



District 3 CEC Meeting

Thursday, November 16, 2023

6 SHIFTS

- Shift 1: From non-systematic, incidental instruction in phonics to systematic, explicit phonics instruction
- Shift 2: From use of leveled text (K-2) to use of decodable texts (K-2)
- Shift 3: From leveled reading groups to differentiated instruction based on need
- Shift 4: From incidental instruction and practice in fluency to explicit instruction and practice in fluency
- **Shift 5: From assessing reading with running records to assessing reading with universal screening, secondary diagnostics, and additional formative assessments**
- **Shift 6: From implementing a skill-based reading curriculum to implementing a content-rich reading curriculum that builds background knowledge and vocabulary**

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

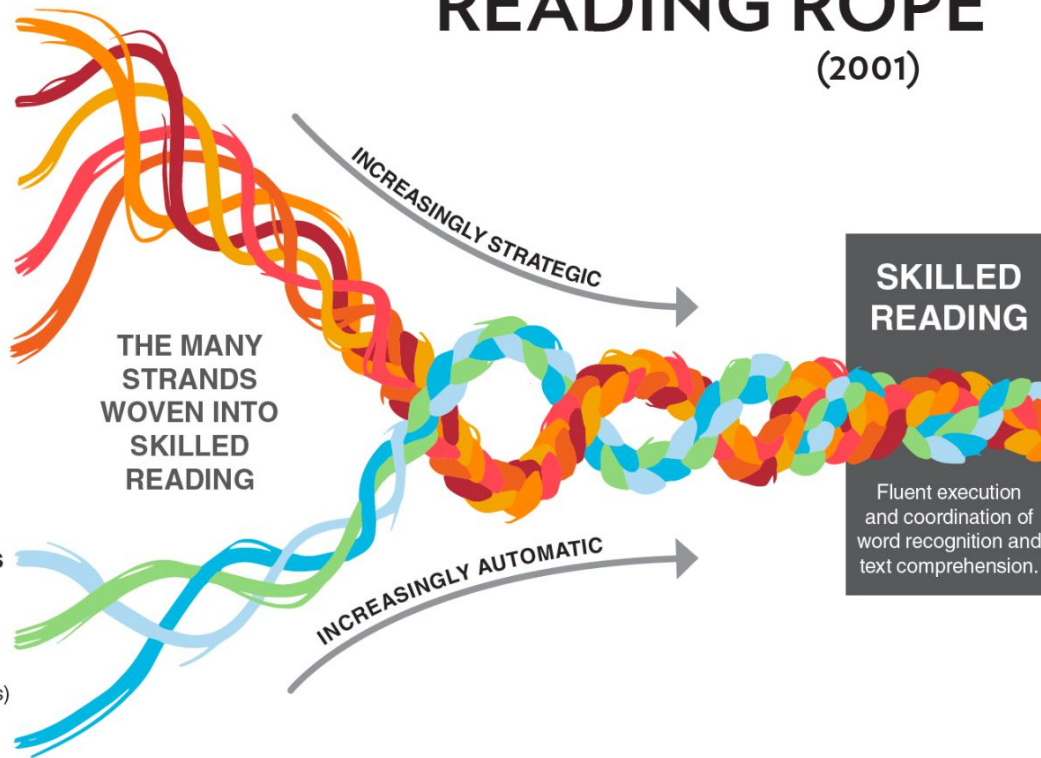
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

INCREASINGLY
AUTOMATIC

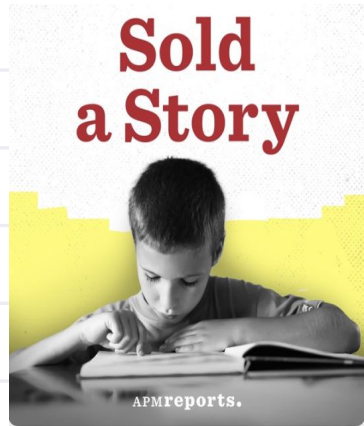
INCREASINGLY
STRATEGIC



**How do we assess
students in reading now
and why is it changing?**

Fountas & Pinnell Benchmark Assessment System (BAS)

Using the *Fountas & Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.



Sold A Story: Episode 5

“Burns: K, so we found that the Fountas and Pinnell Benchmark Assessment System had about 54% diagnostic accuracy. It identified children as good readers and struggling readers about as accurately as if you were to flip a coin.”

Growing Concerns About Assessment Accuracy

A rough and ready guide to screening and statistics:

	Reality – Do you have the condition we are screening or testing for?	
Screening Results	+	-
-	False Positive	Specificity True Negative
+	Sensitivity True Positive	False Negative

- **Predictive value** is the probability of an individual having a given condition, given the results of a screener, or test, for that condition.
- If you screen for X, and the results are *positive*, what's the probability you actually have X?
- Determined by sensitivity and specificity, as well as the prevalence of the condition in the general population.

How does the F&P Benchmark Assessment measure up?

Parker et al (2015) administered the BAS to 846 children in grades 2 and 3:

	Reality- do you actually have reading difficulty? (using a measure of <i>reading comprehension</i>)	
Screening Results (F&P Benchmarking)	+	-
	(Yes! Reading difficulty!)	(Nope- no reading difficulty here)
- (Results suggest no reading difficulty)	False Negatives 200	Specificity 367
+ (Results suggest reading difficulty)	Sensitivity 90	False Positives 189

- Of 279 children who scored below benchmark on F&P, only 90 actually had reading difficulty.
- Of 567 children who scored at or above benchmark, *200 actually had reading difficulty* – that means it *missed more children with real reading difficulty than it correctly identified!*
- Total Correct Classification- *only 54%*

So, let's take a hypothetical screener for reading difficulty...

We administer it to 200 children in grades K-2:

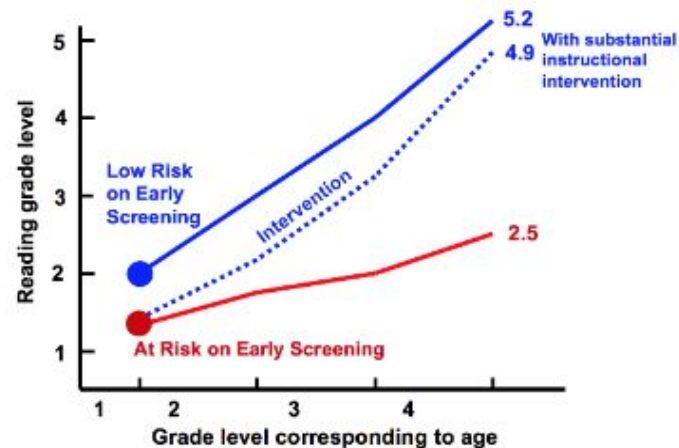
Screening Results	Reality- do you actually have reading difficulty?	
	+	-
- (Results suggest no reading difficulty)	False Negatives 2	Specificity 148
+ (Results suggest reading difficulty)	Sensitivity 45	False Positives 5

- **A quality screener will be both highly sensitive and highly specific.**
- This screener correctly identified 148 students as *not* having difficulty with reading (it was highly specific), and 45 as being in need of further intervention (as well as very sensitive).
- It falsely identified 5 students as needing intervention when they didn't. Oops!
- It completely missed 2 students – we really want to minimize false negatives!

Who Should We Screen and Why?

- Universal screening in Pre-K or by the start of kindergarten is key for identifying at-risk readers.
- **Why?** Because early intervention is a critical step toward improving long-term literacy outcomes (Catts et al., 2015; Denton Vaughn, 2008; Connor et al., 2009; Shaywitz, Morris, & Shaywitz, 2008; Torgesen et al., 1999; Morris, Lovett, Wolf et al., 2012).

Teaching all students to read



Florida Center for Reading Research

Guided Reading/Lexile Conversion Table

Grade Level AR	Fountas Pinnell Guided Reading	Lexile	Reading Recovery	DRA	NYP Color Codes	Books
K	A	-	A,B,1	A,1	Yellow	A Birthday Cake (Cowley) I Can Write (Williams) Cat on the Mat (Wildsmith)
-	B	-	2	2	Yellow	
1	C	-	3,4	3	Orange	Rain (Kaplan)
-	D	100	5,6	4	Orange	Fox on the Box (Gregorich)
-	E	-	7,8	6-8	Green	It Looked Like Split Milk (Shaw) I Like Books (Browne) Mrs. Wishy Washy (Cowley)
-	F	200	9,10	10	Red	Rosie's Walk (Hutchins)
-	G	-	11,12	12	Red	The Carrot Seed (Krauss) Cookie's Week (Ward)
-	H	300	13,14	14	Black	George Shrinks (Joyce)
-	I	-	15,16	16	Black	Goodnight Moon (Brown) Hattie and the Fox (Fox)
2	J	400	17,18	18	White	Danny and the Dinosaur (Huff)
-	K	-	19,20	20	White	Henry and Mudge (Rylant)
-	L	500	-	24	Blue	Nate the Great (Sharmat) Meet M&M (Ross)
-	M	-	-	28	Double Yellow	Horrible Harry (Kline) Pinky and Rex (Howe) Arthur Series (Mac Brown)
3	N	600	-	30	Double Orange	Amber Brown (Danziger)
-	O	-	22	34	Double Orange	Ramona Quimby, Age 8 (Cleary)
-	P	-	-	38	Double Green	James and the Giant Peach
4	Q	700	24	-	Double Green	(Dahl) Fudge-a-mania (Blume)
-	R	-	-	40	Double Red	Shiloh (Naylor)
-	S	-	26	-	Double Red	The Great Gilly Hopkins (Paterson)
-	T	800	-	44	Double Black	Bridge to Terabithia (Paterson)
5	U	-	28	44	Double Black	Baby (Maclachlan)
-	V	-	-	-	Double Black	
-	W	900	-	-	Purple	Missing May (Rylant)
6	X	-	30	-	Purple	Where the Red Fern Grows (Rawls)
-	Y	-	-	-	Purple	
7+	Z	1000	32,34	-	Neon Green	A Day No Pigs Would D' Scorpions (Myers)

More like

Tim Shanahan on Readability vs. Learnability vs. Suitability

<https://www.shanahanonliteracy.com/blog/which-text-levels-should-we-teach-with>

Lexiles is a readability measure. Readability measures are mathematical formulas that transform the structural properties of texts into predictions of how well readers will comprehend those texts.

I think a lot of teachers misunderstand this. They think that readability estimates and Fountas & Pinnell levels, etc. tell about "learnability." They think if they match students to the right books, then the students will make optimum learning progress (and placing them in easier or harder books will interfere with this progress). However, it's kind of the opposite. Readability estimates predict comprehension, not learning. Lexile scales and book leveling systems provide gradients from easier to harder in terms of how well the texts are likely to be understood. But if students can already read texts with 75-90% comprehension without teacher assistance, then "teaching" kids to read from those books should be a non-starter. Instead of stretching students to handle harder texts (the Common Core column), they are focusing on having kids practice with levels of demand they have already conquered.

Another important confusion is between readability and suitability. To sort this one out it may be useful to think of texts as having two levels of complexity. One focuses on the linguistic demands of the presentation (the one measured by Lexiles and other readability measures), and the other on the appropriateness of the content and of its depth for the students.

**What are the
screeners used in
D3?**

Acadience

- **Reading & Math mandated grades K-2**
- **Can be used to progress monitor interventions K-8**

Goals of Acadience Reading K-6

Acadience Reading helps teachers identify children at risk for reading difficulties and determine the skills to target for instructional support. Acadience Reading K-6:

- provides universal screening
- detects when students need extra support
- is sensitive to effects of intervention
- supports the RtI/Multi-tiered model

Goals of Acadience Math

Acadience Math was designed with efficiency and dependability in mind. You can now track mathematics skills for students in grades K-6 as accurately and easily as you track reading skills.

Acadience Math:

- provides universal screening
- detects when students need extra support
- is sensitive to effects of intervention

NWEA Map Growth

- **Reading & Math mandated (or iReady grades 3–8)**
- **Only used for purpose of assessment**

Useful reports for data-informed decisions

Easy-to-use, standards-aligned reports put the information teachers need at their fingertips. Reliable insights make it simple for teachers to find common areas of need among their students, identify students who could benefit from intervention, and determine which instructional strategies are generating the most academic growth. Higher level reports provide administrators with the context to drive improvement across entire schools and educational systems.

iReady

- **Reading & Math mandated (or Map Growth grades 3–8)**
- **Used for assessment and can be used instructionally**

i-Ready Diagnostic

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. Each item a student sees is individualized based on their answer to the previous question. For example, a series of correct answers will result in slightly harder questions, while a series of incorrect answers will yield slightly easier questions. The purpose of this is not to give your student a score or grade, but instead to determine how best to support your student's learning.

If not levels, what?





**How does this shift the
conversation between
school & home?**

Acadience

- ❖ What is each measure telling us?
- ❖ What skills do our children need to learn?

Table 1.1 Alignment of Acadience Reading Measures with Basic Early Literacy Skills

Basic Early Literacy Skills	Acadience Reading Measures
Phonemic Awareness	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)
Alphabetic Principle and Basic Phonics	Nonsense Word Fluency (NWF) –Correct Letter Sounds –Whole Words Read
Advanced Phonics and Word Attack Skills	Oral Reading Fluency (ORF) –Accuracy
Accurate and Fluent Reading of Connected Text	Oral Reading Fluency (ORF) –Correct Words Per Minute –Accuracy
Reading Comprehension	Maze Oral Reading Fluency (ORF) –Correct Words Per Minute –Retell Total/Quality of Response
Vocabulary and Language Skills	Word Use Fluency-Revised (WUF-R)(Available as an experimental measure. Email info@acadiencelearning.org for more information.)

Letter Naming Fluency (LNF) is an indicator of risk which is not directly linked to any of the basic early literacy skills. Oral Reading Fluency is a complex measure that represents many different skills. In addition to measuring the accurate and fluent reading of connected text, ORF also looks at advanced phonics and word attack skills by examining the student's accuracy. ORF is a good indicator of reading comprehension for most students, and the Retell component helps to identify the small number of students for whom ORF may not be a good indicator of comprehension. ORF and Maze also require adequate vocabulary and language to comprehend the content of the passages.

Reading Composite Benchmarks

The Reading Composite Score is a combination of multiple Acadience Reading scores and provides the best overall estimate of a student's reading proficiency. The scores used to calculate the Composite Score vary by grade and time of year. This means the Composite Score should only be compared to the goal for that time of the school year and not to goals or Composite Scores at other times of the year.

Please note that the goal number listed next to your child's score indicates the minimum target for students at the beginning, middle, and end of the school year.

Scores at or above the goal indicate that the student is on track for meeting future reading outcomes with the instruction that is currently being provided. Scores below the goal indicate that the student is currently not on track to meet future reading outcomes and may need additional reading support to catch up.

Students who score at or above the Composite Score goal may still need additional instruction in one or more skill areas, as indicated by a score below the goal on one of the Acadience Reading measures (Phoneme Segmentation Fluency, Nonsense Word Fluency, or Oral Reading Fluency).

Reading Composite Benchmarks

Cut scores by Grade Level – Beginning of Year

Grade	Below Benchmark	At or Above Benchmark
K	13	26
1	97	113
2	109	141
3	180	220
4	245	290
5	258	357
6	280	344

Cut scores by Grade Level – Middle of Year

Grade	Below Benchmark	At or Above Benchmark
K	85	122
1	100	130
2	145	190
3	235	285
4	290	330
5	310	372
6	285	358

Cut scores by Grade Level – End of Year

Grade	Below Benchmark	At or Above Benchmark
K	89	119
1	111	155
2	180	238
3	280	330
4	330	391
5	340	415
6	324	380

Table 1. Student Performance Interpretations

Likelihood of Meeting Later Reading Benchmarks	Benchmark Status	Benchmark Status Including Above Benchmark	What It Means
>99%	At or Above Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 80% to 90%</i>	Above Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 90% to 99%</i>	For students with scores in this range, the odds of achieving subsequent early literacy/reading benchmarks are very good. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading goals. Some students may benefit from instruction on more advanced skills.
95%		At Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 70% to 85%</i>	For students with scores in this range, the odds are in favor of achieving subsequent early literacy/reading benchmarks. The higher above the benchmark, the better the odds. These students likely need effective core instruction to meet subsequent early literacy/reading benchmarks. Some students may require monitoring and strategic support on specific component skills as needed.
90%			
80%			
70%			
60%	Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%</i>	Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 40% to 60%</i>	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are approximately even, and hard to predict. Within this range, the closer students' scores are to the benchmark, the better the odds; the closer students' scores are to the cut point, the lower the odds. These students likely need core instruction coupled with strategic support, targeted to their individual needs, to meet subsequent early literacy/reading benchmarks. For some students whose scores are close to the benchmark, effective core instruction may be sufficient; students whose scores are close to the cut point may require more intensive support.
55%			
50%			
45%	Well Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%</i>	Well Below Benchmark <i>overall likelihood of achieving subsequent early literacy benchmarks: 10% to 20%</i>	For students with scores in this range, the overall odds of achieving subsequent early literacy/reading benchmarks are low. These students likely need intensive support in addition to effective core instruction. They may also need support on prerequisite skills (i.e., below grade level) depending upon the grade level and how far below the benchmark their skills are.
40%			
30%			
20%			
10%			
<5%			

The addition of the Above Benchmark status level has not changed the benchmarks. A benchmark is still the point at which the odds are in the student's favor of meeting later reading benchmarks (approximately 60% likelihood or higher). The higher above the benchmark the student scores, the better the odds. For students who are already at benchmark, the Above Benchmark status level also provides a higher benchmark to aim for. "Overall likelihood" refers to the approximate percentage of students within the category who achieve later benchmarks, although the exact percentage varies by grade, year, and measure. Instructional decisions should be made based on students' patterns of performance across all measures, in addition to other available information on student skills, such as diagnostic assessment or in-class work. Acadience is a registered trademark of Acadience Learning Inc. www.acadiencelearning.org

Possible Questions a Parent Could Ask a Teacher....

If my child is performing above benchmark based on one of the school based screeners, I could ask...

- How are you enhancing their knowledge base?
- How are you extending learning opportunities?

If my child is performing at benchmark based on one of the school based screeners, I could ask...

- How are you challenging them?
- How are you monitoring progress to make sure they stay on level?

If my child is performing below/well below benchmark based on one of the school based screeners, I could ask...

- How are you making the core instruction accessible to my child?
- What additional resources or programs are you using to support my child's learning?

What might this mean for changing the conversation around reading progress?

“
WE MUST FUNDAMENTALLY
REDESIGN HOW WE TEACH
READING BY TAKING THE
FOCUS OFF EXCESSIVELY
PRACTICING SKILLS/
STRATEGIES AND PUTTING IT
ON DELIBERATELY BUILDING
BACKGROUND KNOWLEDGE
OF THE WORLD.

—
Knowledge Matters Campaign

- Change the conversation to skills need to make progress
- Change the conversation to level of independence in which child approaches complex texts
- Change the conversation to what is the child's strengths in content knowledge for the purposes of reading, what are the areas they might need more development in?

Discussion Questions:

- **How does this feel different when thinking about your previous conversations with your school about reading?**
- **How does this feel different when you think about your child's reading abilities?**