghton Mifflin: leveled readers; themed paper backs; vocabulary readers</li> <li>• Soar to Success</li> <li>• Early Success 1-2</li> <li>• Words their Way</li> <li>• SIPPS</li> <li>• Rewards</li> <li>• Jamestown Timed Readers</li> <li>• Reading Plus</li> <li>• Elements of Reading: Vocabulary</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• FCAT Explorer</li> <li>• Accelerated Reader</li> <li>• Strategies to Achieve Reading Success (STARS)</li> </ul>
Does the student monitor comprehension across various types of texts?		
Does the student apply appropriate fix-up strategies (self-correct, re-read, clarify, etc.) across various types of text?		
Does the student use multiple vocabulary strategies to clarify meaning (signal words, word parts, context clues, etc.)?		

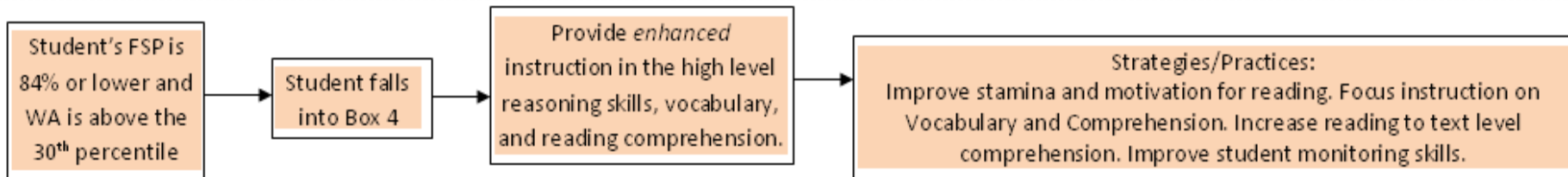
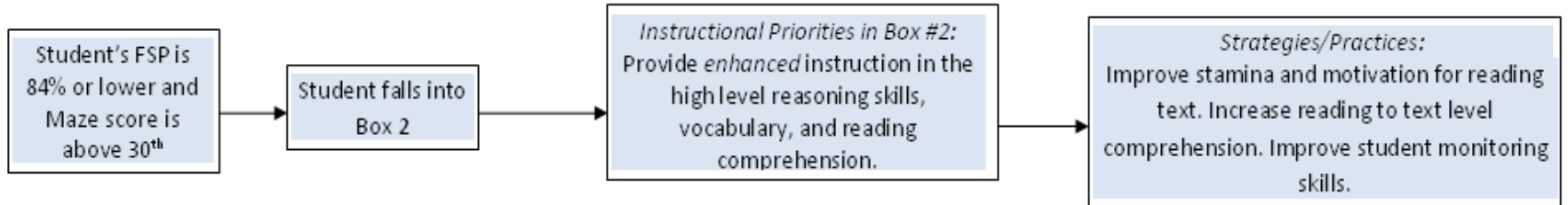


# Box 1 Profile

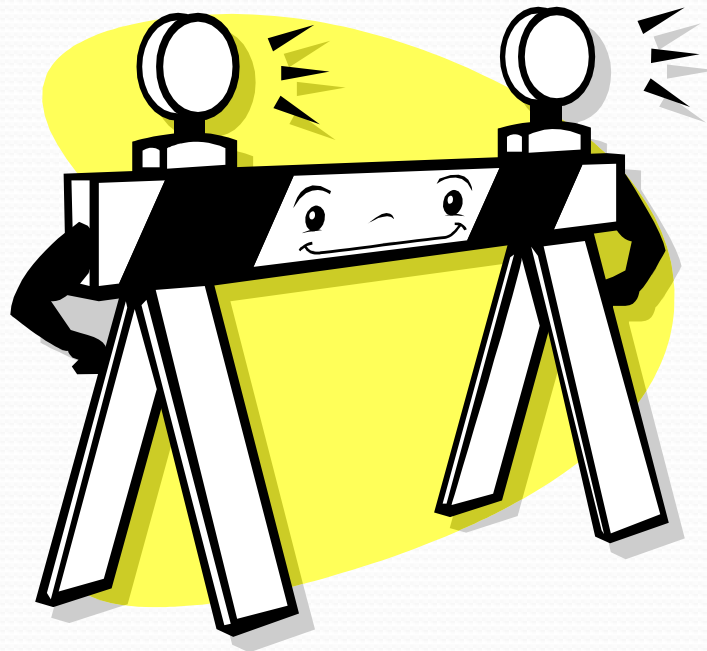


⊕ Box 1: FSP score on Broad Screen = 85% or higher		
Guiding Questions	Instructional Priorities/Practices	Resources/Programs
Does the student make connections to text, to self, to world?	<b>Comprehension Literary</b> <ul style="list-style-type: none"> <li>Literature Circles</li> <li>Socratic Circles</li> <li>Guided Reading with instructional level text</li> <li>High level complexity questions</li> <li>Opportunities for discussion</li> <li>Provide opportunities to extend thinking through written responses</li> <li>Project-based learning</li> <li>Literary elements</li> <li>Discussion opportunities</li> </ul> <b>Comprehension Informational</b> <ul style="list-style-type: none"> <li>Text Structure</li> <li>Text Features</li> <li>Guided Reading with instructional level text</li> <li>High level complexity questions</li> <li>Opportunities for discussion</li> <li>Provide opportunities to extend thinking through written responses</li> <li>Project-based learning</li> <li>Discussion webs</li> <li>Interdisciplinary units</li> </ul> <b>Comprehension Monitoring (Metacognition)</b> <ul style="list-style-type: none"> <li>Graphic Organizers that lead to synthesis and evaluation of information</li> <li>Instruction on the selection and</li> </ul>	<b>CCRP</b> <ul style="list-style-type: none"> <li>Houghton Mifflin</li> </ul> <b>CIRP</b> <ul style="list-style-type: none"> <li>Voyager Passport Reading Journeys</li> <li>Language! (6 – 8)</li> <li>Jamestown Reading Navigator (9-10)</li> <li>Hampton Brown Edge (9-10)</li> </ul> <b>SIRP</b> <ul style="list-style-type: none"> <li>Voyager (6 – 8)</li> <li>USA Today 11-12</li> <li>Houghton Mifflin: leveled readers; themed paper backs; vocabulary readers</li> <li>Soar to Success</li> <li>Early Success 1-2</li> <li>Words their Way</li> <li>SIPPS</li> <li>Rewards</li> <li>Jamestown Timed Readers</li> <li>Reading Plus</li> <li>Elements of Reading: Vocabulary</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>FCAT Explorer</li> <li>Accelerated Reader</li> <li>Strategies to Achieve Reading Success (STARS)</li> </ul>
Does the student monitor comprehension across various types of texts?		
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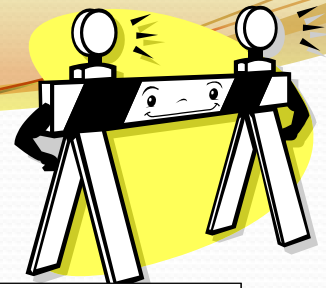
# Box 2 + 4 Profile



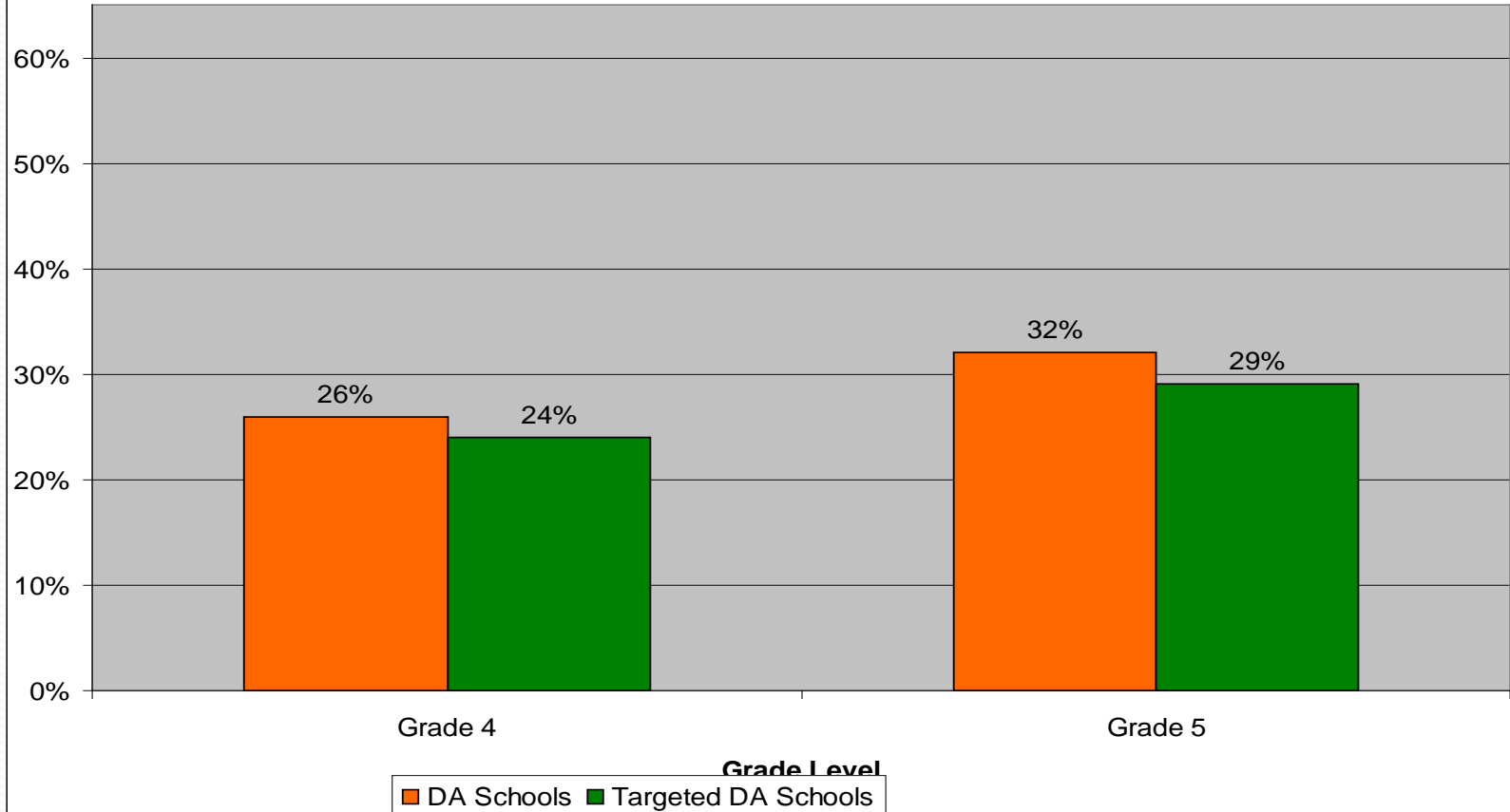
# Road Blocks

















# FCAT Regression



**Percent of Previous Level 3 Students  
Regressing in Region 5 DA Schools  
2008-2009**



# Class Status Report – 9<sup>th</sup> Grade

<u>FCAT Success Probability</u>	<u>Score Detail</u>	<u>RC Percentile Rank</u>	<u>Maze Percentile Rank</u>	<u>Word Analysis Percentile Rank</u>	<u>Lexile @ Measure</u>	<u>Lexile @ Range</u>
1%		1 <sup>st</sup>	4 <sup>th</sup>	1 <sup>st</sup>	515L	415L - 565L
1%		26 <sup>th</sup>	7 <sup>th</sup>	1 <sup>st</sup>	1080L	980L - 1130L
1%		1 <sup>st</sup>	7 <sup>th</sup>	5 <sup>th</sup>	620L	520L - 670L
1%		4 <sup>th</sup>	4 <sup>th</sup>	24 <sup>th</sup>	790L	690L - 840L
1%		1 <sup>st</sup>	3 <sup>rd</sup>	3 <sup>rd</sup>	515L	415L - 565L
1%		1 <sup>st</sup>	3 <sup>rd</sup>	17 <sup>th</sup>	515L	415L - 565L
2%		7 <sup>th</sup>	17 <sup>th</sup>	4 <sup>th</sup>	860L	760L - 910L
2%		4 <sup>th</sup>	5 <sup>th</sup>	13 <sup>th</sup>	800L	700L - 850L
2%		1 <sup>st</sup>	7 <sup>th</sup>	24 <sup>th</sup>	515L	415L - 565L
2%		2 <sup>nd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	720L	620L - 770L
2%		11 <sup>th</sup>	7 <sup>th</sup>	20 <sup>th</sup>	925L	825L - 975L
3%		4 <sup>th</sup>	3 <sup>rd</sup>	32 <sup>nd</sup>	800L	700L - 850L
4%		8 <sup>th</sup>	7 <sup>th</sup>	62 <sup>nd</sup>	885L	785L - 935L
4%		9 <sup>th</sup>	11 <sup>th</sup>	4 <sup>th</sup>	905L	805L - 955L



# Grouping Worksheet

## Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet

RD - Session 5-6 - Slide 86

In each of the appropriate profile boxes a) list the names of your students who fit the description based on the Decision Tree and, b) answer this question for that particular group of students: What programs or strategies do we have available or did we learn about to address the needs of these students?

If a student's score falls in Box 1, then provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Student #3

Student #11

Student #10

Student #14

If a student's scores fall in Box 2 + 4, then provide *enhanced* instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.

Student #9

If a student's scores fall in Box 2 + 5, then the student might have a specific weakness in spelling that does not impact reading; provide instruction in basic orthographic patterns and affixes/roots.

Student #13

## Assessment/Curriculum Decision Tree for Reading Improvement Grades 3-12 for the Florida Assessments for Instruction in Reading Worksheet (continued)

RD - Session 5-6 - Slide 86

If a student's scores fall in Box 3 + 4, then work on text reading efficiency (comprehension and fluency); automaticity at the phrase, sentence and paragraph level, practice with repeated readings, teach using a comprehension focus.

Student #5

Student #7

If a student's score fall in Box 3 + 5, then provide intensive instruction in word study/recognition, work on applying decoding strategies to connected text to reinforce purpose of strategies, build fluency as accuracy increases and focus on comprehension strategies

Student #1

Student #2

Student #4

Student #6

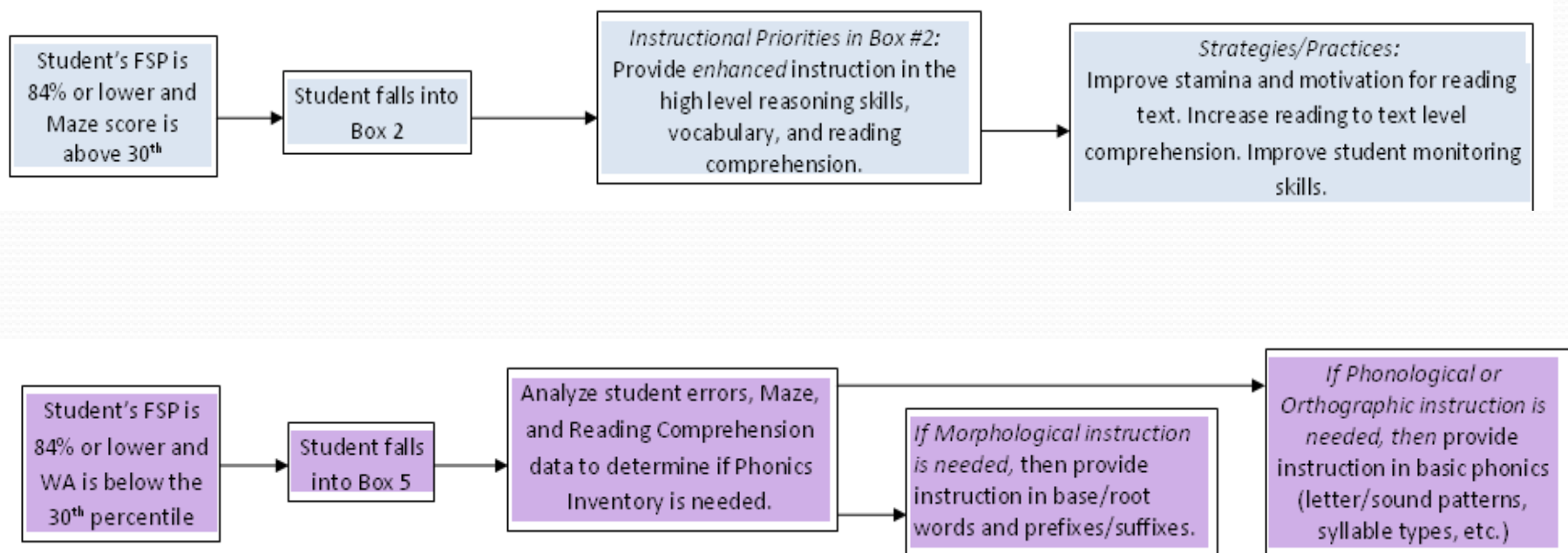
Student #8

Student #12

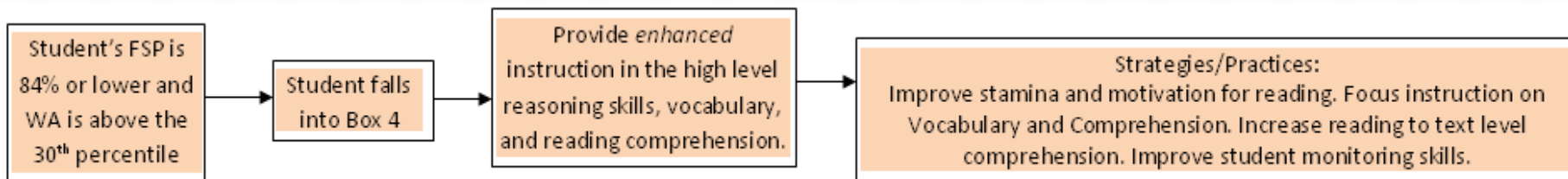
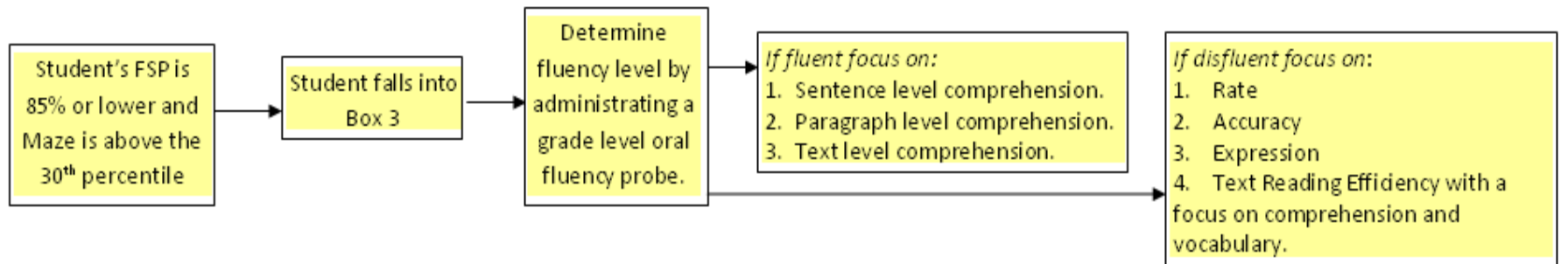
Additional instructional notes or ideas to consider when planning instructions:



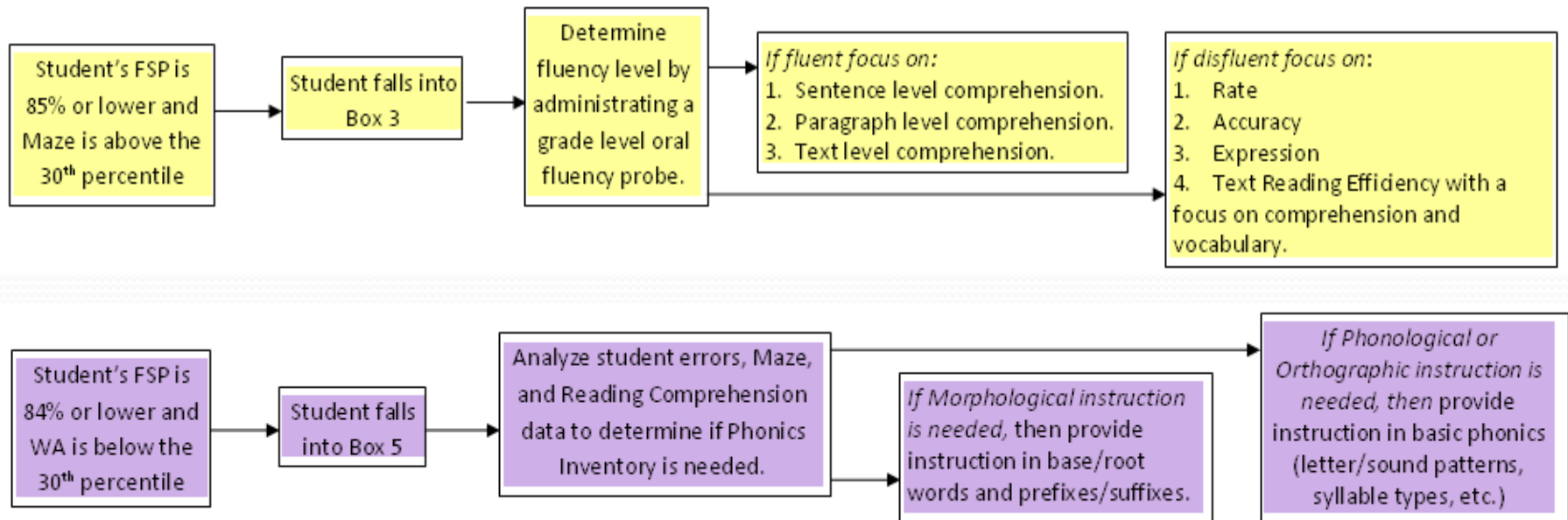
# Box 2 + 5 Profile



# Box 3 + 4 Profile



# Box 3 + 5 Profile

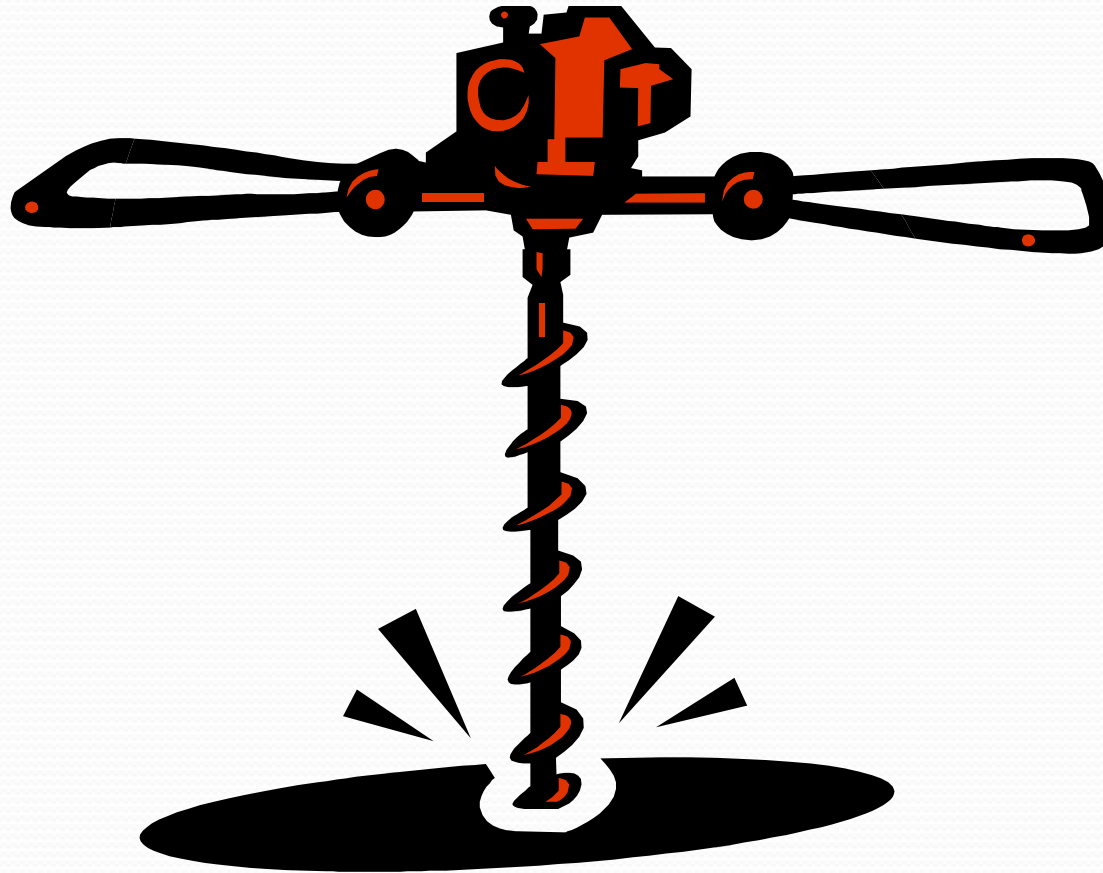




- What was challenging about having so many students in these profiles(2+5, 3+4 and 3+5)?
- Did you have to re-group students?
- What guided you in this re-grouping?



# Drilling into the problem



Box 3

Box 5

# Let the drilling begin – Box 3

## Fluent vs. Disfluent

### Box 3: Maze score is below 30<sup>th</sup> percentile

Before determining instructional changes have student orally read a grade level passage for one minute to determine rate, accuracy and expression.

District-Available Resources in Miami-Dade:

FAIR Toolkit – Grade 3-5 OPM Probes

Voyager Fluency Probes - Grades 3-8

Florida Oral Reading Fluency Probes – Grades 6-12 ([www.fcrr.org/forf\\_mazes/forf09-10.htm](http://www.fcrr.org/forf_mazes/forf09-10.htm))

Guiding Questions	Suggested Instructional Practices	Resources
Is the student fluent?	<b>Fluent</b>	<b>Resources for Fluent</b>
<p>What is impacting comprehension?</p> <p>At what level is the student comprehending; sentence, paragraph or the text level?</p> <p>Does the student apply appropriate fix-up strategies (self-correct, re-read, clarify, etc.)?</p>	<p>Work on strategies addressing Comprehension and Vocabulary</p> <p><b>Comprehension Literary</b></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Story Mapping</li> <li>• Guided Reading with instructional level texts</li> <li>• Opportunities for discussion</li> <li>• Provide opportunities to extend thinking through written response</li> <li>• Build background knowledge</li> <li>• Sequencing of Events</li> <li>• GIST</li> <li>• Repeated readings</li> <li>• Read Alouds</li> <li>• Independent reading</li> </ul> <p><b>Comprehension Informational</b></p> <ul style="list-style-type: none"> <li>• Question-Answer Relationships (QAR)</li> <li>• Text Structures</li> <li>• Text Features</li> <li>• Scaffolding questions</li> <li>• Sentence-level comprehension</li> <li>• Paragraph-level comprehension</li> <li>• Text-level comprehension</li> </ul>	<p><b>CCRP</b></p> <ul style="list-style-type: none"> <li>• Houghton Mifflin</li> </ul> <p><b>CIRP</b></p> <ul style="list-style-type: none"> <li>• Voyager Passport</li> <li>• Voyager Passport Reading Journeys</li> <li>• Language! (6 – 8)</li> <li>• Jamestown Reading Navigator (9-10)</li> <li>• Hampton Brown Edge (9-10)</li> </ul> <p><b>SIRP</b></p> <ul style="list-style-type: none"> <li>• Voyager (6 – 8)</li> <li>• USA Today 11-12</li> <li>• Houghton Mifflin: leveled readers; themed paper backs; vocabulary readers</li> <li>• Soar to Success</li> <li>• Early Success 1-2</li> <li>• Words their Way</li> <li>• SIPPS</li> <li>• Rewards</li> </ul>

# ORF Probe

## OPM: Oral Reading Fluency Passage: *Our Hammock*

**Script:** I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Our Hammock*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

### Our Hammock

Our yard had a lot of trees. Two trees were close enough to hang a hammock. A	17
hammock is a type of bed that can be made from rope. You can hang them from trees.	35
They are used for rest and fun.	42
We loved our hammock. It was in the shade of two large trees. There was a nice	59
breeze in the hot summer. It was the best place to rest. Our cat liked to lay by my side.	79
The cat climbed up and held onto the ropes. My brother also loved the hammock. He	95
loved to swing high on it. If there was no one there to push him, he tied a rope around	115
one of the other trees. Then he tied it to the hammock. He pulled on the rope and	133
rocked the hammock back and forth!	139



# ORF Data

<b>Students</b>	<b>ORF Score (wcpm)</b>
Student #1	79
Student #2	61
Student #4	67
Student #6	73
Student #5	104
Student #7	117
Student #8	94
Student #12	91

# Now What?

## Instructional Practices for Fluent Students in Box 3

- Sentence Level Comprehension
- Paragraph Level Comprehension
- Text Level Comprehension

# Now What?

## Non-Fluent Students in Box 3

- Fluency Instructional Practices
- Text Reading Efficiency with a Focus on Vocabulary and Comprehension

# Let the drilling begin – Box 5

## Phonology, Morphology or Orthography

### Box 5: Word Analysis score is below 30<sup>th</sup> percentile

Before determining instructional changes for students in Box 5:

1. Look at Error Analysis Report to identify the most commonly missed words
2. Administer a Phonics Inventory:

District Available Resources:

- Phonics Inventory in the FAIR Toolkit (Intermediate Elementary or Middle/High School)
  - Words their Way Spelling Inventory (Upper Level or Primary) – See attached handout
  - Systematic Instruction in Phoneme Awareness and Phonics Instruction (SIPPS) - Secondary
3. To assist you with analyzing the patterns of errors, use the “Error Analysis Defined” handout – (see attached)
  4. Analyze the errors into three categories: Morphological, Phonological, Orthographic
    - If the majority of errors fall under the *Base/Roots* and/or *Prefixes/Suffixes* category – Morphological
    - If the majority of errors fall under the other categories – Phonological or Orthographic

Guiding Questions	Instructional Priorities/Practices	Resources/Programs (CCRP, CIRP, SIRP, and Technology)
Is the student struggling with phonological, morphological, or orthographic skills?	<b>Phonological and/or Orthographic</b>	<b>Additional Resources for Morphological, Phonological and/or Orthographic</b>
	<p>Work on strategies addressing the phonics continuum:</p> <ul style="list-style-type: none"> <li>• Letter/Sound Correspondence</li> <li>• Consonant Blends and Digraphs</li> <li>• Variant Vowels</li> <li>• Syllable Patterns</li> </ul> <p>*High Frequency Words should be taught throughout the phonics continuum.</p> <p>Instructional practices may include:</p> <ul style="list-style-type: none"> <li>• Word Sorts (open and closed)</li> <li>• Elkonin Sound Boxes</li> <li>• Making Words</li> <li>• Word Hunts</li> <li>• Word Families/Onset and Rimes</li> <li>• Rhyming</li> </ul> <p>*Strategies may be taught in isolation, but must always be taken to connected text.</p>	<ul style="list-style-type: none"> <li>• FAIR Toolkit</li> <li>• Phonics Continuum</li> <li>• FCRR phonemic awareness and phonics activities</li> <li>• Empowering Teachers</li> <li>• Words their Way</li> <li>• Voyager Word Work</li> <li>• SIPPS</li> <li>• REWARDS</li> <li>• Patricia Cunningham                             <ul style="list-style-type: none"> <li>◦ Making Words</li> <li>◦ Phonics they Use</li> <li>◦ Systematic Sequential Phonics</li> <li>◦ Working with Words</li> </ul> </li> <li>• Destination Reading</li> <li>• JRF K-3 Reading Academy Binders</li> <li>• JRF K-5 Reading Intervention Academy Binders</li> <li>• JRF 6-12 Reading Intervention Academy Binders</li> </ul>
	<b>Morphological</b>	
	<p>Work on strategies addressing</p> <ul style="list-style-type: none"> <li>• Structural Analysis                             <ul style="list-style-type: none"> <li>◦ Affixes</li> </ul> </li> </ul>	

# Class Summary Error Analysis Report

[Show Legend](#)

## Word Analysis (25 Students in Class)

Word Detail	Number Incorrect	Number of Students Presented with Word	% Incorrect
<a href="#">rope</a>	15	16	94%
<a href="#">sand</a>	13	15	87%
<a href="#">cup</a>	8	10	80%
<a href="#">bugs</a>	12	16	75%
<a href="#">pear</a>	7	10	70%
<a href="#">east</a>	6	9	67%
<a href="#">ball</a>	4	6	67%
<a href="#">doll</a>	4	6	67%
<a href="#">run</a>	3	5	60%
<a href="#">apple</a>	3	6	50%
<a href="#">cat</a>	4	10	40%
<a href="#">tire</a>	6	16	38%
<a href="#">dog</a>	3	8	38%
<a href="#">bear</a>	2	6	33%
<a href="#">the</a>	4	16	25%
<a href="#">play</a>	2	10	20%
<a href="#">now</a>	2	10	20%
<a href="#">and</a>	1	5	20%
<a href="#">west</a>	2	16	13%

Students that missed "west":

Student 16  
Student 21

[Show Class Status Report](#)

# Phonics Screening Inventory

- Designed for intensive intervention teachers with students who have scored poorly on Word Analysis task
- May be given to a small group or in a one-to-one setting
- Students responses may be analyzed by orthographic patterns (e.g., vowels, blends, digraphs) and/or morphological components (e.g., roots, affixes) to guide instructional focus



## Phonics Screening Inventory

Use this informal inventory to collect additional information regarding student word knowledge.

### Materials

Provided – Teacher Administration Sheet for Intermediate Elementary and Middle/High School, Error Type Analysis Sheet (found in Toolkit)

Not provided – Lined paper for students

### Directions

1. Give each student a lined piece of paper. Have him/her write their name at the top and number it 1-25.
2. Use the Teacher Administration page to administer the inventory: Say the target word, read the sentence, say the target word again.
3. Pause in between each item to allow student adequate time to write the word.
4. Upon completion of the list, collect each student's paper and analyze incorrect responses using the Error Type Analysis Sheet.
5. One Error Type Analysis sheet should be used per student. While correcting each student's paper, look across the row and highlight the letter(s) the student misspelled in the appropriate column.
6. Tally the columns to determine the areas of strength and need for the student. Make instructional decisions based on the student's performance.
7. Administer all items. If the Middle/High School inventory is judged to be too difficult for your student, move down to administer the Intermediate Elementary Inventory.

### Teacher Script

I'm going to say a word, use it in a sentence and say the word again. I want you to write down the word on your paper. Ready?

### Additional Administration Information

Students in grades 3-5 should be administered the Intermediate Elementary Inventory.

Students in grades 6-12 should be administered the Middle/High School Inventory.

This inventory may be group administered.

### Scoring:

Score correct responses = 1

Score incorrect responses = 0, Use the Error Type Analysis Sheet to categorize student errors.

Mastery of each inventory is 20/25 or 80% correct.

NOTE: Decisions regarding the organization of letter patterns, roots, and affixes were made to help with the ease of teacher use and to follow typical curriculum sequences of instruction. For example, some words are not fully broken down into their finite roots and affixes as they are not typically taught with this level of detail.

**Error Type Analysis** Sheet (Highlight the letter(s) the student misspells and tally the number of errors in the columns)

	Target Word	initial consonants	initial blends/ digraphs	short vowels	Variant Correspondences	medial consonants/ blends	final consonants /blends /digraphs	Special Syllables	Base/ Roots	Syllable Juncture/ Prefixes/ Suffixes	Oddities
1	1. cup	c		u			p				
2	2. flash		fl	a			sh				
3	3. won't										won't
4	4. wind										wind
5	5. sulk	s		u			lk				
6	6. slider		sl		i		d			er	
7	7. schoolyard		sch		oo ar	l y	d				
8	8. loaves	l			oa		v			es	
9	9. batch	b		a			tch				
10	10. fault	f			au		lt				
11	11. trample		tr	a		m		ple			
12	12. general	g		e	er	n		al			
13	13. simply	s		i		m pl				y	
14	14. again				ai	g	n	a			
15	15. plunged		pl	u		ng				ed	
16	16. rough	r			ou		gh				
17	17. cider							ci		der	
18	18. postage								post	age	
19	19. penniless								penni	less	
20	20. disappear								appear	dis	
21	21. mischief								chief	mis	
22	22. quotation								quot	ation	
23	23. throughout								through	out	
24	24. misjudged								judg	mis er	
25	25. starvation								starv	ation	
26	<b>Column Totals</b>										

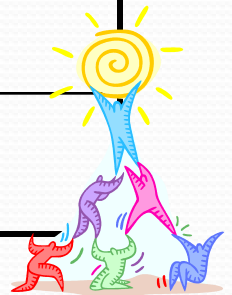




# Phonics Inventory Practice



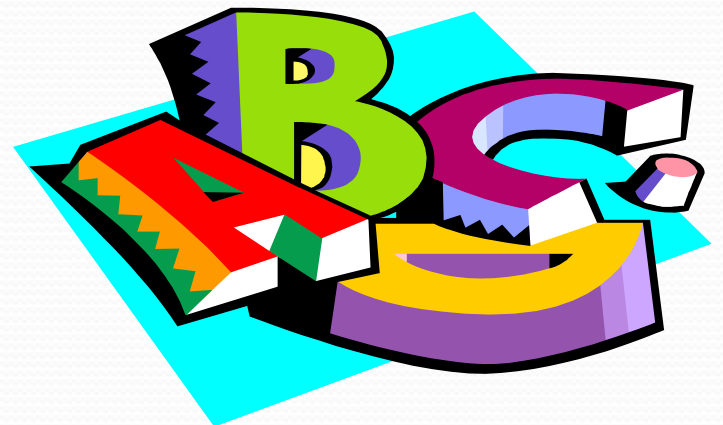
	Target Word	Student Response	Error Types
7	Schoolyard	skulyard	Blends/Digraphs (Initial) Variant Correspondences
8	Loaves	loves	Variant Correspondences
9	Batch	bach	Blends/Digraphs (Final)
10	Fault	falt	Variant Correspondences
12	General	jenral	Initial Consonants Variant Correspondences
16	Rough	ruff	Variant Correspondences Blends/Digraphs (Final)



# Now What?

## Instructional Practices for Box 5 Students

- Word Sorts
- Making Words
- Word Hunts
- Multisyllabic Words



# Grouping Students and Determining an Instructional Focus



# Guiding questions to consider when starting the Grouping Process

- What do the results of the assessment mean for my instruction? (think about what each assessment tests-Big Picture Map)
- What reports can teachers use to plan instruction?
- What are the score types given on the assessment?
- What type of instruction would be beneficial for students with varying needs?
- What are some of the profiles (patterns) seen in the data?
- What are some resources to help teachers plan instruction?

# Guiding Questions for Grouping

- What is the FSP?
- What is the RC?
- What is the Maze Score?
  - Is the ORF Score approximating the end of year Fluency Score (4<sup>th</sup> Grade – 120wcpm)?
- What is the WA Score?



# Grouping Template

Grouping Template - 3rd-5th Grade

Teacher:

AP Period:

		Data Driven Goals:					
Student Name	FAIR Profile	Reading Comp. (RC)	Text Reading Efficiency		Word Analysis (WA)	Phonics Inventory	Formative Observational Data
		RC Percentile	Maze Percentile	ORF Score (WCPM)	WA Percentile	Error Patterns	
1.							
2.							
3.							
4.							
5.							
6.							
7.							

## Instructional Focus

Reading Comprehension		Text Reading Efficiency	Advanced Phonics
<b>__Vocabulary</b> <ul style="list-style-type: none"> <li>o Context clues</li> <li>o Word Relationships</li> <li>o Multiple Meanings</li> </ul> <b>__Reading Application</b> <ul style="list-style-type: none"> <li>o Author's Purpose/Perspective</li> <li>o Main Idea</li> <li>o Relevant Details</li> <li>o Inferences/Conclusions</li> <li>o Compare/Contrast</li> </ul>	<b>__Literary Analysis- Fiction/Non-Fiction</b> <ul style="list-style-type: none"> <li>o Theme</li> <li>o Character Development</li> <li>o Plot Development</li> <li>o Conflict/Resolution</li> <li>o Descriptive Language</li> <li>o Figurative Language</li> <li>o Text Features</li> </ul> <b>__Informational Text-Research/Process</b> <ul style="list-style-type: none"> <li>o Text Features</li> <li>o Synthesize Information</li> <li>o Analyze and Evaluate Information</li> <li>o Determine Validity and Reliability</li> </ul>	<b>__Fluency</b> <ul style="list-style-type: none"> <li>o Rate</li> <li>o Accuracy</li> <li>o Expression</li> </ul> <b>__Comprehension</b> <ul style="list-style-type: none"> <li>o Sentence Level</li> <li>o Paragraph Level</li> <li>o Text Level</li> </ul> <b>__Other</b>	<b>__Phonological</b> <ul style="list-style-type: none"> <li>o Initial Consonants</li> <li>o Initial Blends/ Digraphs</li> <li>o Short Vowels</li> <li>o Variant Correspondences</li> <li>o Medial Cons./ Blends</li> <li>o Final Cons./ Blends/Digraphs</li> </ul> <b>__Morphological</b> <ul style="list-style-type: none"> <li>o Special Syllables</li> <li>o Base/Roots</li> <li>o Syllable</li> <li>o Juncture/Prefixes/Suffixes</li> </ul> <b>__Orthographic</b>

Teacher Led Center

Independent Student Centers



## 4th Grade – Differentiated Instruction Groups



<b>Red Group</b>	<b>Yellow Group</b>	<b>Green Group</b>
Student #2	Student #1	Student #3
Student #4	Student #5	Student #9
Student #6	Student #7	Student #10
	Student #8	Student #11
	Student #12	Student #14
	Student #13	

# Guiding questions for Instructional Decision Making

- Which group needs comprehension instruction?
- Which group needs fluency/low level comprehension instruction?
- Which group needs advanced phonics instruction?



# Narrowing the Focus for Instruction

- Decision Tree Profile Document
  - Instructional Practices
  - Resources
- Baseline/Interim Data Reports



# Intervention

From our activity, can we identify which students need immediate intensive intervention (iii)?

# Intervention is...

“additional, targeted, and intensive reading instruction provided to students who continue to struggle with learning to read and write despite conventional instruction.”

# What is Immediate Intensive Intervention (iii) in Miami-Dade?

- Voyager

- Think beyond a fixed level
- Modifications for ELL Students

- Beyond the program – Include in DI delivery

“For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.”

# The Importance of Explicit Routines in Immediate Intensive Intervention

- Instructional delivery increases the probability of success because:
  - content is more accessible
  - content is remembered over time

Kame'enui & Simmons (1990)

# Instruction must be made more powerful for students at risk for reading difficulties.

## More powerful instruction involves:

More instructional time

Smaller instructional groups

} resources

More precisely targeted at right level

Clearer and more detailed explanations

More systematic instructional sequences

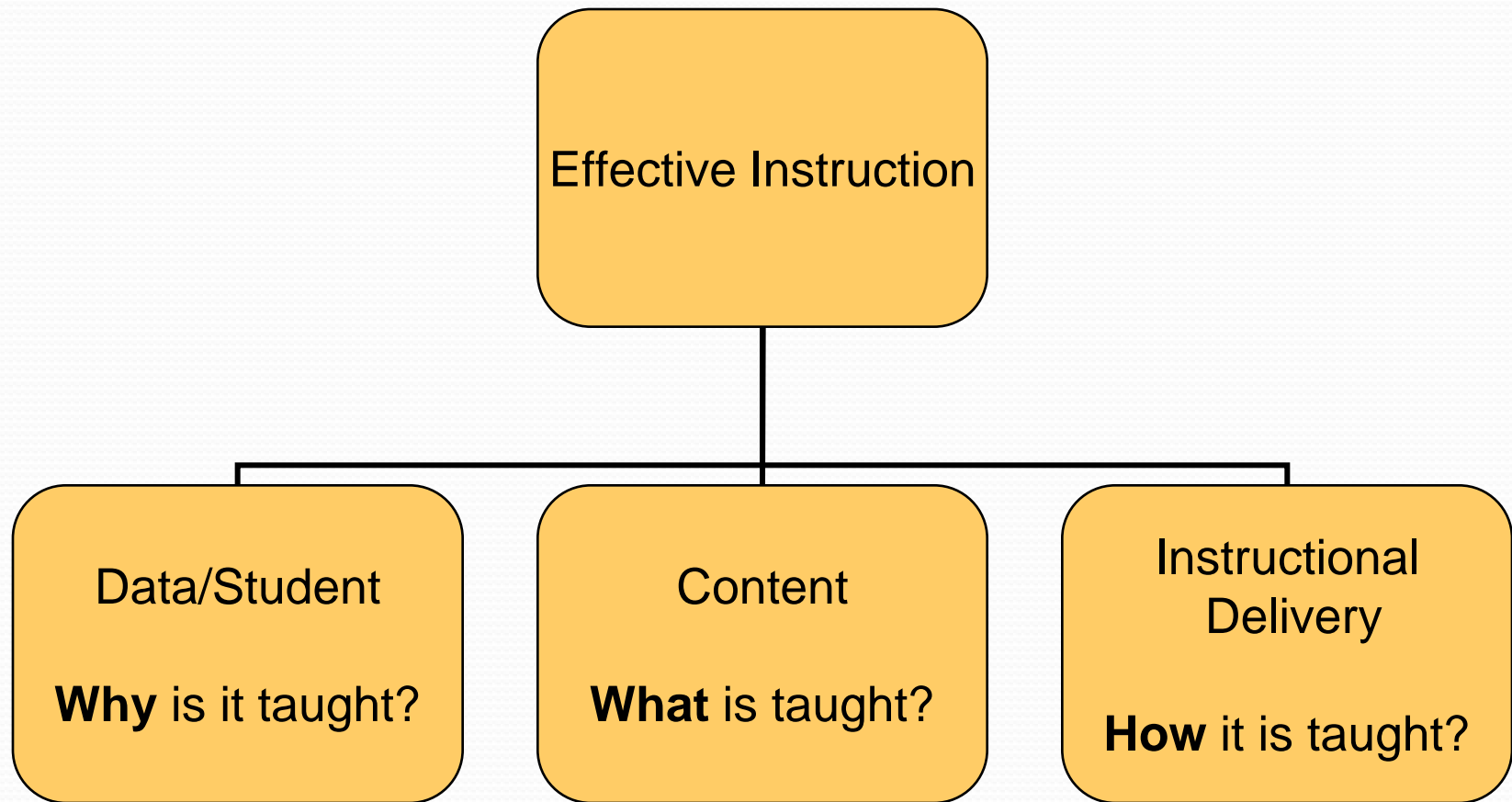
More extensive opportunities for guided practice

More opportunities for error correction and feedback

} skill

Foorman & Torgesen (2001)

# Effective Instruction



# Recap

- FAIR Data
- Profiled
- Beyond the Box
- Drilled Deeper into some profiles
- Looked at data points from additional assessments
- Grouped students
- Identified Instructional Focus



# FAIR Updates 3 - 12

- Increased number of passages
- FSP Tabulations
- AP specific formulas provided to increase accuracy
- Adaptive stop rule added for grades 3-5
- Lower level passages at grade 3
- Change in FCAT reporting categories
- Online OPM will not be available 2010 – 2011
- Additional chart to graph current paper/pencil OPM (Toolkit) will be available



## 3-2-1 Closing Activity

3 ideas, insights, or concepts learned today

2 strategies you plan to use

1 question you still have - What are you still wondering?

# Home Learning

- T-Chart
- How do I organize and manage the learning environment for Differentiated Instruction?



Organization	Management

# References

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