

Intensive Intervention in Reading

Module 5 Workbook

Diagnostic and Mastery Assessment
in Reading

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Note: Activity 5.4 has been removed from this module.

Module 5 Checklist

Section	Assignment	Workbook	Online	Classroom Application
Introduction	Video		<input type="checkbox"/> Watch Module 5 Introduction Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.1	<input type="checkbox"/> Pause & Process: <i>Distinguishing and Evaluating Assessments</i>		
Part 1	Video		<input type="checkbox"/> Watch Module 5 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.2	<input type="checkbox"/> Quiz: <i>Definition of Diagnostic Assessments</i>		
	5.3	<input type="checkbox"/> Stop & Jot: <i>Reviewing a Diagnostic Assessment</i>		
Part 3	Video		<input type="checkbox"/> Watch Module 5 Part 3 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.5	<input type="checkbox"/> Application: <i>Summarize By Developing Your Own CBA Probes</i>		
Part 4	Video		<input type="checkbox"/> Watch Module 5 Part 4 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.6	<input type="checkbox"/> Stop & Jot: <i>Instructional Adaptations</i>		
Closing	Video		<input type="checkbox"/> Watch Module 5 Closing Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	5.7	<input type="checkbox"/> Journal Entry for Classroom Application: <i>Utilizing Mastery Assessments</i>		

Guided Notes

Introduction

Objective

You will learn how to...

Part 1:

- Identify specific reading skills or strategies that you need to teach

Part 3:

- Develop and use curriculum-based assessment (CBA) probes to help refine instructional focus and determine if students are learning what is taught

Part 4:

- Use diagnostic data to inform content of instructional adaptations

Closing:

- Bring everything together to inform instructional adaptations when indicated by progress monitoring data

Note: There is no Part 2 in this module. The content originally covered in Part 2 is covered in other modules.

A review of progress monitoring tools

_____ outcome measures (GOM), such as CBM

- _____ toward meeting the grade-level expectations
 - Example: Word identification fluency for first grade
- *Sample the _____ for a grade*
 - Example: Math concepts and applications for a specific grade
- Should be tested by _____ measures
- Evaluate progress toward _____ that is only *part of* what is expected in that subject
- Can be designed by _____, given some assistance

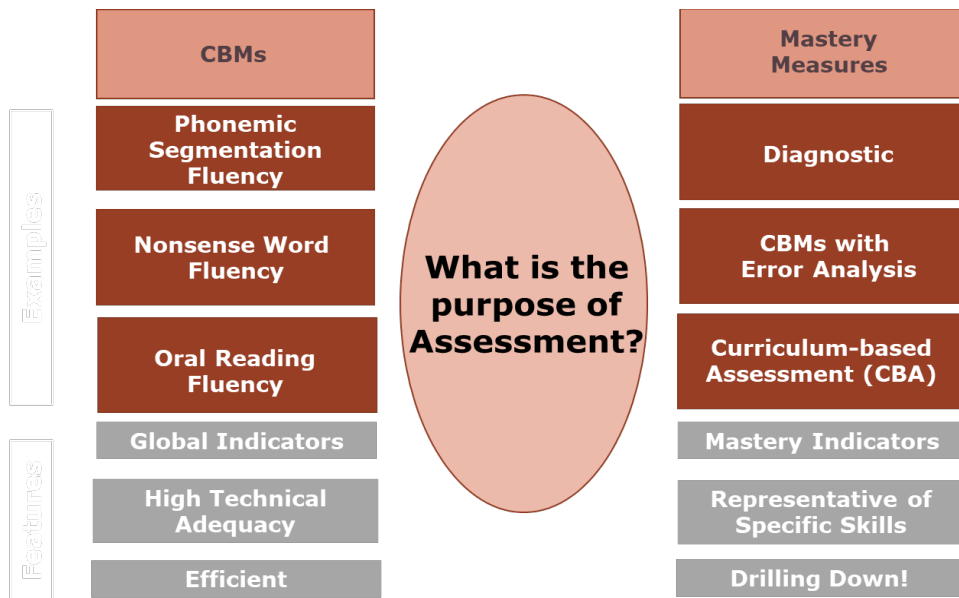
Distinguishing types of assessments in reading

General Outcome Measures (_____)

Diagnostic Assessment (e.g. CORE Assessment Battery)

Specific Skills

- CBM with Error Analysis + Curriculum-based Assessment (_____)



Activity 5.1 – Pause & Process

Turn to your workbook and answer the following questions:

1. What forms of assessment do you currently use?

2. Of the assessments you currently use, what type are they (CBM or Mastery)?

3. How do the different types of assessment you currently use influence your instruction?

Part 1

Objective

You will learn how to:

- Identify specific reading skills or strategies that you need to teach

Diagnostic assessment

- Aligns with “_____” in reading
- Is used to inform _____ planning
- Helps determine areas of _____ and areas of instructional _____
- Is _____-referenced

Criterion-referenced

- These assessments are intended to determine whether or not a student has _____ a certain set of skills (90% accuracy or better)
- Once the student has mastered the skills, _____ criterion (e.g., different skills) need to be assessed.
- EXAMPLES: An assessment may identify what letter names the student has mastered and which ones the student has not. Once the student has mastered all letter names then this assessment is no longer _____
- *HOWEVER, you may do an occasional letter name probe to be sure the student has _____ their letter name knowledge.
- Skills that are assessed should be the skills needed for _____ reading and this tells the teacher what content they need to focus their instruction upon

For example: CORE Literacy Library

- Aligns with “_____” in reading for K-12

CORE Phonics Survey – Record Form

- Is used to inform _____

CORE Reading Assessment Profile, Grades 4-8

- Helps determine areas of _____ and _____



Activity 5.2 – Quiz

Answer the following question.

Which of the following statements are true? Check your answers.

Diagnostic assessments...

- align with “big ideas” in reading
- are used to inform instructional planning
- help determine areas of strength and areas of instructional need
- are criterion-referenced



Activity 5.3 – Stop & Jot

Complete the following assignment.

1. Review a scored copy of the CORE Phonics Survey.
2. Give examples to illustrate how this diagnostic assessment:
 - a. aligns with the “big ideas in reading”
 - b. is used to inform instructional planning
 - c. helps determine areas of strength and areas of instructional need
 - d. is criterion-referenced
3. Would you spend your time teaching letter names? Why or why not?
4. What decoding skills would you first target in your instruction?

Part 3

Objective

You will learn how to:

- Develop and use curriculum-based assessment (CBA) probes to help refine instructional focus and determine if students are learning what is taught

Curriculum-Based Assessment (CBA)

- Describe mastery of a single skill in a series of _____ instructional objectives.
- Represent a _____, not an empirical hierarchy of skills.
- Are often district/school developed probes of content mastery.
- Include multiple equivalent probes that sample from key skill(s) in _____.
- Used to document _____ of specific content/skills.
- Can document progress toward _____ goals (e.g., given 10 nonwords with vowel digraphs and diphthongs, student A will correctly read 10/10 over 3 consecutive days).

Curriculum-based assessment may be defined as the practice of obtaining _____ and frequent measures of a student's performance on a series of _____ arranged objectives derived from the _____ used in the classroom.

Difference between CBA & CBM

	CBM	CBA
Purpose:	Assess _____ performance within a content area (reading, math, writing)	Assess progress in learning _____ skills/curriculum (reading CCVC words)
Creator:	_____ created and standardized	Typically _____ created
Validity:	Are predictive of overall performance with _____ assessments	Validity depends upon the _____ of the teacher—unknown

What do scoring criteria look like?

Probe:

cake, kite, make, snake, bike, rate, like, lake, fake

Criterion:

- Decode ____/10 or ____/10 words for mastery
- Decode ____/10 words to ____/10 words for instructional level
- Decode ____/10 words or less for failure level; assess prerequisite skill level: discrimination of long/short vowels (vowels: a, i).

CBA – key components

- _____ the specific literacy skill(s) you are assessing and how _____ assessment will occur
- Provide a lesson/unit objective that is _____
- Include _____ for mastery
- Develop administration directions to ensure _____
- Select items that test the specific skill(s)
- Create assessments by _____ selecting a pre-set number of items

An example of how we create and use CBA probes...

- Select _____ for assessment
 - Material must be aligned with singular learning objective
 - Material must be on the student's instructional level
- Create _____ forms
 - Determine scoring
- _____ CBA assessment
 - Pre
 - During
 - Post
- Review student assessment _____
 - Are students performing at mastery, instructional, or frustration levels?

Review student assessment performance

Are students performing at mastery, instructional, or frustration levels?

Levels

- Independent _____-100% known
- Instructional 70-_____% known
- Frustration Below _____%



Activity 5.5 – Application

1. Select material for assessment
 - Material must be aligned with singular learning objective
 - Material must be on the student's instructional level

2. Create alternative forms
 - Determine scoring

3. Implement CBA assessment
 - Pre

 - During

 - Post

4. Review student assessment performance
 - Are students performing at mastery, instructional, or frustration levels?

Part 4

Objective

You will learn how to:

- Use diagnostic data to inform content of instructional adaptations

Instructional Decision Making

What are the steps?

Step 1

- Check your fidelity of implementation
- Check dosage

Step 2

- Diagnostics to check content of intervention

Step 3

- Check your mastery assessments



Activity 5.6 – Stop & Jot

What are some possible adaptations you could make to promote transfer and maintenance?

Closing

Summary of Key Points

Part 1: Diagnostic assessment

Part 2: CBMs with error analysis

Part 3: Curriculum-Based Assessment (CBA)

Part 4: Integrating Diagnostic and Progress Monitoring Data to Inform Instruction

Closing: What are the next steps?



Activity 5.7 – Journal Entry for Classroom Application

Think about what Mastery Assessments you could utilize in your own classroom or field experience.

In a journal entry, answer the following questions:

- How would you decide what content to focus on?
- First steps in creating materials?
- When and to whom will you administer these measures?

Use the space below to jot down your thoughts. Then, post your response online.
