

A photograph of a classroom where several students are raising their hands. In the foreground, a young girl with dark hair in pigtails, wearing a red shirt, has her right hand raised. To her right, another student in an orange shirt also has their hand raised. In the background, a chalkboard is visible with some faint, illegible writing. The overall scene suggests an active learning environment.

# **Florida Assessments for Instruction in Reading**

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Just Read, Florida!**

# Overview of K-12 Florida Assessments for Instruction in Reading

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- Based on feedback from Florida schools
- System combines screening, targeted diagnostic tasks, and ongoing progress monitoring
- Primary focus on informing classroom instruction for teachers

# Florida Assessments for Instruction in Reading--Cost Savings

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- Capitalized on federal Reading First funding since 2002 to develop PMRN
- Reduced need for additional assessments
- Reduced printing
- Reduced personnel—data transfer/scoring

# Next Generation Assessments: What's New?

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- Aligned to Florida's standards
- Includes vocabulary and comprehension for grades K-2
- Computer-adaptive comprehension for grades 3-12
- Diagnostic and specifically linked to professional development and instructional strategies
- Automatic reporting to the Progress Monitoring and Reporting Network (PMRN)

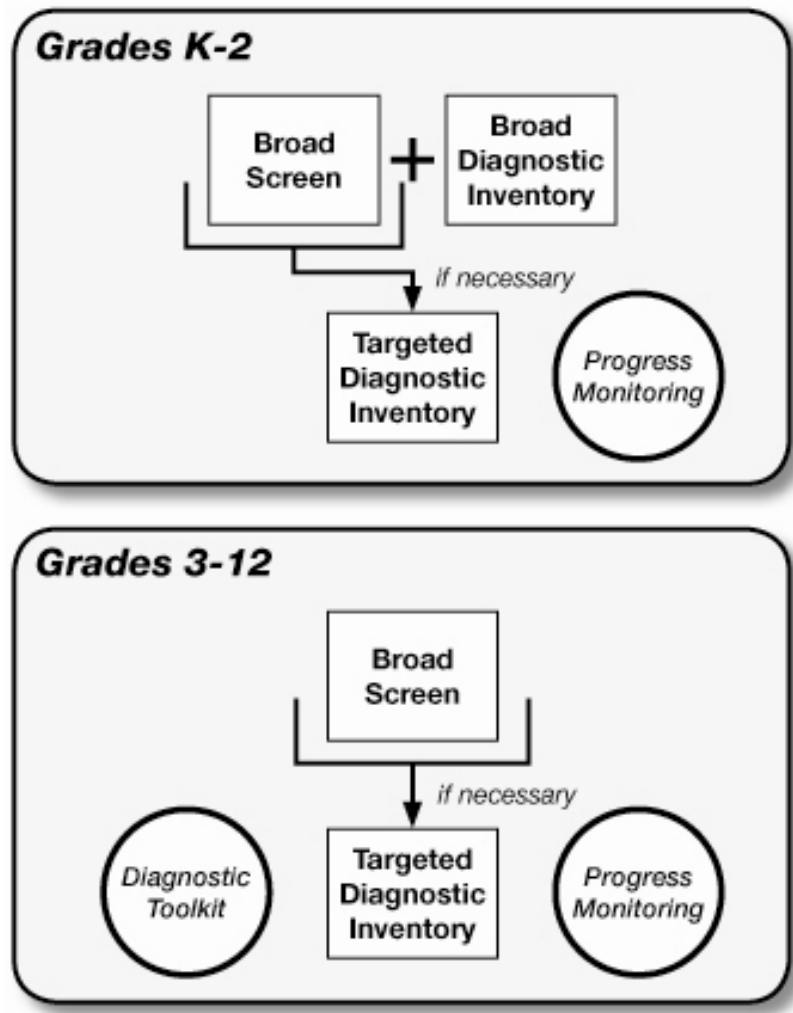
# Next Generation Assessments: What's New?

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- Based on strong psychometric research in Florida schools with Florida students
- Predicts performance on a norm-referenced test and FCAT
- Comprehension is assessed in instructional level passages
- Reading comprehension and oral reading fluency passages are equated for difficulty

# K-12 Florida Assessments for Instruction in Reading

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# Success Zones - Probability Scores

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**GREEN**

85% or better probability of grade-level or above performance on the SESAT/SAT-10/FCAT

**YELLOW**

16-84% probability of grade-level or above performance on the SESAT/SAT-10/FCAT

**RED**

15% or less probability of grade-level or above performance on the SESAT/SAT-10/FCAT

# Response to Intervention and Problem Solving Process

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Tiered System of Instruction – A continuum of increasing intensity

- **Tier 1:** Core Curriculum, All students, including students who require curricular enhancements for acceleration.
- **Tier 2:** Strategic Interventions, Students who need more support in addition to the core curriculum.
- **Tier 3:** Comprehensive & Intensive, Students who need individualized interventions.

\* **Please note: The PRS or FSP Success Zones (Green, Yellow, and Red) should NOT be thought of as a 1:1 correspondence with Tier 1, 2, and 3.**

Problem Solving Process

- **Define** – what is the problem?
- **Analyze** – why is it occurring?
- **Implement** – what are we going to do about it?
- **Evaluate** – is it working

[www.florida-rti.org](http://www.florida-rti.org)

# The K-2 “Big Picture” Map

<p><b>Broad Screen/Progress Monitoring Tool</b> (BS/PMT) “All” children</p>	<ul style="list-style-type: none"> <li>• Letter Naming &amp; Sounds</li> <li>• Phonemic Awareness</li> <li>• Word Reading</li> </ul>
<p><b>Broad Diagnostic Inventory</b> (BDI) “All” children</p>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Reading Comprehension</li> <li>• Vocabulary</li> <li>• Spelling (2<sup>nd</sup> grade only)</li> </ul>
<p><b>Targeted Diagnostic Inventory</b> (TDI) “Some” children</p>	<ul style="list-style-type: none"> <li>• K = 9 tasks</li> <li>• 1<sup>st</sup> = 8 tasks</li> <li>• 2<sup>nd</sup> = 2 tasks</li> </ul>

# The 3-12 “Big Picture” Map

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Type of Assessment	Name of Assessment	Information Given
Broad Screen/Progress Monitoring Tool (BS/PMT) – “All” children	<ul style="list-style-type: none"> <li>• Reading Comprehension (RC)</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies students who may need additional literacy instruction in order to meet grade level standards by the end of the year</li> </ul>
Targeted Diagnostic Inventory (TDI) – “Some” children	<ul style="list-style-type: none"> <li>• Maze</li> <li>• Word Analysis (WA)</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between what type of intervention is needed                             <ul style="list-style-type: none"> <li>– Comprehension and Text Reading Efficiency</li> <li>– Deeper Word Level Skills</li> </ul> </li> </ul>

# Why use a computer adaptive test?

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- A computer adaptive test (CAT) provides a more reliable assessment of student ability in a shorter amount of time than a traditional test, because it picks questions at a level of difficulty that are most informative for each student.
- Computer adaptive tests provide more reliable assessments particularly for students at the extremes of ability (extremely low ability or extremely high ability).

# How is the student placed into passages/items?

Task	Placement Rules
<b>Reading Comprehension - Adaptive</b>	<p>For AP 1, the first passage the student receives is based on a general estimate of the student's ability. Currently this estimate is comprised of the student's grade level and their prior year FCAT. If the student does not have a prior year's FCAT, then the mean FCAT score for that school and that grade level is used instead.</p> <p>For AP 2 and 3, the first passage the student receives is based on the student's prior FSP. If the child has not taken the RC Screen before then the logic for AP 1 is used.</p>
<b>Maze – Not adaptive</b>	<p>All students receive two passages that are predetermined based on grade level and assessment period (AP). For example, all students in grade 7 at AP 2 would receive the same two passages.</p>
<b>WA - Adaptive</b>	<p>At each assessment period, a predetermined set of 5 words is given based upon grade level. Based on how the student performs on these first five words will determine an estimate of ability. The student will then be given harder or easier words based on the estimate of ability until the data provides a reliable estimate of ability. The minimum number of words a student will receive is five and the maximum is thirty.</p>

# FCAT Content Areas

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- Each question on the Reading Comprehension passages is categorized into one of the four content areas:
  1. Words and Phrases in Contexts
  2. Main idea, Plot and Purpose
  3. Comparisons and Cause/Effect
  4. Reference and Research
- Based on the student's performance on the Reading Comprehension, he/she will receive a score of:
  - High – Medium – Low – Not enough information in each of the four areas
- High is approximately equal to a performance at the 80<sup>th</sup> percentile

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# Ongoing Progress Monitoring

Things to Consider

# The Purpose of Frequent Progress Monitoring

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- Progress monitoring during the year is used to determine whether or not students are responding adequately to their current instructional environment.
- If their growth within their current environment is determined to be inadequate, they should experience an instructional change designed to increase their rate of progress.
- There are different types and purposes for progress monitoring, which call for a range in the frequency of administration (e.g., weekly, monthly).

# Issues Involved in Deciding on the Frequency of Progress Monitoring

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Setting a reasonable interval for progress monitoring actually depends on three pieces of information about the reading assessment being used:

1. How much growth on a given outcome (i.e., oral reading fluency) can be reasonably expected during a given interval of time?
2. How reliably does the assessment measure the outcome of interest?
3. How closely are the different probes of the ability equated for difficulty?

# Recent Research

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- Indicates that measuring growth with oral reading fluency probes once every 3 or 4 weeks produces just as reliable an estimate of growth over that period of time as averaging growth from weekly assessments.
- The research also showed that measurement accuracy could be improved if more than one probe was administered at each assessment period.
- In the new *Florida Assessment for Instruction in Reading* system, oral reading fluency passages have been empirically equated for difficulty, which substantially reduces the need to administer more than one passage at each assessment, since variability across passage difficulty is eliminated.
  - (Jenkins, Graff, & Miglioretti, 2009)

# Issues Regarding Frequency and Utility of Progress Monitoring Assessments

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- Measures like oral reading fluency are referred to as “**general outcome**” curriculum based measures because they assess student proficiency on a general outcome of interest.
- They have the advantage of being able to determine growth rates for individual students that can be compared against a desirable standard of growth over time.
- Thus, they can indicate **whether or not an intervention is sufficiently powerful to “close the gap”** on the outcome measure over a reasonable period of time.
- Although they provide information about the necessity for a change in a student’s instructional environment, they **do not** necessarily provide information about **how the program should be changed in order to increase student performance.**

# Issues Regarding Frequency and Utility of Progress Monitoring Assessments

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- Information that can be used to suggest **ways that instruction should be changed** is more likely to be provided by assessments that are very closely tied to the specific curriculum that is being used to guide instruction.
- This type of assessment, frequently referred to as “**classroom-based formative assessment**”, should be given very frequently to assess whether the student is learning what is being taught.
- Although this type of assessment has immediate value for making day-to-day adjustments to instruction, it has less value as a measure of general progress in learning to read, since it represents such a small part of the overall reading process.

# Examples of “General Outcome” Curriculum Based Measures

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Oral Reading Fluency (ORF)

OPM Maze Task

OPM Reading Comprehension

OPM TDI Tasks – OPM\*

\*These tasks form a developmental continuum where 80% mastery is expected. Thus, these are similar to what many teachers might use for classroom-based formative assessment.

# Examples of “Classroom-Based Formative Assessment”

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Unit Tests

Weekly Quizzes

Writing Samples

Informal Inventories

# In summary...

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- General outcome measures should not be given more frequently than is necessary to establish a reliable estimate of growth.
- Giving them more frequently than that takes time away from instruction unnecessarily.
- In contrast, teachers should be constantly (hourly, daily, weekly) acquiring formative assessment data about their student's progress in mastering their specific lesson objectives.

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# PMRN Reports

An overview of the type of reports available highlighting a demographic report helpful for comparison of groups

# Types of Reports in PMRN

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- **Status**
- **School Wide Student Status**
- **Progress**
- **Class Progress Tracking**
- **Grade Summary**
- **Demographics**
- **Cumulative**
- **Success Zone Report**
- **Ongoing Progress Monitoring**
- **Year End Outcome**
- **Missing Score**
- **Coach's Log**
- **School Wide Student 3+ Progress**

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# **Use Data to... monitor progress of specific groups of students**

# School Demographic Reports

Demographic data is available, by assessment period, at the school and district levels for Probability of Reading Success (PRS) and FCAT Success Probability (FSP).

Progress Monitoring & Reporting Network: Reports

**School Instructional Level Demographics Report**

District: Your District School: Your School Class: All

Grade: 1st Grade Probe: All Student: All

Assessment: 2 School Year: 2006-2007 Date/Time: 6/28/2007 5:13 PM

Category	Total Number of Students	Intensive		Strategic		Initial	
		Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
<b>Population</b>	86	2	2.3%	17	19.8%	67	77.9%
<b>Gender</b>							
Female	39	0	0%	4	10.3%	35	89.7%
Male	47	2	4.3%	13	27.7%	32	68.1%
<b>Ethnicity</b>							
Asian or Pacific Islander	1	0	0%	0	0%	1	100%
Black, Non-Hispanic	13	0	0%	2	15.4%	11	84.6%
Hispanic	20	0	0%	5	25%	15	75%
Multiracial	5	0	0%	2	40%	3	60%
White, Non-Hispanic	46	2	4.3%	8	17.4%	36	78.3%
Unreported	1	0	0%	0	0%	1	100%
<b>Free or Reduced Lunch</b>							
Eligible for Free/Reduced Lunch	45	0	0%	13	28.9%	32	71.1%
Not Eligible for Free/Reduced Lunch	40	2	5%	4	10%	34	85%
Unreported	1	0	0%	0	0%	1	100%
<b>Primary Exceptionality</b>							
None	71	1	1.4%	12	16.9%	58	81.7%
Educable Mentally Handicapped	1	0	0%	0	0%	1	100%
Speech Impaired	8	1	12.5%	2	25%	5	62.5%
Language Impaired	3	0	0%	3	100%	0	0%
Visually Impaired	1	0	0%	0	0%	1	100%
Specific Learning Disabled	1	0	0%	0	0%	1	100%
Developmentally Delayed	1	0	0%	0	0%	1	100%
<b>Limited English Proficiency</b>							
Limited English Proficiency	6	0	0%	3	50%	3	50%
English Proficient	79	2	2.5%	14	17.7%	63	79.7%
Unreported	1	0	0%	0	0%	1	100%
<b>504 Status</b>							
Yes	1	0	0%	0	0%	1	100%
No	82	2	2.4%	17	20.7%	63	76.8%
Unreported	3	0	0%	0	0%	3	100%

# District and School Data File

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- The data file allows all of the data to be downloaded so that Users can complete their own analyses.
  - If the PMRN does not have a report comparing the groups of interest, then the data file allows a school or district to download the data for analysis using other systems such as Excel or SPSS.
- The file can be downloaded at the district or school level. The file is a text file.
- Each school has its own file and it can be downloaded by the SL1, SL2, SL3, and SL4 Users at the school (up to 7 people at the school have access).
- The process for accessing the file is described at [http://www.fcrr.org/pmrn/download2access\\_excel.htm](http://www.fcrr.org/pmrn/download2access_excel.htm).

# K-12 Assessments Implementation Study – 2008-09

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20 schools in 4 counties (Broward, Manatee, Leon, & Alachua) administer new tests during 3 assessment windows

- Teachers individually administer the K-2 assessments (except grade 2 spelling)
- Reading teachers in grades 3-12 take students to computer lab or Internet-connected computers
- Teachers give feedback on tests, links to instruction, and toolkit
- Student selected to participate are representative of the demographics of Florida schools
- 3 high schools in Volusia, Citrus, and Polk Counties piloting as part of CATER

# Psychometric Work – 2008-09

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Testers administer (in Manatee, Leon, & Alachua):

- Additional PA & WR items for Broad Screen: K-1
- Additional vocab items in fall; validation in spring
- Additional passage tryouts at all grades, with links to word placement list.
- Equating study for OPM Maze & G3-G5 fluency
- Lexile equating study (with MetaMetrics)
- Comparison: DIBELS with Broad Screen in K; FORF with Maze; WA with reading

7 schools each in Orange County, Duval and Hillsborough participated in redesigned linking study of RC screen and TDI mazes and RC OPM

# Professional Development

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- Three main components of PD:
  - How to Administer Assessments
  - What do the Results mean for Instruction?
  - The new PMRN reports
- December and January:
  - FCRR trains RFPD coordinators and FLaRE trainers
- Winter and Spring, 2009:
  - RFPD and FLaRE Coordinators train reading coaches and developers to be master trainers in all districts choosing to use new assessments
- Summer Academies:
  - All attendees trained (teachers, leadership)

# 2009 Just Read, Florida! Summer Professional Development

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- Reading program-specific training, reading intervention academies, reading coach academies
- Academies will take place in 24 venues throughout the state beginning the week of June 8 and concluding the week of August 10.
- Registration for K-5 and 6-12 Master Trainers for FAIR and the K-5 and 6-12 Administrator Overviews for FAIR will open May 18 and close May 29.
- Space is available in all venues for master trainers and administrators to participate. Visit <http://events.verdigre.com> to register.

# Ordering of Materials

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- Contract with vendor through PAEC
- Online ordering system ready in June
- District ordering on behalf of schools
- Shipping to a single location in each district