



# CONDUCTING THE AUDIT: WHO DOES WHAT AND WHY?

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# OUR AGENDA

Walk Through the Assessment Audit Form Modeling Process with Examples

Ensuring Inclusiveness and Comprehensiveness

- Discussion
- All Faculty Participate

Getting the Big Picture

# GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

- Classroom Teacher
- Literacy Interventionist
- Literacy Coach
- Principal/Asst. Principal
- Special Educator
- School Psychologist
- ENL/ELL Teacher
- Speech/Language Therapist
- District Administrator
- Data Manager
- Other

# GETTING ACQUAINTED: WHO ARE YOU? (MOLLY)

## Grade Level

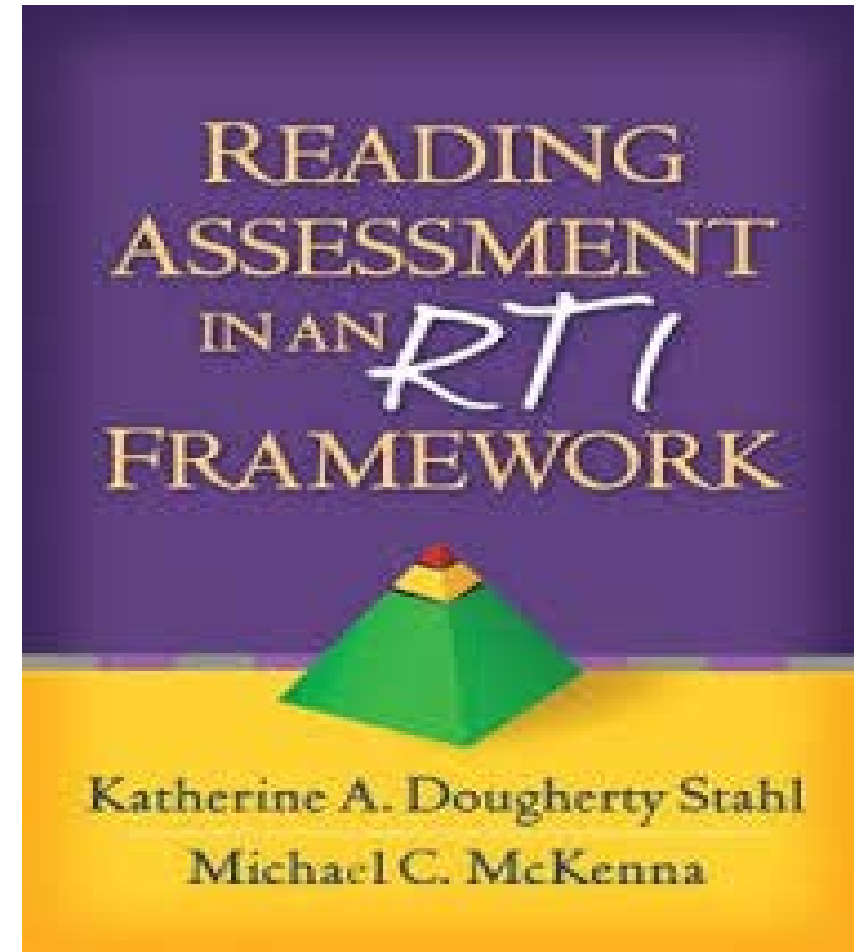
- ALL or Multiple
- Kindergarten
- Grade 1
- Grade 2
- Grade 3

# RESOURCES

NYS RTI

Technical Assistance Center

[www.nysrti.org](http://www.nysrti.org)



# PURPOSE OF THE AUDIT

- Streamline and systematize the assessment process
- Communicate: Who is doing what and how?
- Communicate: What do we value?
- Evaluate: Is our process valid and reliable?
- How can we get the information we need about our students' literacy performance more effectively and efficiently?
- **Are our assessments serving us or are we a servant to testing in ways that compromise instructional time and quality?**

Grade	Assessment Tool	Purpose	Construct Assessed									Frequency of Administration	Staff Adequately Trained?
			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes		
First Grade		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome											<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
		<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome											<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
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			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes			Other _____
First Grade	DIBELS PSF	X Screening <input type="checkbox"/> Diagnostic X Progress Monitoring <input type="checkbox"/> Outcome		X							\		2X/yr PM as needed	<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
	DIBELS NWF	V Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome			X								F, W, S	<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
	DIBELS ORF	<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters



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			Concepts of Print	Phonological Awareness	Word Recognition	Spelling Development	Reading Fluency	Conceptual Vocabulary	Comprehension	Writing Process	Motivation/ Attitudes	Other _____		
First Grade	Gates-MacGinitie Reading Test	<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome		X	X			X	X				1X/yr Spring	<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
	Dolch List	<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome			X								F, W, S	<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters
	F&P Benchmark Kit	<input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome												<input type="checkbox"/> Initial Training <input type="checkbox"/> Fidelity Checks <input type="checkbox"/> Periodic Boosters

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# A COMPREHENSIVE SYSTEM

- ✓ Reading
- ✓ Writing
- ✓ Isolation
- ✓ Connected Text

Listening and Speaking are often considerations within particular constructs

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THIRD EDITION

# assessment for reading instruction



Michael C. McKenna  
Katherine A. Dougherty Stahl

# CONCEPTS ABOUT PRINT

Marie Clay (2013) Observation Survey Concepts about Print

McKenna & Stahl (2015)- Book-handling Knowledge

Other early literacy kits

# PHONOLOGICAL AWARENESS

Woodcock-Johnson III

Comprehensive Test of Phonological Processing (CTOPP) or TOPA 2+ (Torgesson et al.)

CBM – Initial Sound Fluency, Phoneme Segmentation Fluency

Phonological Awareness Literacy Screening (PALS; Invernizzi et al.)

Hearing Sounds in Words (Clay, 2013)

Specific PA Tasks based on National Reading Panel (McKenna & Stahl, 2015)

# WORD RECOGNITION: HIGH FREQUENCY WORDS

Test of Word Reading Efficiency2: Sight Word Efficiency (TOWRE2; Torgeson et al.)

CBM: Intervention Central

i-Ready

Fry List

Dolch List

# WORD RECOGNITION: **DECODING**

Woodcock Johnson III

TOWRE2 Phonemic Decoding (Torgeson, et al.)

CBMs-Letter naming/sound fluency, nonsense word fluency

i-Ready

Systematic measures of letter names/sounds

Developmental decoding inventories (McKenna & Stahl, 2015)

Running Records of Connected Text Oral Reading



# SPELLING DEVELOPMENT

Words Their Way Spelling Inventory (Bear et al.)  
or Word Journeys Inventory (Ganske)

CBM

WJIII

# READING FLUENCY

**Prosody:** Rating Scales associated with connected text running records

**Rate: Words Correct Per Minute (WCPM)**

CBM: Oral Reading Fluency

WCPM based on connected text running record of oral reading after Mid-first grade and beyond Level K (F&P kit) or informally beyond around Level H

# VOCABULARY

Peabody Picture Vocabulary Test-4 (PPVT4; Dunn & Dunn, 2007)

Expressive Vocabulary Test 2 (Williams, 2007)

Common Formative Measures (McKenna & Stahl, 2015; Stahl & Garcia, 2015)

Disciplinary Unit Vocabulary (Stahl & Bravo, 2010)

English Learner Considerations

Isolated Vocabulary Programs

Basal tests

# COMPREHENSION

## Verbal

- Retelling with individual text scoring guide
- Questions, Cued Recall—with text-based questions

## Written Responses to Text

Adaptive Tests (FastBridge)--Lexile

Other Computer tests (e.g. i-Ready)

---Lexile

CBM-ORF response & maze/DAZE

# PROCESS WRITING

Periodic Common Prompts with Established Rubrics  
for:

Narrative

Exposition

Argumentation

(Grade level, may be embedded within units)

# MOTIVATION

Garfield Elementary Reading Attitude Survey  
(McKenna & Stahl, 2015)

# ALL VOICES MUST CONTRIBUTE

- Examples of hidden tests must be exposed for better or worse
- Discussions must reveal what people use and WHY they are invested in those assessments
- School specialists use a range of tests for specific, specialized diagnostic purposes
- If the data is important enough to collect, it is important to share
- THERE MUST BE TRANSPARENCY
- Often skills assessed by specialists are reassessed in the classroom due to lack of transparency

# SCHOOL REALITIES

Let's be honest-

- We don't always have time to chat about the kids
- We may not even read the data on that piece of paper that is in the binder (or someplace)
- Our goal is to develop a streamlined assessment system that incorporates a streamlined DATA ANALYSIS and COMMUNICATION system using technology.



# STEPS IN THE AUDIT (AND HOMEWORK)

- ✓ Individual completion of audit form
- ✓ Grade level meeting to discuss/reveal individual audits
- ✓ Compile a single grade level audit form that contains all assessments used in the grade level
- ✓ Brainstorm ideas related to obvious grade level assessment redundancies and voids

# WHAT DO GRADE LEVEL REDUNDANCIES LOOK LIKE?

- Classroom teacher and interventionist are doing separate high frequency word tests, and possibly different lists
- “District mandates F&P so we do that for the district record, but I like the specific questions on the old DRA so I use that additionally for my own information.”
- “District mandates AIMSWEB. However, the McKenna-Walpole Differentiation book mentions DIBELS, so that must be better for differentiating my kids.”

# WHAT DO GRADE LEVEL VOIDS LOOK LIKE?

- There is nothing in the Conceptual Vocabulary column.
- The kids are retelling in response to F&P benchmark texts, but there is not a consistent scoring guide and the questions are not specific to the text NOR is any of this administered consistently from teacher to teacher.
- My students are not being assessed in how they respond to text in writing.

## NEXT STEPS

Submit the completed grade level composite of the audit to the grade level representative that will attend the school audit meeting.

Refer to NYS RTI TAC Pilot School forms for examples. (Burton, George Mather Forbes, Milton Fletcher)



# OUR NEXT WEBINAR: APRIL 20TH

OUR K-3 ASSESSMENT GARDEN: PRUNING,  
WEEDING, PLANTING AND NURTURING

WORKING TOGETHER TO DEVELOP A LEAN,  
EFFICIENT SYSTEM OF ASSESSMENT