

HI! I'M LAURA

I'm an educational therapist and curriculum designer at Ascend SMARTER Intervention where our mission is to make research-based instruction easy and accessible.

- At Ascend, we've worked directly with over 500 students with learning difficulties in grades K-12.
- We consult with and have trained over 25,000 educators and specialists at the school and district levels throughout the world.



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WHY

Why do we need to track data?

WHAT

What is the step-by-step process for collecting data and using data to differentiate in small groups?

HOW

How do I follow these steps?

WHAT IF

Q & A

TRAINING OUTLINE

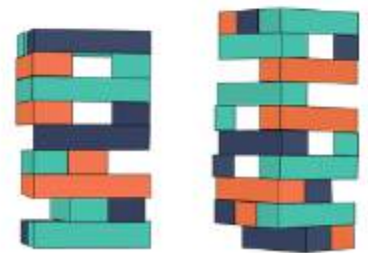
Reflection -

What is your role?

How does data impact you in your role?

Why is Data Important?

- Data gives us information about students' learning profiles and individual needs (giving us clarity!)
- Students needs change and evolve (Feels like “whack-a-mole”)
- It helps us be more efficient (saving us time!)
- It helps us speak more clearly about student progress/needs (establishing trust in us)



WHAT ARE WE ASSESSING?

Sometimes we feel like we are drowning in data and we don't know what to do with it because we're losing the bigger picture.

Types of Assessments

Formal Assessments

- Universal Screening Tools (*Tier 1*)
- Curriculum-Based / Mastery-Based Tools (*Tier 1, 2, & 3*)
- Standardized Assessment (*Tier 3*)

Ongoing Assessments

- Observation
- Work samples/potfolios
- Exit tickets
- Trials / Binary Data Tracking

Purpose of Assessments

Formal Assessments

- Can the student read at a proficient level / are they on target with age / grade level expectations?
- If not, what is the underlying cause of their difficulty?
- What small group should I place this student in?

Ongoing Assessments

- What are students' specific areas of for growth? (helps us differentiate)
- Should this student be referred for testing and do they need more support?
- Is the student making progress?

Key Research

Gough & Tunmer, 1986; Scarborough, 2001

Language
Comprehension



Word
Recognition

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

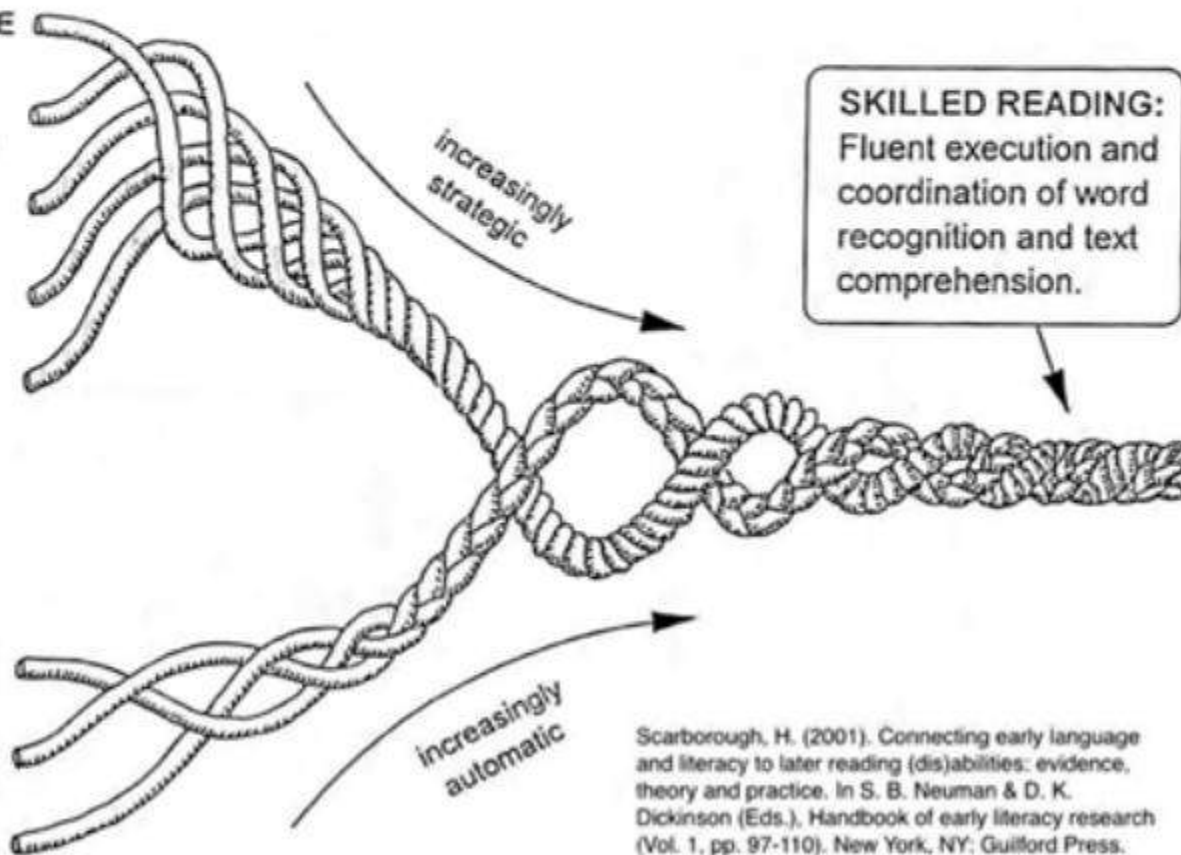
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Scarborough, H. (2001). Connecting early language and literacy to later reading (dis)abilities: evidence, theory and practice. In S. B. Neuman & D. K. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 1, pp. 97-110). New York, NY: Guilford Press.

Why are we assessing?

If a student is not reading at a proficient level, what is the underlying cause of their difficulty?



**Language
Comprehension**



**Word
Recognition**

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

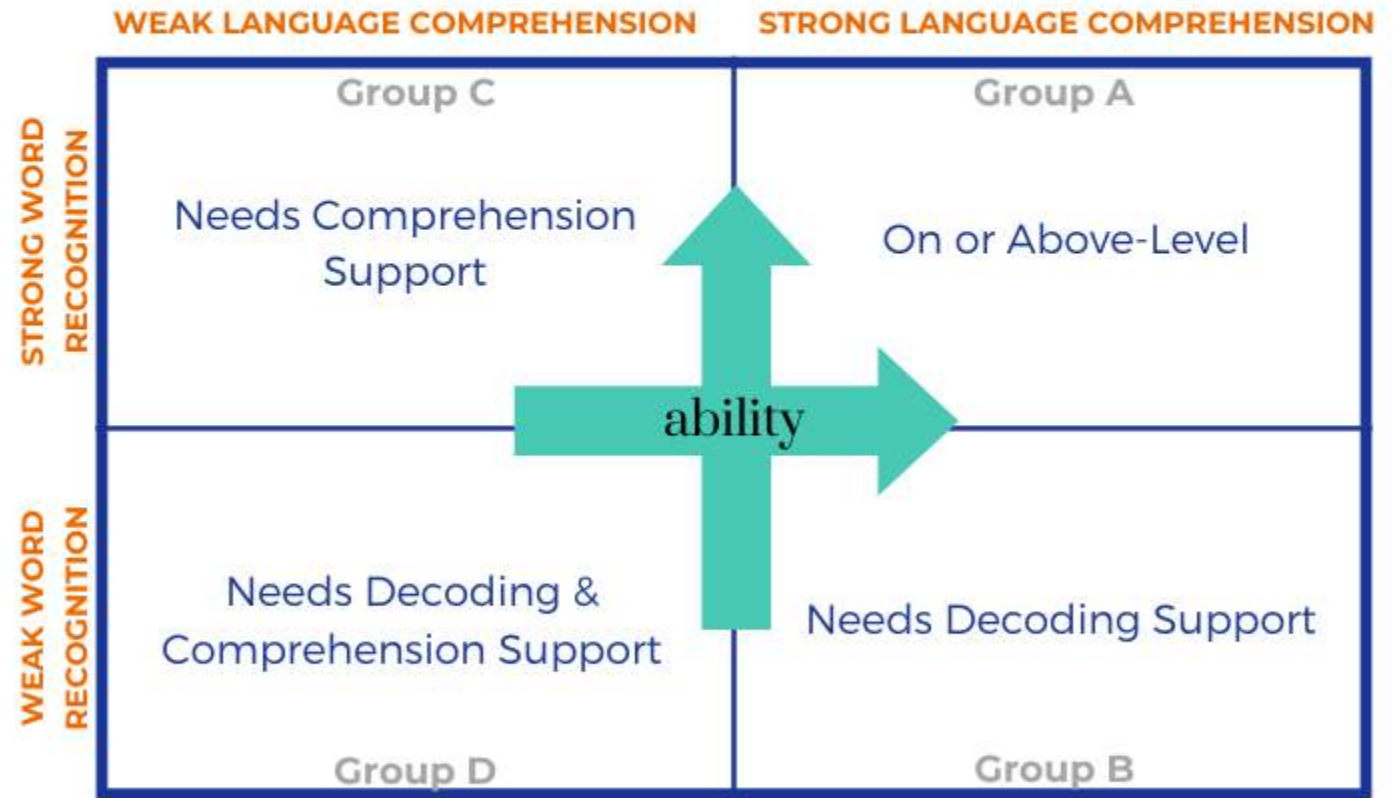
DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Why are we assessing?

Our formal assessments should help us to place students into one of these four groups.

Once we have these groups, we can understand what data to collect informally and how to differentiate.





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TRAINING OUTLINE

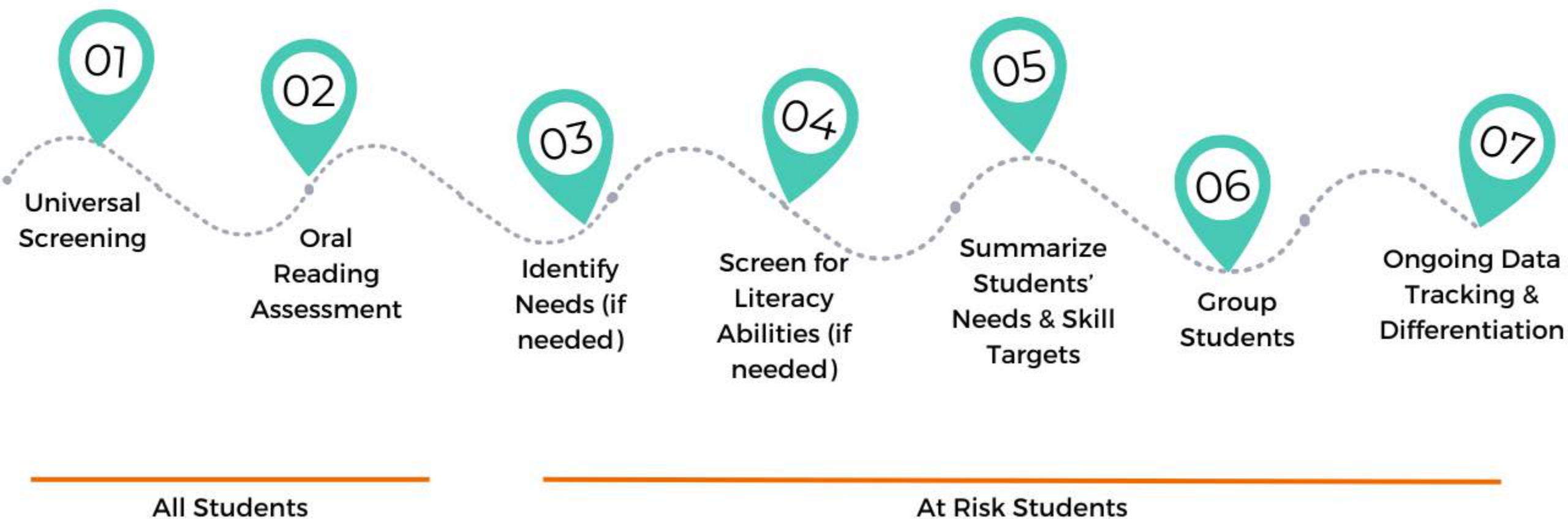
Reflection -

What type of data are you collecting currently?

What do you do with this data?

data tracking

STEPS



Step-by-Step Process

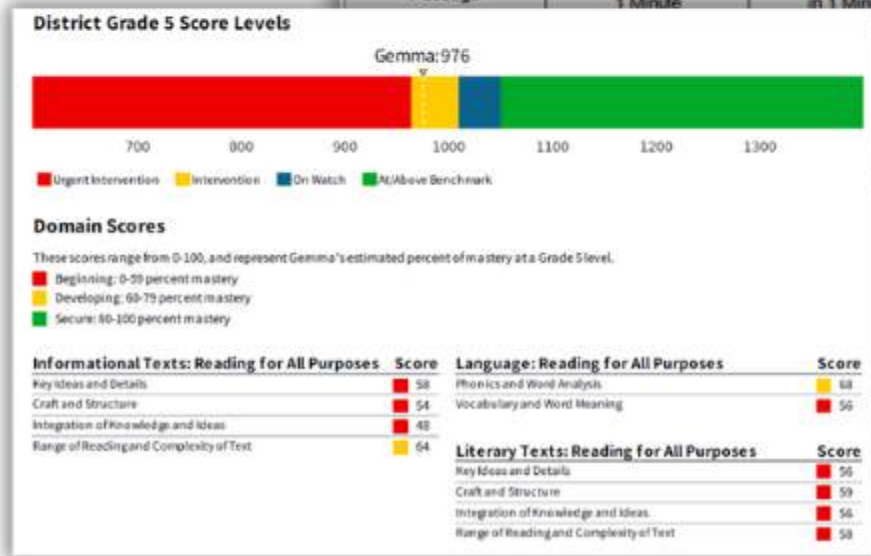
1

Universal Screening



Complete a formal assessment for each student to see if they are on grade level.

Ascend Literacy Needs Screening			
Name:		Date:	Grade:
Step 1: Universal Screening			
Assessment/s*	Criteria for Risk	Student Score	At risk?
<input type="checkbox"/> iReady <input type="checkbox"/> MAP <input type="checkbox"/> AIMSweb <input type="checkbox"/> STAR <input type="checkbox"/> Acadience <input type="checkbox"/> DIBELS <input type="checkbox"/> Other: _____	Student scores fall below benchmark on one or more subtests		Yes No
Step 2: Oral Reading Assessment			
Provide the student a short passage at their grade reading level (or instructional reading level if grade level is not appropriate based on student needs. Have the student read aloud while you follow along. Mark the number of errors (repetitions, substitutions, additions, omissions, etc.) within the text. Calculate the number of words the student read correctly in one minute (CWPM). Then calculate the percent accuracy. Use the Oral Reading Assessment - Comprehension Questions for Language Comprehension Skills - Reading Comprehension data if needed (this is optional).			
Passage	Total Words Read in 1 Minute	Correct Words Read in 1 Minute	% Accuracy
			$\frac{\text{Correct Words Read} - \text{Errors}}{\text{Total Words Read}} \times 100$
			Rate - Oral Reading Accuracy - At risk?
			No Yes No
* If Oral Reading Rate, or Oral Reading Accuracy, or Oral Reading Comprehension is not identified as "at risk" the year.			



Step-by-Step Process

- *If students are not below the benchmark or flagged as at risk on either the Universal Screening or the Oral Language Assessment, you do not need to do any further data analysis.*
- *Continue with your classroom instruction.*



Step-by-Step Process

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Screen for Literacy Abilities (Curriculum/Mastery-Based)

WORD
RECOGNITION



Phonics



Phonological Awareness

LANGUAGE
COMPREHENSION



Vocabulary



Reading Comprehension

Step 4: Screen for Literacy Abilities – Word Recognition Skills

Assessments*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Sound Differentiation _ / _ = _ %	
	TOTAL Score Accuracy _ / _ = _ %	Phoneme Blending _ / _ = _ %	
		Phoneme Segmentation _ / _ = _ %	
		Phoneme Manipulation _ / _ = _ %	

Step 4: Screen for Literacy Abilities – Language Comprehension Skills

Assessments*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Categories: _ / _ = _ %	
	TOTAL Score Accuracy _ / _ = _ %	Synonyms _ / _ = _ %	Yes No
		Antonyms _ / _ = _ %	
		Syntax _ / _ = _ %	

Step 4: Screen for Literacy Abilities – Language Comprehension Skills

Assessments*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Direct Recall _ / _ = _ %	
	TOTAL Score Accuracy _ / _ = _ %	Sequence & Main Idea _ / _ = _ %	Yes No
		Connections _ / _ = _ %	
		Inference & Prediction _ / _ = _ %	
		Synthesis & Analysis _ / _ = _ %	

Step-by-Step Process

5 Summarize Students' Needs & Skill Targets

- *Use this data to establish goals*
- *Use this data to share with others*
- *Use this data to guide our instruction (and our ongoing data tracking)*

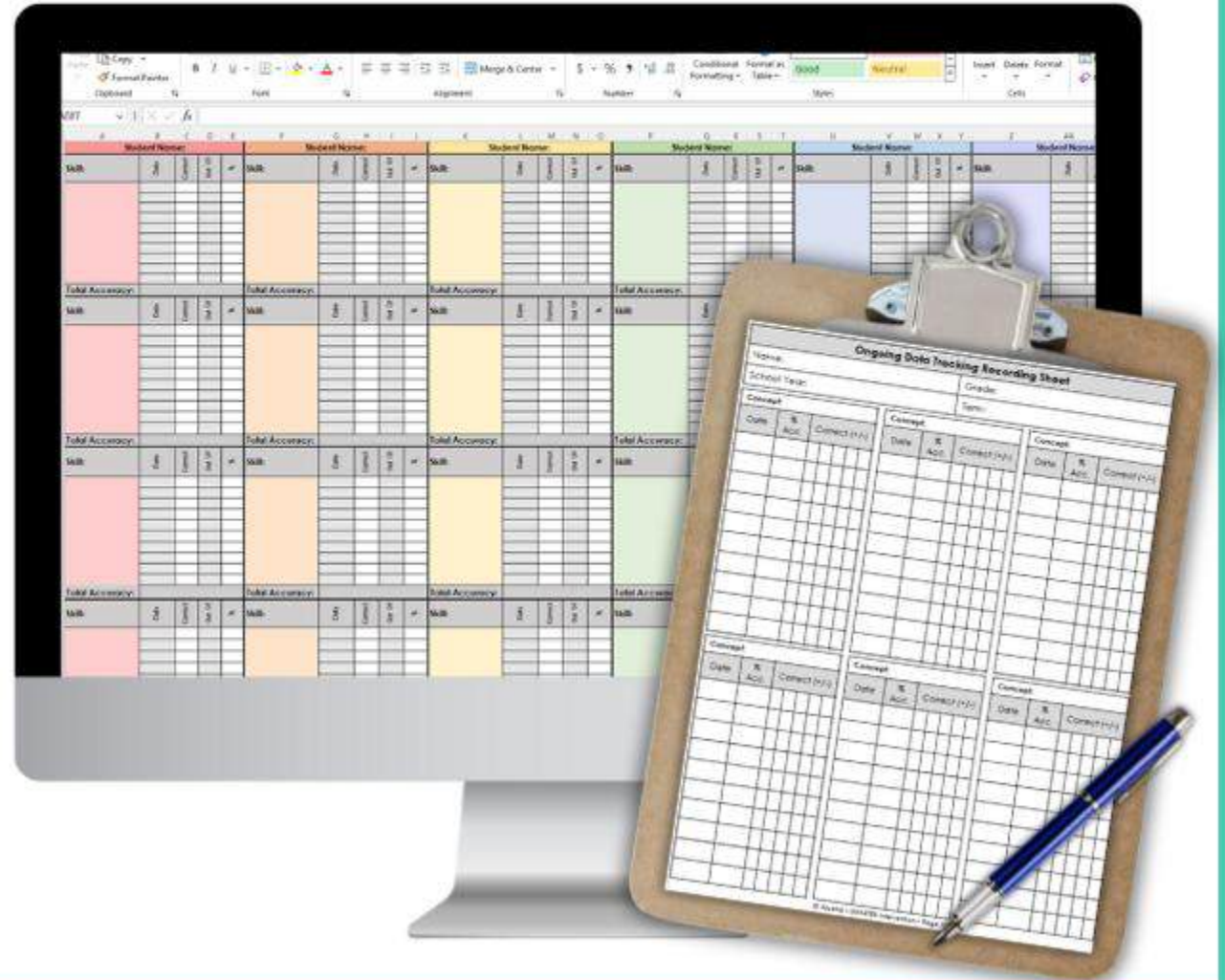
Step 5: Summarize Student Needs & Skill Targets			
Universal Screening			
Assessment/s*	Score(s)	At risk?	
		Yes	No
Oral Reading			
Measure	Score	At risk?	
Rate		Yes	No
Accuracy		Yes	No
Identified Areas of Need			
Concept	Assessment	Area of Need?	
Word Recognition Skills		Yes	No
Language Comprehension Skills		Yes	No
Skill Targets			
Concept	Score(s)	Area of Need?	
Word Recognition – Phonemic Awareness		Yes	No
Word Recognition – Phonics		Yes	No
Language Comprehension – Vocabulary		Yes	No
Language Comprehension – Reading Comprehension Skills		Yes	No
Ongoing Data Tracking			
Phonemic Awareness	Phonics	Vocabulary	Reading Comprehension
<input type="checkbox"/> Sound Differentiation <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Manipulation	<input type="checkbox"/> Closed Syllables <input type="checkbox"/> VCE Syllables <input type="checkbox"/> R-Controlled Syllables <input type="checkbox"/> Open Syllables <input type="checkbox"/> Vowel Team Syllables <input type="checkbox"/> Words with Affixes	<input type="checkbox"/> Categories <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Syntax	<input type="checkbox"/> Direct Recall <input type="checkbox"/> Sequence & Main Idea <input type="checkbox"/> Connections <input type="checkbox"/> Inference & Prediction <input type="checkbox"/> Synthesis & Analysis

Step-by-Step Process

7

Ongoing Data Tracking & Differentiation

- *Based on the literacy needs you will determine specifically which skills are most important to track*
- *This should be granular enough to be able to provide a +/- scoring (meaning the data should be objective and binary)*



Step-by-Step Process

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Ongoing Data Tracking & Differentiation

- You can track data in real-time or through graded assignments.
- Use small group time to collect data.
- Use what you have on hand (ex. sticky notes, notebook, scrap piece of paper).



Word Reading

Henry + - + + +

Omar - - + - +

Jackson + + - - +

Jasmine - - - + +

Preston - + + - +

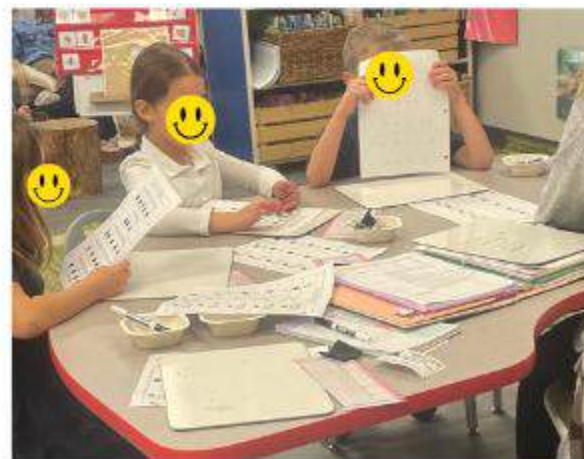
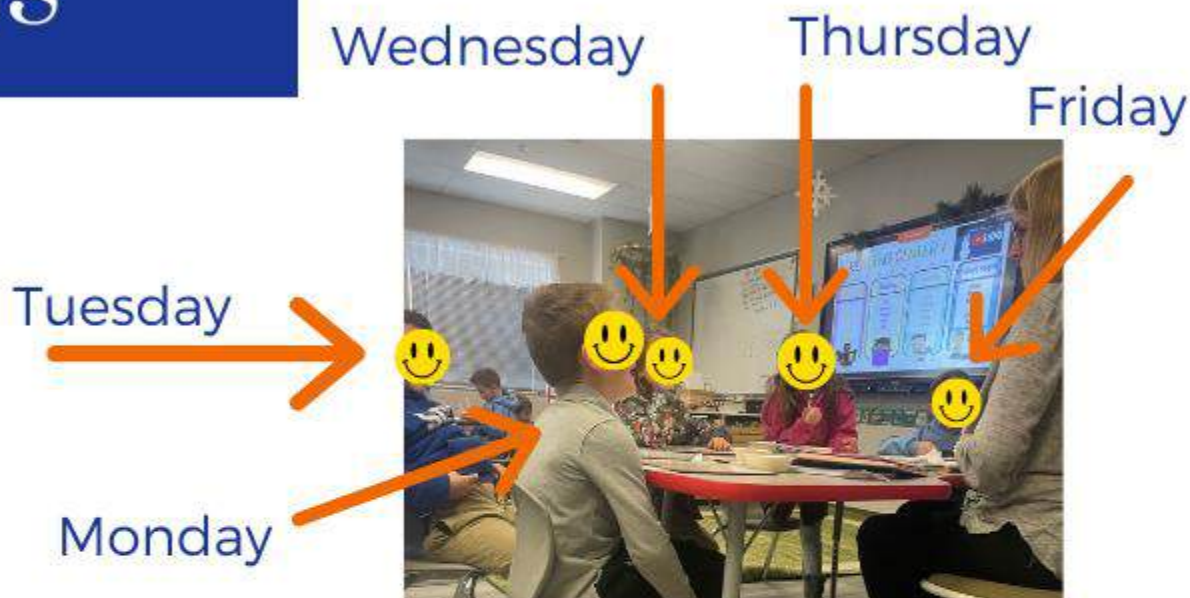
Step-by-Step Process

7

Ongoing Data Tracking & Differentiation

Option 1: Collect data on one student per group, per day of the week.

Option 2: Provide each student with a trial(s) for each activity.



Step-by-Step Process

7

Ongoing Data Tracking & Differentiation

- *Be intentional about the activities you use to data track.*
- *Try using activities that you can use to track multiple skills. (word lists, passages)*

R Blends Word Roll

brim	crop	bred	frat		
crisp	dress	print	crisp		
crust	drag	fret	crac		
stuf	droll	crack	tromp		
branch	crag	press	cram		
frost	trif	drat	trif		
drop	trash	brat	drip		
bran	trill	crib	trizz		
prod	crab	drab	Brad		
tróp	prom	tram	trip		

During Reading - Fluency


The Super Bowl

Written by: Laura Book, M.Ed., Ascend Curriculum Content Manager on November 11, 2024

The Super Bowl is the championship game of the National Football League (NFL). It is held annually on the second Sunday in February and is the most watched sporting event in the United States. In the Super Bowl, the winners of the American Football Conference (AFC) and the National Football Conference (NFC) face off to determine the ultimate victor. The winning team is awarded the Vince Lombardi Trophy and individual players and coaches receive super bowl rings.

History of the Super Bowl

The history of the Super Bowl is actually much briefer than that of the NFL itself. The NFL was formed in 1920 but when a rival football league known as the American Football League (AFL) was founded in 1960, it had to compete for fans, star players, and profits. To resolve this competition, the contending leagues agreed in 1966 to merge by 1970. In 1967, before the merger took effect, the two leagues held an "AFL-NFL World Championship Game." The Green Bay Packers, representing the NFL, defeated the AFL Kansas City Chiefs 35-10. This very first championship game was the only one that did not sell out. The tickets, which ranged from \$10-15, were considered to be overpriced by many Americans. Shortly after this first championship, the name of the game was changed to "Super Bowl." When the two leagues fully merged, the AFC and the NFC were established with their champions meeting at the season's end in the Super Bowl.



The Green Bay Packers and Kansas City Chiefs played in Super Bowl I in 1967.
Attribution: Jeno's, Public Domain, January 15, 1967

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214
225
236
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WHAT IF

Q & A

TRAINING OUTLINE

CASE STUDY EXAMPLE

Gemma, 5th Grade (Fall)

Step-by-Step Process

1

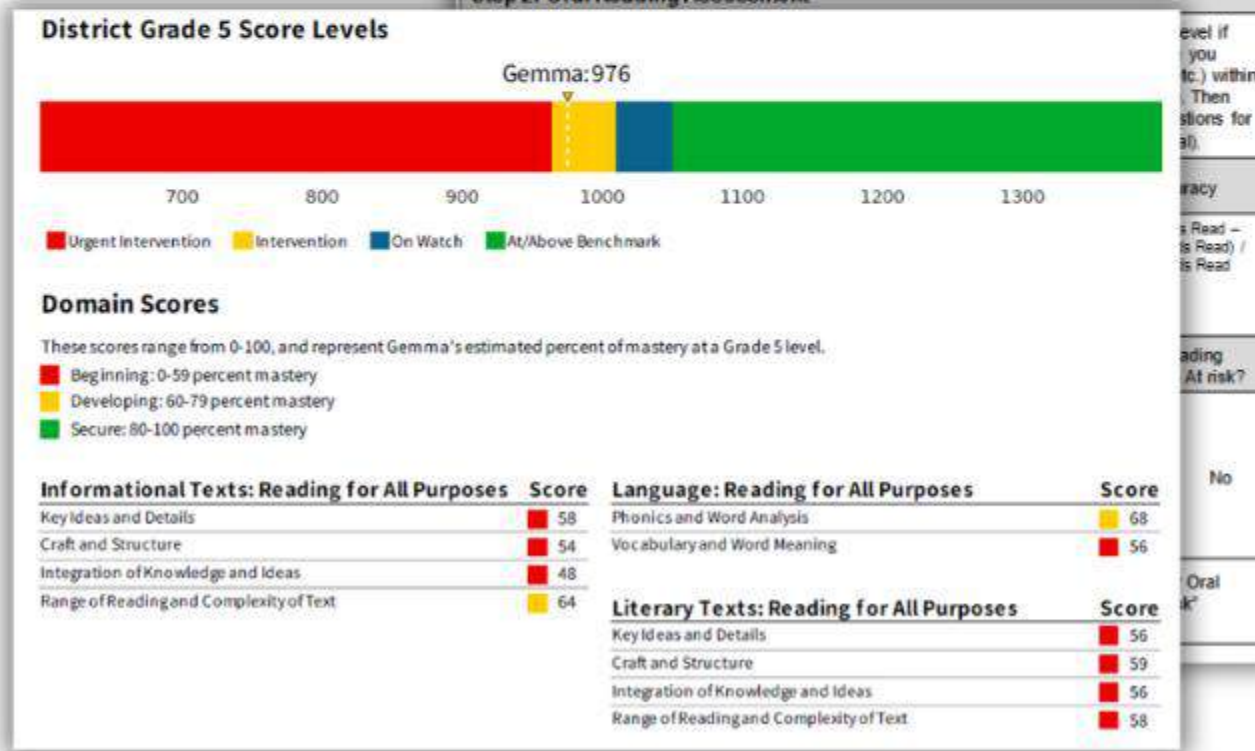
Universal Screening



The STAR assessment was administered to Gemma to see if she was on grade level. Was she at risk?



Ascend Literacy Needs Screening			
Name:	Date:	Grade:	
Step 1: Universal Screening			
Assessment/s*	Criteria for Risk	Student Score	At risk?
<input type="checkbox"/> iReady <input type="checkbox"/> MAP <input type="checkbox"/> AIMSweb <input type="checkbox"/> STAR <input type="checkbox"/> Acadience <input type="checkbox"/> DIBELS <input type="checkbox"/> Other: _____	Student scores fall below benchmark on one or more subtests		Yes No
Step 2: Oral Reading Assessment			



Step-by-Step Process

2

Oral Reading Assessment

- Provided her a grade level passage and timed her for one minute to get CWPM and % Accuracy
- One more check to see if she meets the criteria to be considered "on level" for reading.

Student Name: betina Date: 10/22/21

Pluto ^{plants}

Once upon a time, there were nine planets. Now, there are officially eight. Pluto is no longer a planet. In 2006, the International Astronomical Union, based in Paris, France, downgraded Pluto from a planet to a "dwarf planet." There are three things a celestial body needs in order to be classified as a planet. First, in order to be a full-sized planet, it must be in orbit around the sun. Second, it has to have a nearly round shape. Finally, it must "clear the neighborhood" around its orbit. This means that a planet must either absorb or push away objects, like asteroids, in its path. This could include things like absorbing a moon or pushing asteroids out of its path due to its gravitational force. Pluto did not meet this third qualification. This is why on August 24th, the international scientific community celebrates a holiday called Pluto Demoted Day.

Errors: 16

Passage Reading Fluency Total	
Rate	$(\text{Total Words Read} - \text{Errors}) \div \text{number of seconds} = \text{CWPM}$ 92 CWPM
Accuracy	$\frac{\text{Total Words Read} - \text{Errors}}{\text{Total Words Read}} = \text{Percentage of Accuracy}$ 85%

Ascend Literacy Needs Screening				
Name	Date	Grade		
Step 1: Universal Screening				
Assessments*	Criteria to Pass	Student Score	At Risk	
QRI/IAS QRI/ASD QRI/MS QRI/MSL QRI/MS	Student scores are below benchmarks or are at most 10% below		Yes	No
Step 2: Oral Reading Assessment				
Provide the student a short passage at their grade reading level or below (or reading level if grade level is not appropriate) and read aloud. Mark the student read aloud with your voice along. Mark the number of errors (omissions, substitutions, additions, omissions, etc.) within the text. Calculate the number of words the student read correctly in one minute (CWPM). Then calculate the percent accuracy. Use the Oral Reading Assessment - Comprehension Checklist for Language Comprehension (LCC) - Reading Comprehension (LCC-R) and/or LCC-W as a guide.				
Passage	Total Words Read in 1 Minute	Correct Words Read in 1 Minute	% Accuracy	
			Yes	No
Benchmark (2021, MS, K-5)	Criteria to Pass	Oral Reading Rate - At Risk	Oral Reading Accuracy - At Risk	
K-1: 40-60 1-2: 50-70 3-5: 70-90	Rate: Student reading rate should be at least 90% of the grade level benchmark at specified time within the year. Accuracy: 80% or higher	Yes	No	Yes

Step-by-Step Process

3

Identified her needs (you could use Universal Screening, Curriculum/Mastery-Based, or Standardized Assessment)

➤ *Word Recognition*

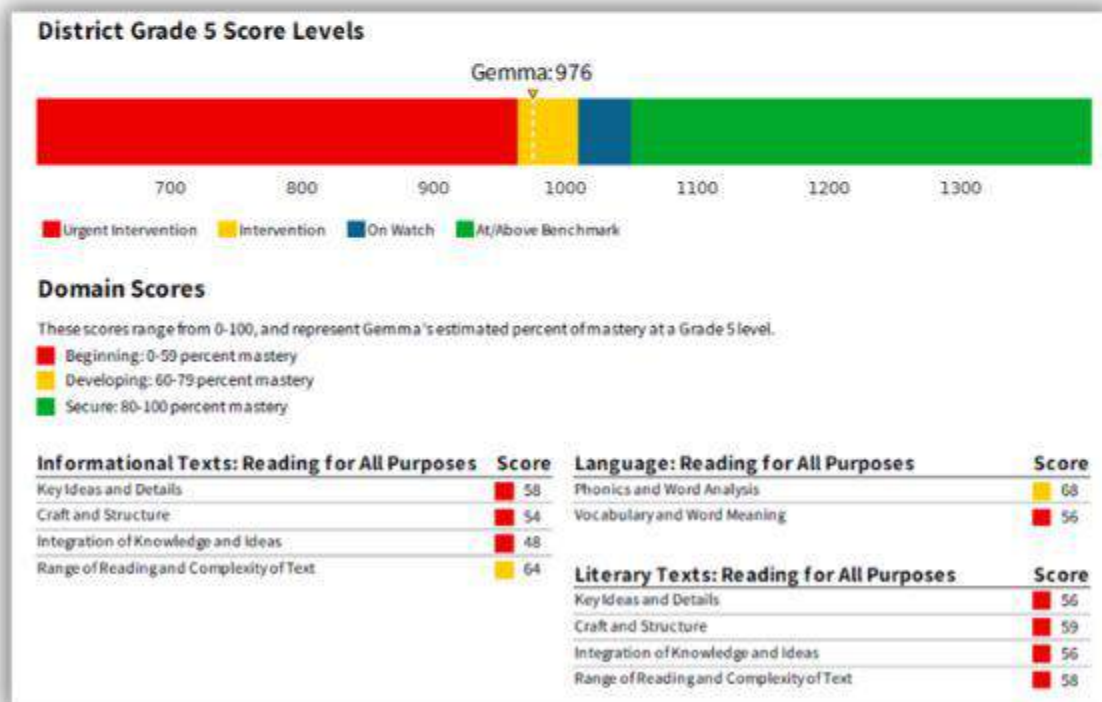
➤ *Language Comprehension*

➤ *Both* 



Word Recognition Assessment?	Criteria for Need	Student Score(s)	Area of Need?	
	Student scores are below benchmark on one or more subtests		Yes	No
Language Comprehension Assessment?	Criteria for Need	Student Score(s)	Area of Need?	
	Student scores fall below benchmark on one or more subtests		Yes	No

If student is identified as "at risk" for word recognition skills, continue to Step 4: Screen for Literacy Abilities - Word Recognition Skills.
If student is identified as "at risk" for language comprehension skills, continue to Step 4: Screen for Literacy Abilities - Language Comprehension Skills.
If student is identified as "at risk" for both word recognition and language comprehension, continue to Step 4: Screen for Literacy Abilities - Word Recognition and Language Comprehension Skills.
If additional assessment is not available to determine student's word recognition or language comprehension needs, continue to Step 4: Screen for Literacy Abilities - Word Recognition and Language Comprehension Skills.



Step-by-Step Process

4

Screen for Literacy Abilities (Curriculum/Mastery-Based)

WORD
RECOGNITION

➤ Phonemic Awareness

➤ Phonics

LANGUAGE
COMPREHENSION

➤ Vocabulary

➤ Reading Comprehension

The image shows three overlapping assessment forms for Step 4: Screen for Literacy Abilities. The forms are for Word Recognition Skills, Language Comprehension Skills, and Vocabulary.

Step 4: Screen for Literacy Abilities – Word Recognition Skills				
Assessments*	Criteria for Need	Student Score	Area of Need?	
Phonemic Awareness	Less than 90% TOTAL Score Accuracy	Sound Differentiation _ / _ = _ %	Yes	No
		Phoneme Blending _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			
Phonics	Less than 90% TOTAL Score Accuracy	Phoneme Segment _ / _ = _ %	Yes	No
		Phoneme Manip _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			

Step 4: Screen for Literacy Abilities – Language Comprehension Skills				
Assessments*	Criteria for Need	Student Score	Area of Need?	
Vocabulary	Less than 90% TOTAL Score Accuracy	Categories: _ / _ = _ %	Yes	No
		Synonyms: _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			
Comprehension	Less than 90% TOTAL Score Accuracy	Antonyms: _ / _ = _ %	Yes	No
		Syntax: _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			

Step 4: Screen for Literacy Abilities – Vocabulary				
Assessments*	Criteria for Need	Student Score	Area of Need?	
Vocabulary	Less than 90% TOTAL Score Accuracy	Direct Recall _ / _ = _ %	Yes	No
		Sequence & Main Idea _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			
Comprehension	Less than 90% TOTAL Score Accuracy	Context: _ / _ = _ %	Yes	No
		Inference & Prediction: _ / _ = _ %		
	TOTAL Score Accuracy _ / _ = _ %			

Step-by-Step Process

4

Screen for Literacy Abilities (Curriculum/Mastery-Based)

WORD
RECOGNITION

Phonemic Awareness

Phonics

LANGUAGE
COMPREHENSION

Vocabulary

Reading Comprehension

Step 4: Word Recognition – Phonemic Awareness Probes (Optional)

Provide five trials of each skill. Examples have been provided. You can use the provided examples or use your own.

Sound Differentiation (+/-)

Are the words _____ and _____ the same or different?

big – pig	three-free	drive-drive	meet-neat	trip-trip
-----------	------------	-------------	-----------	-----------

Phoneme Blending (+/-)

What word do these sounds make _____ ?
(Say each word, one sound at a time with 1-2 seconds between each sound).

c-o-t	s-n-a-tch	p-oo-d-le	sh-r-i-m-p	Th-ur-s-d-ay
-------	-----------	-----------	------------	--------------

Phoneme Segmenting (+/-)

How many sounds do you hear in the word _____ ?

tell (3)	flip (4)	rained (4)	stolen (6)	look (3)
----------	----------	------------	------------	----------

Phoneme Manipulation (+/-)

I'm going to tell you a word and then ask you to change a sound in the word. I want you to tell me the new word.

Change the first sound in cat to /r/. (rat)	Change the last sound in bone to /t/. (boat)	Change the first sound in meat to /n/. (neat)	Change the vowel sound in drop to /i/. (drip)	Change the second sound in slob to /n/. (snob)
--	---	--	--	---

Additional Notes/Observations:

Step-by-Step Process

➤ Use data to fill in page 5.

Step 4: Word Recognition – Phonemic Awareness Probes (Optional)				
Provide five trials of each skill. Examples have been provided. You can use the provided examples or use your own.				
Sound Differentiation (+/-)				
Are the words _____ and _____ the same or different?				
big – pig +	three-free +	drive-drive +	meet-neat +	trip-trip +
Phoneme Blending (+/-)				
What word do these sounds make _____? (Say each word, one sound at a time with 1-2 seconds between each sound).				
c-o-t +	s-n-a-tch +	p-oo-d-le +	sh-r-i-m-p +	Th-ur-s-d-ay +
Phoneme Segmenting (+/-)				
How many sounds do you hear in the word _____?				
tell (3) +	flip (4) +	rained (4) +	stolen (6) +	look (3) +
Phoneme Manipulation (+/-)				
I'm going to tell you a word and then ask you to change a sound in the word. I want you to tell me the new word.				
Change the first sound in cat to /r/. (rat) +	Change the last sound in bone to /v/. (boav) +	Change the first sound in meat to /n/. (neat) +	Change the vowel sound in drop to /i/. (drip) +	Change the second sound in slob to /n/. (snob) -
Additional Notes/Observations:				

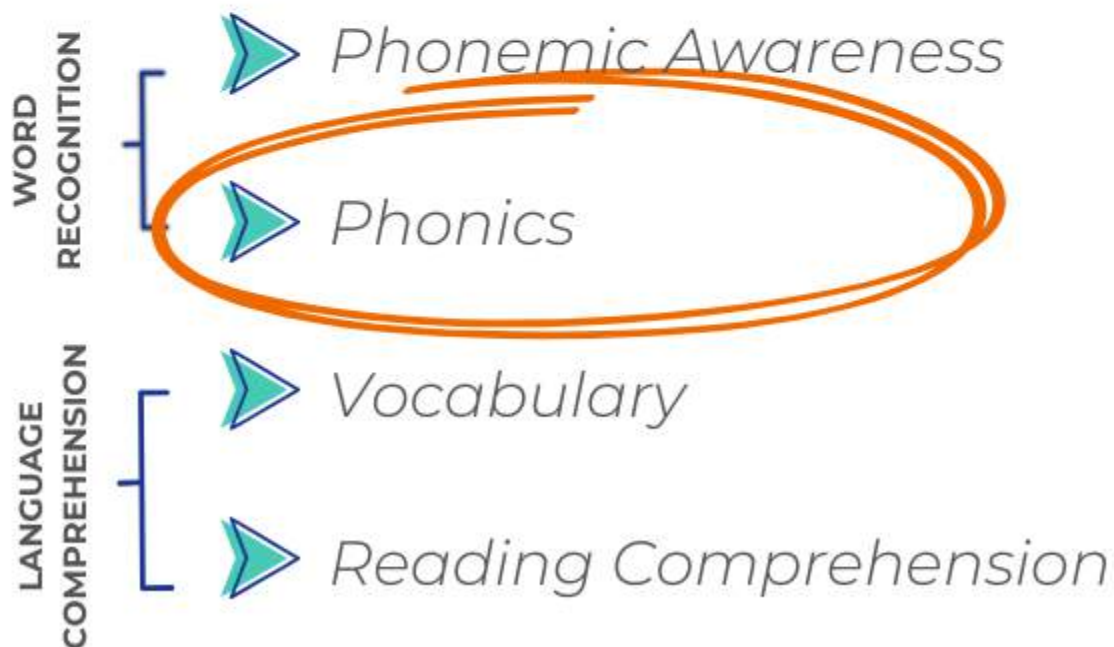


Step 4: Screen for Literacy Abilities – Word Recognition Skills			
Phonemic Awareness			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Sound Differentiation: ___ / ___ = ___ %	Yes No
		Phoneme Blending: ___ / ___ = ___ %	
	TOTAL Score Accuracy ___ / ___ = ___ %	Phoneme Segmenting: ___ / ___ = ___ %	
		Phoneme Manipulation: ___ / ___ = ___ %	
Phonics			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Closed Syllables: ___ / ___ = ___ %	Yes No
		VCE Syllables: ___ / ___ = ___ %	
	TOTAL Score Accuracy ___ / ___ = ___ %	R-Controlled Syllables: ___ / ___ = ___ %	
		Open Syllables: ___ / ___ = ___ %	
		Vowel Team Syllables: ___ / ___ = ___ %	
		Multisyllable Words: ___ / ___ = ___ %	

Step-by-Step Process

4

Screen for Literacy Abilities (Curriculum/Mastery-Based)



Step 4: Word Recognition – Phonics (Optional)

Have students read each of the following words. Access a [student word list here](#). Mark a + for each word read correctly and a - for each word read incorrectly.

Closed Syllables (+/-)

got	deck	crab	hutch	stin
-----	------	------	-------	------

VCE Syllables (+/-)

tribe	cape	scope	use	plete
-------	------	-------	-----	-------

R-Controlled Syllables (+/-)

yar	burn	corn	shim	fem
-----	------	------	------	-----

Open Syllables (+/-)

re	ba	pre	by	tu
----	----	-----	----	----

Vowel Team Syllables (+/-)

rain	spray	boil	coy	coal
------	-------	------	-----	------

Multisyllabic Words (+/-)

fimsat	tadpole	chapter	pretame	counter
--------	---------	---------	---------	---------

Additional Notes/Observations:

Step-by-Step Process

➤ Use data to fill in page 5.

Step 4: Word Recognition – Phonics (Optional)				
Have students read each of the following words. Access a student word list here . Mark a + for each word read correctly and a – for each word read incorrectly.				
Closed Syllables (+/-)				
got +	deck +	crab +	hutch +	stin +
VCE Syllables (+/-)				
tribe +	cape +	scope +	use +	plete +
R-Controlled Syllables (+/-)				
yar +	burn +	corn +	shin +	fern +
Open Syllables (+/-)				
re +	ba +	pre +	by +	tu -
Vowel Team Syllables (+/-)				
rain -	spray -	boil +	coy -	coal +
Multisyllabic Words (+/-)				
filmsat +	tadpole +	chapter +	pretame +	counter +
Additional Notes/Observations:				

© Ascend – SMARTER Intervention – Page 8

Step 4: Screen for Literacy Abilities – Word Recognition Skills			
Phonemic Awareness			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Sound Differentiation: ___ / ___ = ___ %	Yes No
		Phoneme Blending: ___ / ___ = ___ %	
	TOTAL Score Accuracy	Phoneme Segmenting: ___ / ___ = ___ %	
	___ / ___ = ___ %	Phoneme Manipulation: ___ / ___ = ___ %	
Phonics			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Closed Syllables: ___ / ___ = ___ %	Yes No
		VCE Syllables: ___ / ___ = ___ %	
	R-Controlled Syllables: ___ / ___ = ___ %		
	Open Syllables: ___ / ___ = ___ %		
	Vowel Team Syllables: ___ / ___ = ___ %		
	Multisyllabic Words: ___ / ___ = ___ %		
	TOTAL Score Accuracy	___ / ___ = ___ %	

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Step-by-Step Process

4

Screen for Literacy Abilities (Curriculum/Mastery-Based)

WORD
RECOGNITION

➤ Phonemic Awareness

➤ Phonics

LANGUAGE
COMPREHENSION

➤ Vocabulary

➤ Reading Comprehension

Pluto

Once upon a time, there were nine planets.
Now, there are officially eight. Pluto is no longer a

onal Astronomical
, downgraded Pluto
planet." There are three
s in order to be
order to be a full-
it around the sun.
rly round shape.
ghborhood" around its
at must either absorb
teroids, in its path. This
absorbing a moon or
ath due to its
not meet this third
ugust 24th, the
unity celebrates a
d Day.

1 -- Page 2 |

Step 4: Oral Reading Assessment – Vocabulary Probes (Optional)				
Pick five grade-appropriate vocabulary words from the Oral Reading Assessment Passage and write them in the boxes below. For each word, have students provide a category, synonym, and antonym for the word. Use a + to indicate a correct response and a – to indicate an incorrect response. Each vocabulary word will receive a +/- score for category, synonym, and antonym.				
Vocabulary Words				
Categories (+/-)				
Synonyms (+/-)				
Antonyms (+/-)				
Pick five sentences from the Oral Reading Assessment Passage and have the student identify the subject (who/what), predicate (is/does/did what), and the adverbial phrase (when/where/why/how) if present. Each sentence will receive a +/- score if the sentence parts are correctly identified.				
Syntax (+/-)				
Additional Notes/Observations:				

Step-by-Step Process



Use data to fill in page 6.

Step 4: Oral Reading Assessment – Vocabulary Probes (Optional)				
Pick five grade-appropriate vocabulary words from the Oral Reading Assessment Passage and write them in the boxes below. For each word, have students provide a category, synonym, and antonym for the word. Use a + to indicate a correct response and a – to indicate an incorrect response. Each vocabulary word will receive a +/- score for category, synonym, and antonym.				
Vocabulary Words				
<i>officially</i>	<i>international</i>	<i>downgraded</i>	<i>absorb</i>	<i>community</i>
Categories (+/-)				
+	+	-	-	+
Synonyms (+/-)				
-	-	-	-	+
Antonyms (+/-)				
+	+	+	-	-
Pick five sentences from the Oral Reading Assessment Passage and have the student identify the subject (who/what), predicate (is/does/did what), and the adverbial phrase (when/where/why/how) if present. Each sentence will receive a +/- score if the sentence parts are correctly identified.				
Syntax (+/-)				
-	-	+	+	+
Additional Notes/Observations:				
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Step 4: Screen for Literacy Abilities – Language Comprehension Skills			
Vocabulary			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Categories: ___ / ___ = ___ % Synonyms: ___ / ___ = ___ % Antonyms: ___ / ___ = ___ % Syntax: ___ / ___ = ___ %	Yes No
	TOTAL Score Accuracy ___ / ___ = ___ %		
Comprehension			
Assessment/s*	Criteria for Need	Student Score	Area of Need?
	Less than 90% TOTAL Score Accuracy	Direct Recall: ___ / ___ = ___ % Sequence & Main Idea: ___ / ___ = ___ % Connections: ___ / ___ = ___ % Inference & Prediction: ___ / ___ = ___ % Synthesis & Analysis: ___ / ___ = ___ %	Yes No
	TOTAL Score Accuracy ___ / ___ = ___ %		
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Step-by-Step Process

4

Screen for Literacy Abilities (Curriculum/Mastery-Based)

WORD
RECOGNITION

➤ Phonemic Awareness

➤ Phonics

LANGUAGE
COMPREHENSION

➤ Vocabulary

➤ Reading Comprehension

Pluto

Once upon a time, there were nine planets.

Step 4: Oral Reading Assessment – Comprehension Questions (Optional)

You will need to ask questions that pertain specifically to the passage, if a specific type of question is not applicable based on the passage, change the question for another relevant question to the passage. For example, if there is no time/when provided in the passage for the direct recall prompts, ask another question that can be directly answered from the text.

Make sure to change out the words in parentheses or underlined blanks with applicable events or information from the passage.

Direct Recall

1. Who/what was the passage about?
2. What was the primary event/action?
3. When did (event) occur?
4. Where did (event) occur?
5. Why/how did (event) happen?

Sequence & Main Idea

1. Tell me what happened in the passage starting with the beginning.
2. What was the main idea of the passage?

Connections

1. What connections can you make to the passage based on something from your life, something you've read, or something you've heard about?
2. How does _____ (from the passage) compare to _____ (from the passage or another related topic).
3. What caused _____ in the passage?

Inference & Prediction

1. Based on _____ (event from passage) and your own background, what can you guess?
2. Based on _____ (event from passage) and your own background, what can you predict might happen in the future?

Synthesis & Analysis

1. What lesson/important information do you think the author wanted you to take away?
2. What is one question you have after reading the passage?
3. How did reading the passage make you feel?
4. What does the passage add to what you already know (are there similarities/differences)?

Step-by-Step Process

5

Summarized her needs & skill targets

- *Use this data to establish her goals*
- *Use this data to share with others*
- *Use this data to guide our instruction (and our ongoing data tracking)*

Step 5: Summarize Student Needs & Skill Targets			
Universal Screening			
Assessment/s*	Score(s)	At risk?	
		Yes	No
Oral Reading			
Measure	Score	At risk?	
Rate		Yes	No
Accuracy		Yes	No
Identified Areas of Need			
Concept	Assessment	Area of Need?	
Word Recognition Skills		Yes	No
Language Comprehension Skills		Yes	No
Skill Targets			
Concept	Score(s)	Area of Need?	
Word Recognition – Phonemic Awareness		Yes	No
Word Recognition – Phonics		Yes	No
Language Comprehension – Vocabulary		Yes	No
Language Comprehension – Reading Comprehension Skills		Yes	No
Ongoing Data Tracking			
Phonemic Awareness	Phonics	Vocabulary	Reading Comprehension
<input type="checkbox"/> Sound Differentiation <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Manipulation	<input type="checkbox"/> Closed Syllables <input type="checkbox"/> VCE Syllables <input type="checkbox"/> R-Controlled Syllables <input type="checkbox"/> Open Syllables <input type="checkbox"/> Vowel Team Syllables <input type="checkbox"/> Words with Affixes	<input type="checkbox"/> Categories <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Syntax	<input type="checkbox"/> Direct Recall <input type="checkbox"/> Sequence & Main Idea <input type="checkbox"/> Connections <input type="checkbox"/> Inference & Prediction <input type="checkbox"/> Synthesis & Analysis

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Optional Data Entry

Step 5: Summarize Student Needs & Skill Targets			
Universal Screening			
Assessment(s)	Score(s)	At risk?	
		Yes	No
Oral Reading			
Measure	Score	At risk?	
Rate		Yes	No
Accuracy		Yes	No
Identified Areas of Need			
Concept	Assessment	Area of Need?	
Word Recognition Skills		Yes	No
Language Comprehension Skills		Yes	No
Skill Targets			
Concept	Score(s)	Area of Need?	
Word Recognition – Phonemic Awareness		Yes	No
Word Recognition – Phonics		Yes	No
Language Comprehension – Vocabulary		Yes	No
Language Comprehension – Reading Comprehension Skills		Yes	No
Ongoing Data Tracking			
Phonemic Awareness	Phonics	Vocabulary	Reading Comprehension
<input type="checkbox"/> Sound Differentiation <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Manipulation	<input type="checkbox"/> Closed Syllables <input type="checkbox"/> VCE Syllables <input type="checkbox"/> R-Controlled Syllables <input type="checkbox"/> Open Syllables <input type="checkbox"/> Vowel Team Syllables <input type="checkbox"/> Words with Affixes	<input type="checkbox"/> Categories <input type="checkbox"/> Synonyms <input type="checkbox"/> Antonyms <input type="checkbox"/> Syntax	<input type="checkbox"/> Direct Recall <input type="checkbox"/> Sequence & Main Idea <input type="checkbox"/> Connections <input type="checkbox"/> Inference & Prediction <input type="checkbox"/> Synthesis & Analysis



Ascend Literacy Needs Screening Scoring Tool			
Student Name:			
Student Grade:	(Select One)		
Date Administered:			
Teacher:			
Observations / Notes:			
Step 1: Universal Screening or Standardized Assessment			
Assessment	Criteria for Risk	Student Score(s)	At risk?
	Student scores fall below benchmark on one or more subtests		
Step 2: Oral Reading Assessment			
Passage	Total Words Read in 1 Minute	Correct Words Read in 1 Minute	% Accuracy
Grade Benchmark (BOY, MOY, EOY)	Criteria for Risk	Oral Reading Rate - At risk?	Oral Reading Accuracy - At risk?
	Rate: Student reading rate falls below benchmark at specified time within the year.	(Select One)	
Next Step			
Step 3: Identify Needs (Based on Universal Screening or Other Assessment)			
Word Recognition Assessment(s)	Criteria for Need	Student Score(s)	Area of Need
	Student scores fall below benchmark on one or more subtests related to phonological awareness, phonics, and		(Select One)

Step-by-Step Process

7

Ongoing Data Tracking & Differentiation

➤ Differentiation using a word list.

➤ Differentiation using a passage.

R Blends Word Roll

brim	crop	bred	frat		
crisp	dress	print	crisp		
crust	drag	fret	crac		
stuf	droll	crack	tromp		
branch	crag	press	cram		
frost	trif	drat	trif		
drop	trash	brat	drip		
bran	till	crib	trizz		
prod	crab	drab	Brad		
tróp	prom	tram	trip		

During Reading - Fluency

The Super Bowl

Written by: Laura Book, M.Ed., Abundant Curriculum Content Manager on November 11, 2024

The Super Bowl is the championship game of the National Football League (NFL). It is held annually on the second Sunday in February and is the most watched sporting event in the United States. In the Super Bowl, the winners of the American Football Conference (AFC) and the National Football Conference (NFC) face off to determine the ultimate victor. The winning team is awarded the Vince Lombardi Trophy and individual players and coaches receive super bowl rings.

History of the Super Bowl

The history of the Super Bowl is actually much briefer than that of the NFL itself. The NFL was formed in 1920 but when a rival football league known as the American Football League (AFL) was founded in 1960, it had to compete for fans, star players, and profits. To resolve this competition, the contending leagues agreed in 1966 to merge by 1970. In 1967, before the merger took effect, the two leagues held an "AFL-NFL World Championship Game." The Green Bay Packers, representing the NFL, defeated the AFL Kansas City Chiefs 35-10. This very first championship game was the only one that did not sell out. The tickets, which ranged from \$10-15, were considered to be overpriced by many Americans. Shortly after this first championship, the name of the game was changed to "Super Bowl." When the two leagues fully merged, the AFC and the NFC were established with their champions meeting at the season's end in the Super Bowl.

The Green Bay Packers and Kansas City Chiefs played in Super Bowl I in 1967.
Attribution: Jeno's, Public Domain, January 15, 1967



1

2

3

4

WHY

Why do we need to track data?

WHAT

What is the step-by-step process for collecting data and using data to differentiate in small groups?

HOW

How do I follow these steps?

WHAT IF

Q & A



QUESTIONS?

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Come say hi at the SMARTER Intervention table in the exhibitor hall!