

Questions from Principals Meeting 9/15/20 regarding the new K-6 Literacy Assessment and Intervention Plan

QUESTION	RESPONSE
Is it possible to get a diagnostic tool by specific area (as it relates to the components of the rope) list? This would tell me which tool will best measure a specific deficit area.	Phonological awareness and phonics are the main pieces that require a diagnostic. The other areas are typically assessed through common formative assessments and observation. In extreme cases, speech and language pathologists have access to diagnostic tools that can assess language development and determine if students need more specialized instruction in that area.
How will teachers learn about the flowchart and testing details?	Principals and Instructional Coaches should work together to determine a plan for sharing this information with your individual faculties. Michelle and Mandy are available by request to come and present.
What will happen with F&P? Will it be required?	F&P will not be required, however we are not doing away with the kits. It will be available to teachers to use as needed for students who read accurately and fluently and teachers would like to know more about their comprehension level.
When will SRI be required?	There has been a longer than anticipated delay with getting SRI, now RI, up and going, but we are hopeful that it will be available soon. As it becomes available we will inform schools.
When will SRI (RI) be ready?	See previous question and answer
How can we do more with 4th - 6th grades?	<p>Any student who struggles with reading regardless of grade level should be given a diagnostic and small group instruction specific to their needs as assessed by the diagnostic. When students struggle with comprehension there is likely an underlying skill deficit with decoding. The skills needed to learn to decode in the early grades are the same skills needed at any age for someone struggling to read.</p> <p>If students are secure in their decoding skills and still struggle with reading comprehension the next place to look would be vocabulary and language comprehension. These skills are often hidden and mistaken as a deficit in reading comprehension.</p> <p>Students should have reading comprehension when decoding and language comprehension are both solid.</p> <p>It is recommended that all 3rd-6th grade teachers do the 5 min. Multisyllable Routine Card from 95% Group each day to help ensure all students have a solid foundation in decoding multisyllabic words. In addition, vocabulary instruction and close read strategies are important.</p>
What about benchmarks?	Benchmarks allow for comparison to core power standards and rigor level. They help ensure that teachers are on track for end of year outcomes. The pretest was not required this year as we came back to school. Benchmarks one and two as well as the post test will be required moving forward.

What's the requirement for benchmarks this year?	See previous question and answer
Can we use a universal screener that connects K-6 vs. using Acadience and SRI that are not connected?	<p>SRI (now RI) is a screener similar to Acadience. Acadience will likely be used in years to come if the state moves forward with the legislation that was passed this year, but then tabled because of Covid.</p> <p>We decided to go with RI this year because it takes less resources to administer. It is quick and easy, kids can take it all at the same time and the data is automatic. Acadience will take 3-5 minutes per student and we didn't feel we had the staff to support this this year and did not want to burden teachers with an additional training and having to figure out their schedules to get all the kids assessed.</p> <p>The purpose of both assessments as screeners, is to identify which students are in need of additional reading support and which students are ok to just continue with regular tier 1 reading instruction. RI provides a lexile level and Acadience tells us which students are at, above or below benchmark. Regardless of which assessment is used, the outcomes are likely to be the same. Students that score either below the lexile band for the grade level in RI or below benchmark in Acadience are the students that would then be given a diagnostic (Core Phonics Survey, Journeys Diagnostic or the PSI from 95% Group). The diagnostic is the critical piece that will help us pinpoint the area to focus interventions during small group instruction.</p>
What information can we get from SRI?	As stated in the previous question, SRI which is now RI, is a screener which will help identify which students are ok to continue with tier 1 reading instruction and which students are in need of specific skill based intervention. RI will give us a lexile level for each student. Students who score below the lexile level for their grade level band should be given a diagnostic to then determine specifically why and where they are struggling to guide the targeted interventions.
If I purchase Acadience for 4th - 6th, what is required for teachers? Do they progress monitor regularly? All students or just below level students?	Whether using RI or Acadience as the screener, only those students scoring below the Lexile level on RI or below benchmark on Acadience are the students who would need additional intervention and progress monitoring. Screeners such as RI and Acadience identify which students are struggling and need additional support. They do not tell us the specifics as to why the student is struggling. Once a diagnostic is given and the specific skill deficit is determined, targeted interventions should be provided and progress monitoring should be done on instruction of that particular skill to determine if the student is making progress toward mastery of that skill.
Acadience or SRI for 4th -6thj. Confused as to which would be best..?	<p>Both are screeners which are designed to identify those who are struggling with reading. There are advantages and disadvantages to both. SRI, now RI, is quick and easy, requiring little work or time from the teacher. Acadience takes more time and the teacher needs to meet individually with each student. Acadience separates decoding and story retell (basic comprehension) into two parts making it easier to identify if the struggle is with decoding or a component of language comprehension. RI does not give this breakdown, the two components are combined into a lexile level. The comprehension assessed in RI is inference which is a more advanced skill than story retell used in Acadience.</p> <p>The purpose of each is to identify which students need to be given a diagnostic. The diagnostic is what is really important and will provide the</p>

	information needed to know where and how to intervene.
When will 95% start?	We are hoping to begin training for those who were on the schedule for this year, in January. If schools would like training sooner, please contact Michelle and Mandy.
Are there any critical skills/concepts that won't be caught/detected by our existing screeners?	Screeners only tell us who is on level and who is not. They do not tell us why a student is not on level. A diagnostic is a critical component to identify the particular skill deficit. Intervention and progress monitoring should be based on the skill deficit.
What training will be provided to teachers regarding diagnostic tools?	Teachers who are using the PASI and PSI from 95% Group will learn to use these tools in their 95% training. The Core Phonics Survey and the Journeys Diagnostic do not require training. Instructions are included on the assessment. Michelle and Mandy are available by request to customize training based on school needs.
Could one or both of the Literacy Consultants produce a video lesson explaining the rope diagram?	Yes! Preparing Students to be Successful Readers - The Rope Analogy