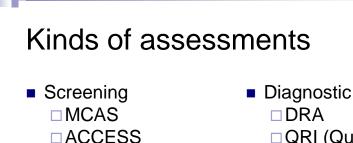


## Types of assessments

- Universal screening
  - □ Identify at-risk students
- Diagnostic
  - □ Determine instructional needs
  - □ Target instruction
  - Monitor progress



□ Gates-MacGinitie □ SRI

**DIBELS** 



□ QRI (Qualitative Reading Inventory) □ Running Records □ QPS (Quick

Phonics Survey)

Writing sample

analysis

☐ Interest inventory

## What diagnostic information will I derive from a QRI?

- Appropriate text complexity (ZPD)
  - □ Instructional level: Not too hard, not too difficult (95% accuracy) Teacher guides instruction.
  - □ Frustration level: Miscues hinder comprehension (>90% accuracy)
  - □ Independent level: Good for practice, fun to read (99% accuracy)



## What diagnostic information will I derive from QRI?

- Word recognition at a given <u>text level</u>. Student reads text aloud.
- Comprehension of text at a given <u>text level</u> <u>with specific content</u>. Oral reading, silent option for rereading.



## Information from Oral Reading

- Child's use of phonics
- Child's ability to recognize phonetically irregular words (aka sight words, highfrequency words)
- Child's use of language structure cues
- Child's use of meaning (content) cues
- Fluency (rate, prosody)



### Understanding of text

- □ Does S have background knowledge to understand the content?
- □ Can S answer questions about the text on recall (cold reading)?
- Does S comprehend during oral reading and/or silent reading with lookbacks?



#### Kinds of information

- Quantitative information
  - ☐ Per cent miscues, per cent comprehension.
  - ☐ Helps us choose the text level
- Qualitative information
  - □ Retelling
  - ☐ Answers to questions
  - □ Written or oral summaries
  - □ Helps us target instruction



# Individual Reading/Language Improvement Plan

- Information for classroom teacher for Tier1 Intervention
- Information and documentation for supplemental Tier 2 intervention
  - □ Additional + Targeted = Acceleration



#### What the test does not do?

- Determine whether a student has a disability
- Determine student's reading level in language other than English.
- Caveat: Note possibility of first language interference when analyzing miscues.
  - "Creation of authentic assessment requires looking at how individual languages work and how children develop when they learn to read and write in these languages and in second languages."

---Escamilla and Coady in Hurley and Tinajero, eds (2001), Literacy Assessment of Second Language Learners, p. 57



#### What does leadership need to do?

- Provide <u>time</u> for intervention teachers to administer individual diagnostic assessments
- Provide <u>time</u> for intervention teachers and classroom teachers to collaborate
- Collect data (ILIP) and <u>analyze data</u>:
  - □What is working? What is not?



### Sample QRI

- Victoria, native speaker of Spanish
- Arrived two + years ago from Dominican Republic
- Parents speak Spanish
- She is currently in grade 5
- What are her strengths as a reader of English? What has she not yet learned?
- How can I target instruction to accelerate her learning?