K - 3 Literacy Assessments and the Development of a READ plan
Outcome

- What is a READ Plan and Why?
- Assessments we use to help us
  DRA2 /Phonological Awareness Literacy Screening (PALS)
- READ Plan development
- Family involvement strategies
What is the READ ACT?

- The Colorado Reading To Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session.
- The READ Act repeals the Colorado Basic Literacy Act (CBLA) as of July 1, 2013, keeping many of the elements of CBLA such as a focus on K-3 literacy assessment, and individual plans for students reading significantly below grade level.
- The READ Act differs from CBLA by focusing on students identified as having a significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.
<table>
<thead>
<tr>
<th>Driving Questions</th>
<th>Students</th>
<th>Educators</th>
<th>Schools/Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want students, educators, schools, and districts to know and be able to do?</td>
<td>Colorado Academic Standards</td>
<td>Educator quality standards</td>
<td>Performance indicators</td>
</tr>
<tr>
<td>How will we know if expectations are met?</td>
<td>Assessments</td>
<td>Educator evaluations</td>
<td>School and district performance frameworks</td>
</tr>
<tr>
<td>How will we respond when help is needed and to support continued growth?</td>
<td>• RTI • PBIS • Targeted interventions • IEPs</td>
<td>• Induction • Mentoring • Professional development plans • Remediation plans</td>
<td>• Unified planning • Priority • Turnaround</td>
</tr>
</tbody>
</table>
The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce.

Research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.
Significant Reading Deficiency

The Colorado Department of Education has provided specific guidelines for determining a Significant Reading Deficiency (SRD) related to students in Kindergarten through 3rd grade in order to support students in this effort.
Implementing the READ Act
All children shall be tested within 30 days of enrollment, and any child scoring at or below the cut-off shall be retested within 30 days on the same state board approved interim assessment (APS DRA2).

A child scoring at least twice at or below the cut-off score category established by the interim assessment (DRA 2) within a school year is determined to have a Significant Reading Deficiency (SRD).

- What tests are we using?
- Cut-Scores? What are those?
- What the heck is an interim test?
What is a Screener or Diagnostic Test?

Diagnostic versus Screener

- District **screener (interim)** from state options = DRA-2.
  - **Screener** purpose =
    1. Sort out who is/is not considered SRD.
    2. Determines if a student is **eligible** for a **READ Plan**.

- District **diagnostic** from state options = PALS
  - **Diagnostic** purpose =
    1. To know what students know and to find the “root cause” leading to the behind grade level gaps.
    2. Use PALS to find **possible goals** in a **READ Plan**
Assessments used to Determine a Significant Reading Deficiency

Assessment

- Interim Test (screener)
  - DRA 2

- Diagnostic Test (Root Cause)
  - Phonological Awareness Literacy Screening (PALS)

Purpose

- Independent Reading Level/
- Fluency scores
- Comprehension strengths /NS (covers standards Reading for All purposes)

- Concepts of Word,
- Phonological Awareness,
- Phonics skills,
- Fluency,
- Grade Level Reading (covers standards Foundational Skills)
## Levels For Proficient Reading

Reported on Report Cards

<table>
<thead>
<tr>
<th>Grade</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Quarter</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Quarter</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Quarter</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>A</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
</tr>
<tr>
<td>First Grade</td>
<td>Level 6</td>
<td>Level 12</td>
<td>Level 16</td>
<td>Level 18/20</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Level 18/20</td>
<td>Level 24</td>
<td>Level 28</td>
<td>Level 30</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Level 30</td>
<td>Level 32</td>
<td>Level 34</td>
<td>Level 38</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Level 38</td>
<td>Level 38</td>
<td>Level 40</td>
<td>Level 40</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Level 40</td>
<td>Level 40</td>
<td>Level 50</td>
<td>Level 50</td>
</tr>
</tbody>
</table>
## DRA 2 Cut Score

### Who is eligible for a READ Plan?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>NA</td>
<td>NA</td>
<td>A</td>
</tr>
<tr>
<td>First Grade</td>
<td>A</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Second Grade</td>
<td>10</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Third Grade</td>
<td>18</td>
<td>20</td>
<td>24</td>
</tr>
</tbody>
</table>

Please take note of Language Level of the student. - The student will still be on a READ Plan if they are at or below the cut score. The goal may be development of language if it is clear that the language level is the “root cause” for the “deficiency”. If this is the case, the intervention would match the goal.
Comparison of Level for Reading Beginning – End of Year

- Proficient Reading Levels
  - Kindergarten – A-4
  - First Grade – 4-18
  - Second Grade – 18-30
  - Third Grade – 30-38

- Cut Scores for DRA 2
  - NA – A
  - A – 10
  - 10-18
  - 18-24
Upon Determination of a Significant Reading Deficiency

- **Progress monitoring** done by the Teacher and the reading Interventionalist

- Collect a **body of evidence toward Proficient reading**
Instructional Implications

Provide intensive, targeted instruction based on the root cause.

Our assessments help us with this.
What does a READ Plan do?

- READ Plan will include:
  - Specific diagnosed reading skill deficiencies (challenges) & goals
    - Determined from Interim (DRA2) & Diagnostic (PALS) Assessments
    - Based on Components of Reading
Root Cause?

- **Root Cause:**
- A statement describing the **deepest underlying cause**, or causes, of performance **challenges**.
- Causes that if **dissolved** would result in **elimination**, or **substantial reduction** of the performance **challenge(s)**.
- **Explains why.**
- Things we **can change** and need to change
- The focus of our major **improvement strategies**
- About **adult action**
Identify the Root Cause

Address Environmental Factors

Self-Monitoring

Comprehension
- Background Knowledge
- Reading Comprehension Behaviors
- Oral Language

Fluency
- Spoken Fluency
- Integration of All Aspects of Fluency

Basic Reading Skills
- Phonological Awareness
- Phonics

8 Building Blocks for ELLs
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency
- Oral Language Development
- Building and Connecting to Background Knowledge
- Connecting to Native Language and Culture

From: Nancy Commins "Learning to Read through a Second Language Presentation"
Putting it All Together

Stages of a Reader/Text level
- Text Selection

Effective Literacy Instruction

Appropriate Instructional Approach

Language Development (WIDA/Oral Language)
Attributes of Effective Universal Instruction

Guidelines for Instruction
• Provide for a multi-tiered system of support
• Addresses the five components of reading
• Guided by assessment data
• 90 minutes for universal instruction
• Utilizes a scope and sequence that is delivered explicitly with judicious review
• Aligned with the Colorado Academic Standards
Minimum Reading Competency Skill Levels used to set goals.

- From the Colorado Academic Standards

- Significant correlation to reading on grade level

- Students should develop mastery
  - (A) Phonological Awareness.
  - 5.01 (A) (1) Recognize and produce rhyming words;
  - 5.01 (A) (2) Identify and produce groups of words that begin with the same sound (alliteration);
  - 5.01 (A) (3) Count, pronounce, blend, and segment syllables in spoken words.
What does a READ Plan look like?
Specific Reading Skill Deficiency and Goals

Specific Reading Skill Deficiency

Indicate by area of priority 1-6:
- Phonemic Awareness: 2
- Phonics: Choose an item.
- Fluency: Choose an item.
- Vocabulary: Choose an item.
- Oral Language: Choose an item.
- Comprehension: Choose an item.

READ Plan Goal(s)

List the goals in order of priority and align objectives for progress monitoring to the outlined goals.

GOAL: Click here to enter text.
GOAL: Click here to enter text.
### Benchmark Progress Monitoring

#### Progress Monitor

**1st Grade**

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>DATE</th>
<th>Level</th>
<th>Comments</th>
<th>DATE</th>
<th>Level</th>
<th>Comments</th>
<th>DATE</th>
<th>Level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orally produce single-syllable words by blending sounds, including blends</strong></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
</tr>
<tr>
<td><strong>Segment spoken single-syllable words into their complete sequence of individual sounds;</strong></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
</tr>
<tr>
<td><strong>Distinguish long from short vowel sounds in spoken single-syllable words.</strong></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
<td></td>
<td></td>
<td><a href="#">Click here to enter text.</a></td>
</tr>
</tbody>
</table>
Parent Involvement and Communication

**Family Component (link to talking points)**

To include family members in the development of the READ plan strategies must be given to implement at home that will supplement the services received at school.

**PARENT COMMUNICATION:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Communication</th>
<th>Comments</th>
<th>DATE</th>
<th>Communication</th>
<th>Comments</th>
<th>DATE</th>
<th>Communication</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Choose an item.</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>
## Kindergarten Readiness Plan

<table>
<thead>
<tr>
<th>School Readiness Plan</th>
<th>READ Plan</th>
<th>How they work together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required for all kindergarten students</td>
<td>Required for kindergarten students with a Significant Reading Deficiency (SRD)</td>
<td>Information required in the READ Plan will be embedded in the School Readiness Plan</td>
</tr>
</tbody>
</table>

**School Readiness Plan**

- Required for all kindergarten students.

**READ Plan**

- Required for kindergarten students with a Significant Reading Deficiency (SRD).

**How they work together**

- Information required in the READ Plan will be embedded in the School Readiness Plan.
Parent Communication

Begin having conversations or conferences with parents of the students most “at risk” of not meeting the DRA2 (Independent Level) cut scores as the year goes on. Each time of year can be an opportunity to have a conversation with parents around the READ Act and progress the student is making along with the strategies used both at home and at school.

Parent and teacher work as partners.
Instructional Implications

Intensive, targeted instruction based on Word Analysis Task scores, PALS assessment data and a body of evidence that must include Oral language for any ELL Student

What can parents do?
Strategies to help at home –

Read every night
Listen to tapes and stories
Computer or Ipad games to support learning
Writing notes and letters to people they know
Magnetic letters to support learning letter names and sounds
White boards to practice spelling and or letters
Parent Communication

Parent Brochure (handout)
Questions and Support

Jan Lasater
Literacy Instructional Coordinator
jplasater@aps.k12.co.us