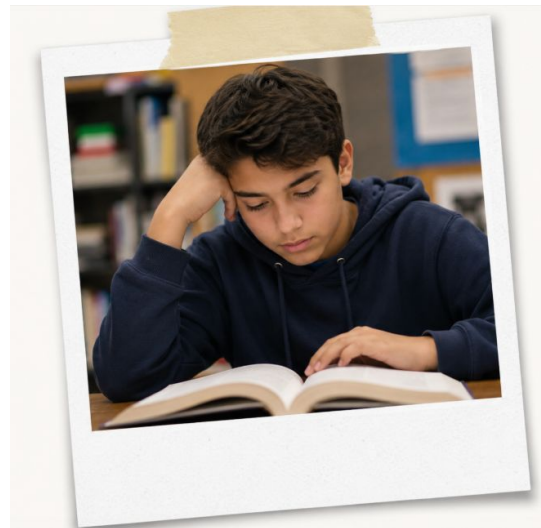


Every Snapshot Adds to the Story

Structured Literacy: Data Dives



Melissa Brunner

Teacher-Leader Consultant, Early Literacy and Dyslexia, KSDE



B.A Speech-Language Hearing, University of Kansas
M.A. Speech-Language Pathology, University of Kansas

15 years as a PreK-12 Speech-Language Pathologist

M.A. Educational Administration, Emporia State
University
District-Level Administration, Emporia State University

Current: Director of Student Learning, Herington USD
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Jeri Powers

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B.S. Elementary Education,
University of Kansas

Reading Specialist K-12

ESOL Certification

M.S.E. Teaching and Leadership, University of
Kansas

LETRS: Mastery Level Certificate
former local and national trainer

De Soto School District

- 3rd grade classroom teacher
- K-12 Reading Specialist

Kansas leads the world in the success of each student.



Session Goals



Creating the story

Learn a clear and consistent protocol for collecting and analyzing diagnostic assessment data



Sharing the story

Learn effective models for collaborative conversations and effective data days

Bring a Student to Mind

Think about a student who leaves you wondering...



Reflect on what you know - and what you still need to know

Where is the student struggling?

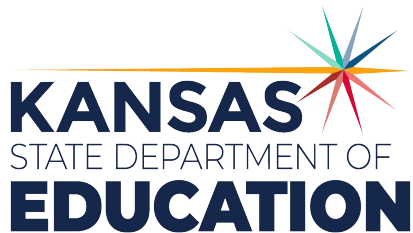
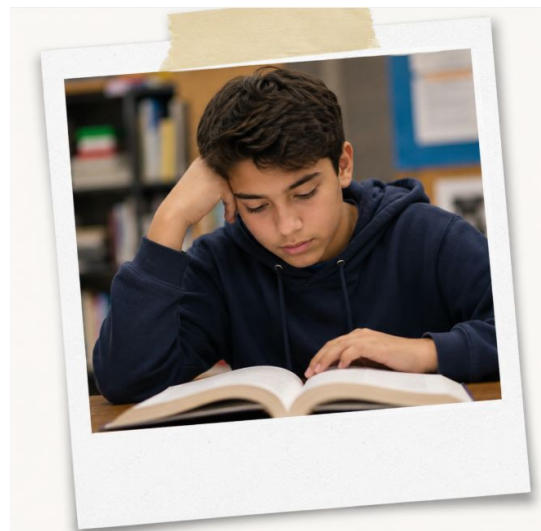
What strengths does this student bring to literacy?

Why do I think this student is struggling? How do I know if I'm right?

If I had to plan instruction tomorrow, what would I teach?

What information do I still need before I can make a confident instructional decision?

Creating the *Story*

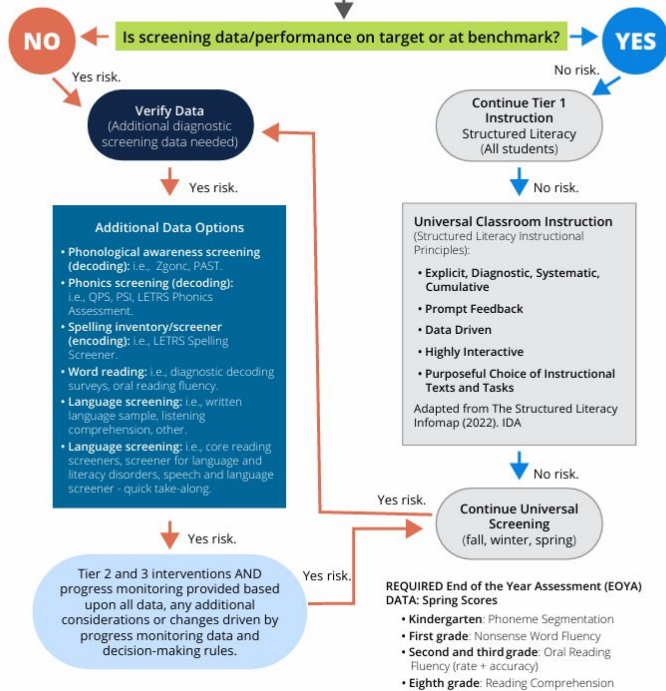


Learn a clear and consistent
protocol for collecting and analyzing
diagnostic and formative literacy

K-8 Screening Flowchart

Tier 1 Instruction and Universal Screening (fall, winter, spring)

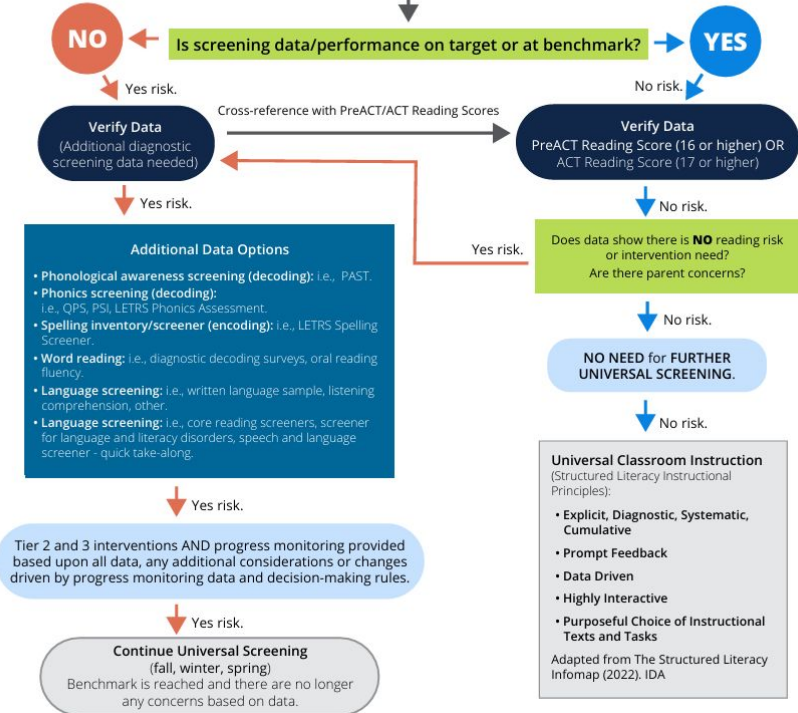
Follow the Kansas State Department of Education (KSDE) - Approved screener; subskills assessed should follow grade-level recommendations in the technical manual for the utilized screening instrument.



High School Screening Flowchart

Tier 1 Instruction and Universal Screening

ALL ninth grade students **MUST** be screened fall semester, along with any students in grades 9-12 new to the district (within two weeks of their start date).



Step ¹ ***Administer Universal Screener***

What is the purpose of a screening measure?

- Brief/efficient assessments of skills that are highly predictive of a later outcome.
- Identify which students are at benchmark and which are at risk
- Paint a broad picture based on sampling of key skills
- Can answer and identify questions about core instruction
- Identify which students may be in need of further informal diagnostic assessments

A universal screening tool does **NOT**
diagnose dyslexia,
its purpose is to
identify risk of reading difficulty.



Universal: Why test ALL students?

- allows systems to determine where more instructional resources should be provided
- provides valuable information regarding the strength of core instruction
- ensures no students are “left behind”
 - provides objectivity



KSDE Dyslexia Screening Protocol

Grades K - 12

K-8: All districts will screen students three times a year with an approved tool that identifies students at risk for reading difficulties

Grade 9: All students are assessed in the fall.

- 40%ile and above: no need to assess further.
- PreACT score of 16 or above: no need to assess further
- Students below 40%ile must continue subsequent testing until benchmark score is achieved.
- CBM Oral Reading Fluency to be administered to all students at risk on screener , along with administration of any additional, appropriate informal diagnostics

Grades 10-12: Students must continue testing until

- Screening benchmark score of 40%ile and above is achieved OR
- ACT score of 17 or above

Step ² ***Interpret Universal Screener***

aReading: Language Comprehension

- computer adaptive general reading screener
- estimates broad reading ability (vocabulary, comprehension, morphology, and spelling for older students)
- untimed

AUTOreading: Word Recognition

- computer-based measure of foundational and structured literacy skills (word identification, decoding)
- timed

Word Recognition and Comprehension

What are this student's areas of strengths and challenges?

LITERACY ASSESSMENT SUMMARY		Year: _____			
Student _____	Grade: Fifth	Teacher: _____			
Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading	26%ile			
	AUTOreading	57%ile			
	CBMreading	96% 157 cwpm			

High Risk: 0-14%ile

Some Risk: 15-39%ile

Low Risk: 40%ile and above

Word Recognition and Comprehension

What are this student's areas of strengths and challenges?

LITERACY ASSESSMENT SUMMARY		Year: <u>BOY</u>			
Student _____		Grade: Eighth		Teacher: _____	
					
Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading	67%ile			
	AUTOreading	27%ile			
	CBMreading	93% acc 124 cwpm			

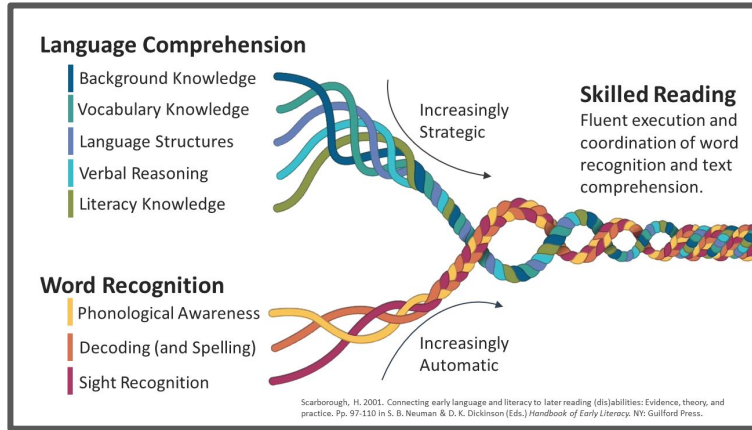
95% accuracy
155 cwpm

Why Record National Percentiles?

- Compares student performance to a nationally representative sample
- Allows for meaningful comparisons across years and grades
- Shows whether growth is helping a student catch up, keep pace, or fall further behind

***Is the growth enough to change the
student's standing among grade level peers?
CLOSING THE GAP***

Step 3 Administer Informal Diagnostics



Comprehension
at risk on aReading

Word Recognition
at risk on AUTReading

LITERACY ASSESSMENT SUMMARY Year: _____

Student: _____ Grade: 5 - 12 Teacher: _____

Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading				
	AUTReading				
	CBMreading				
Informal Diagnostic Assessments: WORD RECOGNITION					
Informal Diagnostic Assessment WORD RECOGNITION (Begin with bolded assessments; others may be used as needed)	Phonological Awareness (accuracy & automaticity)				
	Decoding (accuracy & automaticity)				
	Encoding				
	Developmental Spelling				
	Encoding				
	Writing Sample (draft)				
	Sight Recognition				
	Grade Level Passage				
	Automaticity & Accuracy				
	Sight Recognition				
	Grade Level Passage				
	Prosody				
	Sight Recognition				
	High Frequency Words				
	Sight Recognition				
Grade Level Word List					
San Diego Quick					
Informal Diagnostic Assessments: LANGUAGE COMPREHENSION					
Informal Diagnostic Assessment LANGUAGE COMPREHENSION (Begin with bolded assessments; others may be used as needed)	Listening Comprehension				
	Grade level text with questions				
	Vocabulary (CORE)				
	(word level)				
	Sentence Repetition				
	Maze Comprehension				
	cloze reading task				
	(sentence level)				
	Speech Path.				
	Information				
OUTCOME MEASURES	Classroom common assessments				
	Writing Sample				
	(draft, handwritten)				
ADDITIONAL ASSESSMENTS					
Instructional Focus: WORD RECOGNITION LANGUAGE COMPREHENSION ☐					
Strategies/Programs: _____					

Universal Screening

Who is at risk and who is on track?

How many students need support - and how urgently?

How effective is our core instruction?

Which students need further diagnostic assessments?

Informal Diagnostics

What specific skills does the student need?

Where is the breakdown occurring?

What are the students strengths for reading?

How severe is the gap?

How might I group students for instruction?

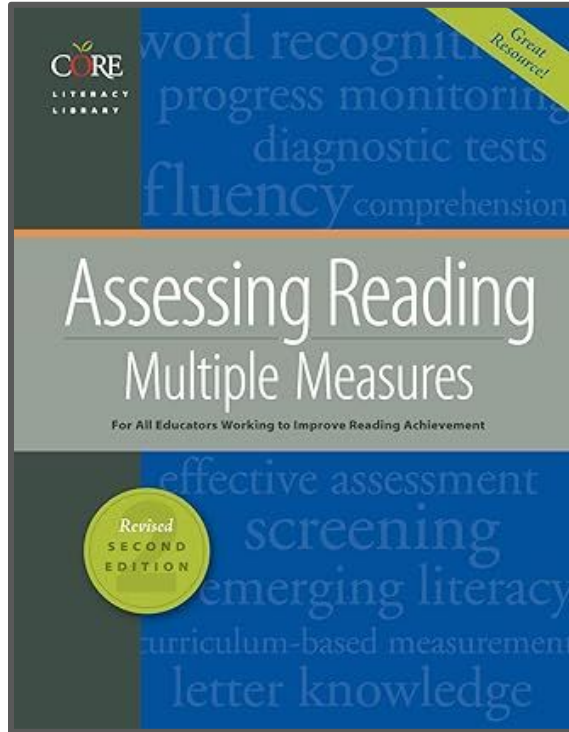
*“Diagnostic assessment is
the gateway
to being able to group by
skill deficit,
which is probably the most
essential requirement for
robust results.”*



Hall, (2018), p. 28

<https://www.youtube.com/watch?v=afTOo7Tpfgc&t=1s>

Recommended Resource



Book Title: *Assessing Reading Multiple Measures* (2nd Edition)

Edited by:

Linda Diamond

B.J. Thorsnes

Contributors:

Oma Lenchner

Michael Milone

Jacalyn Mahler

Key Informal Diagnostics for LETRS Trained Users

**LETRS Phonics and
Word Reading
Survey**

**LETRS Spelling
Inventory**

Moats, L.C., & Tolman, C.A. (2019). LETRS Volume 1 (3rd ed.). Voyager Sopris West Learning

Phonological Awareness

[PASS Vanderbilt University](#)

Cox Campus: set up free account, Assessment Toolkit

[PADDI](#)

Phonics

decoding

Cox Campus: set up free account, Assessment Toolkit

[Really Great Reading](#)

Phonics

encoding

[Words Their Way](#)

Sight Recognition

Rate & Accuracy: district universal screener ORF

Prosody: Cox Campus Assessment Toolkit



FREE

Word Recognition Informal Diagnostics

Listening Comprehension

[Florida Center for Reading Research](#)

Cox Campus: retell rubric - Assessment Toolkit

Maze Comprehension

universal screeners

FREE
Language
Comprehension
Informal Diagnostics



Why Use Common Informal Diagnostics Across a System?

Consistency across classrooms

Reliable decision-making

Stronger collaboration

Efficient use of time and resources

Improved student outcomes



Word Recognition Informal Diagnostics

Organizing Assessment Results

Where to Start?

-  Decoding
-  Encoding (spelling)
-  ORF

LITERACY ASSESSMENT SUMMARY					
Student <u>Lucy</u>		Year: <u>25-26</u>		Grade: 5-12 <u>Sec.</u> Teacher: _____	
Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading		190/1e	190/1e	
	AUTOreading		190/1e	190/1e	
	CBMreading			93% 111 CWPM	8th gr. text
Informal Diagnostic Assessments: WORD RECOGNITION					
Informal Diagnostic Assessment WORD RECOGNITION (Begin with bolded assessments; others may be used as needed)	Phonological Awareness (accuracy & automaticity)			Basic P.A.	+18/25
	Decoding (accuracy & automaticity)			Short vowels	
	Encoding			Single con.	
	Developmental Spelling			Short vowels	
	Encoding			see att.	
	Writing Sample (draft)				
	Sight Recognition			93%	
	Grade Level Passage			111 CWPM	
	Automaticity & Accuracy				
	Sight Recognition			choppy	8th gr. text
	Grade Level Passage			monotone	
	Prosody				
	Sight Recognition			+34/35	
	High Frequency Words				
	Sight Recognition			1st grade	
	Grade Level Word List				
	San Diego Quick				

LITERACY ASSESSMENT SUMMARY					
Year: <u>25-26</u>					
Student: <u>Lucy</u>		Grade: <u>5-12</u>		Teacher: _____	
Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading		170/1e	170/1e	
	AUTOREading		170/1e	170/1e	
	CBMReading		93%	111 CWPM	8th gr. text
Informal Diagnostic Assessments: WORD RECOGNITION					
Informal Diagnostic Assessment WORD RECOGNITION (Begin with bolded assessments; others may be used as needed)	Phonological Awareness (accuracy & automaticity)			Basic P.A.	+18/25
	Decoding (accuracy & automaticity)			Short vowels Single con.	
	Encoding (accuracy & automaticity)			Short vowels	
	Developmental Spelling			See att.	
	Encoding				
	Writing Sample (draft)				
	Sight Recognition Grade Level Passage Automaticity & Accuracy			93%	111 CWPM
	Sight Recognition Grade Level Passage Prosody			choppy monotone	8th gr. text
	Sight Recognition High Frequency Words			+34/35	
	Sight Recognition Grade Level Word List San Diego Quick			1st grade	

Word Recognition

Given explicit, systematic phonics instruction and controlled text, the student will accurately and automatically decode single-syllable words containing closed syllables with consonant digraphs and short vowels, progressing to vowel-consonant-e and vowel team patterns, with at least 90% accuracy, across three consecutive data collection opportunities, as measured by teacher-created word reading probes administered bi-weekly.

Things to Consider:

1. Is 90% accurate enough?
2. What about a phonemic awareness goal?
3. What about an automaticity goal?



Language Comprehension Informal Diagnostics

Follow the data...

Do We Need More Information?

LITERACY ASSESSMENT SUMMARY Year: 25-26

Student Lucy Grade: 5 - 12 Sec. Teacher: _____

Assessment Type	Assessment	Fall Score	Winter Score	Spring Score	Notes
UNIVERSAL SCREENING FastBridge	aReading		190ile	190ile	
	AUTOreading		190ile	190ile	
	CBMreading			93% 111cwpm	8th gr. text

Organizing Assessment Results

Where to Start?

- ORF w/ Comp.
- Listening Comprehension
- Maze Comprehension
- CORE Vocabulary
- Draft Writing Sample
- Speech Language History

San Diego Quick			
Informal Diagnostic Assessments: LANGUAGE COMPREHENSION			
Informal Diagnostic Assessment LANGUAGE COMPREHENSION (Begin with bolded assessments; others may be used as needed)	Listening Comprehension <i>Grade level text with questions</i>		Quest. 100% Retell 65%
	Vocabulary (CORE) (word level)		70%
	Sentence Repetition		
	Maze Comprehension cloze reading task (sentence level)		80% 10th gr. text 15 correct : Goal = 22
	Speech Path. Information		N/A
	Classroom common assessments		
	Writing Sample (draft, handwritten)		see att. all work/text modified - below grade level own writing dictated

Informal Diagnostic Assessments: LANGUAGE COMPREHENSION				
Informal Diagnostic Assessment	Listening Comprehension <i>Grade level text with questions</i>			8 th gr. narrative 100% - Questions
	Vocabulary (CORE) (word level)			70%
LANGUAGE COMPREHENSION (Begin with bolded assessments; others may be used as needed)	Sentence Repetition			
	Maze Comprehension cloze reading task (sentence level)			6 th gr. narr. 93% 10 th gr. narr. 100%
	Speech Path. Information			—
	Classroom common assessments			All text modified to 3 rd -4 th gr. level
	Writing Sample (draft, handwritten)			see att. open writing dictated writing
ADDITIONAL ASSESSMENTS				

Any room for improvement?

Comprehension

Given explicit instruction in grade-level social studies vocabulary, the student will determine the meaning of targeted academic and content-specific words (using context clues and/or word analysis) and demonstrate understanding by correctly defining or using the words in context with 80% accuracy across 3 consecutive data collection opportunities by the end of the IEP period.

Next Steps...Intervention!

- High Quality Instructional Materials
- Determine who will teach - highly qualified teacher
- Schedule
 - Session length
 - Times per week
 - Intervention Instructional Routines
- Progress monitor
 - How often
 - What measures
 - Dates for discussion



Bring a Student to Mind

Think about a student who leaves you wondering...



Reflect on what you know - and what you still need to know

Where is the student struggling?

What strengths does this student bring to literacy?

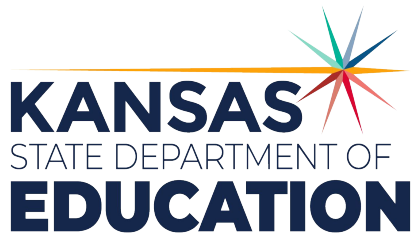
Why do I think this student is struggling? How do I know if I'm right?

If I had to plan instruction tomorrow, what would I teach?

What information do I still need before I can make a confident instructional decision?

Sharing the *Story*

Learn effective models for
collaborative conversations
and effective data days



Data Day Meetings



Monthly Data Meetings

- Flex/Mod Schedule
 - Elementary Level: 2 Hours per grade level band
 - Secondary Level: 1 Hour per content area
- Discuss Progress Monitoring Data
 - Probing Questions
 - Data Review from Interventions
 - Continue Plan, Amend Plan, Discuss Intervention, PM Assessment, Who is doing what

Data Day - PLC Structure Considerations

Professional Learning Communities

- Weekly Meetings vs Monthly Meetings
- Discussions Surrounding Interventions and the Progress Monitoring Data from those interventions
- Next Steps - Continue Intervention Plan, Amend Plan



Data Day - General Meeting Agenda

Data Day Meeting Norms:

- Limit the side conversations - everyone try to focus on one student/situation at a time
- Limit cell phone use
- Do not interrupt whomever is talking, be patient
- MTSS Groups written on whiteboard when starting new groups
- MTSS groups projected on J Touch board/monitor when groups have been previously established
- Please try to review data prior to data analysis meeting - bring student Math and Reading Folders

K-2 Reading/Math

- Group Changes
- Concerns about Students
- Progress Monitoring Update/Check

4-5 Reading/Math

- Group Changes
- Concerns about Students
- Progress Monitoring Update/Check

2/3 Reading/Math

- Group Changes
- Concerns about Students
- Progress Monitoring Update/Check

BSEL - Within each Grade Band

- K-1: Concerns about Students
- 4-5: Concerns about Students
- 2-3: Concerns about Students
- Attendance Concerns

Other Business Items (examples below)

- State Assessment/Benchmark Assessment Scheduling
- Fire Marshal visiting Friday, April 1st
- Friday, April 29th ECE Screening - room availability

Mini Professional Development

- Progress Monitoring Questions

Tentative Data Day Meeting Schedule:

8:30-10:30: K-1st, Title Teachers, K-1st SPED instructor

10:30-1:30 (lunch/plan 12-1p): 4th-5th, Title Teachers, 4th-5th SPED instructor

1:30-3:30: 2nd-3rd, Title Teachers, 2nd-3rd SPED instructor(s)

Collaborative Conversations - Inquiry

- Each month, make sense of student progress (or lack thereof) together
- Questions to Guide Data Day Conversations:
 - What is going well?
 - What trends are we seeing?
 - What concerns you?
 - What does the data NOT tell us that we may need to explore?
 - What assumptions can we take from the data about why students are struggling?
 - Circle of influence: what **can we control** through direct instruction or classroom practice?
 - What teacher support may be needed - modeling, collaboration?



[PDSA Protocol](#) (from 2025 Literacy Summit), [Mid-Cycle Review Questions](#)

Goal Setting - Interventions

- What are our goals for these students? Where do we want them by mid-year benchmark (fall)? By end of year benchmark (spring)?
 - What does success look like?
 - Meeting Benchmark?
 - Moving from High Risk to Some Risk?
 - Moving from below 95% accuracy to above 95% accuracy?



Intervention Plans - Review Monthly



- Outlines the goal/purpose
- Strategies/Concepts to target intervention (i.e. PA, decoding, encoding, guided practice, independent practice, connected reading, etc)
- Each month - determine if the plan is working? Is appropriate growth taking place to meet the midyear goal (fall) or end of year goal (spring)? We want to see aggressive growth.
- Who will implement the plan?
- What progress monitoring assessments will take place, and how often?
Weekly, Every other week, etc.?

Winter CBMR-English Accuracy		December Data Day - Recommended Intervention	Outcome Tracking (Midyear)	Progress Made Y/N? (Midyear)	February Data Day - Recommended Intervention	Progress Made?	March Data Day - Recommended Intervention
41 wpm	89	Phonics Intervention: Blends	Weekly Progress Monitoring	Yes	Phonics: Predictable Vowels	Y	Phonics - Predictable Vowels
104 wpm	98	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
76 wpm	96	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
122 wpm	100	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
53 wpm	88	Phonics Intervention: Blends	Weekly Progress Monitoring	Somewhat	Phonics: Predictable Vowels/Silent E	Y	Phonics: Complex Consonants
85 wpm	97	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
38 wpm	90	Phonics Intervention: Cons. Digraphs	Weekly Progress Monitoring	Somewhat	Intervention: Consonant Digraphs	Y	Phonics: Predictable Vowels
103 wpm	96	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
141 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
69 wpm	95	Fluency & Language (Comprehension)	Weekly Progress Monitoring	Yes	Fluency & Language Comp (T3)	Somewhat	Fluency & Language Comprehension
159 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
163 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
69 wpm	100	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Somewhat	Fluency Intervention
113 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
153 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
79 wpm	96	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
111 wpm	100	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment
91 wpm	98	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Y	Fluency Intervention
64 wpm	97	Fluency Intervention	Weekly Progress Monitoring	Yes	Fluency Intervention	Somewhat	Fluency Intervention
137 wpm	99	MTSS Enrichment	Continue Benchmark Screening	Yes	Enrichment	Y	Enrichment

The KSDE Literacy Team



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DeAnna Frost
Laurie Curtis
Amy Bybee
Hailey Hawkinson
Casey Peine
Melissa Brunner
Katie Orr

Resource Padlet



jeripowers + 2 • 1d

Science of Reading

Foundations

jeripowers 8 months ago

SCIENCE OF READING
DEFINING GUIDE

PDF

Science of Reading Defining Guide

0

Add comment

jeripowers 8 months ago

Simple View of Reading

Word Recognition Assessments

jeripowers 3 months ago

Phonological & Phonemic Awareness Assessment - Cox Campus

Phonological and Phonemic Awareness Assessment and Guidelines

Purpose

Use this to assess phonological and phonemic awareness skills and then inform instruction.

Materials Needed

- Guidelines
- Student Scoring Sheet
- Cutouts for Sentence Representation and Sentence Representation Activities
- Student Book for Phoneme Segmentation Activity

Scoring

For each segment, read the teacher script in the "Example" box. The example is read in the "Phoneme Segmentation" box. The example is read in the "Phoneme Segmentation" box.

Phon Awareness Assessment Cox Campus

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Add comment

Language Comprehension Assessments

jeripowers 8 months ago

CORE Vocabulary

CORE Vocabulary Screening

PDF

CORE Vocabulary Screening (6)

0

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jeripowers 8 months ago

Sentence Repetition

Structured Literacy

jeripowers 3 months ago

Leveled Reading Leveled Lives by Dr. Timothy Shanahan

LEVELED READING, LEVELED LIVES

HOW STUDENTS' READING ACHIEVEMENT HAS BEEN HELD BACK AND WHAT WE CAN DO ABOUT IT

TIMOTHY SHANAHAN



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