Literacy Assessment & Intervention in the Lincoln Public Schools

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K-5 *Literacy in the Lincoln Public Schools*

Guiding Principles

The People

★ Assessment

★ Intervention

Curriculum

Literacy in the Lincoln Public Schools

Guiding Principles

- Lifelong readers & writers
- Critical thinkers & communicators
- Assessment informs instruction
- Honor student voice, choice & identity
- Transfer to all areas of a student's life

Literacy in the Lincoln Public Schools

The People

- The Literacy Team
- Classroom Teachers
- Principals & Jess
- ♥ THE KIDS! (& their Families!)

Literacy in the Lincoln Public Schools

Assessment

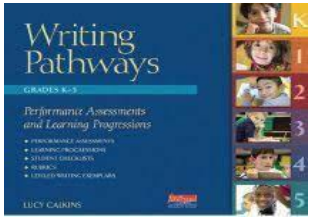
- What Students Know & Can Do
- “Formal” & Informal
- Different Modes of Collection
- To Ask & Answer Questions
- To determine which students need additional support

District Literacy Assessment Plan

- K-5 Assessment Schedule
- Mix of screeners & benchmark assessments
- Assessment purpose, tool & timing
- Mode of assessment
- All data is not “DLAP” data

DIBELS® 8TH EDITION
UNIVERSITY OF OREGON | College of Education

EarlyBird



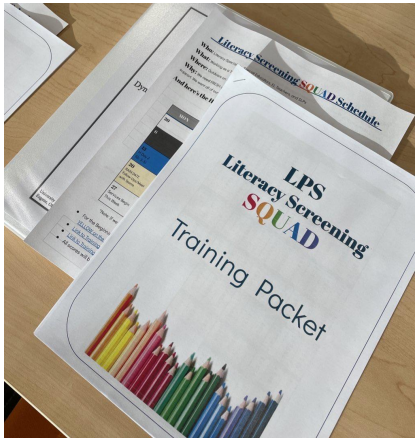
District Literacy Assessment Plan (DLAP)

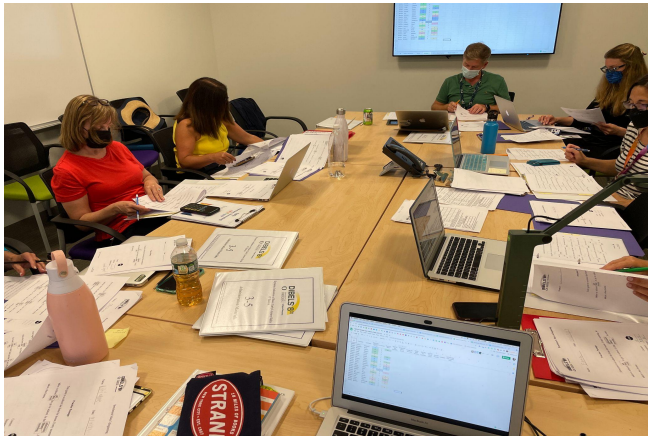
Lincoln Public Schools

K-5 District Literacy Assessment Plan (DLAP) | 2021-22

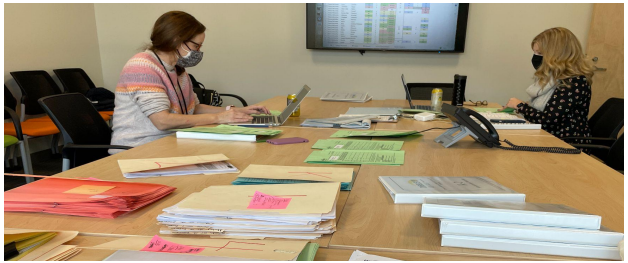
Grade	Skills Being Assessed	Assessment Tools	Fall	Winter	Spring	District Collection*
			Classroom Team | Literacy SQUAD | Shared Responsibility			
K (Click Me!)	Phonemic Awareness	Early Bird	11/8-11/19	2/7-2/18	5/23-6/3	Y
	Alphabet Knowledge	Early Bird & Dibels 8	Letter ID Letter Sound	Letter ID Letter Sound	NWF	Y
	Rapid Automatic Naming	Early Bird & Dibels 8	Object Naming Subtest		LNF	Y
	Reading Connected Text	F&P BAS		March	May/June	Y
	Writing Development	Writing Pathway	by 9/17 & end of unit 1	Beginning of each unit		N
	Ongoing: Snap Word Assessments, Sentence Dictation, Running Records					N
1 (Click Me!)	Phonemic Awareness	Dibels 8	Phoneme Seg	Phoneme Seg	Phoneme Seg	Y
	Alphabet Knowledge	Phonics Program Dibels 8	Letter/Sound NWF	NWF	NWF	Y
	Word Reading	Dibels 8	WRF	ORF	ORF	Y
	Rapid Automatic Naming	Dibels 8	LNF			Y
	Reading Connected Text	F & P BAS	Sept-Oct	Dec-Jan	March-April	Y
	Writing Development	Writing Pathway	1st On-Demand by 9/17	Beginning of each unit		N
	Ongoing: Snap/Trick Word Assessments, Sentence Dictation, Running Records, Conference Notes*					N
2 (Click Me!)	Alphabetic Knowledge	Dibels 8	NWF	NWF	NWF	Y
	Word Reading/ Oral Reading Fluency	Dibels 8	ORF	ORF	ORF	Y
	Reading Comprehension	Dibels 8	MAZE	MAZE	MAZE	Y
	Rapid Automatic Naming	Dibels 8	LNF			Y
	Reading Connected Text	F & P BAS	Sept-Oct	Dec-Jan	March-April	Y
	Writing Development	Writing Pathway	1st On-Demand by 9/17	Beginning of each unit		N
	Ongoing: Snap/Trick Word Assessments, Sentence Dictation, Running Records, Conference Notes*					N
3 (Click Me!)	Alphabetic Knowledge	Dibels 8	NWF	NWF	NWF	Y
	Word Reading/ Oral Reading Fluency	Dibels 8	WRF ORF	ORF	ORF	Y
	Reading Comprehension	Dibels 8	MAZE	MAZE	MAZE	Y
	Reading in Connected Text	F&P BAS	September-December		March-May	Y
	Writing About Reading	Reading Pathway	Beginning & end of each unit			N
	Writing Development	Writing Pathway	1st On-Demand by 9/17	Beginning of each unit		N
	Ongoing: Snap/Trick Word Assessments, Sentence Dictation, Running Records, Conference Notes*					N
4 (Click Me!)	Word Reading/ Oral Reading Fluency	Dibels 8	ORF	ORF	ORF	Y
	Reading Comprehension	Dibels 8	MAZE	MAZE	MAZE	Y
	Reading Connected Text	F&P BAS	September-December		March-May	Y
	Writing About Reading	Reading Pathway	Beginning & end of each unit			N
	Writing Development	Writing Pathway	1st On-Demand by 9/17	Beginning of each unit		N
	Ongoing: Running Records as needed, Conference Notes*					N
5 (Click Me!)	Word Reading/ Oral Reading Fluency	Dibels 8	ORF	ORF	ORF	Y
	Reading Comprehension	Dibels 8	MAZE	MAZE	MAZE	Y
	Reading Connected Text	F & P BAS	September-December		March-May	Y
	Writing About Reading	Reading Pathway	Beginning & end of each unit			N
	Writing Development	Writing Pathway	1st On-Demand by 9/17	Beginning of each unit		N
	Ongoing: Running Records as needed, Conference Notes*					N

Collecting the Data





Literacy Screening SQUAD!



Analyzing Student Data

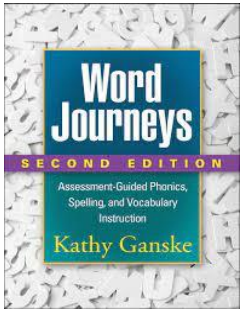
- Campus specific spreadsheets
- All DLAP assessments
- Color coding system:
  - Below Benchmark
  - Approaching Benchmark
  - At Benchmark
  - Above Benchmark
- Goal of asking & answering questions

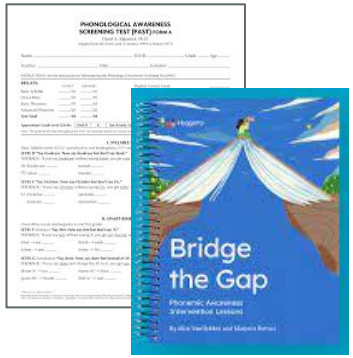
Literacy Data: District Spreadsheets

Beginning NWF/CLS	Beginning NWF/WRC	Beginning WRF	Beginning ORF Words Correct	ORF Errors	Beginning MAZE	Sept-Dec BAS level
39	10	39	49	4	6	I
115	35	41	72	4	6.5	K
62	23	45	116	1	20	N
134	40	59	175	1	28.5	O
74	17	52	135	4	6.5	K
68	17	43	108	22	11.5	O
42	14	59	139	0	6.5	N
45	13	23	41	5	9.5	J
131	39	64	94	1	abs	M
220	65	106	167	0	21	O
49	15	45	115	2	12	N
48	16	86	151	2	18	M
65	21	128	179	1	25	N
108	31	52	100	6	9.5	N
105	24	55	79	5	0	J
39	8	71	129	1	22.5	M
126	38	63	143	0	17	O

Digging Deeper

- Limitations of screeners
- Changing a variable with an identified set of tools to learn more
- Precursor to intervention
- Direct link to goal setting





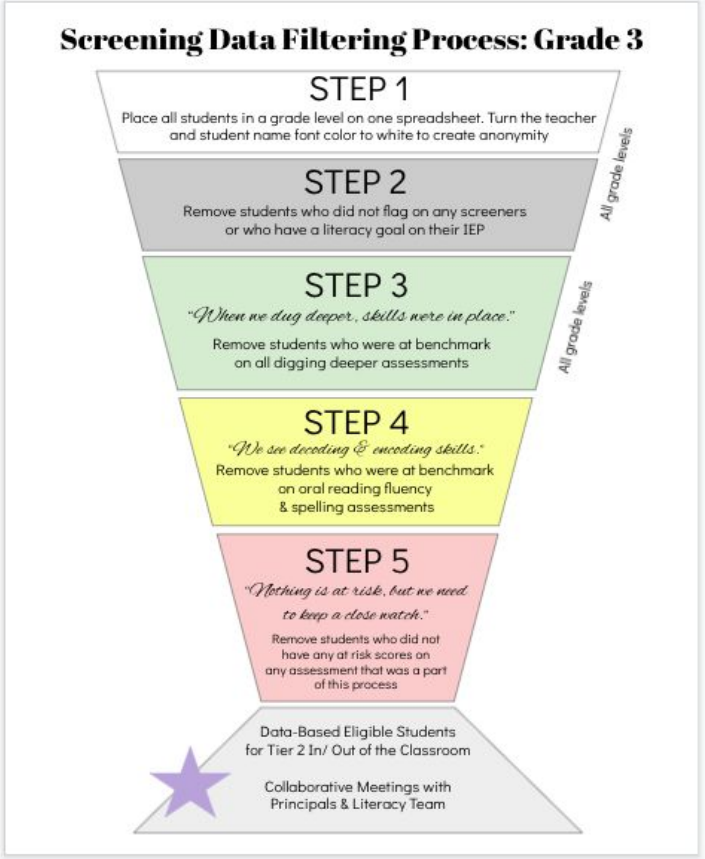
Literacy Data: Digging Deeper

	ALL	Digging Deeper Tools (Pre/Post SQUAD)
1	PSF NWF ORF	• Letter/Sound ID (in intervention/classroom) • Snap/Trick Words (in intervention/classroom) • RAN/RAS Screening Assessment (if new or low fall score coupled with another area of concern→ then yes) • Phonemic Awareness Blend/Segment • Letter Name Alphabetic Developmental Spelling Inventory • Running Record (snap/trick word error analysis)
2	NWF ORF MAZE	• RAN/RAS Screening Assessment (if new or low fall score coupled with another area of concern→ then yes) • Heggerty Grade 2+ Phonemic Awareness Screener • PAST • Beginning Decoding Survey • LNA-WWP Developmental Spelling Inventory • Running Record
3	NWF ORF MAZE	• Beginning Decoding Survey • PAST • RAN/RAS Screening Assessment (if new or low fall score coupled with another area of concern→ then yes) • Within Word Pattern Developmental Spelling Inventory • Running Record
4	ORF MAZE	• Advanced Decoding Survey • PAST • Within Word Pattern Developmental Spelling Inventory • LLI or TCRWP Running Records (Acc, Fluency, Comp in connected text)
5	ORF MAZE	• Advanced Decoding Survey • PAST • Within Word Pattern Developmental Spelling Inventory • Syllable Juncture Developmental Spelling Inventory • LLI or TCRWP Running Records (Acc, Fluency, Comp in connected text)

Literacy Data: Digging Deeper

						Digging Deeper		
Beginning NWF/CLS	Beginning NWF/WRC	Beginning WRF	Beginning ORF Words Correct	ORF Errors	Beginning MAZE	Phonics	RAN	Spelling
39	10	39	49	4	6	Phonics	RAN	
39	8	71	129	1	22.5	Phonics		
42	14	59	139	0		Phonics		
45	13	23	41	5	9.5	Phonics	RAN	
48	16	86	151	2	18	Phonics		
49	15	45	115	2	12	Phonics		
62	23	45	116	1	20			
65	21	128	179	1	25			
68	17	43	108	22	11.5	phonics		
74	17	52	135	4				
105	24	55	79	5	0			
[illegible]				6				
115	35	41	72	4	6.5			
[illegible]				0				
[illegible]				1	abs			
[illegible]				1				
[illegible]				0				

Literacy Data: Filtering Process



Fall 2021 Eligibility Sort STEPS/KEY Summary for LPS Grades 1-5

Grade 1	
Step 1	All students- names in white to remove bias
Step 2	Removing students who are not at risk or have a literacy goal on their IEP
Step 3	Removing students who were all green on the digging deeper
Step 4	Removing students whose only risk indicator is a yellow RAN
Step 5	Removing students who do not have any red
Grade 2	
Step 1	Hide student names, hide greyed out students, except red spelling data (even if greyed out)
Step 2	Delete anyone who was green/green on all Digging Deeper screeners
Step 3	Delete anyone whose only risk indicator is a yellow RAN (none this year)
Step 4	Delete anyone who has no reds
Grade 3	
Step 1	Hide student names, hide greyed out students, except red spelling data (even if greyed out)
Step 2	Delete anyone who was green/green on all Digging Deeper screeners
Step 3	Delete anyone who is green in RAN and spelling.
Step 4	Delete anyone who has no reds (all the way across).
Grade 4	
Step 1	Hide student names, hide greyed out students, except red spelling data (even if greyed out)
Step 2	Delete anyone who was green/green on all Digging Deeper screeners
Step 3	Delete anyone whose only risk indicator is a yellow RAN
Step 4	Delete anyone who has no reds (across all categories)
Grade 5	
Step 1	Hide student names, hide greyed out students, except red spelling data (even if greyed out)
Step 2	Delete anyone who was green/green on all Digging Deeper screeners
Step 3	Delete anyone whose only risk indicator is a yellow RAN (none this year)
Step 4 Hanscom	Delete anyone who has no reds (across all categories)
Step 4 Lincoln	Delete anyone whose only red is a red MAZE

Literacy in the Lincoln Public Schools

- Goal focused & grounded in data
- Different modes, but *always* a partnership
- Progress monitoring
- Reporting & collaborating with families

Intervention

Intervention Options

Small Groups
In or Out of Class

"Residency"
Co-Taught

Coaching

- Data-Driven
- Focused Goals
- Progress Monitoring
- Partnership between classroom teacher & literacy specialist

Progress Monitoring

Goal:	Phonics & Fluency				Growth Measured by:	DIBELS NWF, Bridge the Gap, GRL				Progress Reports	
										Goal Letter	
										Mid-Cycle Report	
										End of Cycle Report	
										Lesson Plans	

Running Records

Date	1/28/22	2/11/22	3/4/22	3/15/22							
Title	All About Bats	The Hare and the Tortoise (J)	All About Dolphins(J)	Bad-Luck Day (J)							
Hot/Cold	c	C	cold	cold							
F/NF	NF	F	NF	F							
Ind/Inst/Hard	inst	inst	inst	ind							
Accuracy %	96	98%	97%	98%							
SC Ratio	1:3	1:2	1:5	1:3							
Fluency	1	2	2	2							
WPM	43	74	63	64							
Comprehension	3	3	4	5							
Within the Text	1	2	2	2							
Beyond/About	2	1	2	3							
M											
L											
K											
J		inst	inst	ind							
I	inst										
H											
G											
F											
E											
D											
Date	1/28	2/11/22	3/4/22	3/15/22							

Nonsense Word Fluency (NWF)

	Beg of Year BM		Mid-Year BM		End of Year BM	
Date	CLS	WRC	CLS	WRC	CLS	WRC
JAN			47	12		
Mid cycle			59	18		
3/15/22			49	15		

Oral Reading Fluency (ORF)

Date	BoY BM	Mid-Year BM	EoY BM
JAN		64	
mid-cycle	(3/17/22)	91	
End of cycle			

Placement Assessment for Bridge the Gap Intervention Lessons

		1/26/22	Date
		Placement Score	Post Score
Phoneme Isolation	Initial Sound	6	
	Final Sound	5	
	Medial Sound	6	
Blending & Segmenting	Blending Syllables	5	
	Blending Phonemes	5	
	Segmenting Syllables	6	
	Segmenting Phonemes	4	
Phoneme Manipulation	Adding Initial	6	
	Deleting Initial	3	
	Substituting Initial	4	
	Adding Final	4	
	Deleting Final	6	
	Substituting Final	5	
	Substituting Medial	3	

Bridge the Gap - Part 2

Blending/Segmenting Assessment (p.64-65)

Date	Blending	Segmenting
2/17	9	7

Sharing with Families

Hanscom Literacy Team
Literacy Intervention Services

Mid-Cycle Progress Report

Student Name		Date
		11/20/2
HR Teacher	Interventionist	Cycle
		1

What was our goal?
We have reached the midpoint of our eight week literacy intervention cycle. When we began, we set a g
- Building knowledge of phonic patterns including short vowels, consonant blends and digraphs.
- Improve accuracy when reading and writing words that include short vowels, consonant blends digraphs.

How have we been working towards our goal?
We have been working on this goal by …
- Studying discreet phonic patterns.
- Applying them in reading and writing.
- Reviewing learned patterns regularly through discreet practice and continued application in readi writing.

How's it going?
- On a final written assessment of short vowels, blends and digraphs: 18 of 18 correct.
- On a mid unit written assessment of bonus letters (final consonants f, l, s and sometimes z are d when following a single vowel) and glued sounds (ing, ang, ung, ong, ink, ank, unk, onk, all, am, Bonus letters: 1 of 5 correct. Glued sounds 13 of 13 correct.
- On a reading assessment of these phonics patterns given in September, Kyden scored 13/30 (n improvement). His score improved to 23/30 (below) during this 4 week intervention cycle.

What are our next steps?
Our next steps will be to…
- Continue a phonics based approach to reading and writing.
- Continue to review and practice learned concepts.

Lincoln Literacy Team
Literacy Intervention Services

End of Cycle Progress Report

Student Name		Date
		12/20/2021
HR Teacher	Interventionist	Cycle
		1

What was our goal?
We have reached the end of our first literacy intervention cycle. When we began, we set a goal of strengthening 's **letter/sound connection** and **phonemic awareness**. We have also been learning new **snap words** - words she knows how to read and write from memory.

How have we been working towards our goal?
We have been working on this goal by practicing our tricky letter sounds (w, q, and the vowels), breaking words into their parts by finding the last sound and middle sound, blending two and three sounds together to read short words, and writing words by stretching out all the sounds we hear. We are also practicing snap words on a word ring and use them daily in our reading and writing.

How's it going?
Letter-Sound Connection - has grown from knowing 13 to 23 of the 26 letter sounds with consistency. The letter q and the vowels e and u are still tricky for her.
Phonemic Awareness - can now consistently find the first and last sound in a word and is getting better at hearing the middle sound. She is beginning to be able to blend three sounds together with consistency.
Snap Words - knows 27 of the 49 of the kindergarten review snap words.
Decoding - is now reading Level B texts with independence and is ready to stretch to Level C books. The first grade winter benchmark is Level D/E.

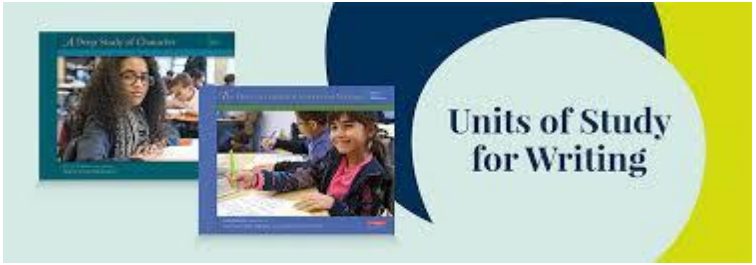
What are our next steps?

Literacy in the Lincoln Public Schools

- Workshop Model (Mini Lesson, Guided Practice, Share)
- Mix of direct instruction & inquiry
- Honors identity, choice & other perspectives
- Agency & ownership
- TRANSFER

Curriculum

Resources We Use



Things to Be Proud of & Things to Grow

Things to be Proud of...

LPS *Literacy Team*

Areas to Grow

- Increasing the “sync” between our assessment calendar & intervention cycles
- Finding the best time in the day for intervention
- Ongoing PD to strengthen in-class & intervention instruction

Questions

- Guiding Principles
- The People
- Assessment
- Intervention
- Curriculum