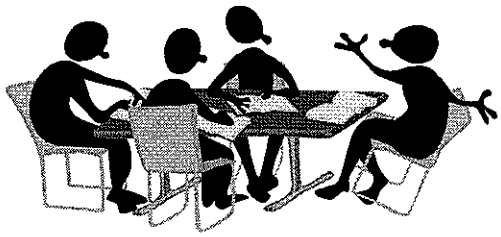
RTI Academy
May 2009

Analyzing Data to Inform Instruction and/or Intervention



by
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List Current District and/or School Assessments

List Assessments Administered

- Within a Content Area and
- Across the Grade Level

Reading	Writing	Math	Other

PSF Practice #1

(Segment and score words one at a time. Say the word and then segment as both examiner and child. Review scoring word-by-word. Have participants add up rows and column for total.)

Benchmark 1
DIBELS® Phoneme Segmentation Fluency

rich	/r/ /i/ /ch/	hawk	/h/ /o/ /k/	____/6
passed	/p/ /a/ /s/ /t/	roof	/r/ /oo/ /f/	____/7
sea	/s/ /ea/	shout	/sh/ /ow/ /t/	____/5
arms	/ar/ /m/ /z/	smile	/s/ /m/ /ie/ /l/	____/7
fish	/f/ /i/ /sh/	woof	/w/ /oo/ /f/	____/6
his	/h/ /i/ /z/	ling	/l/ /i/ /ng/	____/6
life	/l/ /ie/ /f/	patch	/p/ /a/ /ch/	____/6
thin	/th/ /i/ /n/	when	/w/ /e/ /n/	____/6
add	/a/ /d/	learn	/l/ /ir/ /n/	____/5
chips	/ch/ /i/ /p/ /s/	taste	/t/ /ai/ /s/ /t/	____/8
wrapped	/r/ /a/ /p/ /t/	dead	/d/ /e/ /d/	____/7
bull	/b/ /uu/ /l/	meant	/m/ /e/ /n/ /t/	____/7

Error Pattern: Total: _____

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PSF Practice #2

(Segment words in real time. Say the word and then segment as both examiner and child. Use stopwatch and pace yourself to reach final sound at bracket at 1 minute. Review scoring word-by-word. Have participants add up rows and column for total.)

Benchmark 2
DIBLS® Phoneme Segmentation Fluency

words	/w/ /ir/ /d/ /z/	mind	/m/ /ie/ /n/ /d/	____/8
pale	/p/ /ai/ /l/	short	/sh/ /or/ /t/	____/6
goat	/g/ /oa/ /t/	pool	/p/ /oo/ /l/ (3 secs.)	____/6
hook	/h/ /uu/ /k/	his	/h/ /i/ /z/	____/6
moves	/m/ /oo/ /v/ /z/	stood	/s/ /t/ /uu/ /d/	____/8
wet	/w/ /e/ /t/ (u)	sit	/s/ /i/ ~~/d/~~ (s)	____/6
have	/h/ /a/ /v/	knows	/n/ /oa/ /z/ (3 secs.)	____/6
tape	/t/ /ai/ /p/	tricks	/t/ /r/ /i/ /k/ /s/	____/8
near	/n/ /ea/ /r/	through	/th/ /r/ /oo/	____/6
mole	/m/ /oa/ /l/	who	/h/ /oo/	____/5
mail	/m/ /ai/ /l/	night	/n/ /ie/ /t/	____/6
why	/w/ /ie/	parks	/p/ /ar/ /k/ /s/	____/6

Error Pattern: Total: _____

Analyzing Data to Inform Instruction and/or Intervention

Data Source	Key Error Patterns	Instructional Implications

Analyzing Data to Inform Instruction and/or Intervention

Data Source	Key Error Patterns	Instructional Implications

NWF Practice 1

(Read and review scoring of words one at a time. Have participants add up rows and column for total.)

Benchmark 1
DIBELS ® Nonsense Word Fluency

w i~~u~~ b	d o j	i k	v i~~u~~ s	n i~~u~~ k	11/14
i~~u~~ l	z e l	f e b	w i~~u~~ j	h i z	11/14
m i n	r o ~~z~~	k i~~u~~ b	j a f	d u z	13/15
f a i	a d	k e d	i g	e l	3/12
l o j	e t	y a t	o l	t o v	__/13
u f	r a l	e p	k a b	v i f	__/13
t i c	d e v	d o p	z a c	d o c	__/15
t i k	s i j	z o j	m i g	z u t	__/15
f o j	i b	j u d	z e k	v o v	__/14
r u z	h u f	s i b	a k	j e c	__/14
				Total:	38/5

Error Pattern:

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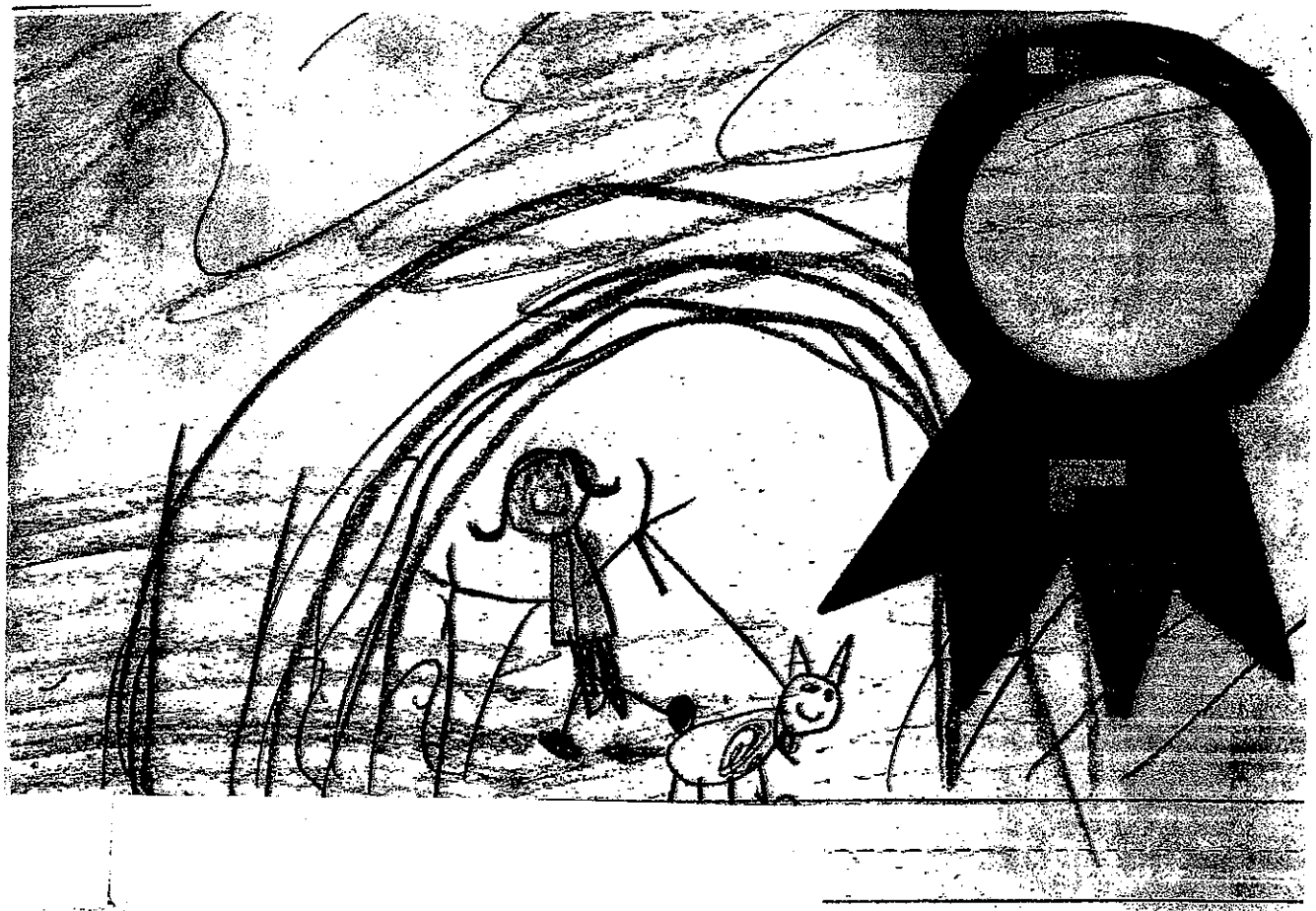
My sandcasl

At my house I bilt a sandcasl. I decrated my sandcast. It was big. I got Lots of branchis and made Trees. The Trees made shade. The graLnd had Lots of levs on The graLnd. It was fun. My siste helpt me and my brother did too. Then my mom and my dad came to see eit. Then my ether siste came to see eit to. Then I was so happy I hugt my mom then I hugt my dad Then my sister Then my uther sister Then my bruther. Then I had to go In to eat my super. The End



I see me And mi Do
liver We had Fun
Olkeh And I like
Rainbow And I like
ENNA She is mi Fred

SAMPLE A – Running Record

Amanda took a gulp of air and stepped up to the edge of the dock. Her father stood beneath her in the water.	√ √ √ drink √ √ √ step √ √ √ eed √ √ gulp stepped edge √ √ dad stode be/benete √ √ √ √ father stood beneath
"I won't drop you, I promise," Dad said.	√ will not √ √ √ pro/prom/promise(SC) √ √ won't
Amanda pinched her nose with her fingers, and Dad held up his arms.	√ pin/pinch √ √ √ √ √ √ √ help √ √ pinched held √
But Amanda shook her head. "No," she said, and she turned and walked back toward the shore.	√ √ shoke √ √ √ √ √ √ √ √ turn shook turned √ √ √ to √ beach toward shore
Dad waited. Just as Amanda was about to step off the dock and into the grass, she turned around. She shut her eyes tightly, plugged her nose, and held her breath. Suddenly, without looking, she ran off the end of the dock. She landed in the water, right in Dad's arms.	√ wait √ √ √ √ √ √ √ √ of √ √ waited --- √ √ √ √ √ √ √ √ √ √ √ tight plug/plugged (SC) √ √ √ √ √ mouth sud/sudden tightly breath suddenly √ √ √ √ √ √ -- -- -- √ √ land √ end of the landed √ √ √ √ √ √

Analysis of Reading Miscues

What Do the Miscues Tell You?

Correction

When students self-correct it demonstrates that they are monitoring their reading to make sure it makes sense. Questions to consider about self corrections include:

- If the student has many self-corrections, is the reader reading too fast?
- Is the reader mis-correcting accurate reading? (If so, the student may not see himself as a "good" reader.)

Insertion

Questions to consider about insertions include:

- Does the inserted word detract from the meaning? (If not, it may mean the reader is making sense of the text, but is not always keying in on the individual words in the text.
- Is the reader trying to read too fast? (For example, if the insertion is something like using finished for finish.)

Omission

When words are omitted, it may mean weaker visual tracking. Questions to consider about omissions include:

- Is the meaning of the text affected by the omission? (If not, omissions can also be the result of not focusing or reading too fast)
- Does the reader lack recognition of needed sight vocabulary for the given text

Repetition

Questions to consider about repetitions include:

- Is the text too difficult? (Many repetitions may indicate that the text is too difficult.)
- Is the reader trying to make meaning from the text? (Sometimes readers repeat when they are uncertain and will repeat the word(s) to make sense of the passage.

Reversal

Questions to consider about repetitions include:

- Did the reversal alter the meaning?
- Did the student reverse a high frequency word? (e.g., was/saw, of/for)

Substitutions

- Did the reader understand the word being read?
- Does the substitution make sense in the passage? Is it a logical substitution?

Sources of Information for Error Analysis

MEANING (M)	STRUCTURE (S)	VISUAL (V)
• Text (predicted from the context) • Picture clues • Prior knowledge • Book introduction	• Language (Can we say it that way?) • Book Layout • Patterned text (e.g., position of text on page) • Rhythm/rhyme	• Letters • Cluster of letters • Known words • Shape of letters or words • Parts of words • 1:1 word match

Running Record - After the Reading

Retelling

After the student reads the book/passage for the running record, ask the child to retell the important information from the passage. You may want to prompt the student by asking:

- Tell me more about...
- What happened after...

Analyze the retelling to determine understanding of:

- The overall GIST of the text
- The characters
- The main idea and supporting details
- Sequence of events
- Setting
- plot
- problem and solution

Conversation with the student about the process of reading may include:

- Asking the student to discuss the use of a decoding and/or comprehension strategy learned. (For example, the student may discuss connections made between this text and another text read.)
- Reinforce and praise specific behaviors of good readers. (For example, you may note that the student reread a portion of the text when it did not make sense.)

Observation Checklist

Other reading behaviors that you may be looking for include:

- Does the child demonstrate a mastery of directionality, one-to-one correspondence, return sweep. Etc.?
- Did the errors made by the child make sense or sound right?
- Did the student attempt to self correct?
- Did the child use **meaning, structure, and visual cues** to identify words and get meaning from the text? Did the reader use the cues in an integrated way, or did he/she rely heavily on one particular source of information?
- Did the reader make an attempt before asking you to help?
- How was the reader's fluency? Did he/she just word call? (No evidence of appropriate expression or intonation.)
- Did the reader seem to recognize phrases?
- Did the reading reflect many pauses? Were they pauses lengthy?
- How was the reader's expression and intonation?

A Scale for Assessing Fluency

1	**Rate**	Rate refers to the pace at which the reader moves through the text. An appropriate rate moves along rapidly with few slow-downs, stops, or long pauses to solve words. If a reader only has a few short pauses for word solving and picks up the pace again, look at the overall rate. The pace is also appropriate to the text—not too fast and not too slow.			
		1	**2**	**3**	**4**
		Almost no evidence of appropriate rate during the reading.	**Very little** evidence of appropriate rate during the reading.	**Some** evidence of appropriate rate during the reading.	**Almost all** the reading evidences appropriate rate.
2	**Phrasing**	Phrasing refers to the way readers put words together in groups to represent the meaningful units of language. Phrased reading should sound like the oral language, although more formal.			
		1	**2**	**3**	**4**
		Almost no evidence of appropriate phrasing during the reading.	**Very little** evidence of appropriate phrasing during the reading.	**Some** evidence of appropriate phrasing during the reading.	**Almost all** the reading evidences appropriate phrasing.
3	**Intonation**	Intonation refers to the way the reader varies the voice in tone, pitch, and volume to reflect the meaning of the text—sometimes called "expression".			
		1	**2**	**3**	**4**
		Almost no variation in voice or tone (pitch) to reflect the meaning of the text.	**Very little** evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	**Some** evidence of variation in voice or tone (pitch) to reflect the meaning of the text.	**Almost all** the reading is characterized by variation in voice or tone (pitch) to reflect the meaning of the text.
4	**Pausing**	Pausing refers to the way the reader is guided by punctuation (short breathes at commas; full stops at ending punctuation or dashes). Pausing also refers to how the reader uses the way print is organized on the page (line layouts, paragraphs, etc.			
		1	**2**	**3**	**4**
		Almost no pausing to reflect the punctuation and the meaning of the text.	**Very little** pausing to reflect the punctuation and the meaning of the text.	**Some** pausing to reflect the punctuation and the meaning of the text.	**Almost all** the reading is characterized by pausing to reflect the punctuation and the meaning of the text.
5	**Stress**	Stress refers to the emphasis readers place on particular words (louder tone) to reflect meaning as speakers would do in oral language.			
		1	**2**	**3**	**4**
		Almost no stress on appropriate words to reflect the meaning of the text.	**Very little** stress on appropriate words to reflect the meaning of the text.	**Some** stress on appropriate words to reflect the meaning of the text.	**Almost all** the reading is characterized by stress on appropriate words to reflect the meaning of the text.
Provide an overall assessment of fluency below.					
6	**Integration**	Integration involves the way the reader consistently and evenly orchestrates rate, phrasing, pausing, intonation, and stress.			
		1	**2**	**3**	**4**
		Almost none of the reading is fluent.	**Very little** of the reading is fluent.	**Some** of the reading is fluent.	**Almost all** of the reading is fluent.

Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for Comprehension and Fluency: Thinking, Talking, and Writing About Reading, K-8.* Portsmouth, NH: Heinemann.

Analyzing ISTEP+ Reading Error Patterns to Inform Instruction and/or Intervention

Grade 4 *"Ice Cream Cone"*	
3-4 Rdg Comp	Answer lacks specificity (2)
	Gave information from the text/Did not answer the question (21) *
	Gave two reasons that mean the same thing (4)
	Used prior knowledge, not information from the text (4)
	The answer makes no sense (5)

Grade 4 *"The Fox and the Stork"*	
14-4 Lit Response & Analysis	Made up information (2)
	Used prior knowledge, not information from the text (6)
	Renamed type of dish (7)
	Told purpose of dish (15) *

Grade 6 *"Both Sides of the Fence"*	
5-4 Lit Response & Analysis	Did not understand "no taller than an ant" (literal) (23) *
	Lack of specificity (13) *
	Pulled information from the text/Did not answer the question (6)
	Misinterpreted the story (7)
	Wrote "IDK" (I don't know) (2)

Test 4—Question 3
READING: Comprehension

3 Why did the ice cream sell so well at the World's Fair?

_____

Give ONE sentence from the article to support your answer.

_____

Exemplars:

Why

- because it was hot
- because it was something new/different
- other relevant text-based response

Example as support

- "Summer in St. Louis is h-o-t."
- "Hamwi quickly rolled one of his waffles into a cone shape and topped it with a scoop of the neighbor's ice cream."/"The treat was an instant hit."
- other relevant text-based example

NOTE: Example does not have to be a complete sentence.

Rubric:

2 points	version of one exemplar for "Why" and corresponding example
1 point	version of one exemplar for "Why" only
0 points	other

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Ice Cream Cone

by Charlotte Foltz Jones

1 The Chinese made iced desserts thousands of years ago, and George Washington was fond of ice cream, but the ice cream cone was not popular until after 1904.

2 Two food vendors had stands near each other at the 1904 World's Fair in St. Louis, Missouri. Ernest A. Hamwi, a Syrian who had been in the United States a year, was selling zalabia, a thin waffle. Nearby, another stand was selling ice cream.

vendor = seller

3 Summer in St. Louis is h-o-t, and the ice cream vendor soon ran out of dishes in which to serve his ice cream. Hamwi quickly rolled one of his waffles into a cone shape and topped it with a scoop of the neighbor's ice cream. The treat was an instant hit and the "World's Fair Cornucopia" became what we know today as the ice cream cone.

4 While the story of Hamwi's ice cream cone is generally accepted, another man thought a lot like Hamwi. An Italian named Italo Marchiony ran a pushcart business in New York City selling lemon ice in a cone. At first he used a paper cone, then a pastry one.

pastry = baked dessert

5 Marchiony even applied for a patent in September 1903, and received it in December—six months before the St. Louis World's Fair began.

patent = legal proof of ownership

6 Great minds think alike! Both Hamwi and Marchiony devised the idea for an ice cream cone. But it was probably the large number of people who tasted Hamwi's cones at the St. Louis World's Fair that made the ice cream cone the popular treat we know today.

Go On

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Test 4—Question 14
READING: Literary Response and Analysis

14 In the story, "The Fox and the Stork," both characters use dishes that make it difficult for their guest to eat. Using information from the story, complete the chart below. Read the description of each dish, and then write the reason those dishes are used in the story.

Dish description	Reason for using dish
"a wide flat dish"	
"a tall and narrow dish"	

Exemplars:

Dish description	Reason for using dish
"a wide flat dish"	• Stork might eat too long and too well. • Stork could eat nothing. • Fox could eat (finish) all of Stork's soup. • Fox is greedy. • Fox is trying to trick Stork. • Stork has a long, thin beak. • other relevant text-based response
"a tall and narrow dish"	• Fox would not be able to eat. • Stork could finish Fox's meal. • Stork wanted to get Fox back. • other relevant text-based response

Rubric:

2 points versions of two exemplars, one for each box

1 point version of one exemplar in either box

0 points other

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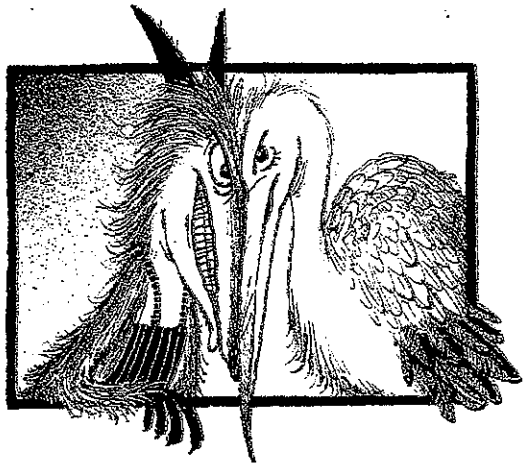
The Fox and the Stork



retold by Vivian French • illustrated by Korky Paul

Fox was making soup—a mouth-watering, nose-twitching, stomach-filling soup.

"H'm! A pinch of salt," he said to himself, "just one more pinch of salt and it'll be done. OH! How I shall ENJOY my soup! How I shall SLURP my soup! How I shall SMACK my lips and RUB my stomach!"

Fox stopped stirring. "What a shame there is no one to admire my magnificent cooking! Maybe I should invite someone to share my soup and dine with me."

magnificent = wonderful

Fox sat down to think. "I won't ask Lion," he decided, "because Lion would gobble all the soup at a gulp, and there would be none left for me. And I won't invite Dog or Cat because they would eat at least half. And I won't invite Bluebottle because of her buzz. Besides, she would put her feet in the food."

bluebottle = type of fly

Fox went on thinking. "H'm. H'm. H'm. I know!" He leaped up.

"I'll invite my dear friend Stork! Stork is a bird of fine feathers and feelings—Stork will be the ideal guest!" And Fox went hurrying out to invite his friend.

Stork was pleased to come. She bowed in the doorway, and thanked Fox for his kindness.

Go On

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"What a DELICIOUS smell! Mr. Fox, what a wonderful cook you must be. I am most honored to be asked to share your soup!"

Fox bowed back, and he grinned a foxy grin. As he bowed he was thinking snidy slidy foxy thoughts . . .

snidy = sneaky

"Aha!" he said to himself. "Mrs. Stork loves the SMELL of my soup! But if she loves the TASTE she might eat too long and too well! Let me see . . . Let me see . . . AHA!"

Fox hurried to set the table. He set a wide flat dish for himself, and a wide flat dish for Mrs. Stork. Mrs. Stork watched him, and her shiny little black eyes winked and blinked as she saw what Fox was doing.

"Do be seated, dear friend," Fox said, and he began to ladle the soup on to the plates. "Such hot soup! But you will find it cools quickly. See! I can eat mine now!" And Fox lapped up his soup with a flourish. "Aaaaaah! SO delicious!"

Mrs. Stork could eat nothing. Her long bill clicked and clacked against the dish, but not a drop of soup could she drink.

"DEAR Mrs. Stork!" Fox said. "Aren't you hungry? Dear me, dear me. Allow me to finish your soup for you . . . waste not, want not, after all!"

Fox drank up Mrs. Stork's soup with a loud slurp. Then he licked out the pan and polished the plates with his long red tongue.

"THERE!" said Fox. He sat back, his stomach bulging, and smacked his lips.

"Dear Mrs. Stork," he said, "there is nothing as fine as sharing a meal with a friend." And he smiled his foxy smile.

Mrs. Stork nodded. "You are quite right, Mr. Fox," she said. "Indeed, you are right . . . so I hope you will join me for a meal tonight. It would give me such pleasure to return your kindness!"

Fox shuffled a little and pulled at his whiskers. His slippery thoughts slid round in his head. Was Mrs. Stork staring a little coldly with her bright shining eyes? But a free meal was a free meal . . . and there was no soup left. Not a drip or a drop.

"I shall be delighted," Fox said.

Mrs. Stork bowed once more in the doorway.

"Until tonight," she said. "And the pleasure will be all mine."

Go On

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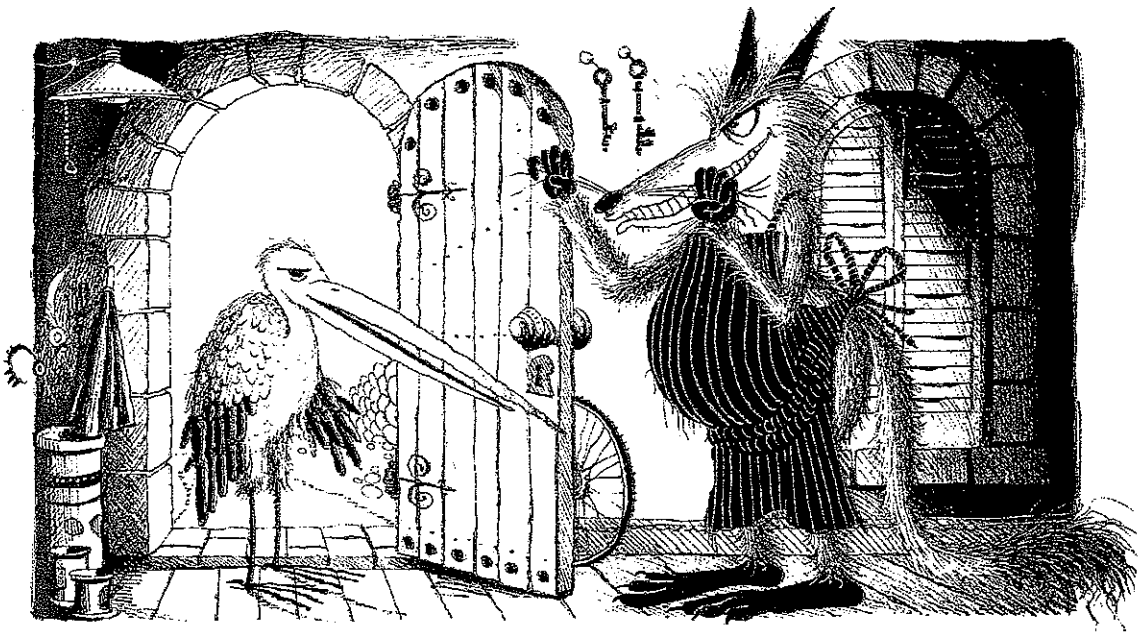

By the evening Fox was hungry again. He leaped out of his house and trotted through the deep dark woods to Mrs. Stork's house. A wonderful smell was wafting out through the open window.

wafting = floating

Fox sniffed happily, and rubbed his stomach. "TWO fine dinners in a day!" he said, and knocked at the door.

Mrs. Stork smiled as she let Fox in.

"DO sit down, dear friend," she said.

Fox hurried to the table. He stopped, and stared.

The table was heaped high with mouth-watering, nose-twitching, stomach-filling food . . . but every dish was tall and narrow.

"Just help yourself, dear friend!" said Mrs. Stork. "Feel free to eat whatever you wish!" and she plunged her long thin beak into the tallest bowl.

Fox said nothing. His stomach was howling and growling with hunger, but Fox said nothing at all.

"DEAR Mr. Fox!" said Mrs. Stork. "Aren't you hungry? What a shame. What a shame. Allow me to finish the meal for you."

And she did.

Go On

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Test 4—Question 5
READING: Literary Response and Analysis

5 Read this sentence from the story.

Alberto felt no taller than an ant.

In the chart below, explain what the author means by feeling "no taller than an ant." Give TWO different examples from the story to show what Alberto has done to cause this feeling.

What feeling "no taller than an ant" means	What caused this feeling

Exemplars:

What feeling "no taller than an ant" means

- Alberto was ashamed of his actions.
- Alberto was embarrassed by the way he treated Juan.
- Alberto felt small in spirit because he had been unfair/mean.
- other relevant text-based response

What caused this feeling

- built a fence to avoid sharing his tree
- rejected Juan's thank-you note
- accused Juan of stealing his apples
- consulted with the mayor about the "problem"
- plotted how to win the argument against Juan
- Juan's kindness and generosity
- other relevant text-based example

Rubric:

2 points	version of one "no taller than an ant" exemplar and versions of two supporting exemplars
1 point	version of one "no taller than an ant" exemplar and version of one supporting exemplar
0 points	other

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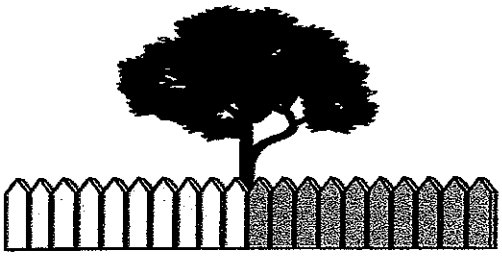
Both Sides of the Fence

by Teresa Bateman



Alberto and Juan lived in two houses that stood side by side outside a small pueblo.[1] Although both houses were much alike, Alberto had a splendid apple tree, puffed with pink blossoms each spring and bent low each autumn with fruit both red and ripe.

His neighbor, Juan, had little or nothing, except his family and his good nature.

Each day Alberto would brag about his apple tree. "It bears the finest blossoms and the finest apples," he declared. "That makes me the finest man in the pueblo."

"It is a beautiful tree," Juan agreed. "I'm glad you let us enjoy its beauty as well."

Somehow the thought that others benefited from his tree lessened Alberto's enjoyment. The tree was his, after all. Alberto decided to build a high fence so that he alone could enjoy the tree's blossoms and bounty.

Townsfolk shook their heads at his foolishness and left him to his pride.

One spring, however, Alberto was unhappy to see that a branch of his tree extended over the fence into his neighbor's yard.

"I can't cut it off," Alberto decided. "To damage so fine a tree would be wrong. Still, why should Juan receive any benefit from a tree that is clearly mine?"

He fretted and fumed through the pink-blossomed spring. He pondered and puzzled through the green-leafed summer. Then fall came, and with it a moment of truth.

While Alberto could pick the apples on his own land, and gather the windfalls[2] so not even squirrels could enjoy them, he could not set foot on the other side of the fence.

He pretended it didn't matter. But it did.

Then, one day, Alberto discovered an apple cake on his doorstep.

"Gracias,"[3] read the note. It was signed "Juan."

Alberto was furious. His apples were being used without his permission, and he considered Juan's note a slap in the face.

[1]**pueblo:** Spanish for "town" or "village"

[2]**windfalls:** fruit that has fallen from the tree, and also an unexpected profit

[3]**gracias:** Spanish for "thank you"

Go On

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"I must have justice!" Alberto declared. He hurried to the home of the mayor, bringing the cake along as evidence.

"See here," Alberto declared, plunking the cake down. "This was made with apples from *my* tree. Juan is guilty of stealing and left proof of it on my doorstep! He's probably sitting in his house, eating my apples and laughing at me even as we speak."

The mayor helped himself to a piece of cake while reading the note.

"A branch of your tree goes over the fence," the mayor pointed out. "Surely these apples are from that branch?"

"It doesn't matter," Alberto fumed. "My father planted that tree on property that's been in my family for years. The land and the tree are mine. The apples are mine as well."

The mayor considered the problem from all angles. "Four days from now a judge will visit our pueblo," he said at last. "Present your case, and surely justice will be done."

Alberto frowned. "How will I prepare my arguments for the judge?" he asked.

The mayor seemed to understand his problem.

"You've told me your side of the story. A fence, however, has two sides, as does every argument. The judge will expect you to understand both. A clever man knows his opponent's thoughts. Come back tomorrow and present me with Juan's point of view."

Alberto headed home, absently nibbling on the cake as he considered the arguments he would present to the judge. He tried to imagine what Juan might say. The branch *did* extend over the fence, and Juan had so little that any food would be welcome. Still, "It's *my* tree," Alberto said firmly to a passing dog.

The next morning Alberto returned to the mayor and presented what he imagined to be Juan's side of the case.

"He will say the apples fell onto his property and that makes them his," Alberto stated. "But if a dog wandered into his yard, the dog would not become his." (He was very proud of this argument.)

The mayor frowned. "Why, then, did Juan give you the apple cake?"

"Why? To rub my nose in his theft!" Alberto declared.

"Perhaps," the mayor said. "Yet Juan can ill afford to give food away. You are missing something. A fence has two sides, as does every argument. Perhaps you need another day to consider. You don't want to appear uninformed before the judge."

Alberto returned home and stared out at the tree and the fence. He thought of his own argument—the tree was his; therefore its fruit was his. He thought of Juan's probable argument—that the apples had

Go On

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fallen into his yard and, therefore, belonged to him. But why did Juan give him the cake? That night Alberto tossed and turned.

Early the next day he marched to the mayor's house. "How can I know why Juan gave me the cake?" he said angrily. "Who can know what is in another man's heart?"

"Juan knows," the mayor quietly replied. "Remember—things can look quite different from the other side of the fence."

"Very well," Alberto said grudgingly. "I will talk to Juan myself. It can only make my case against him stronger." He hurried from the mayor's door and soon arrived at Juan's house.

Alberto pounded on Juan's door, anxious to gather the evidence he needed.

Juan smiled when he opened the door. "Did you like the cake?" he asked.

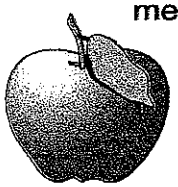
Alberto opened his mouth, but before he could get out a word, Juan continued. "I had to thank you," he said. "My family so enjoyed the branch of your tree that comes over the fence—blossoms in the spring, shade in the summer. I knew the man who owns the finest apple tree in the pueblo must surely be the most generous man as well, but the apples, of course, were yours. We got so much joy out of your tree, it would be poor repayment to simply give you the apples, so my wife baked all of them into a cake. I hope you enjoyed it."

Alberto felt no taller than an ant. His arguments dissolved like sugar in water.

"Will you join us?" Juan asked. He motioned to the table set with a simple meal of beans, rice, and tortillas.

Alberto knew at once he would not be presenting any case before the judge the following day.

"With pleasure," he said, "if you will allow me to add something to the meal."



He hurried home, gathered a basket of his finest apples, and carried them to the other side of the fence.

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SAMPLE --- Analyzing Data to Inform Instruction and/or Intervention

Data Source	Key Error Patterns	Instructional Implications
DIBELS Nonsense Word Fluency (NWF)	1. Frequently substitutes short "i" sound for the short "u" sound 2. Beginning to recode some "words"	1. Model and provide guided practice with making CVC (consonant-vowel-consonant) words with u as the vowel. Use dry erase board and/or magnetic letters to allow the student to manipulate the letters and independently create and/or change letters. 2. Have students run their fingers under the letters as they blend the sounds to make the word. Then have them repeat the word orally as a whole.
Writing Sample ***"My Sandcastle"***	Has difficulty with: 1, endings (es, ed) 2. substituted u for short o sound (e.g., uther, bruther) 3. vowel rules related to syllables (e.g., super for supper, levs for leaves) 4. word spacing	1. Model and provide guided practice with word endings using dry erase boards, post-its, magnetic letters, etc. 2. Provide direct instruction regarding vowel rules, for example: → two vowels together → vowels within two syllable words (e.g., supper, dinner) 3. Model the use of spacing between words to ensure that readers can easily read what is written. Look for examples that demonstrate this in examples of handwritten text.
Running Record using leveled text	1. Many errors preserve meaning of the text (e.g., drink-gulp; dad-father; beach-shore; omission of "end of the") 2. Two self-corrections → Student is self-monitoring for comprehension of the text. 3. Multiple examples of endings omitted (stepped; suddenly; landed)	**1 and 2** → Student seems to be **reading for meaning.** 3. Student is **not reading through the entire word.** Need to model and practice with the student to: → read through the word to the ending sound → word work to add endings to known words (dry erase board and/or magnetic letters) → word hunt to identify words with endings in connected text (e.g., highlighting, Post-its)
ISTEP+ Reading Applied Skills Constructed Response Question (Grade 4 - Test 4/Question #14)	Students (15) told the purpose of the dish instead of writing the reason the dish was used in the story - Did not make an inference about the type of dish each animal chose and why - Did not answer the question asked - Did not understand the format of the question	- The story required students to make inferences to determine why each type of dish was used. → Model with an anchor chart what good readers do when they make inferences → Use the Two Column format with the poem from Debbie Miller's Reading With Meaning to demonstrate how to make inferences → Use an explicit familiar text (e.g., Arthur's Pet Business) to have students note inferences in the illustrations and the text.

Double Entry Diary

Text or Excerpt From the Text	Reader's Response to the Text *I'm inferring...*
I am a _____.	_____
I swim in the sea,	_____
Flipping and shining.	_____
Can you see me?	_____
Now you do,	_____
And now you don't.	_____
Try and catch me –	_____
You won't, you won't!	_____
I jump in the air	_____
And feel so free,	_____
Twisting and turning.	_____
Can you see me?	_____
Now you do,	_____
And now you don't.	_____
Try and catch me –	_____
You won't you won't!	_____
By Georgia Heard	

Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Portland, Maine: Stenhouse Publishers.

Analyzing ISTEP+ Math Error Patterns to Inform Instruction and/or Intervention

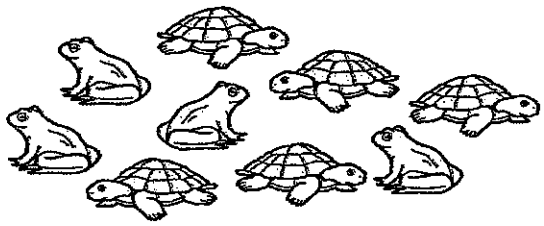
Grade 3	
Test 8 Question #6	Did not write in fraction form (11) *
	Incorrect denominator (9) *
	Wrote inverted fractions (3)
Number Sense	Wrote 2/2 and 3/2 (Had no understanding) (1)

Grade 4	
Test 8 Question #3	Rewrote given time information for process (6) *
	Could not order least to greatest (13) *
	Did not show work (6) *
Problem Solving	Wrote sentence - show your work (1)
	Wrote random numbers on the answer line (1)
	Wrote times on line as the answer, not names (1)

Grade 5	
Test 8 Question #4	Selected wrong shapes (5) *
	Explanation does not define congruent (3)
	Explanation lacked specificity (7) *
Geometry	Explanation makes no sense (2)
	Explanation is correct, but used wrong shapes in explanation (1)
	Blank (1)

Test 6—Question 8: Number Sense

8 Look at the picture below.



What FRACTION of the animals in the picture are frogs?

Answer _____

What FRACTION of the animals in the picture are turtles?

Answer _____

Exemplary Response:

- $\frac{4}{9}$

AND

- $\frac{5}{9}$

Rubric:

2 points	Exemplary response
1 point	One correct component
0 points	Other

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Test 8—Question 3: Problem Solving

3 Erik, Dena, Mark, and Lisa studied for the class spelling bee. Erik studied a total of 3 hours. Dena studied a total of 300 minutes. Mark studied a total of 2 hours. Lisa studied a total of 240 minutes.

Compare the amount of time each student studied for the class spelling bee. On the lines below, order Erik, Dena, Mark, and Lisa from the student who spent the LEAST amount of time studying to the student who spent the GREATEST amount of time studying.

Show All Work

Answer _____, _____, _____, _____

Exemplary Response:

- Mark, Erik, Lisa, Dena

AND

- Correct complete process

Sample Process:

- Erik: 3 hrs = 180 min
  Dena: 300 min
  Mark: 2 hrs = 120 min
  Lisa: 240 min

OR

- Other valid process

NOTE: Award 1 point if a valid process is shown with students listed from greatest to least.

Rubric:

2 points	Exemplary response
1 point	Correct answer only OR Correct complete process; error in computation
0 points	Other

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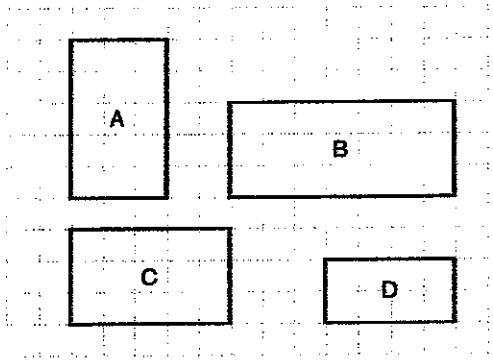
Test 8—Question 4: Geometry

4 Look at the four shapes on the grid below.



Which two shapes are congruent?

Answer _____ and _____

On the lines below, explain why the shapes you chose are congruent.

_____

_____

_____

_____

Exemplary Response:

- A and C

AND

- The two rectangles are congruent because they are the same size and shape.

OR

- Other valid response

Rubric:

2 points	Exemplary response
1 point	Correct answer only
0 points	Other

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Collaboration Meeting Record Form

Grade Level/Dept: **Date:**

1. List grade level team members present:

Member: _____

Member: _____

Member: _____

Member: _____

Member: _____

Member: _____

Member: _____

Member: _____

2. Procedures were established & implemented:

- ☐ Norms were established and followed.
- ☐ Clear measurable goals were set.
- ☐ The defined agenda was followed.
- ☐ Key findings were summarized.
- ☐ An agenda was set for the next meeting.

3. Check (√) tasks &/or topics for the meeting:

_____ 1. Examine student assessment data

_____ 2. Chart common error patterns

_____ 3. Reflect on impact of instruction and/or interventions on student achievement

_____ 4. Discuss instructional implications

_____ 5. Plan future instruction

_____ 6. Plan:
- ___ Enduring Understandings
- ___ Essential Questions
- ___ Activities
- ___ Differentiation
- ___ Content/Standards
- ___ Assessments

_____ 7. Curriculum Mapping

_____ 8. Examine resources for additional information
- ___ Grade-level Academic Standards
- ___ Curriculum Frameworks
- ___ Rubrics
- ___ Anchor papers/exemplars
- ___ Students Applied Skills Booklets
- ___ Current Professional Literature
- _____
- _____

_____ 9. _____

_____ 10. _____

4. Summarize key findings, decisions, or conclusions reached at meeting:

EXAMPLE:
Review of students' reading journal and teacher observation reflected that reading comprehension of text is limited to literal comprehension. Need to provide more support & modeling, with a think-aloud, needs to focus on making inferences. Use *Reading With Meaning* (Ch. 8) or *Strategies That Work*, (Ch. 7-8) for grade-level inquiry.

5. Set assignment(s) & focus for next meeting:

Plan for Next Meeting Agenda		
Agenda Item	**Task**	**Person Responsible**

Next Meeting:

Date: _____ **Time:** _____

Location: _____

Recorder: _____

6. Signature of current recorder:

_____

ELEMENTARY – SUMMATIVE ASSESSMENT TOOL – GRADE 1 (2008-2009)

Goal: By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading.

Objective: To increase the percentage of students reading at grade level by the end of the 2008-09 school year.

STUDENT IMPACT

ISTEP+ E/LA % mastery – Gr. 3

	'06	'07	'08	'09
Pass +	8%	2%		
Pass	5%	55%		
DNP	42%	43%		

ISTEP+ Data Writing Appl – Gr 3

	'06	'07	'08	'09
6	0%	2%		
5	13%	8%		
4	40%	47%		
3	35%	30%		
2	8%	10%		
1	4%	3%		

Reading Benchmark Assessment

# 46	Q#	OE	MC	Key Error Patterns
AUGUST 2008	1	27		-Blank -Mixed up beginning & end -Illegible (Wrote letters, not distinguishable words) -Copied answers
	2	22		-Blank -Told slow down instead of stop growing (told previous answer) -Illegible (Wrote letters, not distinguishable words) -Could tell answer, but not write it
	3	21		(Identify the problem in the story) -Wrote single words -Blank -Wrote string of random letters
	4		38	-Put 2 answers, not one -Blank
	5		27	-Confused which event happened first. -marked two answers
	6		30	-Blank -Two answers -marked the middle choice (smaller tree)
	7		39	-Marked two answers
43	Q#	OE	MC	Key Error Patterns
OC	1	1pt=33 0pts=10		What four things did Pat and Ben find on their walk? -Was not one specific animal that they missed

ANALYSIS OF DATA

September 12, 2008

-Ss struggled to write in response to short answer, open-ended questions.

-Ss seemed unfamiliar with bubbling in answers to MC Qs

-It was difficult to keep all students on the question being discussed.

-Few Ss looked back in the story for information

-The events in the story were very similar→ was confusing when they were asked questions about the sequence

-23/44 scored below level D on the Fountas & Pinell CRR in Aug

-Grade 1Teachers are unfamiliar with DIBELS data and how to use the data

DIBELS Error Patterns

Phonemic Segmentation Fluency (PSF)

-Gave onset-rime (incomplete segmentation)

-Low level of fluency with sound segmentation (but understood what they segmented)

-substituted incorrect sounds in the word

-Did not hear the final sound

Nonsense Word Fluency (NWF)

-Did not know the medial, short vowel sounds

-Said words that reflected reversals of letters (b, d, p, s, z)

-reversed letter sounds within the word (wub became buw)

-confused j and g sounds

-Demonstrated no understanding of the task

INSTRUCTIONAL RECOMMENDATIONS

September 12, 2008

-Need to model and practice writing across the day. Need to provide time and practice writing for a variety of reasons.

→ writing in response to text (all subject areas)

→ shared writing/interactive writing

→ writing about things they are familiar with (e.g., text-to-self connections, things they know→ all about me)

-Need to model and practice going back to the story for information to answer the question

-In January, literacy coach will provide support with DIBELS charts and train on analyzing DIB ELS.

October 24, 2008

-Need to support students with sight word practice within literacy centers.

-Need to provide professional development for grade 1 teachers on analysis of DIBELS data to determine instructional implications.

-Need to support students through modeling with a think-aloud, guided practice with specific feedback, and independent practice to use a variety of strategies (more than picture clues) when they come to an unknown word.

→ look at beginning sound

→ look at known chunks in the word

→ read the two words before and the two words after

→ read the two sentences before and the two sentences after

Need to look at ways to model and practice short vowels and word families

→ within literacy centers

→ during word work using dry erase

INDIVIDUAL TEACHER COMMITMENT FOR THE QUARTER

August Commitments

-Need to model and practice writing across the day. Need to provide time and practice writing for a variety of reasons.

→ writing in response to text (all subject areas)

→ shared writing/interactive writing

→ writing about things they are familiar with (e.g., text-to-self connections, things they know→ all about me)

October Commitments

Continue to support students to understand the elements of story structure (characters, setting, problem/wish-want, B/M/E)

Need to embed explicit word work (modeling, guided practice, and independent practice) through:

1) modeling with a teaching chart

2) guided practice during word work using individual dry erase boards

3) independent practice embedded within literacy centers

TOBER 2008				-They either understood or did not. (Could have only used picture clues)
	2	1pt=18 Opts=25		What does Ben say about the cat, dog, hen, and cake? (Everything was his.) -Gave incomplete response (wrote a word only) -Copied information from the text, but did not A the Q (Had to read the text→ could not just use picture clues)
	3	1pt=31 Otps=12		-Confused the #s 6 and 9 and what each character said
	4	1pt=35 Opts=8		-Confused the #s 6 and 9 and what each character said
	5		1pt=42 Opts11	Looked at pictures. (Teacher read Qs) -Chose the tree (is an illustration in the text)
	6		1pt=39 Opts=4	Look at pictures. Only one of the pictures happens in the story.
	7		1pt=29 Opts=14	Which box shows things that go together? No pattern except several colored in more than one choice. → Omit Q next year
	8		1pt=32 Opts=11	-Ss had no understanding of what the Q was asking

DIBELS		Sept N=48	Jan/Dec N=	May/April N=
LNF (Use local norms)	Low risk	20		
	Some risk	24		
	At risk	4		
PSF	Low risk	32		
	Some risk	12		
	At risk	4		
NWF	Low risk	13	(50/15wrc)	(50/15wrc)
	Some risk	20		
	At risk	15		
ORF	Low risk			(40 wpm)
	Some risk			
	At risk			
Retell	Low risk			
	Some risk			
	At risk			
WUF (Use local norms)	Low risk	12		
	Some risk	17		
	At risk	18		

Word Use Fluency (WUF)
-Could not use many of the given words correctly in a sentence and often would not even attempt to do so
-Said very brief sentences (2-4 words)
-Demonstrated no understanding of the task

October 24, 2008
-Based on CRR data, 24/47 grade 1 Ss hit the October benchmark of Level E.

-Ss not making progress on CRRs are not making progress with sight words.

-Teachers in grade 1 need additional support with understanding how to progress monitor with:
→ PSF
→ NWF
→ DORF/Retell
As well as analyze data

Based on the reading benchmark data, Ss are:
→ very reliant on picture clues
→ Ss are improving with test-taking skills
→ Ss improved at going back to the text to look for information
→ Ss are starting to understand the elements of story structure (characters, setting, problem/wish-want, B/M/E)

-Continue to work with short vowels and word families. Ss struggle to change the vowel sound in the word. E.g., change bat to bet.

boards to assess individual understanding
→ during shared and/or interactive writing
→ explicit modeling with a teaching chart which is then posted to support student independence

January Commitments

March Commitments

Running Records

	Aug N=44 GOAL=D	Oct N=47 GOAL=E	Jan. N= GOAL=F	Mar N = GOAL=H	May N= GOAL=J
AA	2	0			
A	5	4			
B	10	7			
C	6	0			
D	7	12			
E	3	7			
F	5	5			
G	1	3			
H	1	2			
I	1	4			
J	1	1			
K		2			
L					
M					
N					
O					
P					
Q					
R					
S					
T					
U					
V					
W					
X					
Y					
Z					