Building a Comprehensive Assessment System
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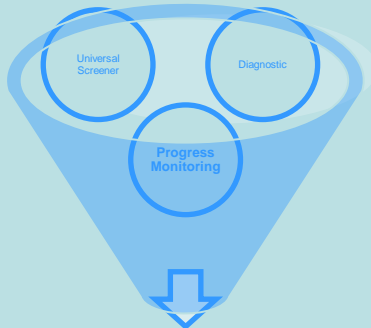### University of Oregon, EMPL D. ED Program

1. INTRODUCTION

The Oregon K-12 Literacy framework, which is aligned to Response to Intervention (RTI), contends that a comprehensive reading assessment system is foundational to a successful K-12 reading program. Centennial School District (CSD) has systematically implemented two components of a reading assessment system: Universal Screener (Components of the DRA) and Diagnostic (Full DRA).

CSD is capable of categorizing students according to risk level and developing an initial course of instruction for students who are categorized as some-risk or at-risk by administering a full diagnostic assessment. However, currently, there is not a systematic method of progress monitoring students.

Effective instruction consists of responding to students' needs while building on their strengths. Students benefit from a sensitive and continuous approach for monitoring progress. Through research and a pilot study, CSD selected the Running Record with miscue analysis (Meaning, Structure, and Visual) as its tool for progress monitoring. The major purpose is to embed a formative assessment system into instructional delivery allowing teachers to adjust immediately to student need. The ultimate goal is to help students build balanced cueing systems when reading to accelerate achievement.
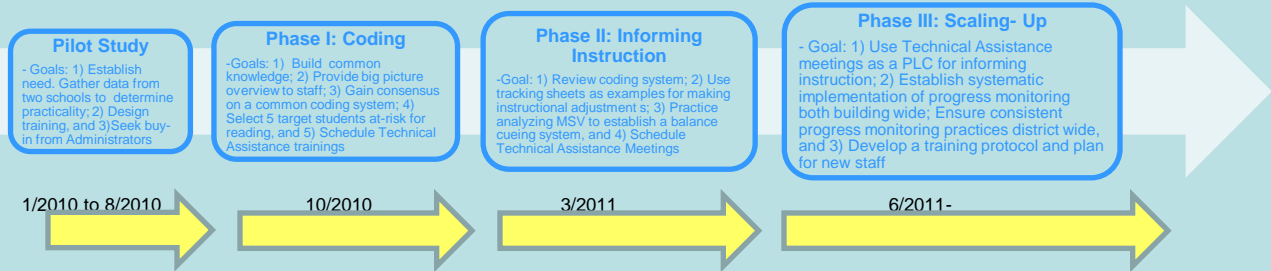
- Universal Screener
- Diagnostic
- Progress Monitoring

Increased Student Achievement in Reading

2. EXPENDITURES AND RESOURCE ALLOCATION

PHASE I

Coding (7 ½ hour training):

Elementary and Middle School Learning Specialists: 19 x $188.67= $3,584.73

+

Title I Teachers: 8 x $188.67= $ 754.68

+

2 days of preparation for trainers: 4 x $188.67= $754.68

+

Technical Assistance Meetings: $0

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$5,848.77   +

PHASE II

Informing Instruction (3 1/2 hour training):

Elementary and Middle School Learning Specialists: 19 x $188.67= $1,792.37

+

Title I Teachers: 8 x $91.56= $ 366.24

+

1 day of preparation for trainers: 2 x $188.67= $377.34

+

Technical Assistance Meetings: $0

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$2,849.46   =

PHASE III

Scaling-Up:

District Office Staff (Assessment TOSA, Assistant Director of Curriculum and Assessment, and Supervisor of Student Service/Federal Programs) facilitate monthly meetings at buildings with staff during late start Wednesdays: $0

+

Materials: $0

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*Total Estimated Cost of Phase I,II, and III=
* **$8, 698.23**

3. TIMELINE AND TRAINING GOALS

Pilot Study
- Goals: 1) Establish need. Gather data from two schools to determine practicality; 2) Design training, and 3)Seek buy-in from Administrators

Phase I: Coding
-Goals: 1) Build common knowledge; 2) Provide big picture overview to staff; 3) Gain consensus on a common coding system; 4) Select 5 target students at-risk for reading, and 5) Schedule Technical Assistance trainings

Phase II: Informing Instruction
-Goal: 1) Review coding system; 2) Use tracking sheets as examples for making instructional adjustment s; 3) Practice analyzing MSV to establish a balance cueing system, and 4) Schedule Technical Assistance Meetings

Phase III: Scaling- Up
- Goal: 1) Use Technical Assistance meetings as a PLC for informing instruction; 2) Establish systematic implementation of progress monitoring both building wide; Ensure consistent progress monitoring practices district wide, and 3) Develop a training protocol and plan for new staff

1/2010 to 8/2010   10/2010   3/2011   6/2011-

4. ALTERNATIVE OPTIONS

1. _The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)_ are a set of procedures and measures for assessing early literacy skills for students in K-6th grade. Designed to be short (one minute) fluency measures used to regularly monitor reading skills. DIBELS does not match CSD's problem –solving approach to RtI;

2. _easyCBM i_s an on-line formative assessment system including reading and math skills deemed critical at each grade level for student academic success. _easyCBM_ limits teacher/student interaction and the comprehension section is time consuming.

5. REFERENCES

Fawson, P., Ludlow, B., Reutzel, D., Sudweeks, R., & Smith, J. (2006). Examining the reliability of running records: Attaining generalizable results. _The Journal of Educational Research,_ 100, 113-126.

Glover, T., & DiPerna, J. (2007). Service delivery for response to intervention: Core components and directions for future research. _School Psychology Review_, 36, 526-540.