

REVISED

**Reading Wonders
Year 2
Implementation Guide**

**East Stroudsburg Area School
District
2015-16**

NOTE: All revisions marked in red.

1. Start Smart and Placement Assessment Schedule

Grade Level	Start Smart	Testing Dates/Placement Assessments/ Administered By	Begin Unit 1
K	Aug. 31 – Sept. 25	Sept. 16 – 25, 2015/ Rding Dept. (revised version of placement assessment + letter sound inventory) Removed sight words October 19 -23, 2015: RW Listening Comprehension (publisher version)	Sept. 28, 2015
1	Aug. 31 – Sept. 18	Sept. 14 – 22, 2015/ Rding Dept. (revised version of placement assessment + letter sound inventory + sight words)	Sept. 21, 2015
2	Aug. 31 – Sept. 11	Sept. 2 – 3, 2015/ Teacher (publisher version)	Approx. Sept. 14, 2015
3	Aug. 31 – Sept. 3	Sept. 2 – 3, 2015/ Teacher (publisher version)	Sept. 8, 2015 (run Unit 1 Wk 1 through Sept. 18)
4	Aug. 31 – Sept. 3	Sept. 2 – 3, 2015/ Teacher (publisher version)	Sept. 8, 2015 (run Unit 1 Wk 1 through Sept. 18)
5	Aug. 31 – Sept. 3	Sept. 2 – 3, 2015/ Teacher (publisher version)	Sept. 8, 2015 (run Unit 1 Wk 1 through Sept. 18)

Beginning of Year: Assessment Booklets for Students

- Placement Assessment booklets (K-5) and Kindergarten Listening Comprehension booklets
 - Master copies will be sent to each building prior to end of current school year
 - Copies created at individual buildings during the summer
- **Grade 2**
 - Placement Assessment will be administered “whole group” and scored by the teacher.
 - Spelling Inventory (Version 2) - *See specific directions in 2015-16 Placement Assessment Teacher Manual* - record sheet to be copied and completed by classroom teacher
- **Grades 3 – 5**
 - Placement Assessment will be administered “whole group” and scored by the teacher.
 - Spelling Inventory – OPTIONAL (*See 2014-15 Placement Assessment Teacher Manual for assessment and supporting documents*)
- **Grades K-1**
 - Individually administered by Reading Dept./ RtII staff.
 - Reading Staff and RtII team sweep 1st grade as soon as entire building DIBELS sweep is complete. Then begin kindergarten sweep.
 - **NOTE:** 1st grade classroom teachers may choose to administer this or assist Reading/RtII.
 - Kindergarten assessments should not be given prior to timeline provided, per publisher
 - Spelling Inventory (Version 2) – *See specific directions in 2015-16 Placement Assessment Teacher Manual*

2. DIBELS Next probes to track and report fluency and accuracy

- Progress Monitoring - Minimal Requirement:
 - K-2nd Grades – recommended twice a month
 - 3rd – 5th grades – once a month
 - No progress monitoring for DAZE

Grade Level	Use of data/ How reported to parents	Quarters Reporting to Parents	Supplemental Probes	Source of Supplemental Probes	Teacher receive Information via
K	Instructional	N/A	None needed	N/A	N/A
1	Instructional/Report Card <ul style="list-style-type: none"> • Fluency 	3 rd , 4 th <i>(2nd removed)</i> <i>DIBELS Report- Individual Student Performance Profile to be shared at conf. in March.</i>	3 rd quarter	DIBELS 6 th edition Benchmark Probes Probe: Spring Is Coming Extra Probes: The Block Party Our Sick Kitty	Report card guidelines <i>Required probe will be identified and used for reporting purposes. Extra probes will be provided to use as needed.</i>
2	Instructional/Report Card <ul style="list-style-type: none"> • Fluency • Accuracy 	1 st , 2 nd , 3 rd , 4 th	1 st and 3 rd quarter	DIBELS 6 th edition Benchmark Probes <u>1st quarter</u> Required Benchmark Probe: If I Had a Robot Extra Probe: Moving Day <u>3rd quarter</u> Required Benchmark Probe: My Grandpa Snore Extra Probe: Riding the Roller Coaster	Report card guidelines <i>Required probe will be identified and used for reporting purposes. Extra probes will be provided to use as needed.</i>
3-5	Instructional/ DIBELS Report for Parents	<u>1st quarter</u> - ALL STUDENTS receive report at parent teacher conf. <i>(Use Individual Student Performance Profile for the current school year- See attached directions)</i> <i>NOTE: Teachers comment on fluency/accuracy concerns in Teacher Comment Box on Report Card each quarter.</i> <u>2nd quarter</u> - ALL STUDENTS - Reports sent home with report cards. <i>(Same report as 1st quarter)</i> <u>3rd quarter</u> -Reports sent ONLY for students who are being progressed monitored	NOTE: For students not reaching benchmarks – reports can be run more often, as reports show progress monitoring data, and sent home to parent or presented at a conference. <i>(Use Individual Student Performance Profile or Student Progress Monitoring Graph)</i>	None needed	Report card guidelines

		and in jeopardy of not passing . <i>(Same report as 1st quarter)</i> <u>4th quarter</u> - ALL STUDENTS –report sent home with report cards . <i>(Same report as 1st quarter)</i>			
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3. Publisher Assessments & Schedule-Reading Wonders/WonderWorks

Grade Level	Mandatory Assessments	Administration Timeline	Special Administration Directions
K	Unit Assessments	1 every other unit for a total of 5 yearly	Teachers may choose which unit assessment to begin with- Unit 1 or Unit 2 – building teams should make this decision for grading consistency.
1	Weekly Assessments – Story + Comprehension Questions required. Rest of assessment optional. <i>(These are Cold Reads using unfamiliar text assessing skills taught)</i>	All weekly tests	Weekly Assessment: Units 1-2 follow teacher script in manual and grade as oral comprehension. (Unit 1 - Weeks 1 & 2 will be modeled for test taking strategies and not included on the Report Card.) Unit 3 - Weeks 1, 2 & 4 follow teacher script in manual and grade as read orally. Unit 3 - Weeks 3 & 5 Students read independently. Follow teacher script in manual and grade as read independently. Units 4-6 Students read independently. Follow manual on page iv and grade as read independently. Students who still require the assessment to be read aloud may receive support but use comment code 34 and explain in report card narrative box.
2	Weekly Assessments and Selection Assessments Weekly Assessments	<u>1st and 2nd Quarters</u> <u>Independently complete 2 Weekly Assessments</u> <i>(These are Cold Reads using unfamiliar text assessing skills taught)</i> <u>and 2 Selection Assessments. Total of 4 assessments per unit</u> <u>3rd and 4th Quarters</u> Independently complete 3 out of 5 Weekly Assessments NOTE: (for all quarters) Building grade level teams choose assessments together. This will create more consistency across building grade levels.	**Use first 2 Selection Assessments in Unit 1 as test taking/ modeling lessons <u>1st & 2nd marking period</u> <u>Weekly Assessments</u> - Only 1 story is required with the 10 multiple-choice questions. Teacher may choose to have some students try the second story for “extra credit”. This can only help student not harm grade. Teacher will use the open-ended response question as a teaching/modeling/group work/pair work/tool during the 2 Weekly Assessments. Process writing or text connection writing will be addressed during Selection Assessments weeks. <u>3rd and 4th marking period</u> Approaching Level, On-Level and Advanced Level student completes both stories and 20 multiple-choice questions for grade. <u>Open-ended response question for Weekly Assessments</u> to be graded.
3-5	Weekly Assessments <i>(These are Cold Reads using unfamiliar text assessing skills taught)</i>	Unit 1 Independently complete 3 out of 5 Weekly Assessments Building grade level teams choose which weekly assessments to give (3 out of 5 for each unit. This will create more consistency across building grade levels. Units 2 -6 Independently complete 3 out of 5 Weekly Assessments	Use first 2 assessments as test taking/ modeling lessons. Use the other 3 Weekly Cold Read Assessments in Unit 1 for grades. Beginning with Unit 2, use all assessments given for independent grade.

Individual Student Performance Profile

1. Log onto UO DIBELS Data System <https://dibels.uoregon.edu/>
2. Click “Reports” on the bar across the top of the screen
3. Scroll down and choose *Individual Student Performance Profile PDF*
4. Using dropdowns, select your school, grade level, and correct year. Click “continue”.

Individual Student Performance Profile

Report:	PDF	District:	East Stroudsburg Area SD
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Select school, grade, and school year to continue:

School:	-- Select School --
Grade:	-- Select Grade --
School Year:	2014-2015

Continue

5. Using dropdowns, select “DIBELS only”, current school year only, and your class. Click “continue”.

Individual Student Performance Profile

Report:	PDF	School:	Bushkill Elementary	Year:	2014-2015
District:	East Stroudsburg Area SD	Grade:	Second Grade		

Select assessment, timeline, and class to continue:

Assessment:	DIBELS and easyCBM Math
Timeline:	All Years
Class:	-- Select Class --

Continue

6. Using dropdown beside “Need for Support:” select “Former” goals

Individual Student Performance Profile

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Report:	PDF	Grade:	Second Grade	Timeline:	2014-2015 only
District:	East Stroudsburg Area SD	Year:	2014-2015	Class:	2 L Dilling-Franklin
School:	Bushkill Elementary	Assessment:	DIBELS only		

Select need for support to continue:

Need for Support:	Recommended Goals
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Continue

7. A downloaded PDF file will appear on the bottom of the report screen. Click and the report for each student in your class will load. (See sample report on back of this page.)

Individual Student Performance Profile

DIBELS Next

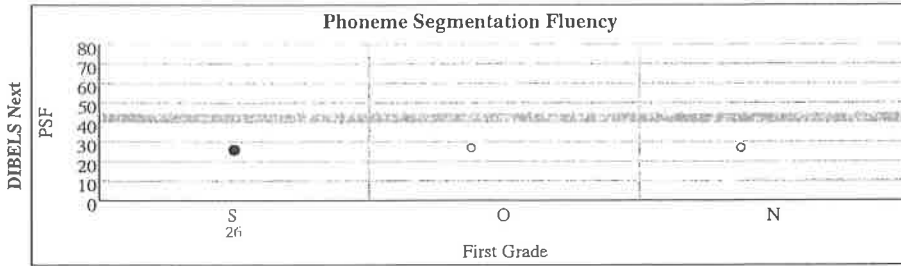
Name:
 ID:
 Class:
 Grade: First Grade
 Year: 2014-2015
 School:
 District:
 Need for Support: Former Goals



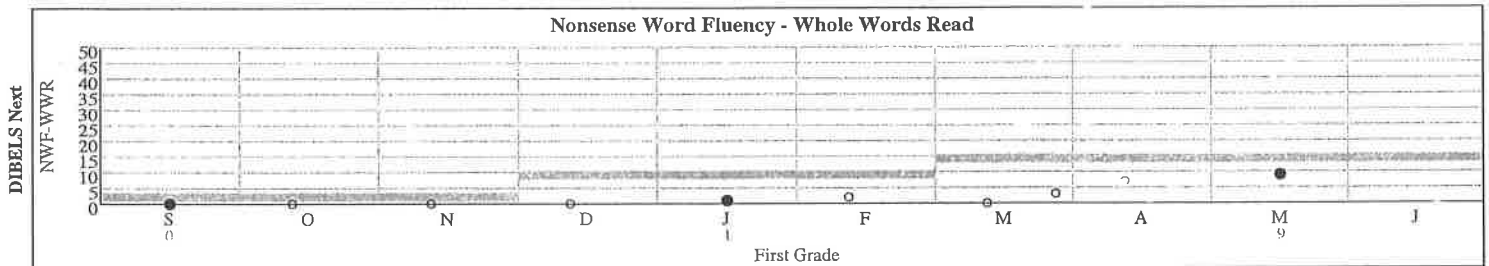
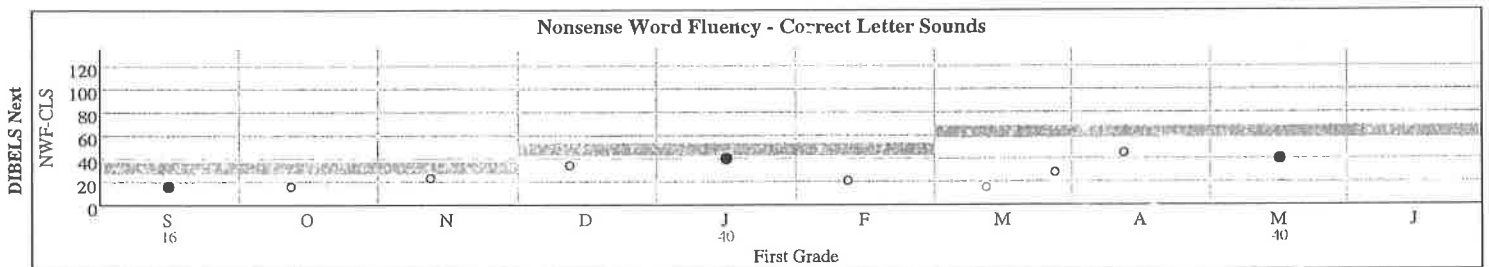
Center on Teaching & Learning
 UO DIBELS Data System

Legend	● Benchmark Assessment	▲ Score Above Graph Box
▬ Target Bar	○ Progress Monitoring Assessment	△ Score Above Graph Bonus

PHONEMIC AWARENESS



ALPHABETIC PRINCIPLE



FLUENCY AND COMPREHENSION

