



# USING AN ASSESSMENT AUDIT TO CREATE A LEAN AND EFFICIENT ASSESSMENT SYSTEM FOR GR. K-3

Katherine Stahl

[Kay.stahl@nyu.edu](mailto:Kay.stahl@nyu.edu)

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# INTRODUCTION TO THE ASSESSMENT AUDIT PROCESS: FORMS AND FOUNDATIONS

Purpose of the audit

What needs to be included

Constructs and functions of tests

Who participates and structures for participation

Handouts needed:

This presentation

Assessment Audit Form <http://www.nysrti.org/page/rti-pilot-school-forms/>

# GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- Data Coach
- District Administrator
- Other

# GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

## Grade Level

- ALL or Multiple
- Kindergarten
- Grade 1
- Grade 2
- Grade 3

# GETTING ACQUAINTED: WHO AM I?

- Taught in public schools for 27 years
- Literacy Program Director at NYU
- Literacy Clinic Chief Cook and Bottle Washer
- Member of RTI-TAC Consortium
- Member of NYS ELA Content Advisory Panel
- Author
- School Consultant

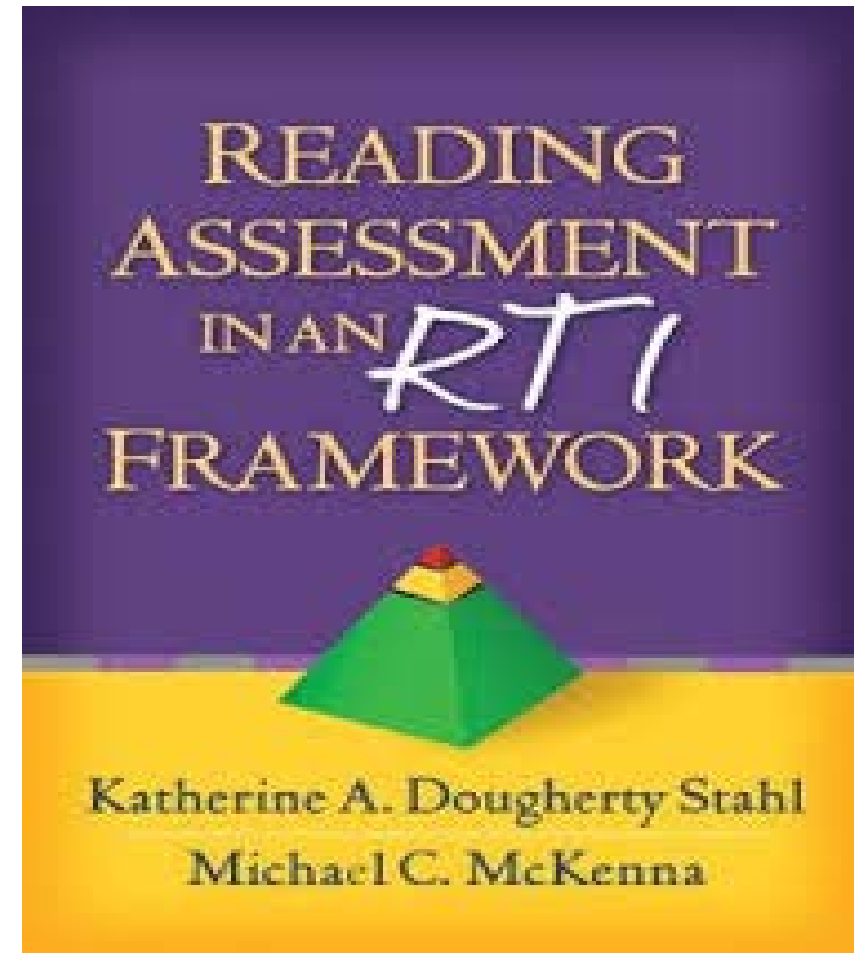


# RESOURCES

NYS RTI

Technical Assistance Center

[www.nysrti.org](http://www.nysrti.org)



# ASSESSMENT AUDIT

(STAHL & MCKENNA, 2013; ALSO  
WWW.NYSRTI.ORG)

When was your **school assessment system** most recently updated?

Do new faculty know all of the pieces of your school-wide assessment system?

How are you avoiding “drift?”

Are your informal/formative assessments aligned to CCLS?

# PURPOSE OF THE AUDIT

- Streamline and systematize the assessment process
- Communicate: Who is doing what and how?
- Communicate: **What do we value?**
- Evaluate: Is our process valid and reliable?
- How can we get the information we need about our students' literacy performance more effectively and efficiently?
- **Are our assessments serving us or are we a servant to testing in ways that compromise instructional time and quality?**



# WHICH LEVEL OF ANALYSIS DO YOU CURRENTLY PLAN TO USE?

Individual classroom

grade level

School-wide

District

# WHICH UNIT OF OBSERVATION DO YOU CURRENTLY PLAN TO USE? (MOLLY)

Individual

grade level

School-wide

District

# WHAT NEEDS TO BE INCLUDED

The audit is a comprehensive inventory of what is currently being used to gauge literacy performance or growth.

- Nonjudgmental stocktaking exercise
- Include every literacy assessment being used by every participant within the selected unit (individual, grade level, school, or district)

# FUNCTIONS OF ASSESSMENT

- **Screening**

Given at beginning of the year to quickly identify children who may need additional help

- **Diagnostic**

An in-depth follow-up to screening  
Results inform instruction

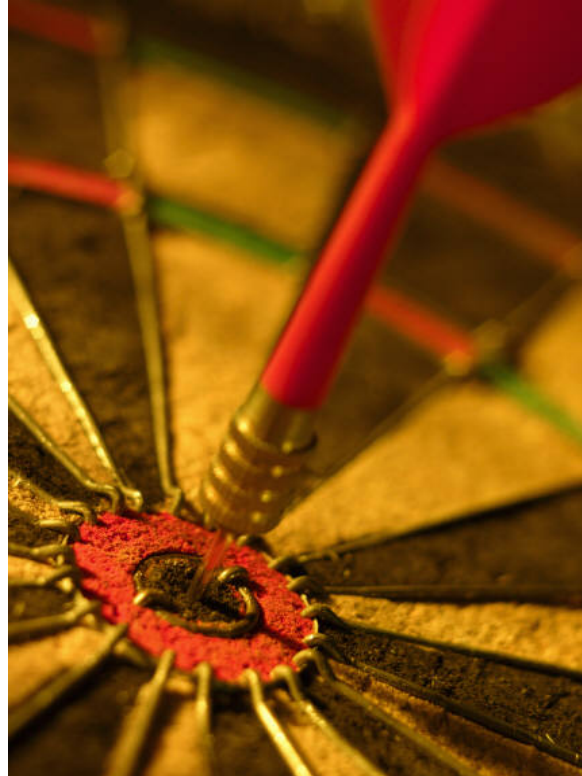
- **Progress monitoring**

Short measures given throughout the year to make sure all children are developing at an adequate rate

- **Evaluation-Outcome (Often makes use of screening tools)**

Typically, given at the end of the year to evaluate overall performance of a school, teacher, or grade level cohort.

# SCREENING MEASURES



## Common measures

- CBM: DIBELS/AimsWeb
- Adaptive: FastBridge  
STAR, I-Ready, NWEA
- Mini IRI (grade level  
passage) or running  
record
- Achievement tests:  
Gates. Terra Nova

# DIAGNOSTIC MEASURES

- Extended IRI process
- Developmentally specific tools within each NRP pillar
  - Phonological awareness tasks
  - Phonics measures
  - High frequency word tests
  - Developmental spelling inventories
  - Think-aloud tasks
  - Coded retellings

# PROGRESS MONITORING

- A means of microscopically examining student achievement, tracing individual learning trajectories and evaluating the effectiveness of instruction within a fairly short duration of time
- Focus = achievement level and rate of progress
- Progress monitoring is aligned with a particular intervention need and instructional target.

# CBMS AS PROGRESS MONITORING TOOLS

(E.G., DIBELS, AIMSWEB, FASTBRIDGE TESTS OF LETTER RECOGNITION FLUENCY, ORAL READING FLUENCY)

- General outcome automaticity = Span the school year
- Standardized
- Constant, sensitive measure
- Each weekly test is equivalent
- Fixed time for test administration





# WHAT ARE YOUR TOP 3 INSTRUCTIONAL LITERACY GOALS FOR YOUR STUDENTS? (MOLLY)

Develop a love of reading

Improve reading speed

Develop close reading techniques

Improve the ability to comprehend and use texts

Increase strategies for sounding out unknown words

Develop automatic word recognition

Other

# TOP THREE GOALS OF READING INSTRUCTION



- Develop a love of reading
- Improve reading speed
- Develop close reading techniques
- Improve the ability to comprehend and use texts
- Sound out unknown words
- Develop automatic word recognition
- Other

Grade	Assessment Tool	Purpose	Construct Assessed										Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other _____		
KINDERGARTEN		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
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# WHO PARTICIPATES IN THE AUDIT?

## GRADE LEVEL

- Classroom teachers
- Interventionists
- Special ed. teachers
- ELL teachers
- Speech-Language Therapists
- Possibly School Psychologist

# WHO PARTICIPATES IN THE AUDIT?

## SCHOOL-WIDE AUDIT Meetings

- School Principal / Assistant Principal
- Grade level classroom teacher representative presents grade level audit
- Literacy specialist interventionist representative
- Special ed. teacher representative
- ELL teacher representative
- Speech-Language Therapists
- School Psychologist
- Data Coach

# WHO PARTICIPATES IN THE AUDIT?

## DISTRICT-WIDE AUDIT PROCESS

- District Curriculum/Literacy Administrator
  - Classroom teacher representatives from each school and distribution of each grade level
  - Literacy specialist representatives (1-2)
  - Special ed. teacher representatives (1-2)
  - ELL teacher representative
  - Speech-language therapist representative
  - School Psychologist
  - Data Coach
- \*Intermittent meetings with principals to update them on the process

# PREVIEW-CONDUCTING THE AUDIT

## FEBRUARY 24TH

- Walk-through using the form with detailed information about tests in each construct that are likely to be used in the primary grades
- More about the inclusion of specialized school personnel
- Synthesizing separate data sources to create the big picture