

Session Three – Universal Assessment

Chapter Three – The Assessment Sieve

Objective:

To provide a simple, effective method to screen all students’ for reading ability in comprehension, decoding, fluency, and reading level.

Assignment from Last Week (5 minutes)

Discuss any problems encountered with downloading “Classroom Data Sheet #1” from www.rainbowreaders.com/downloads or entering student names.

Summary of the Chapter (10 minutes)

Sections to discuss from the chapter are:

- Reasonable Assessment, the Goldilocks Approach (43-44)
- Knowing the Score (pages 45-48)
- The Assessment Sieve, “Step 1” Universal Screening (pages 49-50)
- Decoding Levels, ZPD (51-52)
- “Step 2” Targeted Screening for Phonemic Awareness (53-top of 54)
- Preparing for “High Stakes” Assessment, Conclusion (bottom of 54-56)

(If individual sections weren’t assigned at the last session to be read ahead of time by team members, allow 3-5 minutes to divide the chapter and read the sections now. Then allow 10 minutes for team members to present information about the section they read to the team.)

Discussion (the rest of the session):

1. Do you have a standardized comprehension score for each of your students? (Almost every school administers a reading test at the end of the year. If you don’t have a current score for your grade level, use the spring score from the year before.)
2. Do you have an Oral Reading Fluency score? (DIBELS is one source, and AIMSweb is another, but any tool your school district uses is acceptable. If your school doesn’t give a fluency screening, ORF tests are simple to administer and an effective screening tool. Go to www.easycbm.com for a free source of reading passages and a simple tracking system.)
3. Is it necessary to assess everyone in the class?

Discussion Guide for ***“Help, I Can’t Read!”***

4. How often should we assess?
5. What are the differences between assessing and progress-monitoring?
6. How can we make the RTI process as simple and streamlined as possible for our staff?

Assignment:

During the next session, you’ll discuss how to use your data to guide instruction. Before then, download “Class Data Sheet #2 from www.rainbowreaders.com/downloads and fill in the scores for a phonics screening assessment. If your district doesn’t have an appropriate score that reflects the skill level of each or your students in decoding with alphabetic principles, I recommend administering ***The Informal Decoding Inventory for Alphabetic Principles*** (whole-group administration) that is found in the back of the book. Watch the webcast below for a demonstration if needed.

Color code the scores on “Classroom Data Sheets #1 and #2.” The color-coding should show which scores are advanced (above your grade level standard or benchmark by at least one grade), on-level, slightly below benchmark, and severely at-risk.

Webcasts:

1. How to color code the Excel® form (Available soon.)
2. How to administer the ***Informal Decoding Inventory for Alphabetic Principles*** from the book. (Available soon.)

Read Chapter 4 before our next team meeting. Be prepared to present a summary of section _____.

Multimedia Resources:

Please note that some of the assessment tools recommended by the following articles are for administering to students one-on-one. This book tries to minimize that because of the considerable class time involved, but there is still much good information in these articles:

1. *Universal Screening for Reading Problems: Why and How Should We Do This?*

by [Joseph R. Jenkins, Ph.D.](#), University of Washington, Seattle and [Evelyn Johnson, Ed.D.](#), Boise State University, Boise, ID

This is an excellent article about the in’s and out’s of universal assessment.

<http://www.rtinetwork.org/Essential/Assessment/Universal/ar/ReadingProblems>

2. *RTI Network*

The RTI Network has other grade-specific articles (including high school) on RTI which provide more information on universal assessment.

<http://www.rtinetwork.org/Essential/Assessment/Universal>