


Using the Right
Data for
RTI² Reading
Decisions


Jan Hasbrouck, Ph.D.




"Educators are now
used to data being used
as a hammer rather
than a flashlight."

Jonathan Cohen (2011)

My Personal Philosophy of Assessment
in School (4 Parts)



1. We are doing **TOO MUCH** testing!
2. We **MUST** assess our students.
3. Let's collect the **RIGHT** data, needed to answer **IMPORTANT** questions, and do it as **QUICKLY** as possible.
4. If we spend precious resources collecting data, let's **USE** it—*correctly*-- to inform our decisions.

 www.gha-pd.com

My conclusions from reading research:

Compelling evidence from a convergence of reading research is indicating that **90% to 95% of all students can achieve literacy skills at or approaching grade level.** These statistics include students with dyslexia and other learning disabilities. Students succeed when they receive intensive, comprehensive, and high-quality prevention and early intervention instruction, provided by well-informed and well-supported teachers. The most powerful instruction is systematic, explicit, and intensive, designed to appropriately integrate elements of oral language development, phonemic awareness, phonics and decoding, fluency, vocabulary development, and reading comprehension skills and strategies.

Jan Hasbrouck, Ph.D.

Torgesen, 2007; Vellutino & Fletcher, 2007; Rashotte, MacPhee, Torgeson, 2001; Al Otaiba, Connor, Foorman, Schatschneider, Greulich, Sidler, 2009; *Every Child Reading: An Action Plan* and *Every Child Reading: A Professional Development Guide*. Available online from Learning First Alliance



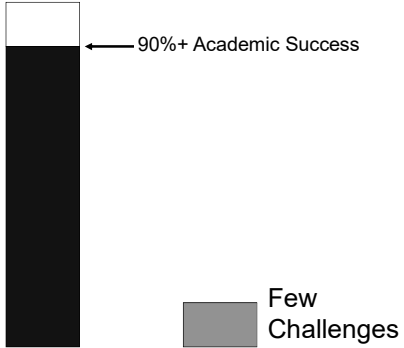
Come on...is this even possible
in the **REAL WORLD?**

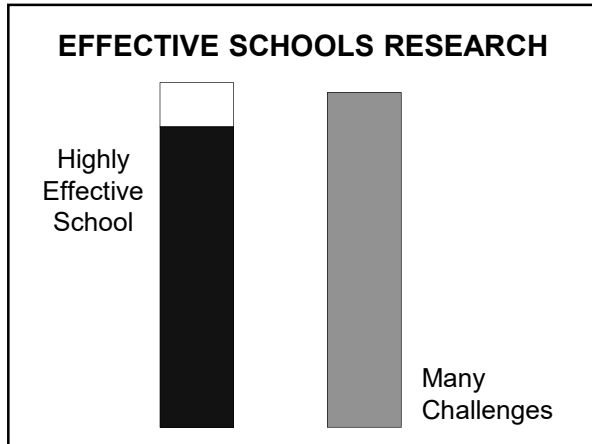
EFFECTIVE SCHOOLS RESEARCH

Highly Effective School

90%+ Academic Success

Few Challenges





Set your
SAILS
for success!

S TANDARDS
A SSESSMENTS
I NSTRUCTION & INTERVENTION
L EADERSHIP
S USTAINED COMMITMENT


Hasbrouck & Denton (2005 & 2009)

ASSESSMENTS

Assess to
screen
diagnose
continuously evaluate
measure the outcomes
of students' skills and performance

SAILS

A graphic of a sailboat with a person on the deck, used as a logo for the 'SAILS' acronym.




But...

Don't almost **ALL** schools do these kinds of assessments these days?
Not all schools are "high achieving."

BIG IDEA of ALL ASSESSMENTS

All assessments are conducted to answer a **QUESTION!**



ASSESSMENTS


Benchmark/Screening
Which students **MIGHT** need extra assistance?

Diagnostic
What are a student's skills **strengths & needs?**


Progress Monitoring
Is **learning** happening?

Outcome
Did students make progress toward **standards?**


SAILS



ASSESSMENTS

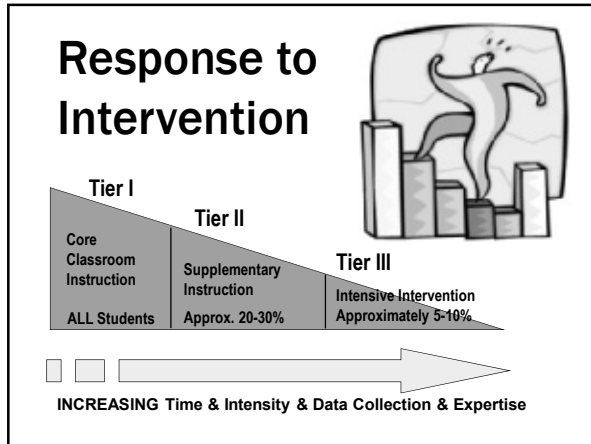
<p>FORMATIVE Benchmark/Screening Diagnostic Progress Monitoring</p> <p>SUMMATIVE Outcome</p>	<p>SAILS</p> 
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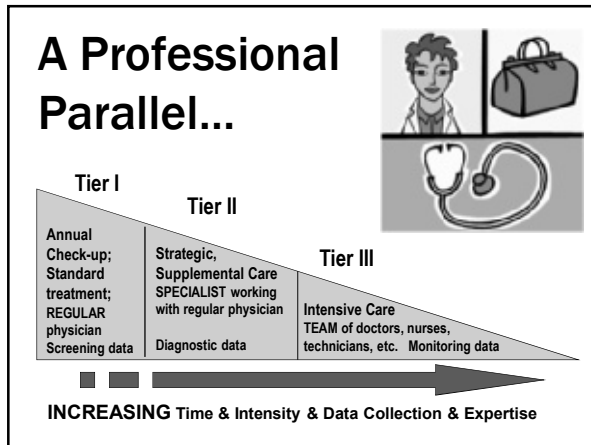
ASSESSMENTS

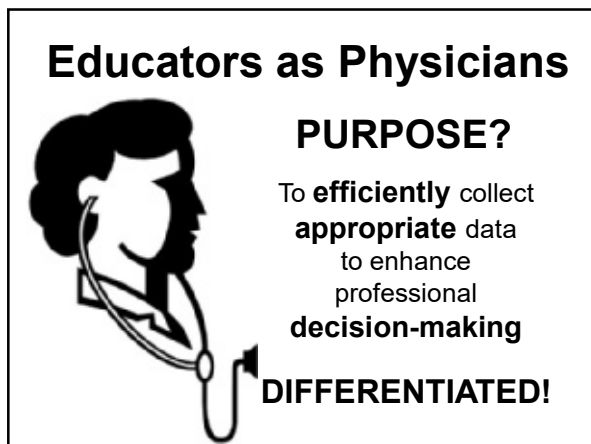
<p>Assess to</p> <ul style="list-style-type: none"><input checked="" type="checkbox"/> Screen<input checked="" type="checkbox"/> Diagnose<input checked="" type="checkbox"/> Continuously evaluate<input checked="" type="checkbox"/> Measure outcomes <p style="text-align: center;">SHARE DATA in frequent, public, nonjudgmental, collaborative meetings</p> <p style="text-align: center;">USE the results to make all key instructional decisions</p>	<p>SAILS</p> 
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Helping every student











Educators as Physicians



“So, how are you doing?”

**Benchmark/
Screening**

“universal screening”



**Educators’
Question?**

Which of our students **MIGHT**
need help with their reading?

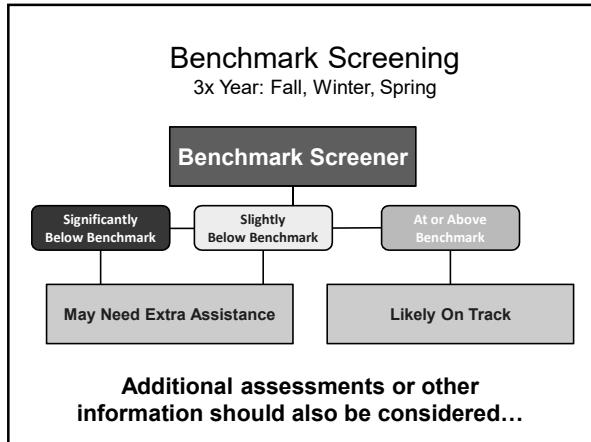
**Common Assessments
for Benchmark Screening**

DIBELS Dynamic Indicators of Basic Early Literacy Skills K-6

AIMSweb Edformation K-8

EasyCBM Riverside K-8

**All are versions of CBM-R
ORF assessments**



Curriculum-Based Measurement (CBM)- Reading

STANDARDIZED PROCEDURES

- Production-based: Oral reading
- 1:1 for 60 seconds
- Unpracticed (“cold” read)
- “Do your best reading”– **NEVER** “read as fast as you can!”
- Standardized procedures for scoring errors
- Compute words correct per minute (wcpm)

Say these specific directions to the student:

“I would like you to read this story aloud for me. Please start here (point to the first word on the student’s copy) and read aloud. **This is not a race.** Try each word. If you come to a word that you do not know, you may skip it and go to the next word.”

FROM: Hosp, Hosp, & Howell (2007). *The ABCs of CBM*, p. 145

Say to the student:

“When I say “Begin,” start reading aloud at the top of this page. Read across the page (demonstrate by pointing across page). Try to read each word. If you come to a word you don’t know, I’ll tell it to you. **Be sure to do your best reading.** Are there any questions?”

FROM: *aimsweb Reading CBM Admin & Scoring Guide (2012), p. 6*


Follow these directions exactly each time with each student. Say the words verbatim:

“I would like you to read a story to me. **Please do your best reading.** If you do not know a word, I will read the word for you. Keep reading until I say “stop.” Be ready to tell me all about the story when you finish.”

FROM: DIBELS® Next Assessment Manual (2011) p. 80


“Oral reading fluency in connected text...**is not speed-reading.**” DIBELS® Next Assessment Manual (2011) p. 78

Educators as Physicians



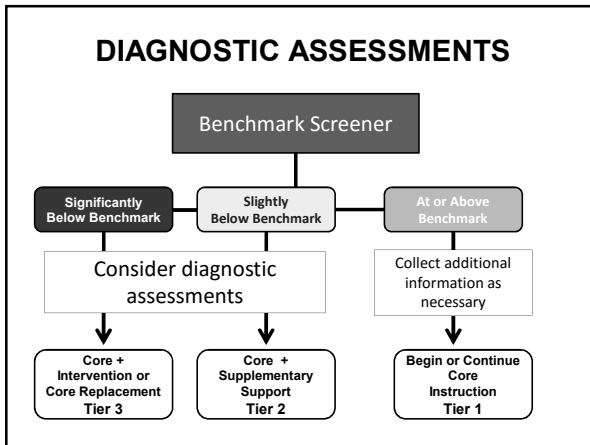
“Let’s see what’s going on...”

Diagnostic Assessments




Educators' Question?

What are this student's skill strengths and needs?



Educators as Physicians



"This is what we've found...
...and here's what we can do."

Educators as Physicians



“How are things going?
Are you feeling better?”

Monitor progress



Educators' Question?

Is the student making progress toward instructional goals?


Progress Monitoring in Reading: 2 Forms

On-Level (Tier I)
Repeat benchmark assessments
3x year
+ daily observation & in-program assessments



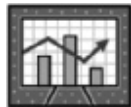
Supplemental (Tier II) or Intervention (Tier III)
Curriculum-based Measurement (CBM) ORF or maze
Some adjustments in the procedures

**CBM-R Progress Monitoring
DIFFERENCES**



- Level of passages?
- Frequency?
- Number of passages?
- Graph results


INTERPRETING
Progress Monitoring Graphs



General Rules:
from National Center for Progress Monitoring

Use 5 consecutive scores


- If all **ABOVE** goal-line:
Keep current intervention and increase goal
- If all **BELOW** goal-line:
Keep current goal and modify the instruction
- If **NEITHER ABOVE OR BELOW** goal-line:
Maintain goal & instruction & continue monitoring



**What to
“MODIFY”?**


- Appropriate **“MATCH”** of instruction?
- **QUALITY** of program & instruction?
- **FIDELITY** of instruction?
- **INTENSITY** of instruction?
- **DURATION** of instruction?

Educators as Physicians



Screen & Diagnose
TEACH!
Monitor Progress
TEACH!
Repeat as necessary...

Educators as Physicians



Let's COLLECT
and USE data as a
flashlight
not a hammer!
