

# **Assessment and Data Analysis**

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## *Participant Materials*

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# Outcomes

## Participants will:

- ❖ **discuss principles of assessment and explore expectations for student learning**
- ❖ **understand the predictors of reading success**
- ❖ **learn about the layout, format, and contents of the “Taking a Reading “ assessment guide**
- ❖ **understand how to administer critical diagnostic measures that are linked to early reading ability**
- ❖ **analyze diagnostic data from reading instruments**
- ❖ **use diagnostic data for the purpose of decision making to improve teaching and learning**

*Activity 1*

# Assessment Principles

Assessment should focus on each students' achievements, independently of how other students are doing. Constant comparison/competition with classmates can damage the self-esteem and self-confidence of many students.

The teacher's unbiased judgments are important in assessment, but students themselves can often be asked to assess their own level of achievement and the achievements of their classmates. They can be (surprisingly) accurate and honest.

The language of assessment must match the language of instruction. If not, then assessment produces unfair and invalid results. Children must be fluent in the language in which they are to be assessed and the level of the language used must match their state of development.

No single method of assessment can give information about achievement of the full range of learning objectives. Therefore, a combination of different methods is vital if we are to get a balanced picture of student development.

Assessment tasks must be presented in a way so that the student is perfectly clear about what is expected, and grades or marks are awarded so that the student feels s/he has been fairly treated.

Design/selection of assessment tasks requires a clear idea of the curriculum objectives. Children should only be assessed on knowledge, skills and attitudes their teacher has given them opportunities to develop, and each task should be well within the capabilities of most students.

Assessment tasks should be designed so that most children in a group do well on most tasks. This takes the threat out of being assessed, and allows children to be motivated to learn by the regular experience of success and praise.

The main purpose of assessment is to help students learn. When student are assessed well and given feedback about their performance, they find out what they learned successfully and what they have not. Any weaknesses can then be reduced.

Learners need to find out often how well they are doing and teachers need to find out how successfully they are teaching. Therefore, regular assessment of student progress and achievement is part of good teaching.

Adapted from: *The Promoting Instructional Coherence Project*. Southwest Educational Development Laboratory.

*Activity 2*

**Predictors of  
Learning to Read**

# The Predictors of Learning to Read, K-2

- ❖ hours of television per week
- ❖ amount parents read to child
- ❖ parent's education
- ❖ letter name knowledge
- ❖ kindergarten teacher's predictions
- ❖ phoneme awareness
- ❖ recognition of word meanings
- ❖ history of preschool attendance
- ❖ understanding of print concepts
- ❖ gender and handedness
- ❖ verbal intelligence

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*Activity 3*

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**Taking a Reading  
Assessment Guide**

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*Activity 4*

# Alphabet Identification

# English Alphabet Identification

A	F	K	P	W	Z
B	H	O	J	U	
C	Y	L	Q	M	
D	N	S	X	I	
E	G	R	V	T	
a	f	k	p	w	z
b	h	o	j	u	a
c	y	l	q	m	
d	n	s	x	i	
e	g	r	v	t	g

*Marie Clay, Observation Survey*

## English Alphabet Scoring Grid

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_  
 Recorder: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ TEST SCORE:   
 STANINE GROUP:

	A	S	Word	I.R.		A	S	Word	I.R.	
A					a					
F					f					
K					k					
P					p					
W					w					
Z					z					
B					b					
H					h					
O					o					
J					j					
U					u					
					a					
C					c					
Y					y					
L					l					
Q					q					
M					m					
D					d					
N					n					
S					s					
X					x					
I					i					
E					e					
G					g					
R					r					
V					v					
T					t					
					g					
					<b>TOTALS</b>					

Confusions:

Letters Unknown:

Comment:

Recording:  
 A Alphabet response:  
 (check)  
 S Letter sound  
 response:  
 (check)  
 Word Record the word  
 the child gives  
 IR Incorrect response:  
 Record what the  
 child says

TOTAL SCORE

*Marie Clay,  
 Observation Survey*

# Spanish Alphabet Identification

A	F	K	P	LL	Z
B	H	O	J	U	CH
C	Y	L	Q	M	Ñ
D	N	S	X	I	E
G	R	V	T	W	
a	f	k	p	ll	z
b	h	o	j	u	ch
c	y	l	q	m	ñ
d	n	s	x	i	a
e	g	r	v	t	w
rr	g				

*Marie Clay, Instrumento de Observacion*

## Spanish Alphabet Scoring Grid

Nombre: \_\_\_\_\_ Escuela: \_\_\_\_\_ Fecha: \_\_\_\_\_  
 Maestra/o de clase: \_\_\_\_\_ Anotador: \_\_\_\_\_ Grado: \_\_\_\_\_  
 RESULTADO: /61

	A	S	Palabra	R.I.		A	S	Palabra	R.I.
A					α				
F					f				
K					k				
P					p				
LL					ll				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
CH					ch				
C					c				
Y					y				
L					l				
Q					q				
M					m				
Ñ					ñ				
D					d				
N					n				
S					s				
X					x				
I					i				
					a				
E					e				
G					g				
R					r				
V					v				
T					t				
W					W				
					rr				
					g				
				<b>TOTALES</b>					

Confusiones:

Letras desconocidas:

Comentarios:

**Anotaciones:**

- A Respuesta con nombre alfabética: anote con ✓
- S Respuesta con sonido de la letra: anote con ✓
- Palabra  
Anote la palabra que dice el/la niño/a
- Respuesta en inglés:  
Anote la respuesta con la letra 'E' (English)
- RI Respuesta incorrecta:  
Anote lo que dice el/na niño/a

*Marie Clay, Instrumento de Observación*

*Activity 5*

**Concepts of  
Print**

Student \_\_\_\_\_

Date \_\_\_\_\_

**CONCEPTS OF PRINT TEST**

*(Adapted from Marie Clay's Concepts About Print Test)*

**Directions:**

**1. Directional Terms - Front and Back**

Hand the student a children's book (use **Nests** or **Koalas** from Rigby or use **Oh, Jump in a Sack** or **On a Chair** from the Wright Group with the spine facing the child) and say,

"Show me the front of the book."

"Show me the back of the book."

Correct	Incorrect
---------	-----------


**2.** Open the book to a place where there is print with a picture on one page and only a picture on the other (have marked for quick location). Then say, "Show me which page tells the story."

Observe whether child points to picture or print. If the child points to the page of print, say,

"Show me where I begin to read on this page."

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**3. Left to Right Direction**

Stay on the same pages and say,

"Show me where I go next." (Observe whether the child sweeps his or her finger across the printed line from left to right.)

Then ask, "Where do I go from there?" (Note whether the child correctly makes the return sweep to the left and drops down one line.)

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**4. Concepts - First and Last**

Turn to a new page, say,

"Point to the first word on this page," and then,

"Point to the last word on this page."

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**5. Directional Terms - Top and Bottom**

Turn to another pair of pages having print on one and a picture on the other, point to the printed page and say, "Show me the bottom of the page," and then, "Show me the top of the page."

Point to the picture and say,

"Show me the top of the picture," and then,

"Show me the bottom of the picture."

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**6. Word and Letter Boundaries**

Show the child the eraser at the end of a pencil and say,

a. "Circle one word" and then,

"Circle two words."

b. "Now circle one letter" and then

"Circle two letters."

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Total \_\_\_\_\_ (16 possible)

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*Activity 6*

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**How Do I Use the  
Yopp-Singer to Assess  
Phoneme Awareness**

# Yopp-Singer Test of Phoneme Segmentation

## Segmenting

The assessment is the Yopp-Singer Test of Phoneme Segmentation. While other assessments are short, this one is longer because *segmentation is the best indicator of phoneme awareness* overall. The directions have been modified slightly in format only to fit the model, share, and assess design for administration of the instruments in these diagnostic tools.

### Directions:

Today, we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order.

### Model:

For example, if I say *old*, you should say /o/ - /l/ - /d/.

### Share:

Now, let's try a few together. (Do the first one with the child, then assist the child in segmenting the remaining two words as necessary.)

*ride* /r/ - /i/ - /d/      *go* /g/ - /o/      *man* /m/ - /a/ - /n/

### Assess:

I'm going to say a word and I want you to break the word apart. You are going to tell me each sound of the word in order. (Circle those words that the student correctly segments; incorrect responses may be recorded on the blank line following the item.)

- |               |               |                 |               |
|---------------|---------------|-----------------|---------------|
| 1. dog _____  | 7. grew _____ | 13. race _____  | 19. at _____  |
| 2. keep _____ | 8. that _____ | 14. zoo _____   | 20. top _____ |
| 3. fine _____ | 9. red _____  | 15. three _____ | 21. by _____  |
| 4. no _____   | 10. me _____  | 16. job _____   | 22. do _____  |
| 5. she _____  | 11. sat _____ | 17. in _____    |               |
| 6. wave _____ | 12. lay _____ | 18. ice _____   |               |

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# How Do We Make Sense of the Data?

**Before we come to any conclusions or make any decisions we must ask ourselves?**

1. What do we know as a result of examining the data?
2. What do we think we know as a result of examining the data?
3. What don't we know as a result of examining the data?
4. What do we want to know as a result of examining the data?
5. How does/will the data help us improve instruction?

## What Data Can We Get From the Yopp-Singer Test of Phoneme Segmentation?

- ❖ Which items were answered correctly by the majority of the students?
- ❖ Which items were answered incorrectly by the majority of the students?
- ❖ What differences exist in the performance of subgroups on particular items?
- ❖ What differences exist in the overall performance of subgroups?
- ❖ How would we characterize the students' level of phoneme awareness?
- ❖ What does this diagnostic tool tell us about the students' level of phonemic awareness?
- ❖ What doesn't this diagnostic tool tell us about the students' level of phonemic awareness?
- ❖ What additional data would be helpful in understanding the students' level of phonemic awareness?

## How Can We Use Data From the Yopp-Singer Test to Improve Student Learning?

- ❖ What does this data tell us about the curriculum, instruction, and assessment up to this point?
- ❖ Are there any individual students or groups of students that might be targeted for additional support?
- ❖ What changes in the reading program might be indicated by this data?
  - *curriculum*
  - *instruction*
  - *assessment*
  - *materials / resources*
- ❖ How can we use this data to measure progress over time?
- ❖ How could we organize this data to monitor the students' progress over time?
- ❖ How can we use this data to promote effective decision making?
- ❖ How could we organize this data to promote effective decision making?
- ❖ What additional data would we want to collect before we make any changes in the reading program?

*Activity 7*

**How Do I Use the  
High Frequency Reading  
List to Assess Word  
Recognition?**

**FRY’S INSTANT WORDS**

**FIRST HUNDRED**

**Words 1-25**

**Words 26-50**

**Words 51-75**

**Words 76-100**

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	its
are	said	like	now
as	there	him	find
with	use	into	long
his	an	time	down
they	each	has	day
I	which	look	did
at	she	two	get
be	do	more	get
this	how	write	made
have	their	go	may
from	if	see	part

*Common suffixes: -s, -ing, -ed, -er, -ly, -est*

**FRY’S INSTANT WORDS**

**SECOND HUNDRED**

**Words 101-125      Words 126-150      Words 151-175      Words 176-200**

over	say	set	try
new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	want	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	home	form	should
man	three	us	America
think	same	move	world

*Common suffixes: -s, -ing, -ed, -er, -ly, -est*

**FRY’S INSTANT WORDS**

**THIRD HUNDRED**

**Words 201-225      Words 226-250      Words 251-275      Words 276-300**

high	saw	important	miss
every	left	until	idea
near	don’t	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	chose	night	Indian
country	something	walk	really
plant	seem	white	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	being
head	group	without	leave
under	often	second	family
story	run	late	it’s

*Common suffixes: -s, -ing, -ed, -er, -ly, -es*

# How Do I Use the High Frequency Reading List to Assess Word Recognition?

## High Frequency Reading List Assessment

### The Process

Prepare a durable copy of the First 100 (or Second 100) Word List.

Provide a place marker which the student may or may not choose to use.

Ask the student to read the words in the first column.

Say that you will be taking notes that tell about all the words he or she knows.

Highlight only the words that the student reads correctly and without hesitation.

Use a different color highlighter each time you administer the test.

If a student stalls over a word, silently count to five and then say the word.

Make quick penciled notes regarding other responses, such as sounded out, initial consonant match, word or letter reversal, or /t/ for /th/.

When the student completes the assessment, count all the known words (i.e., the highlighted words).

Share any patterns that emerged with the student.

Outline an area on a bar graph representing the student's word count and s/he colors it with the same color that was used to highlight the words.

On the front of the word list, make a note of the date and the number of words recognized and highlight that information.

On the back, jot down any other reflections, your own or the student's, about the reading.

The same word sheet is used for that student, but with different colored highlighters, in successive assessments.

### **High Frequency Writing List**

1. Instruct students to “write as many words as you can in ten minutes.”
2. If a student can't get started, the teacher can prompt them. Ask if they can write their own name. Then ask if they can write the words Mom or Dad? Can they write any other names?
3. Can you write any of these words? A, I, me, go, cat, etc.
4. Scoring: Count up correctly spelled words and get percent of words correct to words attempted.

# How Do We Make Sense of the Data?

**Before we come to any conclusions or make any decisions we must ask ourselves?**

1. What do we know as a result of examining the data?
2. What do we think we know as a result of examining the data?
3. What don't we know as a result of examining the data?
4. What do we want to know as a result of examining the data?
5. How does/will the data help us improve instruction?

## What Data Can We Get From the High Frequency Reading List?

- ❖ Which items were answered correctly by the majority of the students?
- ❖ Which items were answered incorrectly by the majority of the students?
- ❖ What differences exist in the performance of subgroups on particular items?
- ❖ What differences exist in the overall performance of subgroups?
- ❖ How would we characterize the students' level of word recognition?
- ❖ What does this diagnostic tool tell us about the students' level of word recognition?
- ❖ What doesn't this diagnostic tool tell us about the students' level of word recognition?
- ❖ What additional data would be helpful in understanding the students' level of word recognition?

## How Can We Use Data From the High Frequency Reading List to Improve Student Learning?

- ❖ What does this data tell us about the curriculum, instruction, and assessment up to this point?
- ❖ Are there any individual students or groups of students that might be targeted for additional support?
- ❖ What changes in the reading program might be indicated by this data?
  - *curriculum*
  - *instruction*
  - *assessment*
  - *materials / resources*
- ❖ How can we use this data to measure progress over time?
- ❖ How could we organize this data to monitor the students' progress over time?
- ❖ How can we use this data to promote effective decision making?
- ❖ How could we organize this data to promote effective decision making?
- ❖ What additional data would we want to collect before we make any changes in the reading program?

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*Activity 8*

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**How Do I Use  
Retelling to Assess  
Comprehension?**

# Retelling

## Listen & Retell • Read & Retell

What Is It	Why Is It Important	Things Parents Can Do To Help At Home
<p>Retelling is a measure of comprehension. It provides insight into the reader's ability to interact with, interpret and draw conclusions from the text.</p> <p><i>The Literacy Dictionary, p. 220</i></p>	<p>The quality of the retelling indicates a reader's ability to organize the information heard or read, recall details, make the inferences and interpretations, and demonstrate facility with the language of the selection.</p>	<p>Can Do To Help At Home</p> <p>Tell stories to their children as models for the oral tradition of storytelling.</p> <p>Ask their children to make up stories of their own and to note the richness of detail, the use of story grammar and facility with language.</p> <p>Do a tandem retelling with their child on familiar fairy tales, stories, etc. Each person takes turns and the other continues where the first leaves off. This "support" makes the retelling easier.</p>
<p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. After a student has listened to or has silently read a selection, ask him or her to tell you about what they just read.</li> <li>2. The retelling rubric on the next page may be used to determine the quality of the retelling.</li> <li>3. Audiotaping the retelling makes it easier to score on this rubric.</li> </ol>	<p><b>Instructional Implications</b></p> <p>Read aloud a simple story, then invite a group of 5-6 students to form a circle to do a Group Retell. The other children in the class surround this group to observe it in a "Fish Bowl." After the first group has retold the story, invite a second group of children to do the same. Each time, the retell gets better.</p> <p>Ask two students to do a Tandem Tell, in which they take turns retelling a story.</p> <p>Give students lots of opportunities to retell stories. Retelling gets easier with practice.</p> <p><u>ELL</u></p> <ul style="list-style-type: none"> <li>• Refer to pages v-viii for language stages.</li> </ul> <p><u>SPANISH</u></p> <ul style="list-style-type: none"> <li>• Give assessment in Spanish using same timeline as native English speakers.</li> </ul>	<p><b>Selected References</b></p> <p>Johns, Jerry. <i>Basic Reading Inventory</i>. Seventh Edition, Dubuque, Iowa: Kendall/Hunt Publishers, 1992.</p>
<p>Grade Levels</p> <p>K-3</p>	<p>Elements</p> <p>Comprehension</p>	<p>Group Size</p> <p>One student at a time for a personal retell; 3-4 for a group retell</p>



**ASSESSMENT**

**Scoring Guide: Reading Retell**

- 6
  - Characters
    - Describes all main and secondary characters
    - Describes traits of main characters
  - Plot
    - Provides analysis, including inferences
    - Makes personal connections to the story
    - Retells main and secondary events in order with detail
  - Theme
    - Relates a message that demonstrates understanding of world issues
  - Setting
    - Includes specific details about place or time
  - Problem/Solution
    - Describes problem and resolution
    - Designates climax
    - May evaluate tension level
  
- 4
  - Characters
    - Identifies all main characters
    - Describes some character traits
  - Plot
    - Includes a description of key events in order
    - Includes main idea, beginning, middle, end of story
  - Setting
    - Accurate information about time and place
  - Problem/Solution
    - Can identify problem and resolution
  
- 2
  - Characters
    - Names some characters
  - Plot
    - Limited summary
    - Limited understanding of author’s message
  - Problem/Solution
    - Limited or missing

# How Do We Make Sense of the Data?

**Before we come to any conclusions or make any decisions we must ask ourselves?**

1. What do we know as a result of examining the data?
2. What do we think we know as a result of examining the data?
3. What don't we know as a result of examining the data?
4. What do we want to know as a result of examining the data?
5. How does/will the data help us improve instruction?

## What Data Can We Get From the Retelling Assessment?

- ❖ Which items were answered correctly by the majority of the students?
- ❖ Which items were answered incorrectly by the majority of the students?
- ❖ What differences exist in the performance of subgroups on particular items?
- ❖ What differences exist in the overall performance of subgroups?
- ❖ How would we characterize the students' level of comprehension?
- ❖ What does this diagnostic tool tell us about the students' level of comprehension?
- ❖ What doesn't this diagnostic tool tell us about the students' level of comprehension?
- ❖ What additional data would be helpful in understanding the students' level of comprehension?

## How Can We Use Data From Retelling to Improve Student Learning?

- ❖ What does this data tell us about the curriculum, instruction, and assessment up to this point?
- ❖ Are there any individual students or groups of students that might be targeted for additional support?
- ❖ What changes in the reading program might be indicated by this data?
  - *curriculum*
  - *instruction*
  - *assessment*
  - *materials / resources*
- ❖ How can we use this data to measure progress over time?
- ❖ How could we organize this data to monitor the students' progress over time?
- ❖ How can we use this data to promote effective decision making?
- ❖ How could we organize this data to promote effective decision making?
- ❖ What additional data would we want to collect before we make any changes in the reading program?

*Activity 9*

**How Do I Use the  
Developmental Spelling  
Test To Assess Spelling  
Ability?**

**Developmental Spelling Test Scoring Chart**  
 Dr. J. Richard Gentry, Professor of Elementary Education and Reading, Western  
 Carolina University

Words	Random	Semiphonetic	Phonetic	Transitional	Conventional
1. monster	random letters	mtr	mostr	monstur	monster
2. united	random letters	u	unit d	younghted	united
3. dress	random letters	jrs	jras	dress	dress
4. bottom	random letters	bt	bodm	bottum	bottom
5. hiked	random letters	h	hikt	hicked	hiked
6. human	random letters	um	humh	humun	human
7. eagle	random letters	el	egl	egul	eagle
8. closed	random letters	kd	klosd	closed	closed
9. bumped	random letters	b	bopt	bumped	bumped
10. type	random letters	tp	tip	type	type

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# How Do We Make Sense of the Data?

**Before we come to any conclusions or make any decisions we must ask ourselves?**

1. What do we know as a result of examining the data?
2. What do we think we know as a result of examining the data?
3. What don't we know as a result of examining the data?
4. What do we want to know as a result of examining the data?
5. How does/will the data help us improve instruction?

## What Data Can We Get From the Developmental Spelling Test?

- ❖ Which items were answered correctly by the majority of the students?
- ❖ Which items were answered incorrectly by the majority of the students?
- ❖ What differences exist in the performance of subgroups on particular items?
- ❖ What differences exist in the overall performance of subgroups?
- ❖ How would we characterize the students' ability to spell?
- ❖ What does this diagnostic tool tell us about the students' ability to spell?
- ❖ What doesn't this diagnostic tool tell us about the students' ability to spell?
- ❖ What additional data would be helpful in understanding the students' ability to spell?

## How Can We Use Data From the Developmental Spelling Test to Improve Student Learning?

- ❖ What does this data tell us about the curriculum, instruction, and assessment up to this point?
- ❖ Are there any individual students or groups of students that might be targeted for additional support?
- ❖ What changes in the reading program might be indicated by this data?
  - *curriculum*
  - *instruction*
  - *assessment*
  - *materials / resources*
- ❖ How can we use this data to measure progress over time?
- ❖ How could we organize this data to monitor the students' progress over time?
- ❖ How can we use this data to promote effective decision making?
- ❖ How could we organize this data to promote effective decision making?
- ❖ What additional data would we want to collect before we make any changes in the reading program?

*Activity 10*

**What Should  
We Know About the  
Assessment Tool?**

# What Should We Know About the Assessment Tool?

**Before we come to any conclusions or make any decisions based upon an assessment tool, we should ask ourselves:**

1. What is the purpose of the assessment tool and how will it help us improve instruction?
2. What are the strengths or benefits of the assessment tool?
3. What are the weaknesses or limitations of the assessment tool?
4. What variables other than the student's knowledge and skills may have affected his/her performance?
5. What will we do differently the next time we use the assessment tool?