Using Literacy Screening Data to Support Students with Reading Difficulties

Co-sponsored by CSDE and SERC

***Live Webinar**: January 10, 2017*

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Webinar Objectives

- To examine patterns of reading difficulty based on assessment data;
- To understand what reading screening data tells us;
- To understand the use of informal diagnostic reading assessments as a means of 'digging deeper;'
- To learn about Tier 2 *structured literacy* instructional methodology; and
- To gain ideas for progress monitoring associated with the elements of *structured literacy*.

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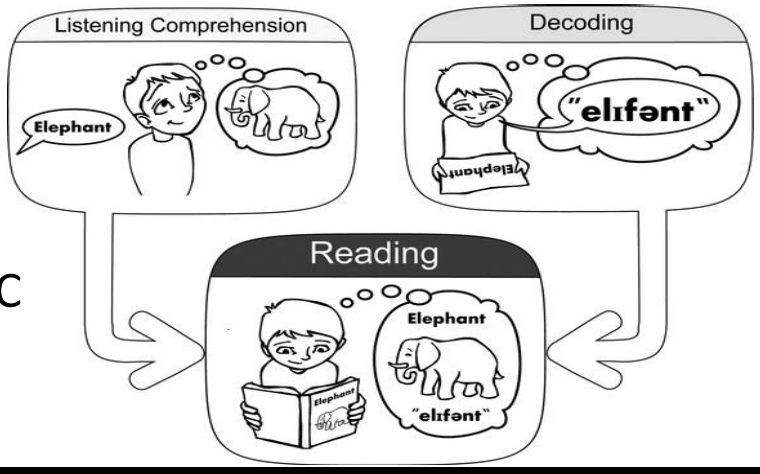
The Simple View of Reading (Gough & Tunmer, 1986)



LC X D = RC

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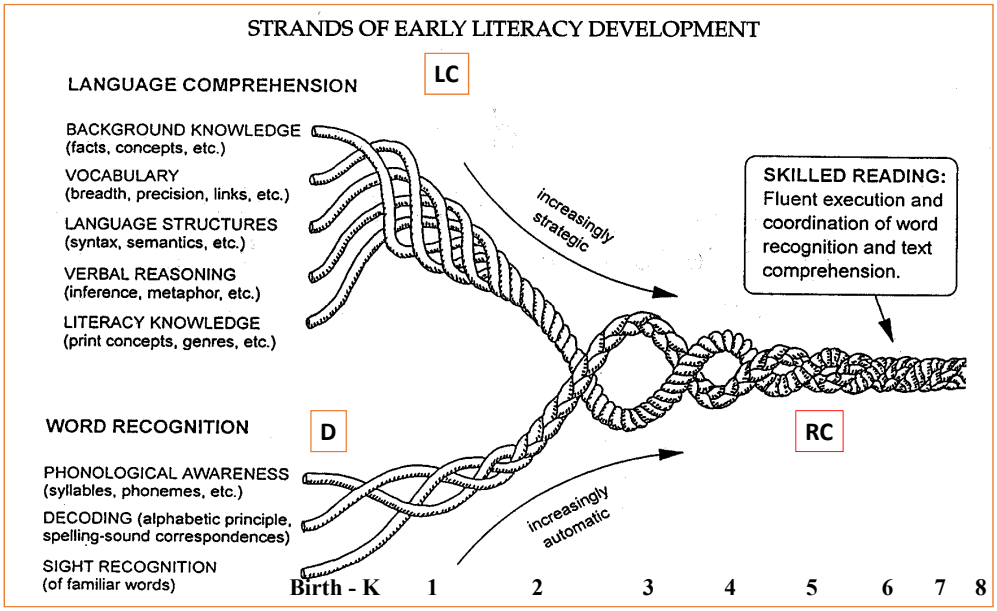
STRANDS OF EARLY LITERACY DEVELOPMENT



Source: Neuman, Susan B. and Dickinson, David K., "Handbook of Early Literacy Research" Adapted from the work of Hollis Scarborough, 2001

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Simple View of Reading (D x LC = RC)

(Gough & Tunmer, 1986)

Nonphonological Language Skills	Phonological Skills: *Poor Word Reading*	Phonological Skills: *Good Word Reading*
Poor Comprehension	Mixed Reading Disability (weak phonological processing AND comprehension-related issues)	Specific Comprehension Deficit (weak vocab, morphology, syntax, discourse-level processing & comp strategies)
Good Comprehension	SLD/Dyslexia/RD (phonological processing problems - including difficulties with decoding and encoding)	Skilled readers

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Patterns of Reading Difficulties Addressed in Connecticut's LD Guidelines (2010)

Specific Word Recognition Difficulties (SWRD)	Specific Reading Comprehension Difficulties (SRCD)	Mixed Reading Difficulties (MRD)
• Nonalphabetic Word Reader • Inaccurate Word Reader • Nonautomatic Word Reader	• Nonstrategic Comprehender • Suboptimal Comprehender	• Mix of Both Word Recognition and Comprehension Difficulties

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Children with specific word recognition difficulties (SWRD)

- Have at least average listening comprehension and oral vocabularies
- Have problems with word recognition that usually center upon phonemic awareness and decoding
- Often have fluency problems involving inaccurate or non-automatic word reading
- Have reading difficulties that often emerge early (i.e., K-3)
- *Are referred to as having SLD/Dyslexia*

Spear-Swerling, 2015

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Children with specific reading comprehension difficulties (SRCD)

- Have at least average word recognition and phonological skills
- Have reading comprehension problems that frequently involve oral language comprehension or oral vocabulary knowledge
- Have no history of early decoding problems
- Have fluency problems that tend to be based in language, not single word reading
- Difficulties often, though not always, emerge later in schooling (around Grade 4 and up)

Spear-Swerling, 2015

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Children with mixed reading difficulties (MRD)

- Have difficulties with word recognition and phonological skills
- Have poor reading comprehension that is only partly accounted for by decoding (e.g., poor comprehension even in text the child decodes well)
- Oral comprehension or vocabulary also often weak
- Fluency frequently is poor due to problems in both word reading and language comprehension
- Difficulties tend to emerge early in schooling (K-3) due to problems with word reading, but may persist even after remediation of decoding skills

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Spear-Swerling, 2015

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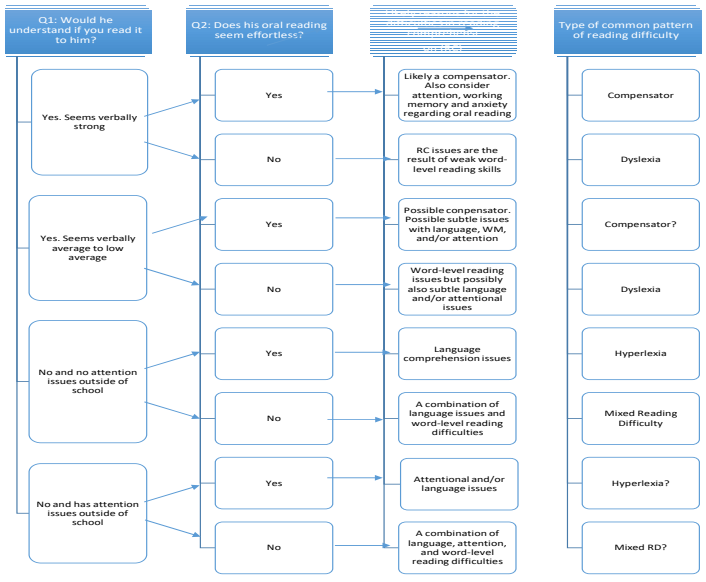
Two "Simple View" Based Questions

Q1: Would he understand if you read it to him?

Q2: Does his oral reading seem effortless?

Two Questions to Consider When Students Display Reading Comprehension Difficulties



Kilpatrick, D.A. 2015

Assessing Preventing, and Overcoming Reading Difficulties

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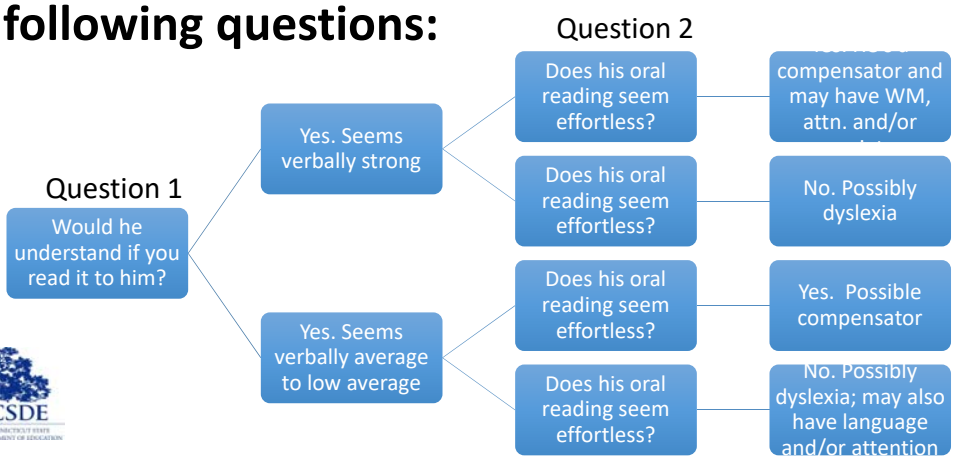
When a student's reading comprehension is poor, ask the following questions:



Kilpatrick, 2015

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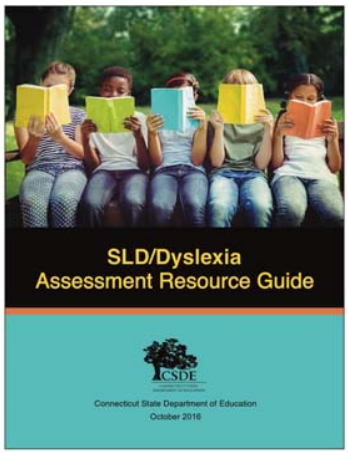
4 Types of Reading Assessments

TYPE	DESCRIPTION/USE	PURPOSE
Outcome (Summative) Formal	Evaluate success of a program or a school based on student performance after instruction is completed (standardized).	"Reaching our goals"
Universal Screening (Formative) Formal	Identify students who need more intense assessment to determine the potential for intervention. External benchmarks or norms are used.	"First Alert"
Progress Monitoring (Formative) Formal	Determine student progress over time as compared to a validated trajectory and to plan differentiated instruction.	"Growth Charts"
Diagnostic (Formative) Formal or informal	Understand student performance in authentic context, especially to inform instruction and intervention strategies. These are most closely aligned with instruction.	"In-depth View"

Assessment Resource Guide



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K-3 Universal Screening Assessments

CSDE Approved Menu of K-3 Universal Screening Reading Assessments

A universal screen is conducted with all students in the general education classroom and is the first step in identifying students in need of intervention and in predicting students who could be at risk. Students identified as being at risk through the universal screenings may require further diagnostic analysis to assist in providing intensive interventions.

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Universal Screening

- Screening measures provide information about the current knowledge and skill base of the student.
- They are useful for determining the "health" of the student and identifying appropriate starting points for instruction, planning instructional groups, and identifying who needs further assessment.
- Sometimes screening measures result in false positives, but rarely in false negatives.
- Screening measures are reliable and valid and have clear mastery targets (e.g., benchmarks/goals).

Examples: *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* and *AIMSWeb*

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Universal Screener: Information Provided

Evidence concerning how functional the core curriculum, environment, and instruction are in the school.

- *At least* 80% of all students should be showing adequate progress in a particular curricular element or program
- Identifies those students who *may not* be making expected progress and *who may* need additional diagnostic assessment or small group/individualized intervention.

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Curriculum-Based Measurement (CBM)

- Timed tests are used to evaluate accuracy and "ease of performance" (automaticity) on a given task.
- Data can be analyzed readily by teachers. Student goals and instructional programs can be adjusted in response to current data analysis.
- Student data can be compared to local data (classroom, grade level in school or district).

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Universal Screener: Information Provided

- As early as kindergarten, universal screeners can identify children at risk for reading difficulties.
- The strongest indicators of SLD/Dyslexia in K-1 are difficulties with: phonemic awareness, learning letter-sound relationships, and learning to decode using phonemic decoding strategies (1st grade).
- It's not always possible to rule out if poor performance is due to SLD/Dyslexia or other reasons including poverty and/or limited exposure to *academic language*.

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Tests that Identify Risk for SLD/Dyslexia

- Timed tests of *letter naming or letter-sound associations* in kindergarten and early first grade
- *Phoneme awareness* tasks in kindergarten and beginning first grade level
- Direct measures of *decoding and word recognition* toward the middle and end of first grade and beyond
- *Oral reading fluency*, a timed test that combines reading rate and accuracy, once the student can read connected text

Moats & Dakin, 2007

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Need to Dig Deeper

"Curriculum Based Measures (CBMs) are tests that are designed and constructed using classroom materials in the hope of measuring what has actually been taught."

Farrall, 2012

However, CBMs don't tell us everything we need to know – especially if a student is at risk.

Diagnostic assessments can tell us WHY a student is struggling by providing information on specific skills that a student may or may not have mastered.

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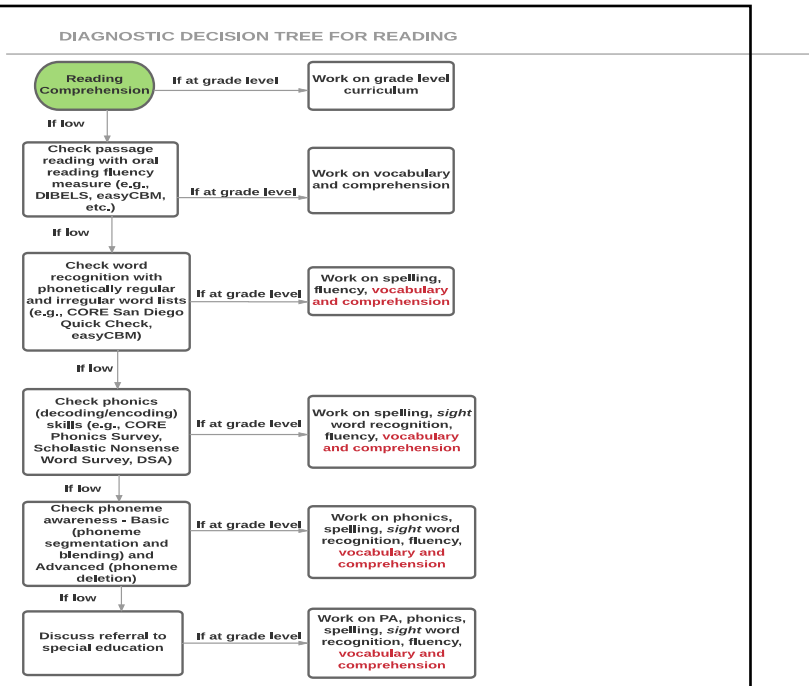
Diagnostic Decision Tree for Reading



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Diagnostic Decision Tree: Check Reading Fluency First

Oral Reading Fluency: Reading text with sufficient speed, accuracy and expression to support comprehension

What it takes to be a fluent reader:

- **Accuracy:** know the orthographic/spelling patterns of the words
- **Automaticity:** recognize and apply the patterns in words instantly – i.e., less than one second
- **Phrasing:** group the words in grammatical entities – i.e., elaborated noun phrases, prepositional phrases, verb + adverb phrases
- **Intonation:** read the text as though you're telling someone a story or conveying information

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What Is Required for Word Recognition*?

Phonological awareness (PA)

- Basic (phoneme segmenting and blending)
- Advanced (phoneme manipulation)

Letter-sound knowledge

Phonological blending (i.e., decoding accuracy)

Automaticity – "sight word" recognition (Orthographic Mapping/Phonological long term memory)

**Instant and effortless recall of familiar words*

Kilpatrick, 2015

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Digging Deeper: Assessing PA Skills

Universal Screening – **Basic PA**: Phoneme Segmentation Fluency (PSF)

- *DIBELS Next*

Diagnostic Assessments – Formal

- *Phonological Awareness Test – 2 (PAT-2)*
- *Lindamood Auditory Conceptualization Test – 2 (LAC-2)*

Diagnostic Assessments – Informal

- *CORE Phonological Segmentation Test (No manipulation task)*
- *Phonological Awareness Skills Test (PAST)*
- *Yopp-Singer Test of Phoneme Segmentation*

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Meet Jessica

Jessica is a first grade student identified in Kindergarten as needing support.

She began to receive Tier 2 support in the fall of first grade.

Her recent universal screening results are shown here.

DIBELS Next - Winter/Middle of Year

Oral Reading Fluency
- Fluency – 10 (Goal is 23)
- Accuracy – 29% (Goal is 78%)

- Nonsense Word Fluency NWF)
  - Correct Letter Sounds (CLS) – 7 (Goal is 43)
  - Whole Words Read (WWR) – 1 (Goal is 8)
- Phoneme Segmentation Fluency (PSF) (off-grade level)
  - 15 (Goal for Beginning of Year [BOY] is 40)

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Jessica's Recent Running Record

Actual Text	What She Read
I lost my cat. Where was she? I looked inside the house. I looked under the bed.	*I . . . lost my cat.* *Where, where, was, where, where, /wh/ . . . /w/ . . /a/ . . /s/, where was . . . hold on . . . I lost my cat. Where was she? I look . . . no . . look . . /ed/ . . everywhere . . . in . . . in yeah I don't know this. The hos . . . I don't know that word. I look . . . /ed/ . . . everywhere . . . the . . . ummm . . . /un/ . . /der/ . . .*

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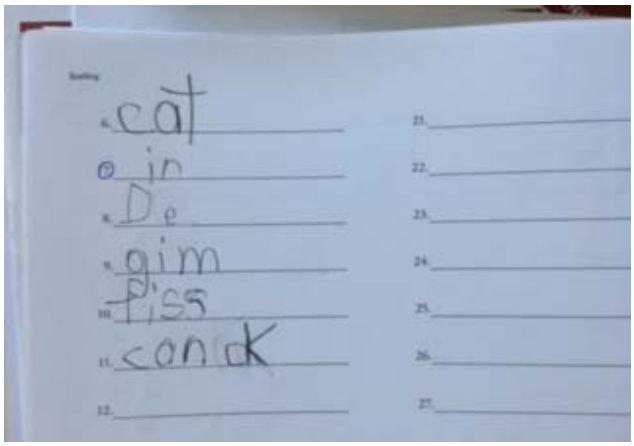
Jessica's Spelling Sample



6. cat
7. in
8. be
9. game
10. fix
11. cake

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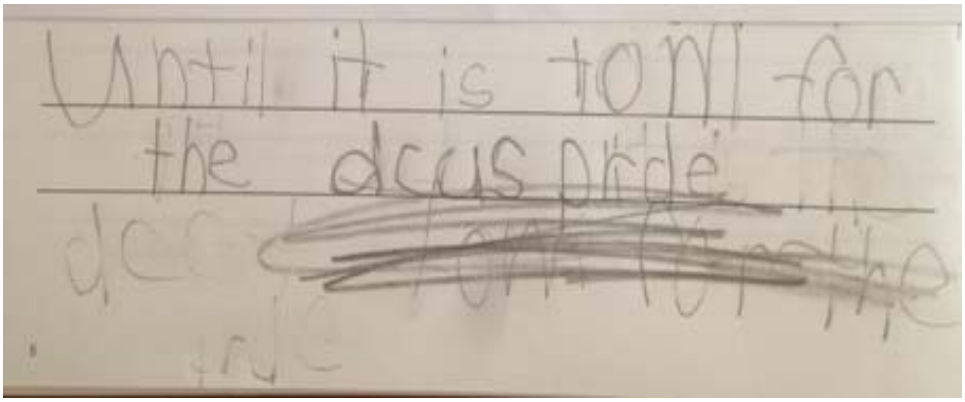
Jessica's Writing Sample



"Until it is time for the best party."

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Jessica's Phonological Awareness Diagnostic Data

CORE Phonological Segmentation Test

- Sentences into Words – 2/5
- Words into Syllables – 4/8
- Words into Phonemes – 1/10

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Three Aspects of Phonological Processing

Phonological (Phonemic) Awareness (PA)

Robertson and Salter – The Phonological Awareness Test -2
Comprehensive Test of Phonological Processing-2 (CTOPP-2) (Segmenting, Blending, Elision)
Woodcock-Johnson subtests

Phonological Memory (i.e., Working Memory / Attention) (PM)

Sentence recall/ story recall
WISC – digit span
CTOPP-2 – digit span

Processing/Naming Speed (PS/NS)

Rapid Automatized Naming (RAN) – CTOPP-2
Word retrieval

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Some Phonological Processing Problems May Impact Fluency/Automaticity (a broader definition)

Attention and concentration (*Phonological Memory*) and/or slow processing speed (*Phonological Processing/Naming Speed*) often impact the ability to develop **automaticity** with lower-level skills including:

- Automatic production of alphabet letters and numbers (retrieving and/or writing)
- Knowing the orthographic/spelling patterns well for automatic word recognition
- Word retrieval from lexicon

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Phonological Processing: Supplementing Universal Screening Information

Phonological Awareness (**Advanced: Manipulation**)

- *Comprehensive Test of Phonological Processing – 2 (CTOPP-2) – Elision*
- *Phonological Awareness Screening Test (PAST) – Syllable/Phoneme Deletion*

Memory tasks also tell about Response to Tier 2 Intervention:

Phonological Short-Term Memory (PSTM) – often affiliated with word reading
Working Memory (WM) – often affiliated with reading comprehension

- *Rapid Automatized Naming (RAN)*
- *CTOPP-2 (Memory for Digits, Non-word Repetition)*
- *WISC-V (Digit Span)*
- *KTEA-3*

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What Is Required for Word Recognition*?

Phonological awareness (Basic and Advanced)

- *Letter-sound knowledge*
- *Phonological blending (i.e., decoding accuracy)*
- *Automaticity – 'sight word' recognition (Orthographic Mapping/Phonological long term memory)*

**Instant and effortless recall of familiar words (regular and irregular words)*

Kilpatrick, 2015

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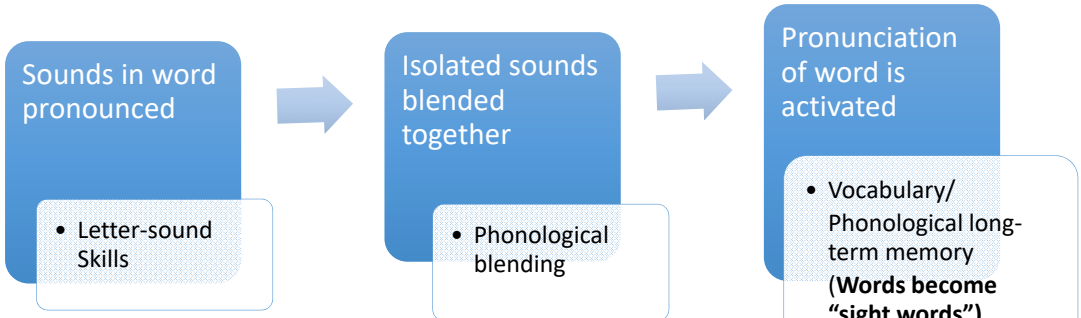
What skills are involved in decoding?



Kilpatrick, 2015

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Letter-Sound Knowledge

- Students must first know the letters of the alphabet (instant letter recognition).
- They must also know the sounds of each letter – most common sound first (g = /g/); but eventually must know that some letters have more than one sound (g = /j/).
- This phenomenon of letters representing more than one sound is especially important when learning the vowel sounds.
- This knowledge is assessed in isolation first (e.g., *CORE Phonics Survey*) and then applied in a blending task (e.g., *DIBELS – NWF; CLS*)

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What is a Sight Word?

A word that is recognized instantly regardless of whether or not it is phonetically regular or irregular. It is known as a **familiar word** rather than an unfamiliar word.

An unfamiliar 'sight word' is one that children either try to sound out or guess.

A **sight vocabulary** is a pool of words that an individual can instantly and effortlessly recognize.

Kilpatrick, 2015

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Orthographic Mapping

The process readers use to store written words for immediate, effortless retrieval. It is the means by which readers turn unfamiliar written words into familiar, instantaneously accessible sight words.

This explains how readers build a **sight vocabulary**.

Kilpatrick, 2015

Digging Deeper: Assessing Phonics Skills

Universal Screening – Nonsense Word Fluency (NWF)

- *Correct Letter Sounds (CLS): Automatic letter sound knowledge*
- *Whole Words Read (WWR): Phonological blending (closed syllables only)*

Universal Screening – Letter Names, Letter Sounds

- *easyCBM* Letter Names, Letter Sounds*

*__Note:__ easyCBM is not on CSDE's Approved Menu of K-3 Universal Screening Reading Assessments

Digging Deeper: Assessing Phonics Skills (cont.)

Diagnostic Assessments – Timed Tests

Test of Word Reading Efficiency – 2 (TOWRE-2); Phonemic Decoding Efficiency

Kaufman Test of Educational Achievement –3 (KTEA-3); Decoding Fluency

Diagnostic Assessments – Informal/Untimed Tests

Scholastic Nonsense Word Test

CORE Phonics Survey – Letter-sound knowledge; Nonsense word reading

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Jessica's Phonics Diagnostic Data

CORE Letter Sounds

- 12/21 Consonant sounds
- 1/5 Long vowel sounds
- 2/5 Short vowel sounds

CORE Reading and Decoding

Short vowel sounds in CVC Words

- 1/10 Real words
- 0/5 Nonsense words

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Jessica's Developmental Spelling Assessment (DSA) Letter Name Results (October 2016)

	LN		Jessica		LN		Jessica
1	jet	D		13	that	B	
2	ship	B		14	slid	B	
3	bet	C		15	mud	C	
4	got	A		16	grab	B	
5	cap	C		17	chop	D	
6	drum	D		18	fast	E	
7	bump	E		19	dish	E	
8	much	D		20	went	E	
9	with	E		21	win	A	
10	map	A		22	fed	A	
11	hop	C		23	trip	D	
12	plan	B		24	rub	A	
				25	fit	C	

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4 Types of *Fluency* Tasks

- RAN (digits, letters, colors, objects) (Phonological processing/speed)
- Word-level fluency (real and nonsense words)
- Sentence-level fluency
- Passage-level fluency

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Digging Deeper: Assessing Word Identification and Reading Fluency

Universal Screening – Oral Reading Fluency (ORF)

Accuracy
Rate/automaticity

Diagnostic Assessments – Formal/Timed

- *Test of Word Reading Efficiency - 2 (TOWRE-2); Sight Word Efficiency*
- *Kaufman Test of Educational Achievement – 3 (KTEA-3; Word Recognition Fluency*
- *Test of Silent Word Reading Fluency – 2 (TOSWRF-2)*
- *easyCBM Word Reading Fluency*

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Digging Deeper: Assessing Word Identification and Reading Fluency (cont.)

Diagnostic Assessments – Informal/Untimed

- *CORE San Diego Quick Assessment of Reading Ability*
- *CORE Graded High Frequency Word Survey*

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Jessica's Word Identification Diagnostic Data

Preprimer List		Primer List	
• see	see	• you	you
• play	*/p/… /l/*	• come	come
• me	me	• not	*no*
• at	at	• with	*/wi/*
• run	*ran*	• jump	*/ju/*
• go	go	• help	*/hep/*
• and	and	• is	is
• look	look	• work	*walk*
• can	can	• are	*/a/ /r/*
• here	here	• this	*/t/ is*

2 errors (Instructional Level)

7 errors (Frustration Level)

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Digging Deeper: Assessing Word Identification and Reading Fluency*

Universal Screening – Oral Reading Fluency (ORF) – DIBELS, **easyCBM**

Accuracy

Rate/automaticity

Diagnostic Assessments – Formal/Timed

- *Test of Silent Contextual Reading Fluency – 2 (TOSCRF-2)*
- *WJ-IV Achievement – Sentence Reading Fluency*
- *Gray Oral Reading Test – 5 (GORT-5) – Passage reading*
- *Woodcock Reading Mastery Test – lll (WRMT-lll) – Passage reading*

*Sentence-level and passage-level fluency

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Digging Deeper: Assessing Word Identification and Reading Fluency*

Diagnostic Assessments – Informal/Untimed

- *Informal Reading Inventories*
- *CORE MASI – Oral Reading Fluency Measures*

**Sentence-level and passage-level fluency*

Jessica's Oral Reading Fluency

Actual Text: *CORE MASI-R Oral Reading Fluency Measures*

First Grade Passage

Part of the park is for play. Some parts are not for play. Cars drive down the street. Don't play there.

What She Read

/p/… from.. for… the */p/* is for */p/. So /p/ /a//r/ /no/* for

Score: 4 WCPM

10th Percentile for Winter is 6 WCPM

Assessing Reading Comprehension

If a student is having difficulty with reading comprehension despite adequate word level skills and oral reading proficiency, we must assess the following:

- Oral Language*
- Listening Comprehension*
- Vocabulary
- Several reading comprehension assessments that define the construct of reading comprehension in multiple ways

*These assessments are best administered by a Speech-Language Pathologist (SLP)

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Digging Deeper: Assessing Reading Comprehension

Universal Screening – Reading Comprehension

- *DIBELS – MAZE*
- *easyCBM – Multiple Choice Reading Comprehension*

Diagnostic Assessments – Formal

- *Gray Oral Reading Test-5 (GORT-5)*
- *Achievement Tests (KTEA-3, WIAT-lll, SRI-2, WJ-IV)*
- *Test of Reading Comprehension – 5 (TORC-5)*
- *Woodcock Reading Mastery Test (WRMT)*

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Digging Deeper: Assessing Reading Comprehension
(cont.)

Diagnostic Assessments – Informal

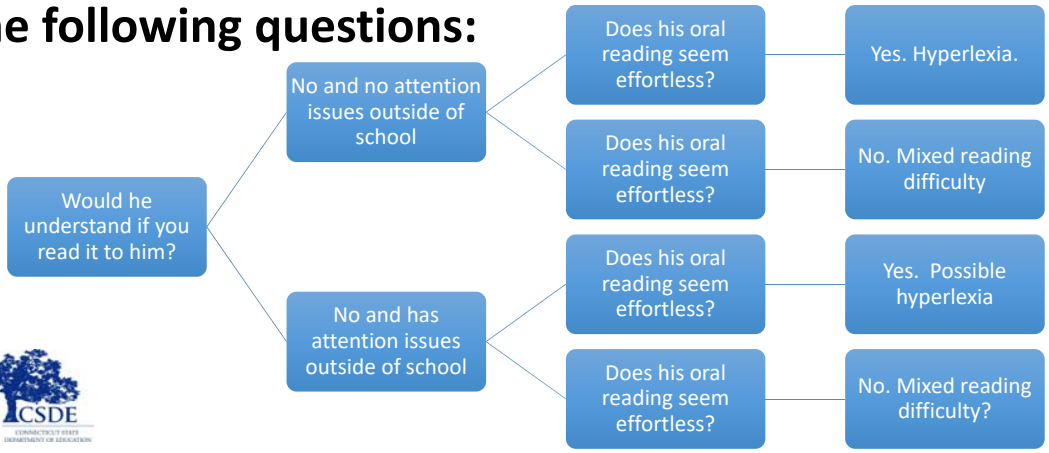
- *Qualitative Reading Inventory*
- *DRA2/Benchmark Assessment System (Fountas and Pinnell)*

Digging Deeper: Assessing Vocabulary

- Vocabulary Knowledge Scale (VKS)*
- Vocabulary Recognition Test (VRT)*
- CORE Vocabulary Screening
- Critchlow Verbal Language Scale

**Referenced in Reading Rockets article*

When a student's reading comprehension is poor, ask the following questions:



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The Golden Rule of Assessment

The best designed assessment with the most reliable and valid measures administered by the best trained assessor won't change a child's reading trajectory . . .
unless someone in the child's life does something different.

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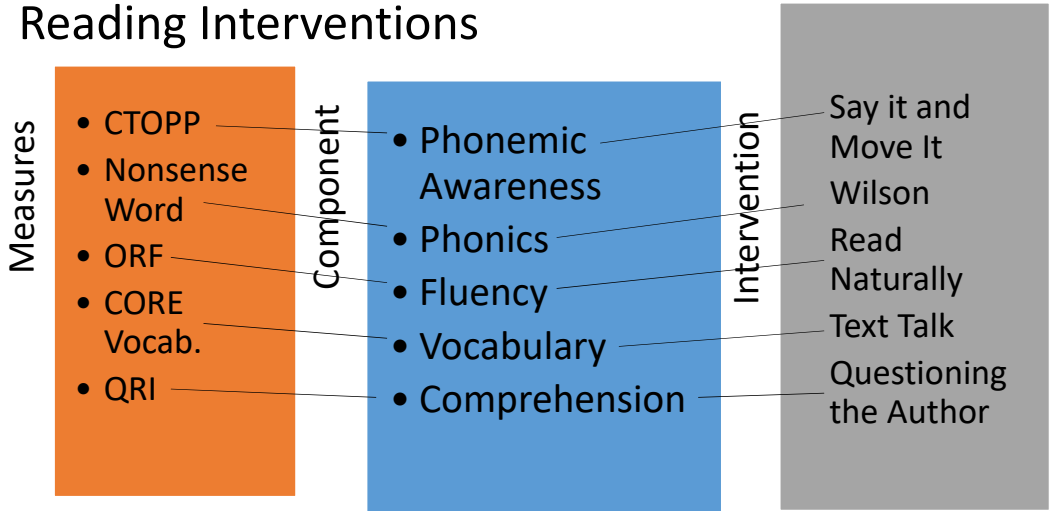
Linking Assessment Data to Reading Interventions



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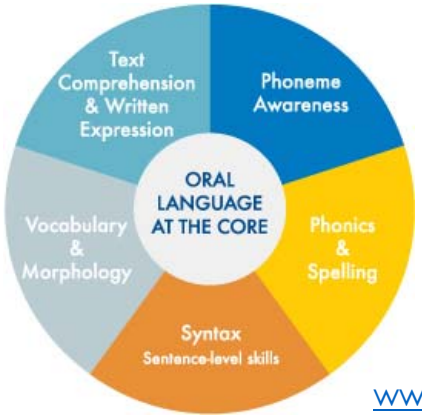
The Literacy How Reading Wheel



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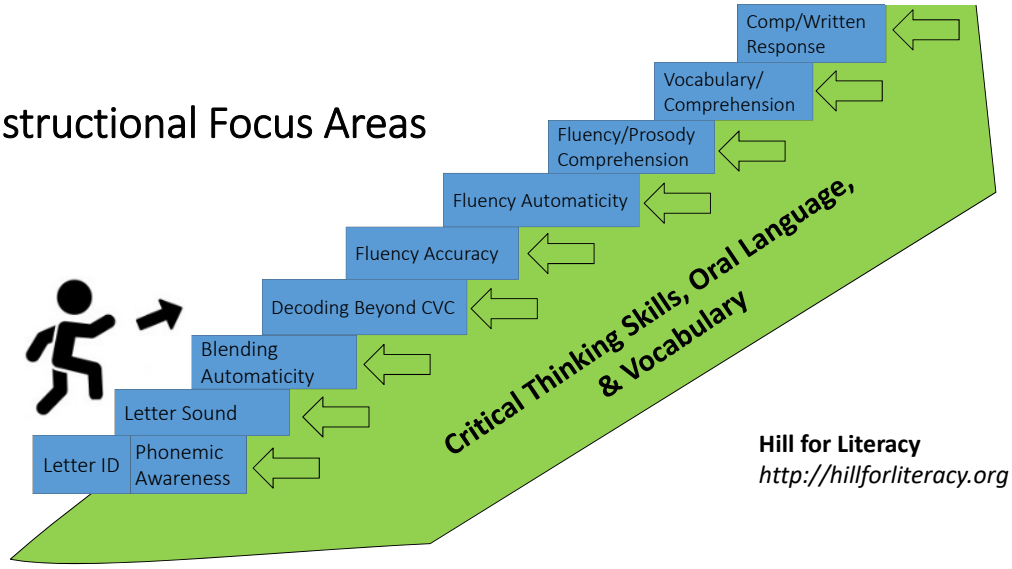
Continuum of Foundational Skills



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http://hillforliteracy.org

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Effective Reading Instruction for Students with Reading Difficulties

- The foundation of reading is ***oral language***.
- Students with the 3 different profiles will need a different instructional focus depending on their diagnostic assessment data.
- While some students with reading difficulties have comprehension strengths, they do not find reading enjoyable so they do not practice applying those comprehension skills to what they read. As a result, ***vocabulary and reading comprehension*** often suffer . . . .
- Which means, ***all components*** of reading instruction **may need** to be addressed.

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Structured Literacy Instruction Includes Two Important Components

- Elements of language are taught to address the language basis of the Learning Disabilities/Reading Disabilities – e.g., sounds and symbols, meaning (semantics), and sentence structure (syntax).
- Principles of instruction that guide how the elements are taught (for example, explicit, cumulative, and diagnostic teaching).

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Elements of *Structured Literacy* Instruction

- Phonology
- Sound-symbol Association
- Syllable Instruction
- Morphology
- Syntax
- Semantics

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Jessica's Phonological Awareness Data

Phonological Awareness Skills Test

Rhyme Recognition	*1/6*
Rhyme Production	*0/6*
Syllable Blending	*4/6*
Syllable Segmentation	*3/6*
Syllable Deletion	*0/6*
Phoneme Isolation – Initial Sounds	*3/6*
Phoneme Isolation – Final Sounds	*1/6*
Phoneme Blending	*1/6*
Phoneme Segmentation	*0/6*

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Tier 2 Intervention for PA/Phonological Processing

Multisensory articulation
- Mirrors-visual
- Kinesthetic-feeling throat

Say It and Move It (using discs for concrete representation of sounds)

Elkonin boxes (using boxes to indicate number of sounds in each word)

Sound Sorts (initial, final, medial)

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The Importance of Progress Monitoring

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CBMs help to make instructional decisions including:

1. **Monitoring student growth within an instructional program**
2. Creating instructional groups
3. Identifying skill deficits
4. Screening students who are at risk for school failure
5. Aiding in eligibility decisions for students
6. Evaluating placement in special education and reintegrating students into regular education programs

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Criterion-Referenced Tests (CRTs)

In addition to using a CBM, a criterion-referenced assessment:

Involves measuring for "mastery" of a series of short-term instructional objectives

Requires:

- A planned instructional scope and sequence for the school year
- Procedures aligned with checkpoints in the instructional sequence

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Criterion-Referenced Tests

- Performance indicates whether students have attained a pre-determined level of competence or performance (i.e., MASTERY).
- What concepts and/or skills have students mastered?
- Items are based on standards or objectives (criteria) that most students should answer correctly.
- They provide diagnostic information about a student's level of performance.

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What level should be monitored?

Since accuracy develops first, it is more important than fluency.

- If a student has **greater than** 95% accuracy in reading, monitor at her grade level.
- If a student is **not** accurate, monitor both accuracy (i.e., decoding) in addition to fluency.
- Student can be monitored at **both** her grade level and her instructional level.
- Monitor student's instructional level more frequently.

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What assessments can be used to monitor PA?

CBM

- *DIBELS – PSF*
- *easyCBM Phoneme Segmenting*

CRT

- *CORE Phonological Segmentation Test*
- *Phonological Awareness Skills Test (PAST)*
- *Yopp-Singer Test of Phoneme Segmentation*

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Jessica's PA Progress Monitoring Data (1st Grade)

	October 2016	December 2016
Syllable Blending	*4/6*	*5/6*
Syllable Segmentation	*3/6*	*5/6*
Syllable Deletion	*0/6*	*2/6*
Phoneme Isolation – Initial Sounds	*3/6*	*5/6*
Phoneme Isolation – Final Sounds	*1/6*	*3/6*
Phoneme Blending	*1/6*	*3/6*
Phoneme Segmentation	*0/6*	*2/6*

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Tier 2 Intervention for Phonics Skills (i.e., Decoding and Encoding)

- Explicit instruction in letter sound correspondences
- Decoding and encoding taught as reciprocal skills
- Sound-Letter Mapping/Word Chains
- Word Sorts
- High Frequency Word Charts
- Syllable types and blending syllables in multisyllabic words
- Explicit instruction in the meanings of roots and affixes to analyze the relationship of spelling to meaning of complex words (advanced phonics)

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What assessments can be used to monitor phonics skills (i.e., decoding and encoding)?

CBM

- *DIBELS – NWF*

CRT

- *CORE Phonics Survey*
- *Wilson Assessment of Decoding and Encoding (WADE)*
- *Gallistel-Ellis*
- *Spelling Inventories (Words Their Way)*
- *Developmental Spelling Assessment (DSA)*

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Jessica's Decoding Progress Monitoring Data

October 2016

Short vowel sounds in CVC Words

- 1/10 Real words
- 0/5 Nonsense words

December 2016

Short vowel sounds in CVC Words

- 9/10 Real words
- 4/5 Nonsense words

Consonant blends with short vowels

- 5/10 Real words
- 4/5 Nonsense words

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Tier 2 Intervention for Reading Fluency

- Rapid word recognition charts
- Phrase-cued reading
- Repeated readings, peer reading, student-adult reading
- Timed reading of word lists, sentences, passages
- Wide reading

What assessments can be used to monitor progress in *Reading Fluency?*

CBM

- *DIBELS – ORF*
- *easyCBM*
- *AIMSweb*

Other

- *CORE Oral Reading Fluency*
- *Qualitative Reading Inventory*
- *DRA2/Benchmark Assessment System (Fountas & Pinnell)*

Tier 2 Intervention for Vocabulary

- Explicit lessons to introduce word meanings including student-friendly definitions
- Word consciousness – Degrees of "knowing a word"
- Word Categorization (Semantic Feature Analysis, Concept Sorts, Word Webs, Scaling)
- Multiple meaning words
- Figurative Language (idioms)
- Explicit lessons to introduce word structure (i.e., morphological elements)
- Morpheme categorization (i.e., prefixes, suffixes, roots)
- Word networks

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What assessments can be used to monitor progress in *Reading Comprehension?*

CBM

- *DIBELS – DAZE*
- *easyCBM – Multiple Choice Reading Comprehension*
- *AIMSweb*

Other

- *CORE Reading Maze Comprehension*
- *Qualitative Reading Inventory*
- *DRA2/Benchmark Assessment System (Fountas & Pinnell)*

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Tier 2 Intervention for Reading Comprehension

- Explicit lessons to teach how words, phrases, and clauses function in the sentence.
- Explicit lessons to show students how to combine clauses with conjunctions to create compound and complex sentences.
- Use of graphic and semantic organizers to show word functions, the relationship between words, phrases, and clauses, and how words are related through word networks

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Tier 2 Intervention for Reading Comprehension

(cont.)

- Explicitly teach text structure
- Teach inferencing
- Teach students to answer and generate questions, giving ample opportunities to engage in discussions relating to the meanings of text
- Teach strategies including comprehension monitoring and summarizing

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What assessments can be used to monitor progress in *Reading Comprehension?*

CBM

- *DIBELS – DAZE*
- *easyCBM – Multiple Choice Reading Comprehension*
- *AIMSweb*

Other

- *CORE Reading Maze Comprehension*
- *Qualitative Reading Inventory*
- *DRA2/Benchmark Assessment System (Fountas & Pinnell)*

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Graphing CBM Scores

Graphs allow teachers to quantify rate of student improvement:

Increasing scores indicate responsiveness.

Flat or decreasing scores indicate unresponsiveness.

This is the basis of **response to intervention!!**

- Easy CBM – www.easycbm.com
- Intervention Central - www.interventioncentral.org

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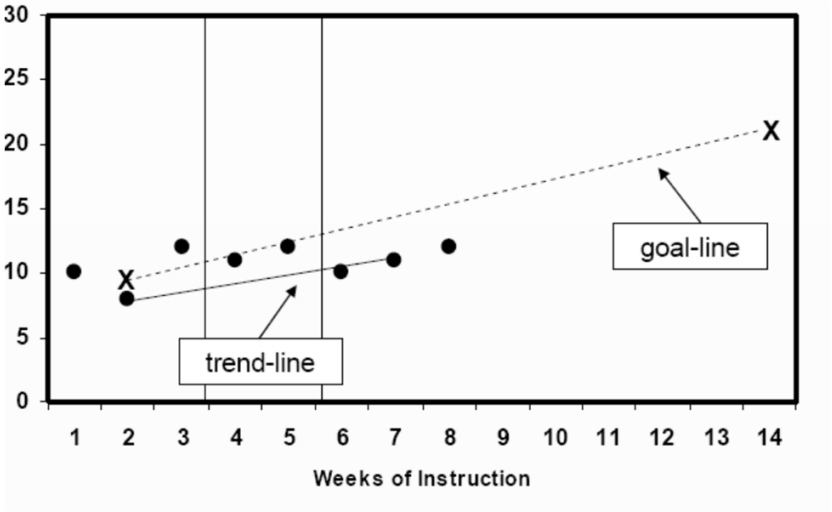
Trend-Line Lower



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Data Management

- Setting up a database
- Developing procedures for collecting, entering, and sharing data
- Training staff on data collection and management procedures
- Two data management tools:

Student Progress Monitoring Tool for Data Collection and Graphing

Data Management Program and Graphing Tool

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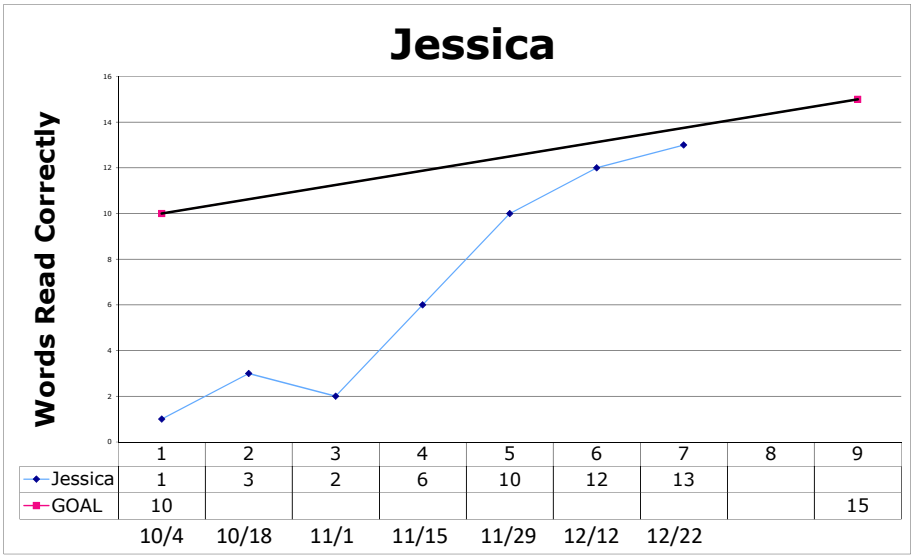

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Examining Your Knowledge Gaps in Reading Research

"The best reading assessment tool is the evaluator's knowledge of research on reading acquisition and reading difficulties."

Kilpatrick, 2015

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Specific Learning Disabilities/Dyslexia Resources

[CSDE SLD/Dyslexia Resources]

- Identification/Assessment
- Instruction/Intervention
- Resources
- LD Guidelines

[SERC Professional Learning Opportunities and Resources]

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Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd ed.). NY: Guilford Press.

Spear-Swerling, L. (2015). *The power of RTI and reading profiles: A blueprint for solving reading problems*. Baltimore, MD: Brookes Publishing.

Additional *Free* CSDE/SERC Online Professional Learning Opportunities

- Increasing Awareness of Specific Learning Disabilities (SLD)/Dyslexia: Implications for Connecticut Educators
- Identifying Students with SLD/Dyslexia: An Online Course
- SLD/Dyslexia: Connecting Research to Practice in Connecticut
- It's Never Too Late: How to Motivate and Teach Older Struggling Readers with SLD/Dyslexia
- Remediating and Accommodating Students with Specific Learning Disabilities (SLD)/Dyslexia at the Secondary Level – **Live Webinar on March 22, 2017**
- A Comprehensive Case Study Review of a Student with SLD/Dyslexia – Spring 2017
- Supporting English Learners (ELs): Is it SLD/Dyslexia? - Spring 2017
- Twice Exceptional: Gifted Students with SLD/Dyslexia – Spring 2017

Access on CSDE/SERC SLD/Dyslexia Initiative Webpage

Thank you for Your Participation!

We appreciate your feedback – Please submit the participant evaluation and contact us if we can assist you or provide additional professional learning opportunities or resources!

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