From Assessment to Instruction:
A Process for Working With Teachers and Reading Data

Presented by:
Mary White, Ed.M., M.A.
Lee Wright, Ed.M.

(Picture of kids hanging out.)

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Session Goals

Participants will...

- Learn a process for working with teachers to use their assessment data for guiding instruction.
- Practice using assessment data to group students for differentiated instruction.
- Consider general lessons about working with teachers to use assessment data.

(Picture of hands in a circle on top of each other.)
INTRODUCTION

- The Context
  - The Assessment Landscape

- A Response
  - A 3-Step Process for Using Assessment Data to Inform Instruction

- Modeling
  - Systematically Creating Small Groups for Differentiated Instruction

- Questions and Answers
The Context:

The Assessment Landscape
What reading assessments do you use?

- Think about the different reading assessments used in your schools. For each assessment, consider…
  - Are teachers required to use it or is it optional?
  - What kinds of information does it generate?
  - How is the data it provides used by teachers?
Lots of Assessments, Various Purposes

**LEA / State Assessments**
These assessments are integrated into: campus, local education agency, and state level systems

**Classroom Assessments**
These assessments are designed by teachers or integrated within curriculum materials.
There are Many Different Kinds of Assessment

- Teachers may not distinguish between types of assessments and their different purposes.

- Even when assessments are designed to be instructional tools, they can feel to teachers like a distraction from teaching.
Some Teachers Are Overwhelmed and Disheartened by Assessments

Some teachers feel that the assessments they administer…

- Don’t help their instruction.
- Misrepresent their teaching efforts.
- Misrepresent their students’ actual knowledge and abilities.

(Picture of a person on wits-end.)
Toward a Responsible Approach to Assessment

• Time assessing often reduces time for instruction. Therefore, teachers and school leaders need to ensure that time spent assessing is **not** wasted by seeing that...

  - **Valuable** information is gathered.
  - It is **understood** by teachers.
  - It is **used** with their students.

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A Response:

A Three Step Process for Using Assessment Data to Inform Instruction
Overview of the Process

The process we will be examining…

- Consists of a series of three basic steps, initially *(at least)* supported by your Local Campus Coach (*LCC*).

- Organizes working with teachers around the administration of benchmark assessments.
Establishing a Foundation for Implementing the Process

- To implement this process, you and your teachers must first agree upon the assessment(s) you will analyze.

- Consider the different kinds of assessments that your teachers are currently using.
Establishing a Foundation for Implementing the Process

• Focus on assessment data that…
  • Is used across all classrooms in your school(s).
  • Is valid and reliable.
  • Provides instructionally useful and rich information.
Guiding Principles of the Process of Organizing and Analyzing Assessment Data

The process should:

- Be flexible and simple in design.
- Formalize the kind of thinking that teachers may already do as they plan instruction using data.
- Be tied directly to instruction.
The Assessment We Will Use

- For the purpose of this presentation, we’ll be using students’ TPRI scores.

- We encourage teachers to consider multiple sources of data.
The TPRI

The TPRI is...

- A comprehensive benchmark reading assessment for use by classroom teachers in Grades K–3.
- An English language instrument.
- Used in roughly 95% of Texas public schools and in the vast majority of Texas Reading First (TRF) schools.
- Administered by classroom teachers at three time points during the school year: at the Beginning-, Middle- and End-of-the-Year.
1. Collecting and Analyzing Scores
   Recommendation: Conduct this step during one 45-minute meeting

2. Systematically Creating Small Groups Based on Students’ Needs
   Recommendation: Conduct this step during a second 45-minute meeting

3. Planning, Delivering and Reflecting Upon Instruction
   Recommendation: Begin conducting this step along with Step 2 - during your second 45-minute meeting
Step One: Collecting and Analyzing Scores
Collecting Scores

Step one involves collecting and analyzing scores from a *class summary sheet*.

- Either during or prior to meeting with colleagues, teachers should collect and organize their student scores onto a *Class Summary Sheet*.

- This step in the process may be automated, and certainly can be facilitated through the use of technology.
Benefits of Collecting Scores

- Although step one is a fairly straightforward and mechanical process, this step provides an opportunity for coaches and teachers to...
  - Review key components of assessments.
  - Clarify questions about the administration or gathering of data.
  - Discuss how scores fit with one another and what kinds of information the scores provide.
  - Determine the curriculum and state standards relevance of the scores.
Analyzing Scores

- After collecting scores, coaches and teachers should work together to analyze their scores. They should look for data patterns and think about data trends.

- Depending on how many scores you have collected, step one can be time consuming and may even initially feel overwhelming.

  - Step 1 is most difficult and complicated the first time attempted.
    - Technology, when available, can save a lot of time.
Benefits of Analyzing Scores

- Provides an opportunity for mentors and teachers to:
  - Identify patterns in class data.
  - Chart students’ progress.
  - Look for skills and concepts to be addressed in whole group vs. small group settings.
  - Track students’ performance over time and across different areas of assessments.
Step Two:
Systematically Creating Small Groups for Differentiated Instruction
Organizing Student Data Onto a (Grouping) Chart

- Step two involves assigning students into small groups.
- Charts can help teachers organize their students according to instructional needs.
- Using charts, teachers can categorize students into small groups that are designed for instructing particular skills.
Challenges of Creating Small Groups

- When creating small groups, teachers face the challenging reality of how best to effectively and feasibly provide targeted instruction.
  - Teachers can only meet with a limited number of groups for a limited amount of time each week.
  - Some students fit well into several different groups, and others fit well into none.
  - Teachers have limited time to plan.
Opportunities of Creating Small Groups

- Creating small groups requires attention to data and careful prioritizing.

The process that we are exploring today is designed to help teachers to …

- Identify what instruction will be most intensive for each student.

- Think about what students need to progress and what instructional changes could teachers perform to meet their students’ needs.
Opportunities of Creating Small Groups (cont.)

Final decisions are not as important as the process itself – the focus on data, the discussion, the problem-solving to serve all students well.
Step Three:
Planning, Delivering and Reflecting Upon Instruction
The Instructional Cycle

Planning

Reflection

Delivery
Planning Instruction

- In the final part of the process, step three, coaches and teachers work together to plan instruction that will address identified instructional needs.

- It would **not** be effective for coaches to work with *ALL* teachers to plan collaboratively for *ALL* instructional groups.

- Time for working together is limited. It is more useful to cover a few areas well than to try to cover many areas superficially.
Choosing a Focus

How much and where to focus instructional planning professional development is determined by a number of factors…

• Teacher priorities and comfort level.
• School/District directives.
• Coach availability.
• Opportunity for ongoing collaboration between teachers, or between a coach and teachers.
Resources for Planning Instruction

- Once an area of focus is chosen, teachers and coaches consider what planning resources to use.
  - Core and supplemental programs
  - School/District lesson planning resources
  - SBRR intervention resources
Delivering Instruction

- After planning instruction, coaches model and/or observe the lessons that teachers plan with them.

- Decisions about whether the coach or the teacher will implement the lesson are made on an individual basis, and are approached deliberately by the coach.
Observations and Modeling

Reflect

- What are your experiences with visiting teachers’ classrooms to observe or model as a professional development strategy?
- How do you decide between modeling and observation?
- What are the challenges and opportunities of these visits?
Reflecting on Instruction

After a lesson, teachers and coaches should meet to reflect on the lesson.

- Teachers identify specific areas of confusion and differences in understanding among students in the group.
- They consider the instruction provided and its impact.
- This leads to further questions about instructional grouping decisions and next steps.
Linking Back to Assessment

- Conversations about particular lessons often lead back to a review of the skills and concepts assessed. This can assist teachers to gain a deeper understanding of the areas they are teaching, and of the assessments themselves.
Modeling
Systematically Creating Small Groups for Differentiated Instruction
### Analyzed Class Summary Sheet

**Grade 1**

#### Beginning-of-Year

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
<th>Task 7</th>
<th>Task 8</th>
<th>Task 9</th>
<th>Grade Level</th>
<th>Final Story Fluency</th>
<th>Accuracy Level</th>
<th>Fluency</th>
<th>Vocab. Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey</td>
<td>S-D</td>
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</table>

### What You’ll Need

- Pictures of two different charts:
  - One labeled a class summary sheet.
  - The other labeled a grouping chart.

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Before you begin analyzing the data, ensure that all teachers understand what the scores reveal. It is critical that we first develop this common understanding as the starting point for this process.

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What do we need to know about this assessment?

In PA & GK…

- The “D” indicates Developed
- The “ = 4 – 5” indicates that to be developed a student must answer 4 to 5 of the task’s questions correctly
- The “D” is based on expected student performances at the End-of-the-Year
What do these scores reveal?

Each PA & GK task is made up of 5 questions.

The PA tasks are based on a continuum of difficulty. Therefore, task 1 is simpler than task 2 and so on.
What do these scores reveal?

Reading Accuracy is measured through story readings. A Grade 1 student can be administered a story from the previous grade level (K). There are five stories in Grade 1.

A student’s Reading Accuracy is defined as

- **LISTENING** (If the story was read to him or her) or;
- **INSTRUCTIONAL** (If the student read at a 90% to 94% accuracy rate) or; **INDEPENDENT** (If the student read at a 95% or above accuracy rate).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Final Story Number</th>
<th>Accuracy Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1/K</td>
<td>1-5</td>
<td>Lis</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td>Lis</td>
</tr>
<tr>
<td>K</td>
<td>4</td>
<td>Lis</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td>Lis</td>
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<tr>
<td>G1</td>
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<td>Ind</td>
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<tr>
<td>K</td>
<td>4</td>
<td>Lis</td>
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<tr>
<td>G1</td>
<td>5</td>
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<td>G1</td>
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<td>Inst</td>
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<tr>
<td>G1</td>
<td>5</td>
<td>Ind</td>
</tr>
</tbody>
</table>
What do these scores reveal?

Fluency is measured from the story readings. S-WCPM stands for **Student - Words read Correctly Per Minute**. In Grade 1 students are expected to be reading at 40 WCPM by the Middle-of-the-Year and at 60 WCPM by the End-of-the-Year.
What do these scores reveal?

Comprehension is measured by 8 questions that follow the story reading.

The indicator $D = 6-8$ signifies that a student is considered developed when s/he answers 6 to 8 task questions correctly.

$D$ criteria is normed on End-of-the-Year mastery.
Grouping Chart Features

- In addition to the *class summary sheet*, teachers will need to use a chart that is organized by domains & categories.

Example:
The PA domain is organized into:
- Low/PA,
- Middle/PA &
- High/PA, categories
• Guide teachers’ analysis of their class summary sheet data. Instruct them to examine one domain at a time.

For example: Starting with PA, teachers will analyze the # of tasks that each student performed at the “Developed (D = 4-5)” indicator.

Ask teachers…
“What differences do you notice about your students’ PA task performances?”
Getting Started

- The differences (or patterns) they should notice is that **some students performed**…
  - **All** PA tasks at the Developed indicator.
    (4/4 D - **all** PA tasks are **green**)  
  - **No** PA tasks at the Developed indicator.
    (0/4 D - **all** PA tasks are **red**)  
  - **Some** PA tasks at the Developed indicator.
    (1, 2, or 3 D - **some** PA tasks are **green** and **some** **red**)  

These patterns will indicate how teachers should begin to sort students onto their charts.
Analyzing Patterns

First, let’s explore the # of PA tasks that each of our student’s performed Developed ($D = 4-5$).
---All developed tasks will be color coded green.—

At this point, teachers DO NOT need to be concerned with examining the #s of questions. Rather, teachers will examine the #s of tasks Developed. In other words they will ask themselves: “Out of four PA tasks on my class summary sheet, how many did each student perform as Developed?”
Analyzing Patterns

The teacher says.. “OK, I see that the lowest # of “Developed” PA tasks among some of my students is 0. Therefore, I will assign 0/4 D as my Low/PA sorting guideline.”

“I will use this guideline to sort all of my students who scored 0/4 D into the Low/PA area of my chart.”

### Summary Sheet

**Phonemic Awareness**

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D=4-5</strong></td>
<td><strong>D=4-5</strong></td>
<td><strong>D=4-5</strong></td>
<td><strong>D=4-5</strong></td>
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<tr>
<td>3SD</td>
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<td>SD</td>
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</tbody>
</table>

The teacher assigns 0/4D as the Low/PA sorting guideline.
What sorting guideline should this teacher assign for her LOW/PA area of the chart?

Another teacher says… “Well, I don’t have any students who performed 0/4 PA tasks. My students’ lowest PA task performance is 1/4 D.

Analyzing Patterns
Look at your *class summary sheet*. If you use the 0/4D sorting guideline, decide who should be placed into the LOW/PA area.
About the LOW Category

- The low category should not be equated as the Tier-2 or the below-grade-level area of the chart.

For example: At times, a teacher may discover that there is little variability among her students’ task performance within a domain. In this case, her sorting guideline for the Low area may consist of developed student performances.
Analyzing Patterns

- After having sorted students into a domain’s Low area, continue to look for data patterns that can result into sorting students into the High area.

- Let’s now look for the highest number of PA tasks “Developed” that some of the students achieved.
The teacher says… “Well, I already know that I have students who range from 0/4 PA tasks “Developed” all the way up to 4/4 PA tasks “Developed”.”
Analyzing Patterns

Because the highest # of PA tasks developed by some of my students was 4/4, I will assign 4/4 D as my sorting guideline for the High/PA area of the chart.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>Bleeding Word Parts</strong></td>
<td><strong>Bleeding Pronouns</strong></td>
<td><strong>Deleting Initial Sounds</strong></td>
<td><strong>Deleting Final Sounds</strong></td>
</tr>
<tr>
<td>D=4-5</td>
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<td>D=4-5</td>
<td>D=4-5</td>
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</table>

The highest number of PA tasks developed by some of my students was 4/4, so I will assign 4/4 D as my sorting guideline for the High/PA area of the chart.
Analyzing Patterns

Now, look at your class summary sheet. Decide who should be sorted into the High/PA category?
Analyzing Patterns

- Next, let’s sort students into the **Middle** area of the chart.

Up to now, we have assigned 0/4 D as the LOW/PA sorting guideline and 4/4 D as our HIGH/PA sorting guideline. According to *this class summary sheet*, what should we assign as our MIDDLE/PA sorting guideline?

We should assign 1 to 3 out of 4 D as our MIDDLE/PA sorting guideline.
Analyzing Patterns

However, notice that the Middle category of the chart is separated by a dotted line. The area above the dotted line is the **Middle-Low** category. The area below the line is the **Middle-High** category.
Analyzing Patterns

- This means that we will need to refine our initial Middle/PA sorting guideline by developing separate Middle-High and Middle-Low, PA sorting guidelines.

The current Middle PA sorting guideline that we established is 1 to 3 out of 4 D.

1-3 out of 4 D
Analyzing Patterns

- Teachers can now fill in the names of the students who can be sorted into the Middle-Low and Middle-High areas of the chart.
- Look at your class summary sheet. Which students’ can we sort into the Middle-Low/PA area?

Middle-Low PA Area
Which students can we sort into the Middle High/PA area?

Middle-High PA Area

1st PA: George 0/4 D
Low PA: Jeffrey 1 out of 4 D
Middle PA: Ralph 2-3 out of 4 D
High PA: Paris 4/4 D
Analyzing Patterns

- When using the TPRI, teachers can repeat these data analysis procedures for the GK, PA and Comprehension domains.

- However, our class summary sheet does not contain a specific Developed (D=) criteria for Accuracy or Fluency.
- To develop sorting guidelines for the Accuracy domain, teachers can use the LIS, INS & IND criteria.
- To develop Fluency sorting guidelines, teachers can use the MOY &/or the EOY WCPM indicators.

### Accuracy

<table>
<thead>
<tr>
<th>Name</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>Jeffrey</td>
<td>LIS</td>
</tr>
<tr>
<td>George</td>
<td></td>
</tr>
<tr>
<td>Charles</td>
<td></td>
</tr>
<tr>
<td>David</td>
<td></td>
</tr>
<tr>
<td>Elmer</td>
<td></td>
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<tr>
<td>James</td>
<td></td>
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<tr>
<td>Alex</td>
<td></td>
</tr>
<tr>
<td>Rob</td>
<td></td>
</tr>
<tr>
<td>Pat</td>
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</tbody>
</table>

### Fluency/S#

<table>
<thead>
<tr>
<th>Name</th>
<th>MOY</th>
<th>WCPM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeffrey</td>
<td>26</td>
<td>-1</td>
</tr>
<tr>
<td>Hank</td>
<td>28</td>
<td>-1</td>
</tr>
<tr>
<td>Paris</td>
<td>28</td>
<td>-1</td>
</tr>
<tr>
<td>Sam</td>
<td>31</td>
<td>-1</td>
</tr>
<tr>
<td>Angelina</td>
<td>33</td>
<td>-3</td>
</tr>
<tr>
<td>Claire</td>
<td>52</td>
<td>-1</td>
</tr>
<tr>
<td>Abby</td>
<td>48</td>
<td>-4</td>
</tr>
<tr>
<td>Peter</td>
<td>26</td>
<td>-1</td>
</tr>
<tr>
<td>Ralph</td>
<td>70</td>
<td>-5</td>
</tr>
<tr>
<td>Hank</td>
<td>28</td>
<td>-1</td>
</tr>
<tr>
<td>Abby</td>
<td>48</td>
<td>-4</td>
</tr>
<tr>
<td>Wendy</td>
<td>92</td>
<td>-5</td>
</tr>
<tr>
<td>Bud</td>
<td>122</td>
<td>-5</td>
</tr>
</tbody>
</table>

**Expectations:**

- MOY: 40 WCPM
- EOY: 60 WCPM
At the end of Step 1, teachers will have sorted all of their students into one category per domain. This will result in each student’s name being written four times across each row.

Grade 1 Fluency Expectations: MOY: 40 WCPM EDY: 60 WCPM

<table>
<thead>
<tr>
<th>1st</th>
<th>PA</th>
<th>GK</th>
<th>Accuracy</th>
<th>Fluency/Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>High</td>
<td></td>
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</tr>
</tbody>
</table>

George 0/4 David 0/5
Alex 0/5
Rob 0/5
Elmer 0/5

Jeffrey D
George
Charles
David
Alex
Elmer
Rob
Pat

Jeffrey
George
Charles
James
Alex
Pat
Rob

Peter
Hank
Paris
Abby
Bud
Wendy

Ralph Jane
Abby Claire
Bud

All LIS
All NA at S1

Peter 26 - 1
Hank 28 - 1
Paris 28 - 1
Sam 31 - 1

Angelina 33 - 3
Claire 52 - 1
Abby 48 - 4

Ralph 70 - 5
Wendy 92 - 5
Bud 122 - 5
This Kind of Data Analysis Process Needs to be flexible

- Data analysis procedures need to be flexible.
  - Different teachers will have different ranges of scores. Therefore, each teacher will need to assign their own sorting guidelines.
  - As teachers progress through sorting their students, guidelines may change because of …
    - More careful analysis of the data
    - Teachers’ consideration of other sources of data.
Procedures for Conducting Step 2

- At this point, you are ready to begin filling in the column (↓) titled “FINAL”.

- The *Final* column is used to assign students into small instructional groups.
Procedures for Conducting Step 2

- We will start completing the Final column (↓) by first identifying those students who should be assigned into **Low** and **High** student groups.

- First, assign all students who were **Low in 4 out of 4 domains** into the **Low** small group.

- These students will determine the instructional focus of your **Low** small group.
Which students’ names appear four times across the Low category?

David’s name appears four times.

Which other names appear four times?
Procedures for Conducting Step 2

- Next, we will determine if any other of our students could benefit from the Low group’s instructional focus.
- To determine this, we will look at students whose names appear in three out of the four Low categories.
Are there any students whose names appear in 3 out of the 4 Low domains? If so, who are these students?
Procedures for Conducting Step 2

- Now that we have formed our Low student group, it is time to remove all remaining names from the low category.
Procedures for Conducting Step 2

- Now, let’s continue filling in our column by sorting students into the **High** student group.

- We will follow the same procedures that we used for forming our **Low** student group.
Which students’ names appear four times across the High category?

<table>
<thead>
<tr>
<th>PA</th>
<th>GK</th>
<th>ACCURACY</th>
<th>FLUENCY/S#</th>
<th>FINAL</th>
<th>INSTRUCTIONAL FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1st

2nd

3rd

4th

<table>
<thead>
<tr>
<th>Sam</th>
<th>Paris Hank</th>
<th>George Elmer</th>
<th>Claire Angelina</th>
<th>Jane Angelina</th>
<th>Claire Abby Angelina</th>
<th>Ralph</th>
<th>Bud</th>
<th>Wendy</th>
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</thead>
<tbody>
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<td></td>
<td>70 / 5</td>
<td>122 / 5</td>
<td>92 / 5</td>
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<td>65 / 5</td>
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</table>

Enrichment: Comprehension & Vocabulary
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<th>GK</th>
<th>ACCURACY</th>
<th>FLUENCY/S#</th>
<th>FINAL</th>
<th>INSTRUCTIONAL FOCUS</th>
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</thead>
<tbody>
<tr>
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<td>Basic PA and GK Skills, Listening Comprehension</td>
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<td>1. David</td>
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<td>Alex</td>
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<td>Mid</td>
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<td></td>
<td>2. Jeffrey</td>
<td>Blending, Word Building &amp; Comprehension</td>
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<td>2. Jeffrey</td>
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<td>James</td>
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<td>Peter</td>
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<td>3. Claire</td>
<td>Fluency &amp; Reading Comprehension</td>
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<td>Abby</td>
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<td>3. Claire</td>
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<td>Abby</td>
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<tr>
<td>High</td>
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<td>4. Ralph</td>
<td>Enrichment: Comprehension &amp; Vocabulary</td>
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<td>4. Ralph</td>
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Grade 1 Fluency Expectations: MOY: 40 WCPM EOC: 60 WCPM
Summary

- Teachers have access to lots of data and use varied assessments.
- To realize the potential of assessments, teachers need to understand and use them well.
- Bringing teachers together, providing them guidance and support, and implementing a process for studying and using assessment data is a way to help move our schools forward and build teacher investment in assessments.
Questions & Answers
For More Information…

Questions/Comments may be emailed to:

Mary.White@uth.tmc.edu
OR
Lee.Wright@uth.tmc.edu