

Assessments: Digging Deeper

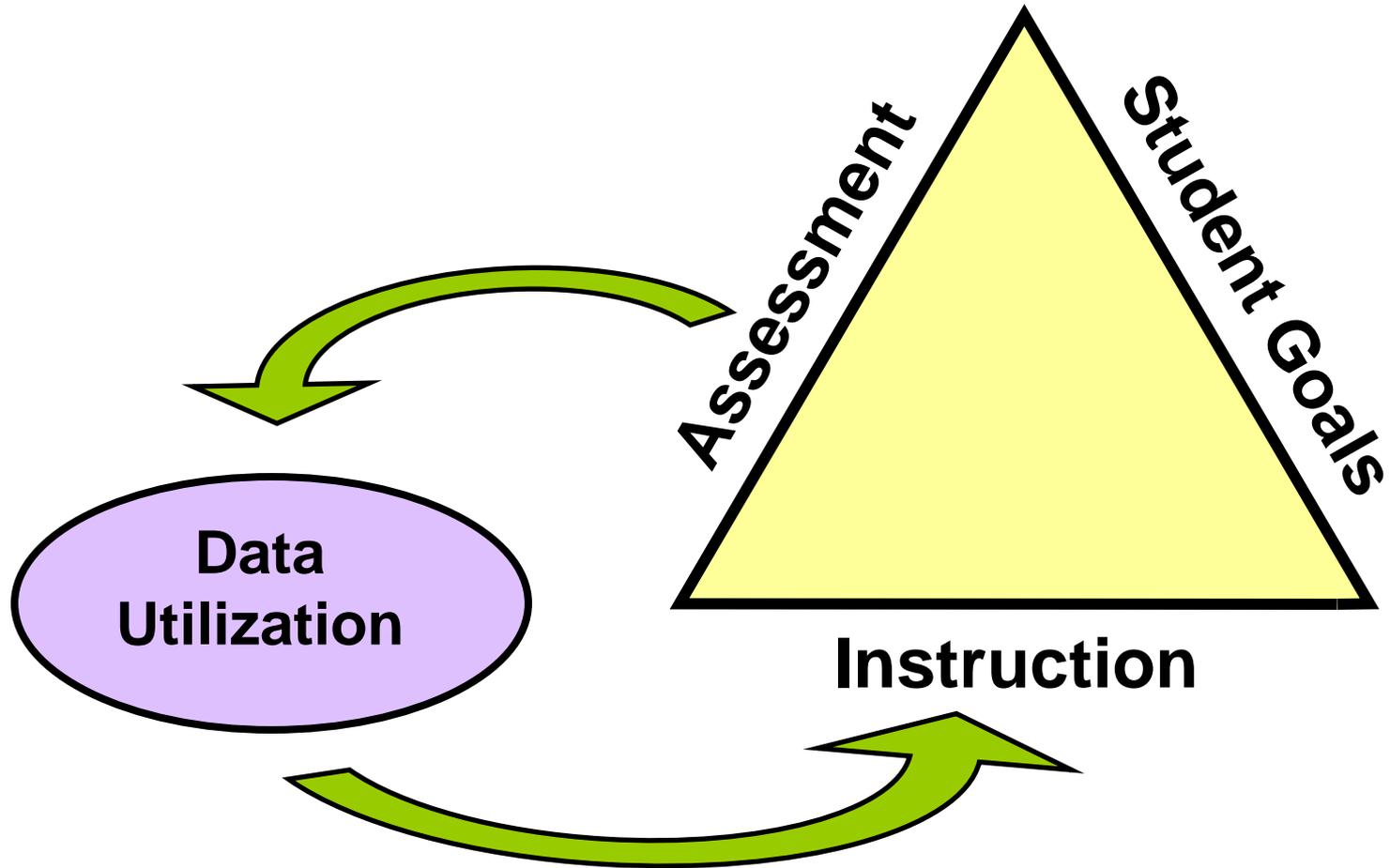


Session Objectives

- Define the four types of assessment
- Review screening assessment information
- Review progress monitoring assessment information
- Dig deeper into the idea of using diagnostic assessments to drive instruction
- Make site-based decisions and plans based on this information



Ongoing Cycle: Linking Assessment, Instruction, and Student Goals



Assessments of Student Performance Essential to RTI

	Assessment
School Level	<ul style="list-style-type: none">• Systematic review of data to identify:<ul style="list-style-type: none">• students “at risk”• needed resources• how are we doing?• Screen All: “Benchmarking”• Fall, Winter, Spring
Student Level	<ul style="list-style-type: none">• Systematic review of data to evaluate individual RTI and inform intervention• Progress monitoring<ul style="list-style-type: none">• CBM, CRTs• Diagnostic Assessment• Assess additional factors



Types of Assessment Essential to RTI

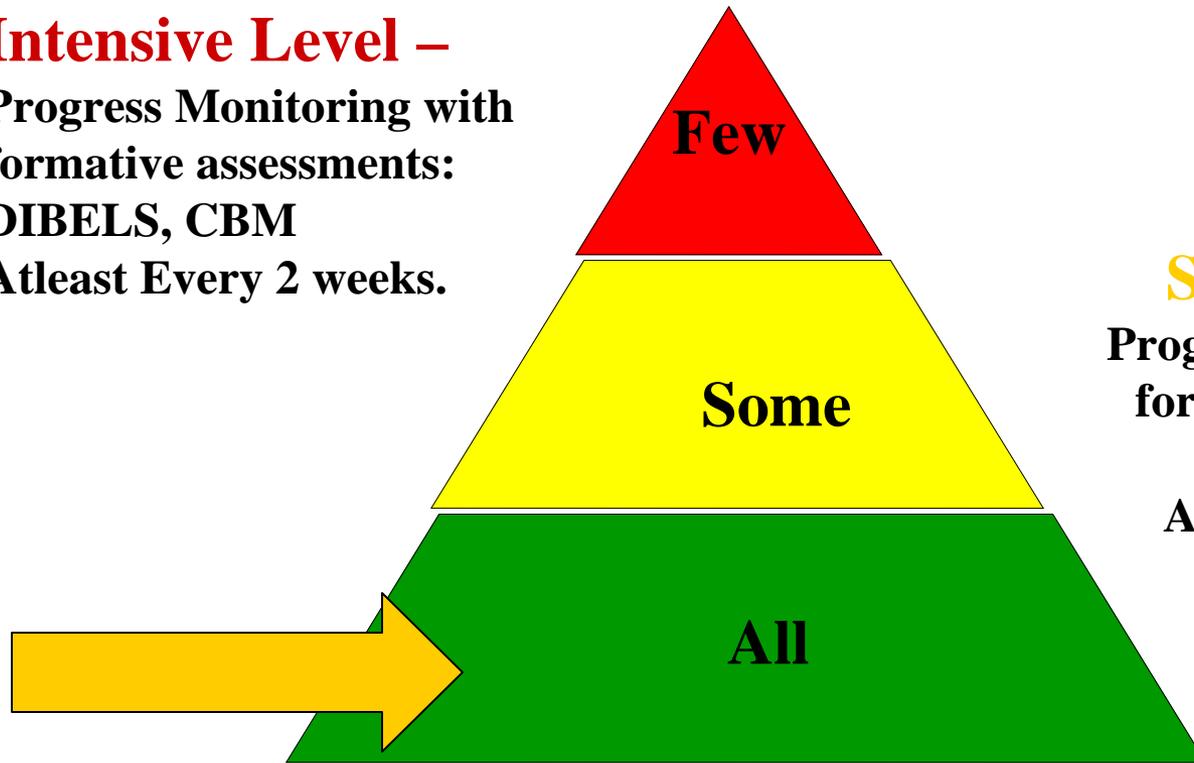
Assessment Type	Answers Question	Administered to	Assessment Example
Screening/ Benchmark	Who is struggling?	All students	DIBELS; AIMSweb CBM probes; classroom unit tests
Progress Monitoring	Is the student responding to intervention?	Students receiving intervention	Curriculum based measures (CBM) – 1 minute probes aligned with final outcome
Diagnostics	What specific skill(s) needs more attention?	Some students receiving intervention	Comprehensive Test of Phonological Awareness (CTOPP); Gray Oral Reading Test (GORT)
Outcome	Have students learned as expected?	All students	MontCAS Woodcock Reading Mastery
Informal	More specific information needed?	Some students receiving intervention	Checks for understanding; observe requested task; dynamic learning task



Assessments Indicators: How Are We Doing?

Intensive Level –

Progress Monitoring with
formative assessments:
DIBELS, CBM
Atleast Every 2 weeks.



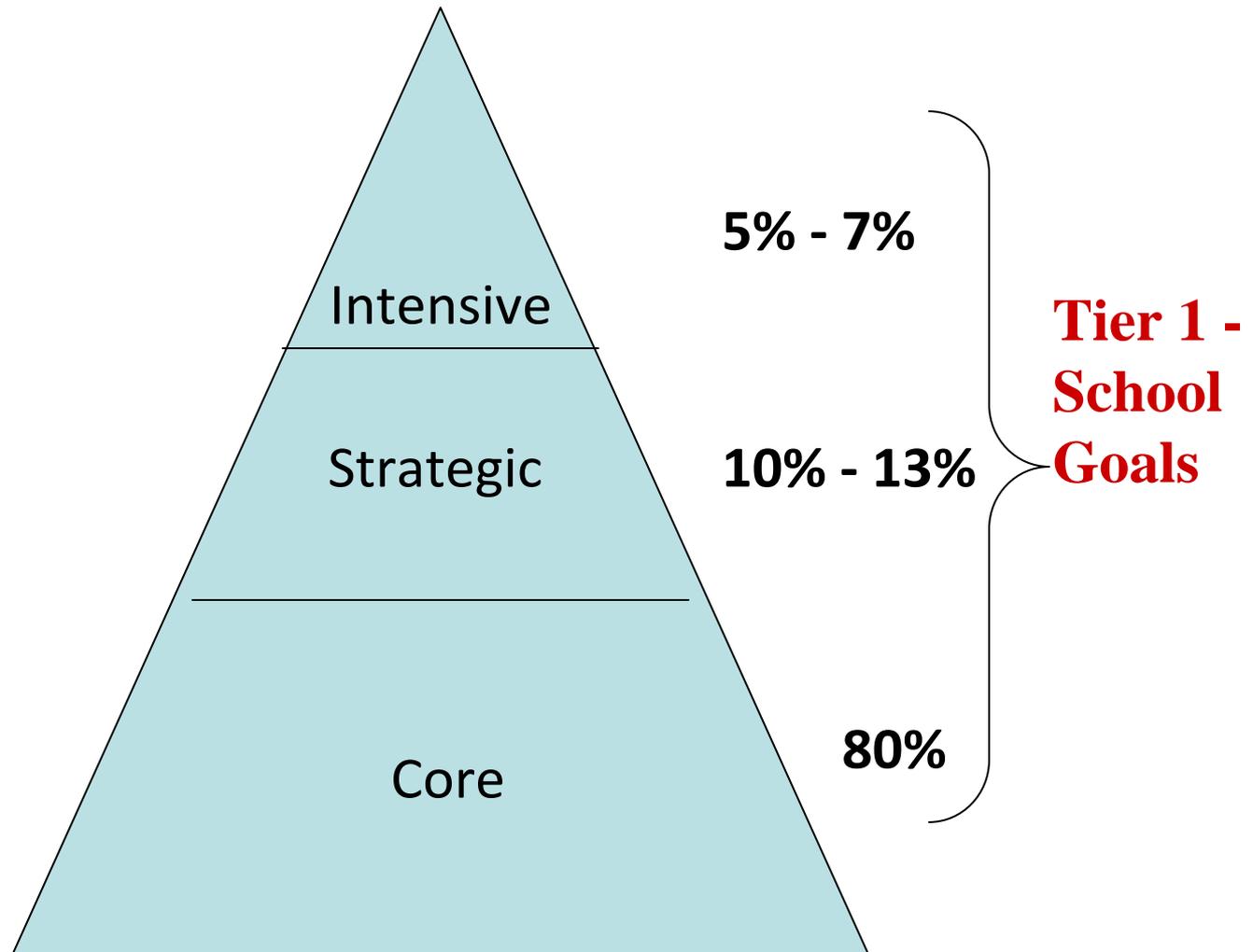
Strategic Level

Progress Monitoring with
formative assessments:
DIBELS, CBM
Atleast 1 X per mth.

Core Level –

School-wide Screening for Academic and Behavioral At-Risk
“Benchmark Assessment” – 3 X year
Ongoing Program Assessments

The RTI Framework: A System of Instructional Supports GUIDED by Assessment Data



Screening Measures

- Goal is to maximize the amount of information collected in the minimum amount of time
- Screening assessments must:
 - align with what is being taught
 - have *alternate* versions because of repeated use
 - be efficient – quick, reliable, valid
 - have “predictive validity”; e.g. a low score in the Fall predicts difficulty at the end of the year.



Screening Measures (cont'd)

- Most widely used for benchmark screening because of efficiency and utility of data are Curriculum Based Measurement (CBM) probes such as:
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - AIMSweb CBM Oral Reading Fluency or Early Literacy Skills for reading; Math Calculation probes for Math (and other measures)
- Other assessments that could be used to screen include Criterion Referenced Tests or Standardized Tests:
 - Comprehensive Test of Phonological Processing (CTOPP);
 - Woodcock Reading Mastery (WRMT)
 - Measures of Academic Progress (MAP) test (computerized)



Universal *Benchmark* Screening

- Administration of a screening assessment to *all* students to determine which students may be struggling with reading (or math, behavior, etc.)
- “Benchmarks” indicate the *lowest* score that indicates student is on track to meet learning expectations by the end of the year.
- School’s resources organized to identify and provide additional instruction/intervention to those students at risk.



Universal *Benchmark* Screening

- Options for schools to decide locally, based upon resources, culture, etc:
 - Frequency of screening
 - Selection of the screening measure(s)
 - Criteria used to determine which students are in need of intervention (what is the “benchmark” or “cut-off” for each grade level?)
 - Who administers screening assessments
 - Who aggregates and reviews outcomes
 - How and to whom results are disseminated



Recommended Frequency of Benchmark Screening

Time Administered	Purpose
Fall	<ul style="list-style-type: none">•Identify which students are performing at grade level•Identify which students are struggling and need intervention
Winter	<ul style="list-style-type: none">•Identify which students are performing at grade level.•Identify which students have begun to struggle later in the year and need intervention.
Spring	<ul style="list-style-type: none">•Document students' performance at the end of the year.•Identify students who may benefit from additional instruction in the summer or in the following school year.

Data Collection And Review

- Systematic and systematized
 - Schedule benchmarking (3 times per year optimal)
 - Establish data base and maintained in one place
 - Assign responsibility:
 - Data collection
 - Data entry
 - Data reports
 - Data review by teachers & teams
 - Classroom teachers cross-validate screening results
 - Dissemination and review
 - RTI Leadership Team
 - All teachers
 - Individual students
 - Parent reports



Using Benchmark Data at School Level

- Use benchmark data to:
 - Evaluate effectiveness of core program
 - Identify areas of concern in need of improvement
 - Identify professional development needs
 - Reallocation of resources
 - Staffing patterns
 - Scheduling issues
 - Attendance issues
 - And more.....



Screening Data Activity

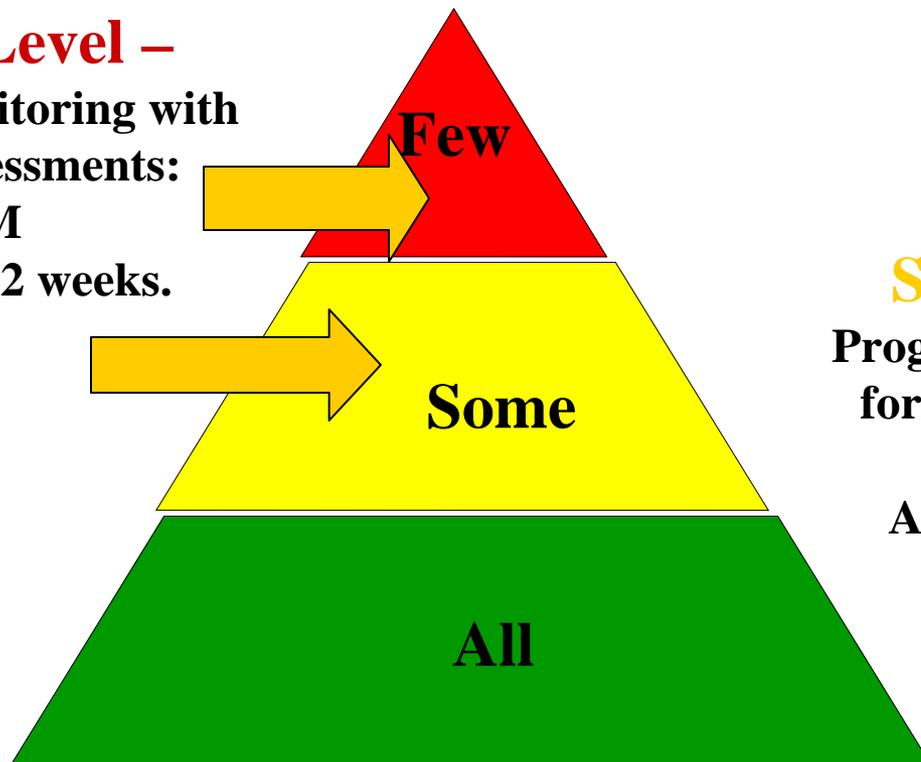
- School-wide academic evaluation
 - Use fall screening data
 - Evaluate overall school performance
 - Discuss with team
- Report out



Assessments Indicators: How Are We Doing?

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Ongoing Program Assessments

Progress Monitoring

- Monitoring changes in skill acquisition or indicators of the year end goal provides:
 - (A) data to make decisions about student RTI
 - (B) accountability by documenting progress
 - (C) flexibility to modify intervention components
 - (D) motivation to continue until goals are achieved
- The value of the assessment process is its capacity to inform, foster, and document program or intervention effectiveness (Reschly & grimes, 1995; Witt & Gresham, 1985)

Are we closing the gap?



Progress Monitoring

- PM assessment should:
 - Be aligned with what is being taught
 - Be sensitive to small changes
 - Have multiple probes
 - Be efficient
 - Valid, reliable, quick, easy to administer
- PM is used for data-based decision making.
 - Is the intervention working?
 - Which students are responding?
 - Which students are not responding?
 - What specific skills need to be taught or practiced?



Materials for Progress Monitoring

- Data needed to begin:
 - Year-end GOAL to set “aimline”
 - Present Level of Performance (PLOP)
- Ongoing PM data
 - Assessment “probes” at grade level
 - Measure progress towards goal (frequency to be decided locally)
 - Consider intensity of intervention – the more intense, the more frequent the measurement
 - Consider resource availability for consistency
- Student data sheet with graph



Setting Goals Using Norms for Weekly Growth

- Use research and evidence-based norms for expected gains per week – AKA
 - weekly “growth rate” (GR)
 - weekly “rate of improvement” (ROI)
- Select grade level ROI
- Calculate # weeks to end of school x ROI
- Add product to student’s present level of performance.

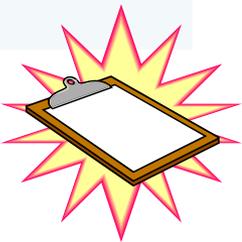


Setting Goals With Norms for Weekly Growth

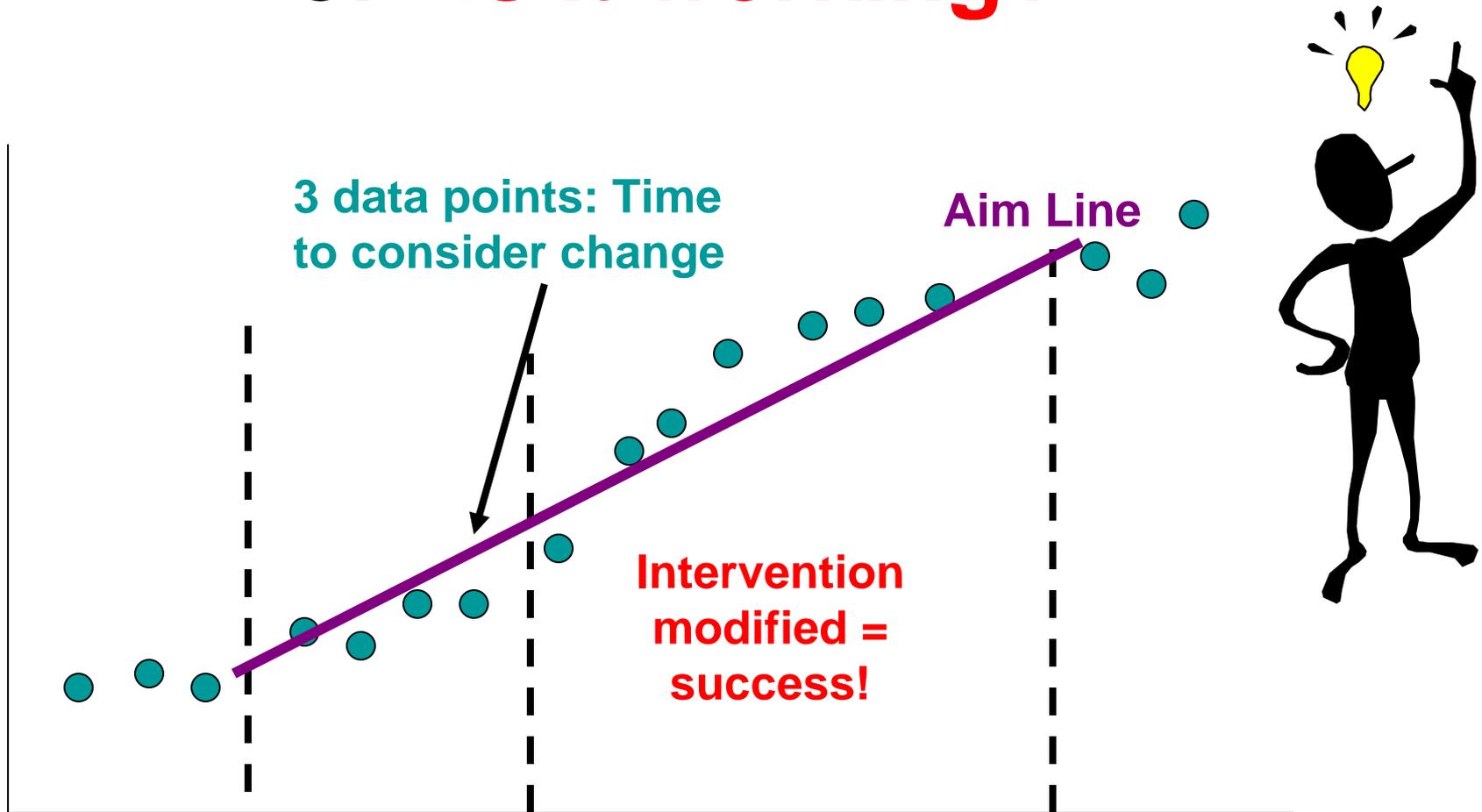
(Fuchs, Fuchs, Hamlett, Walz, & German (1993))

Grade	ORF Av	ORF Am	ORF R	Maze Am	Maze R
1	2.0	3.0	2.0	n/a	n/a
2	.85-1.5	2.0	1.5	.39	.84
3	.85-1.5	1.5	1.0	.39	.84
4	.85-1.5	1.1	.85	.39	.84
5	0.5 or less	0.8	0.5	.39	.84
6	0.5 or less	.65	0.3	.39	.84

Key: Av = Average; Am = Ambitious; R = Realistic



Progress Monitoring = Indicators of “Is it working?”



How Often? By Whom?

- How Often;
 - Local Decision based on resources and other factors
 - Depends on intensity of intervention
 - Recommended *at least*
 - Tier 2 – every 4 weeks (3 weeks preferred)
 - Tier 3 – bi-monthly (every week preferred)
- By Whom:
 - Local Decision based on resources, can be:
 - Instructor
 - Designated data collection person



Decisions Based on Student RTI

- **Good RTI – Consider:**

- Continue in intervention at current levels until learning slope intersects aimline
- If learning slope is consistently above the aimline, then EXIT from intervention

- **Poor RTI – Consider:**

- increasing time in the same intervention (“double-dose”)
- Modifying or adding on to the same intervention, supplementing with a more targeted intervention methods
- Change to different, more intensive and targeted intervention
- If already at Tier 3 and Poor RTI, refer for formal evaluation for eligibility/entitlement to Special Education services.



Progress Monitoring Frequency

- Some general guidelines...
 - “Barely Benchmark” – every 6 – 8 weeks
 - Strategic – every 2 – 3 weeks
 - Intensive – every 1 – 2 weeks
 - Report progress to parents regularly

What decisions have been made at your school?



Resources: CBM & Data Management Systems

- AIMSWeb
 - K-8 – benchmark and progress monitoring
 - Early literacy AND early numeracy measures
 - Reading (English & Spanish), math, spelling, writing
 - \$1.00/student/year (cost increases with added areas)
- University of Oregon/DIBELS
 - K-6 – benchmark and progress monitoring
 - DIBELS measures
 - \$1.00/student/year
- www.studentprogress.org
- www.edhelper.com
- www.interventioncentral.org/



Your Assessment System

- What do you use for a screening assessment? Progress Monitoring? Diagnostic? Outcome?
- How is this information used in planning instruction?
- Who reviews and analyzes the data?
- How often is your assessment data reviewed?
- What resources are available in your core reading program for assessment?
- Who helps plan for scheduling, space, and personnel issues?



Using Diagnostic Assessment to Provide Targeted Instruction through Flexible Grouping

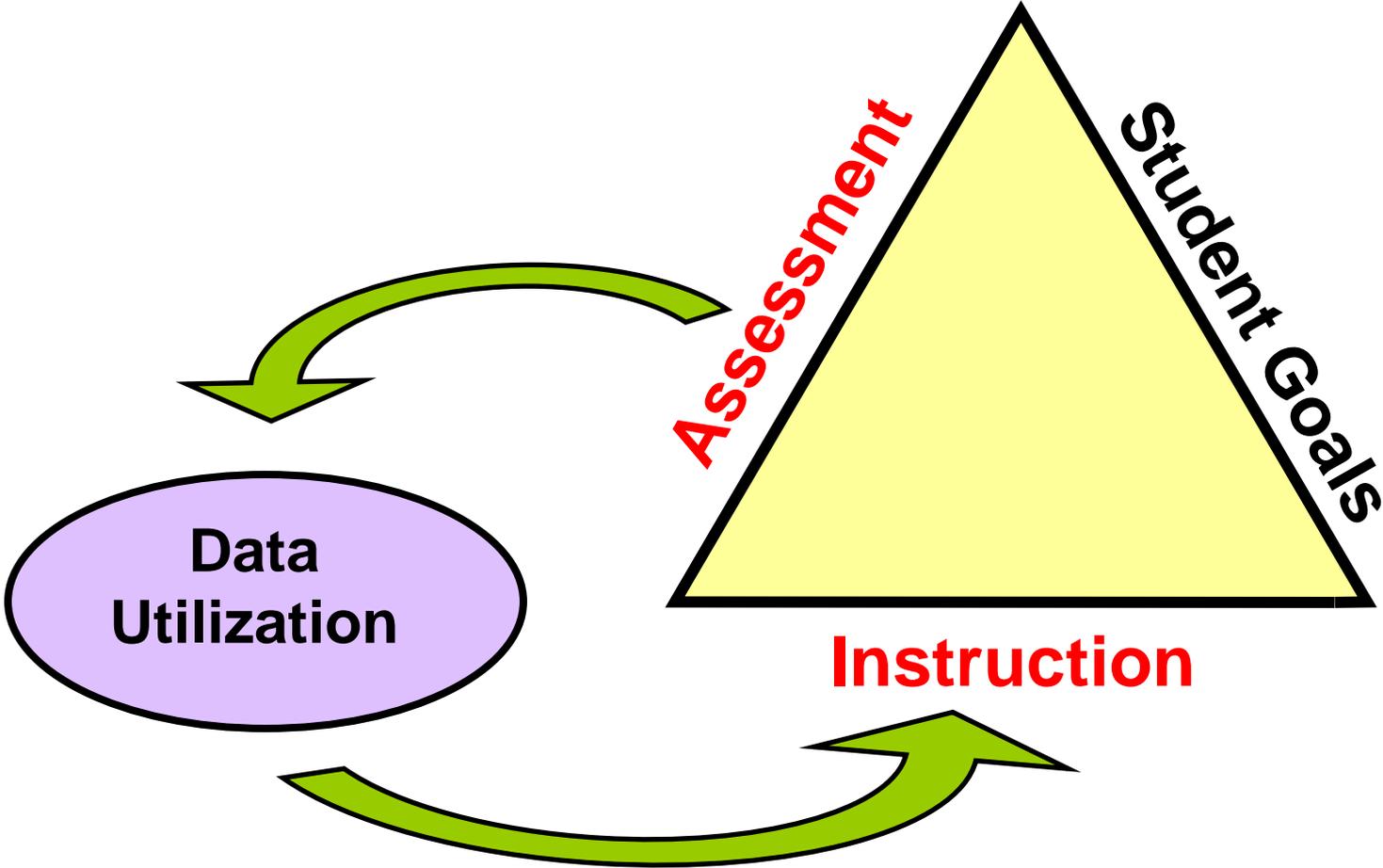


Session Objectives

- Define diagnostic assessment
- Identify sample diagnostic assessments
- Investigate what information can be gleaned from a variety of diagnostic assessments
- Review the idea of “data-driven” instruction
- Demonstrate how diagnostic assessment data can be used to determine flexible, needs-based groups
- Apply new learning to school, class, and student diagnostic data



Linking Students Goals, Assessment, & Instruction



Four Types of Assessment

- **Screening-** Involves all children and is usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program.
- **Diagnostic-** Helps teachers plan instruction by providing in-depth information about students' skills and instructional needs.
- **Progress Monitoring-** Involves frequent measurement to determine if students are making adequate progress or are in need of more intervention to achieve grade-level reading outcomes.
- **Outcome-** Provides a bottom –line evaluation of the effectiveness of the reading program in relation to established performance levels (e.g., end of school year).



What Is Diagnostic Assessment?

- Diagnostic Assessment is...
 - “Shrink It”



Sample Diagnostic Assessments

- **Informal**

- CORE Phonological Awareness or Phonics Surveys
- San Diego Quick
- Reading program assessments

- **Standardized**

- Comprehensive Test of Phonological Processing (CTOPP)
- Gray Oral Reading Test – 4th Edition (GORT-IV)
- Test of Word Reading Efficiency (TOWRE)



Diagnostic Assessments

- Do you want more information?
 - Florida Center for Reading Research
www.fcrr.org
 - University of Oregon
<http://reading.uoregon.edu>
 - Vaughn Gross Center
www.texasreading.org



Where Do I Begin?

DATA



What does “data-driven instruction” actually mean?

- Instruction that is guided by and responsive to
- information/data we have about students:
- What they already know and can do
- What critical knowledge or skills they lack
- How easily they learn and how they learn best
- What their interests are
- How they are best motivated to do the work of learning

» Dr. Joseph Torgesen



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

What Data?

- **AIMSweb Screening Assessment**
 - **Core Program Assessments**
 - **CORE Phonics Survey**
 - **Other Diagnostic Testing**
 - **AIMSweb Progress Monitoring**



INSTRUCTIONAL RECOMMENDATION REPORT

District: Success School District
 School: Thriving on Data Elementary
 Date: Winter 2006-2007
 Grade: 2

Grade 2 DIBELS Scores
 & Instructional Recommendations

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Each sticky note has student's name, teacher and score

Benchmark

Strategic

Intensive



Magnet Board Visual Display



HIERARCHY OF SPECIFIC SKILLS - **READING MECHANICS**

**PHONOLOGICAL
AWARENESS**

PHONICS

FLUENCY

G3

G2

G1

K

**Phoneme Blending/
Segmentation
Initial Phonemes
Onset-Rime
Words/Syllables
Sentences/Words
Rhyming**

**Affixes, Roots
Syllable Types
Compound Words
VR, VL
CVCE, CVVC
CCVC, CVCC
Blending (CVC)
Letter Sounds**

**110 CWPM - G3
90 CWPM - G2
40 CWPM - G1**

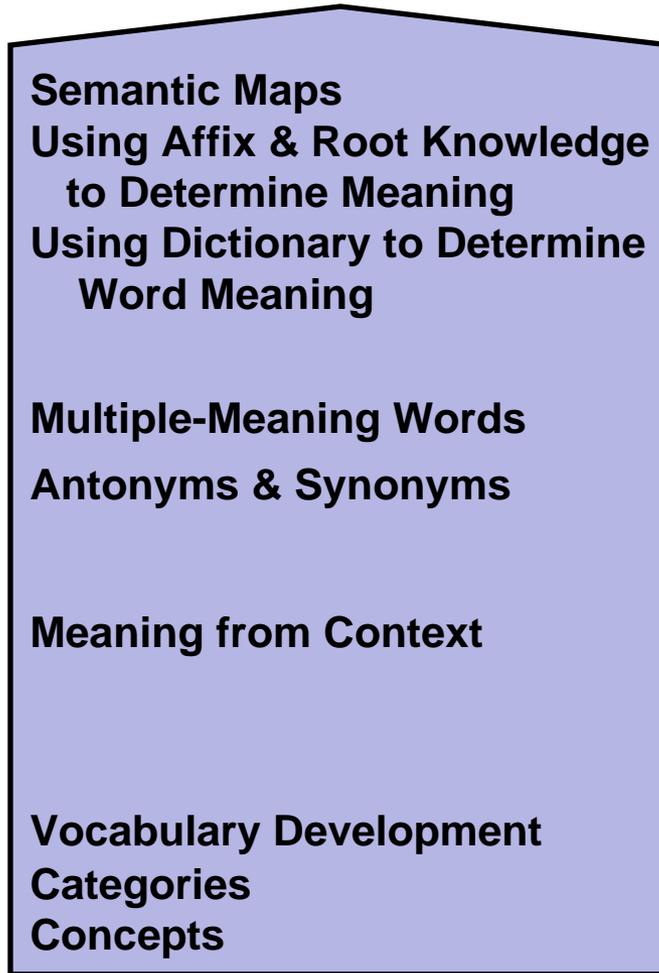
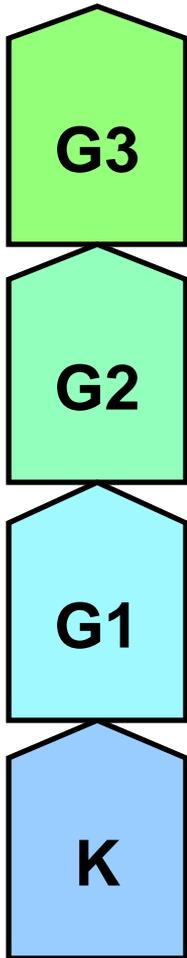


HIERARCHY OF SPECIFIC SKILLS

READING COMPREHENSION

VOCABULARY

COMPREHENSION



CORE Phonics Survey – Record Form

Name _____

Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills

- ___ / 26(21) Letter names - uppercase
- ___ / 26(21) Letter names - lowercase
- ___ / 23(18) Consonant sounds
- ___ / 5 (4) Long vowel sounds
- ___ / 5 (4) Short vowel sounds

Reading and Decoding Skills

- ___ / 10(8) Short vowels in CVC words
- ___ / 10(8) Short vowels, digraphs, and *-tch* trigraph
- ___ / 20(16) Consonant blends with short vowels
- ___ / 10(8) Long vowel spellings
- ___ / 10(8) Variant vowels and diphthongs
- ___ / 10(8) *r-* and *l-*controlled vowels
- ___ / 24(19) Multisyllabic words

Spelling Skills

- ___ / 5 (4) Initial consonants
- ___ / 5 (4) Final consonants
- ___ / 5 (4) CVC words
- ___ / 5 (4) Long vowel spellings

Skills to review:

Skills to teach:

CORE Phonics Survey Teacher Section

Available for download at:

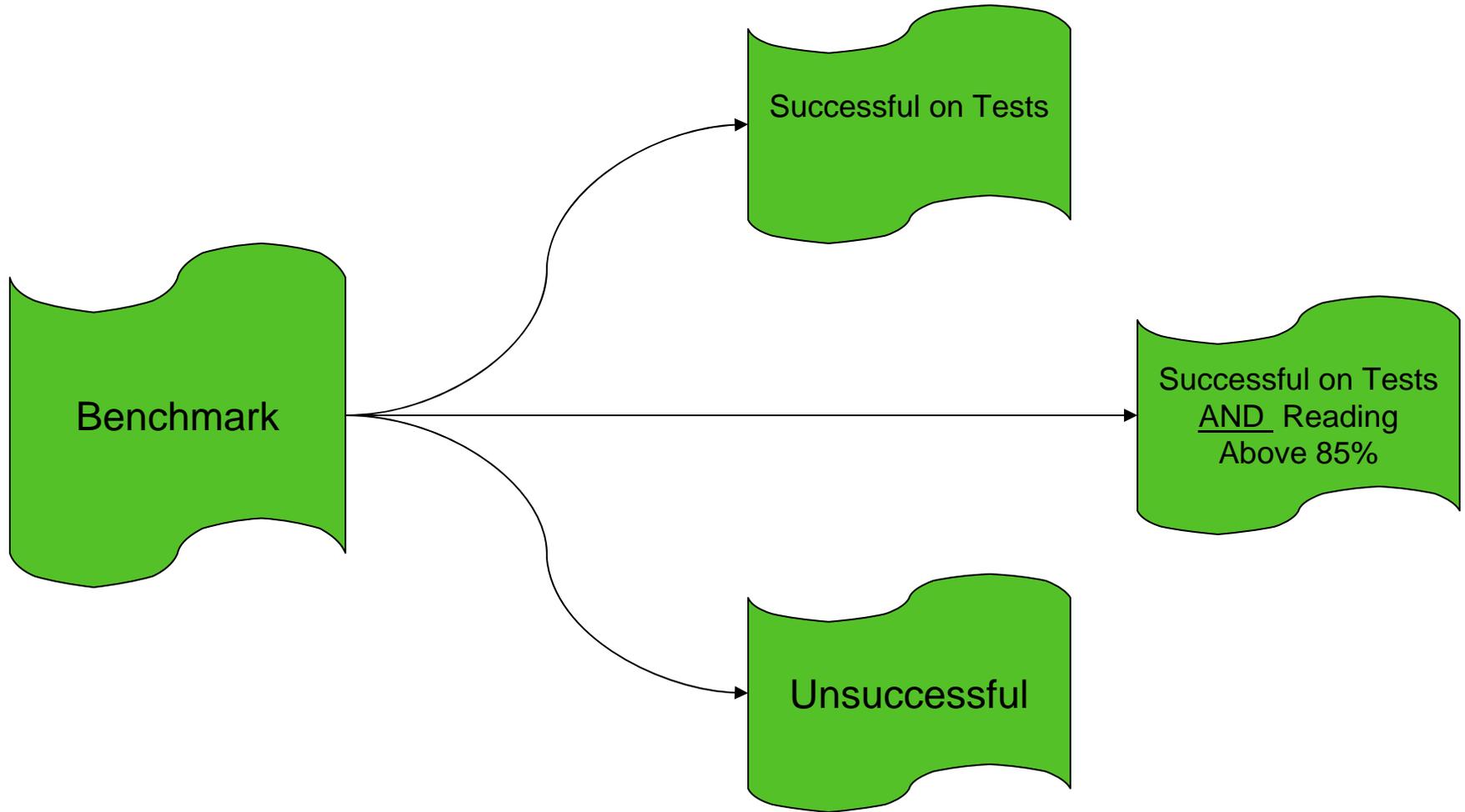
**[http://www.scholastic.com/
dodea/Module_2/resource
s/dodea_m2_tr_core.pdf](http://www.scholastic.com/dodea/Module_2/resources/dodea_m2_tr_core.pdf)**



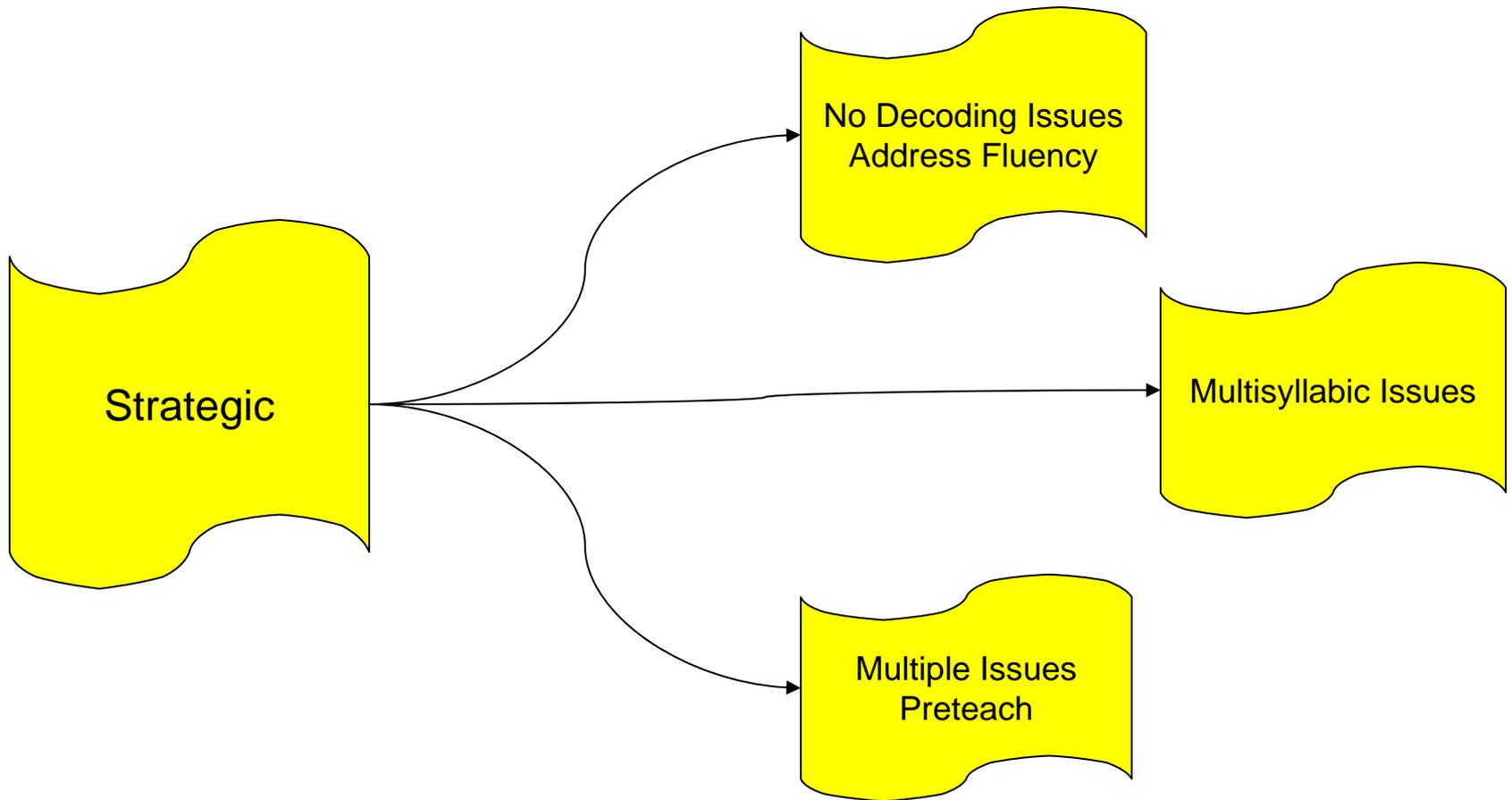
Developing Instructional Focus Groups



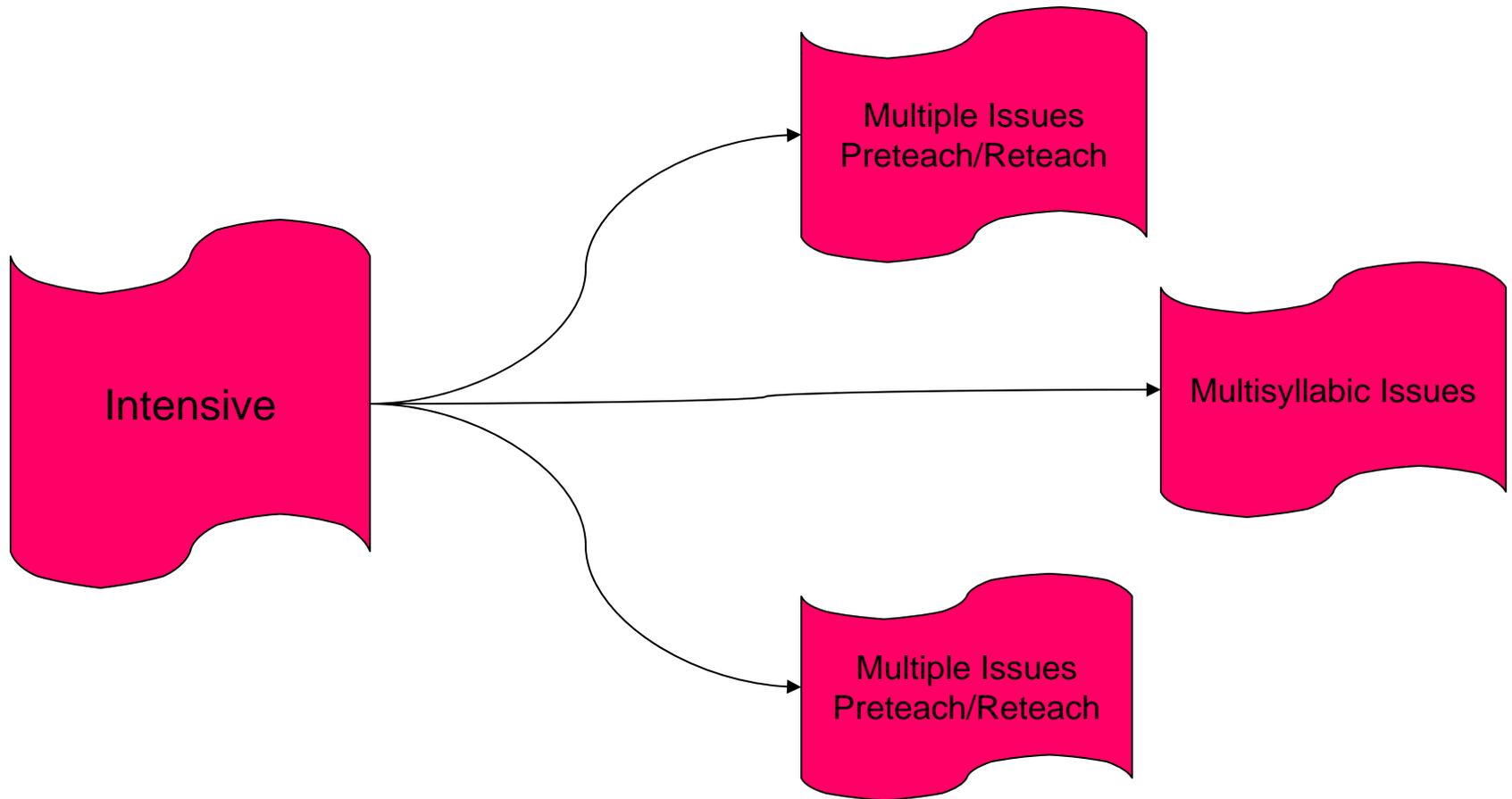
Focus Groups



Focus Groups



Focus Groups



Name	Fifth Grade - Fall 2008	
	DORF	IR
Amber	119	B
Bobby	172	B
Connor	82	S
Delaney	93	S
Eron	41	I
Falon	125	B
Gabe	120	B
Hugh	40	I
Isabelle	161	B
Jacob	159	B
Kobe	181	B
Logan	80	I
Oscar	66	I
Pele	98	S
Queenie	100	S

Name	Fifth Grade - Fall 2008	
	DORF	IR
Robert	130	B
Sam	140	B
Trenton	103	S
Ulysses	193	B
Victoria	126	B
Wisteria	106	B
Xavier	101	S
Yolanda	154	B
Zenith	109	B

What other information do we need?
 What are some sources for this information?



Benchmark	Theme Test	National %	Gains Needed? (115 Goal)
Amber	80%, ed/ing, open	119, 60%	115 – 119 = -4
Bobby	95%	172, above 90%	172 – 115 = -57
Falon	75%, plurals, ed/ing, all syllable types	125, 65%	115 – 125 = -10
Gabe	70%	120, 60%	115 – 120 = -5
Isabelle	80%	161, 85 – 90%	115 – 161 = -46
Jacob	100%	159, 85 – 90%	115 – 159 = -44
Kobe	100%	181, above 90%	115 – 181 = -66
Robert	80%, ed/ing, closed, summarizing	130, 70%	115 – 130 = -15
Sam	90%	140, 75%	115 – 140 = -25
Ulysses	100%	193, above 90%	115 – 193 = -78
Victoria	75%, plurals, ed/ing, summarizing	126, 65%	115 – 126 = -11
Wisteria	80%, summarizing, vocabulary	106, 45%	115 – 106 = 9
Yolanda	90%	154, 85%	115 – 154 = -39
Zenith	70%, plurals, ed/ing, summarizing	109, 50%	115 – 109 = 6



<u>Strategic</u>	<u>Phonics?</u>	<u>Gains Needed?</u> <u>(115 Goal)</u>	<u>Weekly Goal</u> <u>(12 Weeks)</u>
Connor	G, H	115 - 82= 33	2.75 words/week
Delaney	G, H	115 - 93= 22	1.83 words/week
Pele	D, F, H	115 - 98= 17	1.42 words/week
Queenie	C, D, F, H	115 -100= 15	1.25 words/week
Trenton	None	115 -103= 12	1 word/week
Xavier	None	115 - 101= 14	1.17 words/week
Intensive			
<u>Intensive</u>	<u>Phonics? or Intervention Program?</u>	<u>Gains Needed?</u> <u>(94 Goal – Strategic)</u>	<u>Weekly Goal</u> <u>(12 Weeks)</u>
Eron	Corrective Reading Decoding A Lesson 1	94 – 41= 53	Not Achievable – Secondary Goal
Hugh	Corrective Reading Decoding A Lesson 1	94 – 40 = 54	Not Achievable – Secondary Goal
Logan	E, F, G, H	94 – 80 = 14	1.17 words/week
Oscar	D, E, F, G, H	94 – 66 = 28	2.33 words/week



DIBELS

Other Assessment Options:
AIMSweb, Oral Reading Fluency Assessments

B
E
N
C
H
M
A
R
K

S
T
R
A
T
E
G
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C

I
N
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N
S
I
V
E

Core Reading
Program Assessment

PA/ Phonics Survey

PA/ Phonics Survey

Successful

Unsuccessful

Successful on
all sections

Unsuccessful on 1 or
more sections

Unsuccessful on
phonics survey

Core Replacement
Program

1

2

3

4

5

6

K-3: Flexible Group 1

- Continue teaching the core program
- Use challenge activities-activities that deepen connections across text
- Broaden vocabulary-multiple meanings

2-3:

- Provide deep literature discussions

K-3: Flexible Group 2

- Reteach areas of need from core program
- Give practice in needed area of core program
- Benchmark/Advanced student activities
- Vocabulary instruction
- Comprehension instruction

K-3: Flexible Group 3

Pre teach templates using designated areas on lesson maps

- K:** Fluency practice - alphabet recognition letter naming, letter/sound correspondences, high frequency words
- 1:** Template practice for fluency, sounds, blending, word reading & fluency practice with decodable text
- 2-3:** Fluency practice is priority- Fluency with decodables, blending for fluency with individual words

K-3: Flexible Group 4

Preteach/Reteach

- K:** Phonemic awareness, alphabet recognition, letter/sound correspondences, high frequency words
- 1:** Phonemic awareness, alphabet recognition, letter/sound correspondences, high frequency words, blending (sound by sound, vowel first), fluency with decodable text
- 2-3:** Structural analysis strategies (syllabication), fluency instruction -- practice with decodables, vocabulary, & comprehension

K-3: Flexible Group 5

Preteach/ Reteach
Fluency practice
Intervention Program
Intensify instruction by

- Increasing time
- Changing time of meeting
- Changing teachers
- Decreasing group size



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Instructional Focus: Early Phonics

Students who are classified Intensive on program independent screening or progress monitoring. Students should be placed in categories that match their needs. Further testing may be necessary.

Letter Names Upper-case	Letter Names Lower-case	Consonant Sounds	Long-Short Vowels	Short vowels CVC words	Short vowels, digraphs, tri-graphs	Short vowels, consonant blends
<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>	<u>Student Names</u>
<p>Student 11</p>		<p>Student 11 Student 14 Student 18</p>	<p>Student 9 Student 11 Student 14 Student 16 Student 18 Student 20 Student 22</p>	<p>Student 9 Student 11 Student 14 Student 16 Student 18 Student 20 Student 22</p>	<p>Student 8 Student 12 Student 13 Student 18 Student 20 Student 21</p>	<p>Student 9 Student 11 Student 17 Student 19 Student 20 Student 22</p>

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I Have My Groups, Now What?

- Tier 2 Instruction
 - Flexible Grouping
 - Targeted Instruction
 - Supplemental Program(s)



Selecting Programs

Florida Center for Reading Research

www.fcrr.org



Talk About

- How are you currently addressing the diverse needs of your students?
 - Teaching techniques
 - Grouping strategies
 - Resources
- What is going well?
- What, if anything, is bothering you about your current practices?



Time Recommendations

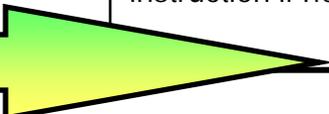
As Much Time As It Takes!

How much extra time do I need to plan for students?

- 90 min. + 30 min.
- 90 min. + 60 min.
- 90 min. + 90 min.

ALTERABLE VARIABLES TO INTENSIFY INSTRUCTION

Alterable Component	Level of Specific Enhancement			
Options	1.	2.	3.	4.
Program Emphasis	Use core program to explicitly and systematically teach priority skills	Use extensions of the core program Supplement with preteaching & reteaching	Supplement core with supplemental and/ or intervention program	Replace core program intervention program
Time (Opportunities to Learn)	Schedule & deliver 90 min. of daily reading instruction	Increase opportunities to respond during core instruction (e.g., choral responding, increase pace, call more often on low performers)	Schedule core + supplemental or intervention period daily (90 min. + 30min. or 90 min. + 60 min.)	Schedule two intervention sessions daily (a double dose of 90 min. + 90 min.)
Grouping for Instruction	Within core, check group placement & provide combination of whole & small group instruction	Schedule additional small group instruction (9-10 students) for specific skill practice	Reduce group size to 6-8 or to 3-5	Further reduce group size to 2 or Provide individual instruction if needed

INCREASING INTENSITY 



There is no shortcut to a
well-planned and thought-out
small group time.

Preparation = Production



Managing Small Group Time

I do it, We do it, You do it

- Teach Behaviors and Expectations
- Directly Teach each Center/Area
- Monitor and Correct Behaviors
- Start Pulling Small Groups



Managing Small Group Time

- Teacher Preparation
- If you expect it, teach it!
- Student Accountability
- Cross-Classroom Grouping
- Support Staff
- Routines
- Organizational System



Small Group Resources

- Core Program Materials
 - Decodable Text
 - Manipulatives
- Supplemental Programs
- Centers
 - www.fcrr.org



The Instruction



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

Instruction that:

What type of intervention will help students who are at risk for reading difficulties?

- Provides explicit and systematic instruction
- Targets the knowledge and skills that have the highest impact on learning to read.



Supportive Instruction

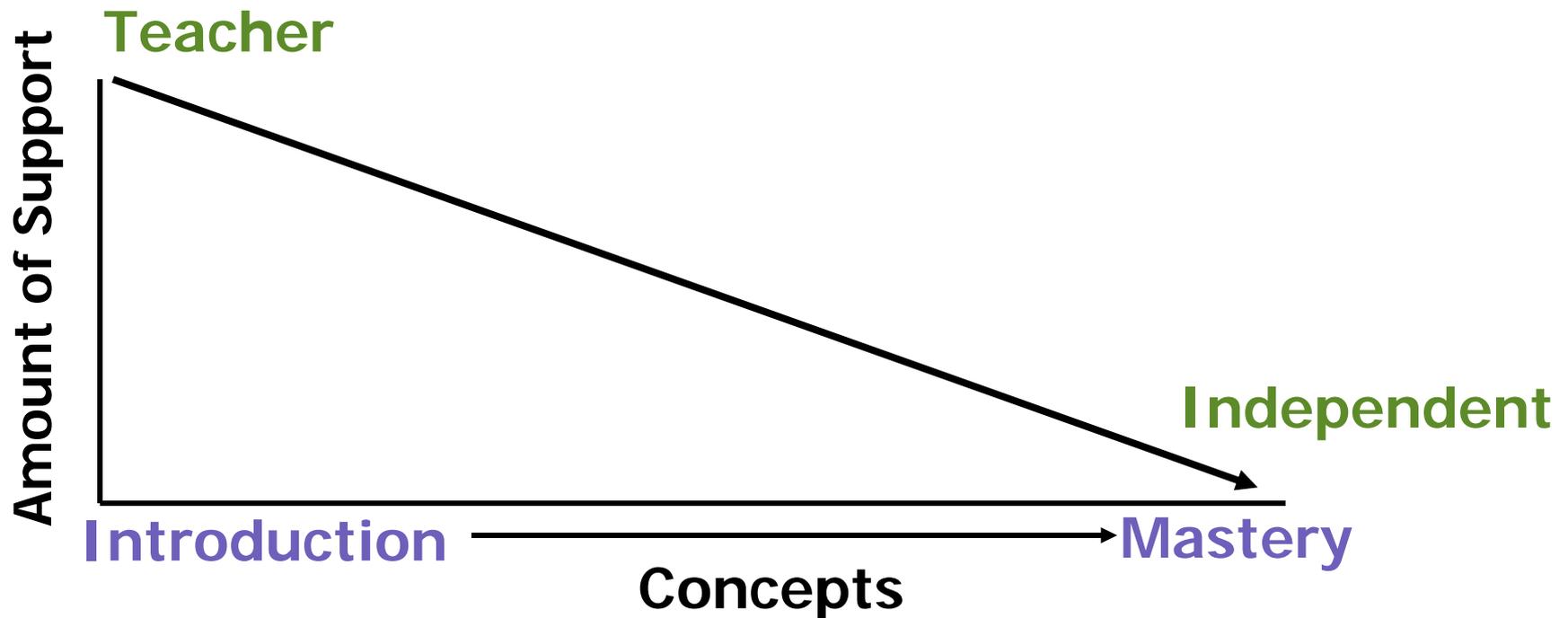
Scaffolding involves interactions that support students in accomplishing mastery of a skill.

- Sequences Skills
- Models and explains thinking processes, or “think alouds”
- Provides corrective feedback



Scaffolding Instruction

Providing support to ensure that students master skills.



How Do I Start Planning?

- **What are this child's needs?**
- **What is my instructional objective ?**
- **How do I meet these needs?**
 - **Materials?**
 - **Explicit, Systematic?**
 - **Is this the best way to meet the objective?**
 - **Accountability?**



Effective Instructional Techniques

- **Signaling**
- **Unison Oral Responding**
- **Pacing**
- **Monitoring**
- **Corrective Feedback**
- **Teaching to Mastery**



Instructional Intensity

- The number of consecutive, per student, required responses and corrections in a short period of instruction on appropriate, previously un-mastered tasks.
- The more per student correct interactions per minute determines the level of intensity of the instruction.
- Instructional intensity leads to permanent storage and automaticity in all reading skills. It is necessary to produce excellent readers.

Barak Rosenshine



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

The Power of Preteaching

NICHD has found that learners need different numbers of correct repetitions in a row of a new word in order for that word to become automatic.

Type of Learner	Number of Necessary Repetitions
Most Able	1 or 2
Average	4-12
Least Able	20+

*If you add a little to a little, and then do it again,
soon that little shall be much.*

-Hesiod



What is Flexible about Flexible Grouping?

- Group placement
- Assigned tasks
- Content
- Materials
- Monitoring
- Accountability

As the data changes, student needs change.

As student needs change, instructional groups change



Developing Goals and Monitoring Student Progress

Which students should we monitor frequently?



Program Specific Test

>95%=Mastery

<80%=Concern

State Standardized Test

Nearing Proficient

Novice

DIBELS Measures

Strategic

Intensive



Is The Instruction Working?



- Progress Monitoring
 - Use diagnostic assessments to determine which skills should be monitored.
 - Use core program assessments for benchmark students.
 - Use CBM for strategic or intensive students.



What If the Instruction Doesn't Seem To Be “Working”?

- Check placement guidelines
- Check group size and timing
- Observe for quality and intensity of instruction
- Re-administer assessments and placement tests
- Try new configuration of intensity, grouping or size of group
- Give it time
- Monitor data for growth and rate of growth



Tier 2 Discussion

- Site-Based Planning

