



USING AN ASSESSMENT AUDIT TO CREATE A LEAN AND EFFICIENT ASSESSMENT SYSTEM FOR GR. 3-6

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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 how

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 Teacher
- Speech/Language Therapist
- District Administrator
- Other

GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

Grade Level

- ALL or Multiple
- Grade 3
- Grade 4
- Grade 5
- Grade 6

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

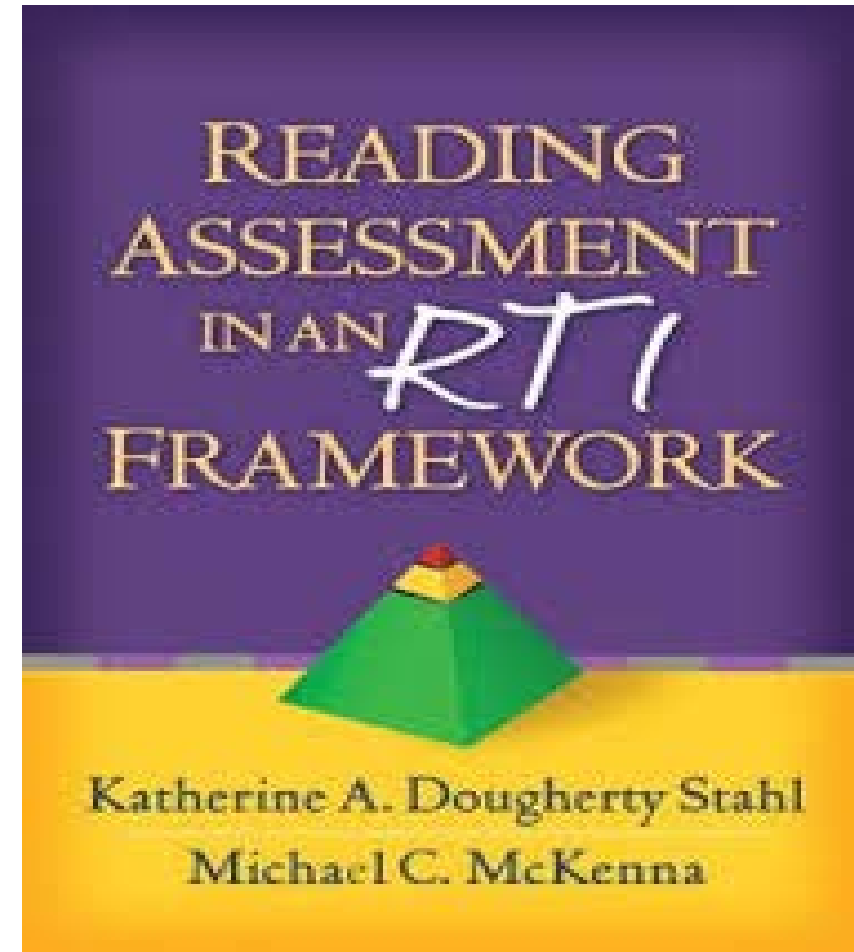


RESOURCES

NYS RTI

Technical Assistance Center

www.nysrti.org



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 UNIT OF OBSERVATION DO YOU CURRENTLY PLAN TO USE?

Individual

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 currently exists 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

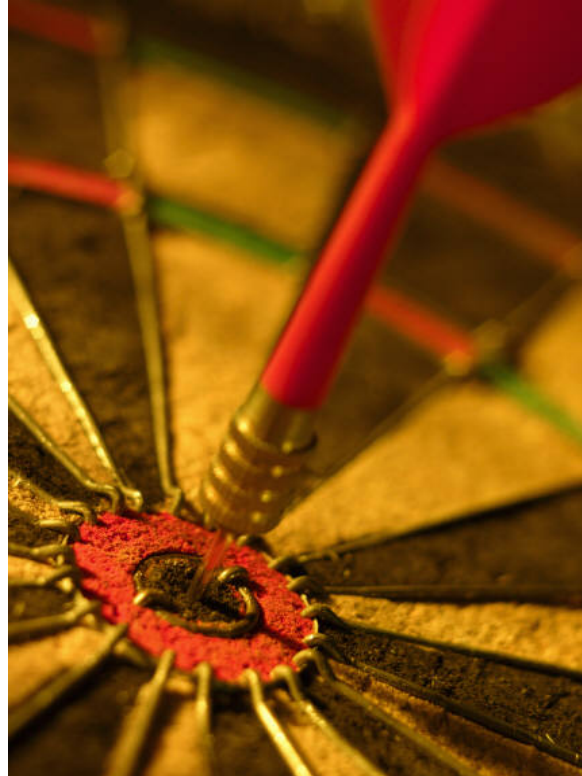
- **Progress monitoring**

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, grade level cohort, or child.

SCREENING MEASURES



Common measures

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

DIAGNOSTIC MEASURES

- Extended IRI process
- Developmentally specific tools within each NRP pillar
 - Phonics measures
 - Developmental spelling inventories
 - Think-aloud tasks
 - Coded retellings, summaries, a range of reading response formats with quantitative evaluation
 - Strategy indices

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

CBMS AS PROGRESS MONITORING TOOLS

- Standardized
- Constant, sensitive measure
- Each weekly test is equivalent
- General outcome = Span the school year
- Fixed time for test administration
- Examples: DIBELS, AIMSweb, FastBridge tests of Letter Recognition Fluency, Oral Reading Fluency



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

Inspire love of reading

Improve reading speed

Close reading techniques

Improve ability to comprehend and use texts

Sound out unknown words

Develop automatic word recognition

Other

THREE GOALS OF READING INSTRUCTION

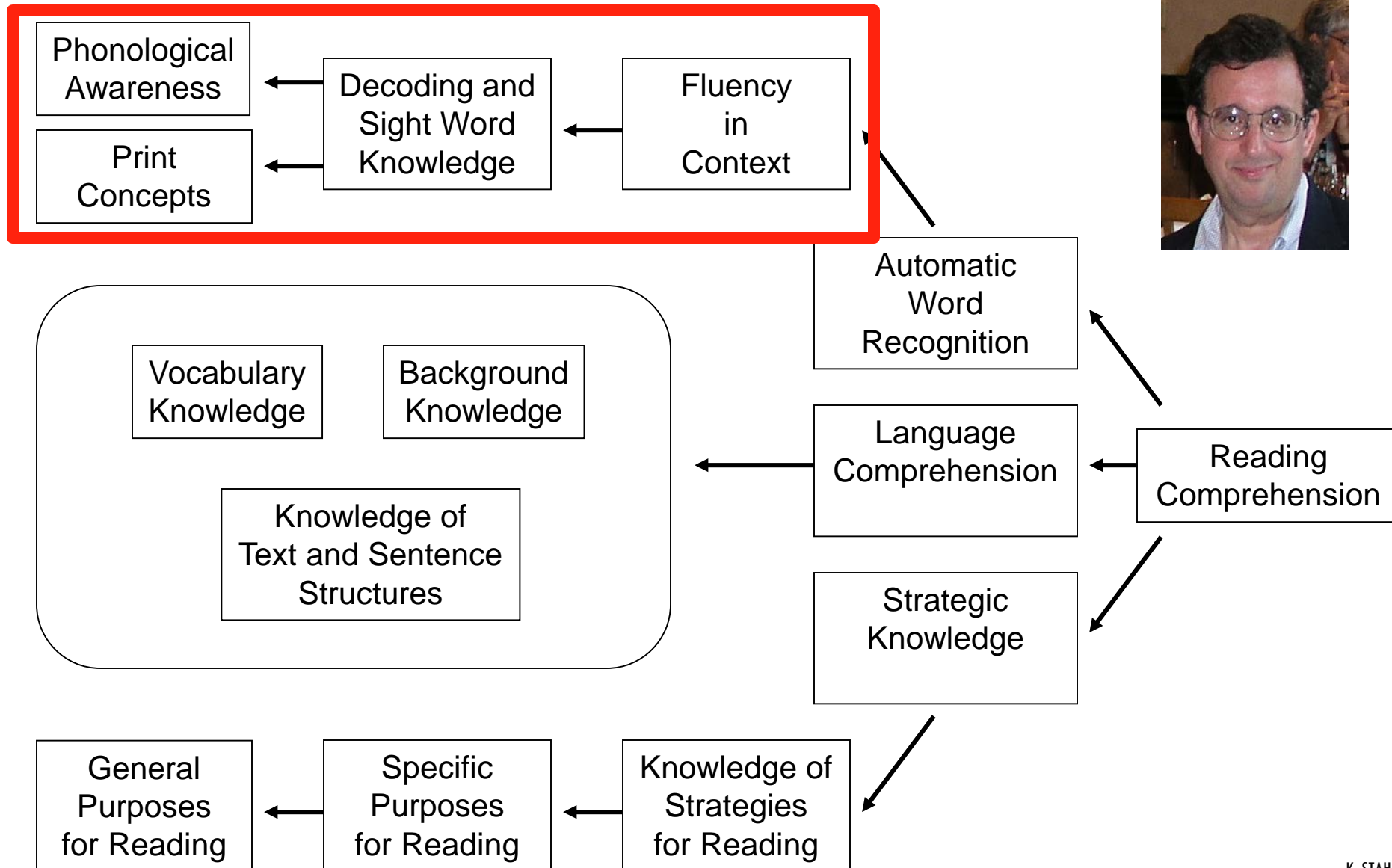


- Inspire love of reading
- Improve reading speed
- Close reading techniques
- Improve ability to comprehend and use texts
- Sound out unknown words
- Develop automatic word recognition
- Other

THE PRIMARY PURPOSE OF READING IS TO COMPREHEND.

- Automatic word recognition
- Language comprehension
- Intentional strategies used in flexible ways specific to purposes for reading and text

THE COGNITIVE MODEL (MCKENNA & STAHL, 2009)



CONSTRUCTS WORTH TESTING

Assessment Tool	Tester	Construct Assessed									
		Concepts of Print	Phonological Awareness	Word Recognition Decoding/High Freq.	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/Attitudes	Other

FUNCTION: IDENTIFY HOW TESTS ARE BEING USED

Comprehension	Writing Process	Motivation/ Attitudes	Other	Function	Training
				<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Check <input type="checkbox"/> Regular Boosters
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IDENTIFY TRAINING AND ADMINISTRATIVE FIDELITY OF EACH TEST

Comprehension	Writing Process	Motivation/ Attitudes	Other	Function	Training
				<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome	<input type="checkbox"/> Introduction <input type="checkbox"/> Fidelity Check <input type="checkbox"/> Regular 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

- 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

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
- *Intermittent meetings with principals to update them on the process

PREVIEW-CONDUCTING THE AUDIT

MARCH 30TH

- 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