

SECTION 3: Screening and Progress Monitoring

Elementary ELA Universal Screening

All students in grades K-5 in Bristol Warren Regional School District will be given a universal ELA screening.

Students in grades K-2 are given the MClass assessment three times per year (September, January, and May). MClass is composed of the Dynamic Indicators of Early Literacy Skills (DIBELS) and The Text Reading Comprehension (TRC) tests. DIBELS gives us information on foundation reading skills. The TRC has a comprehension focus and provides a leveled reading level (Fountas and Pinnell).

Students in grade 3-5 are given the Standardized Test for Achievement in Reading (STAR). This computer-based assessment requires students to read passages and answer comprehension questions. Students who score in the on-watch, intervention, and urgent intervention levels are then given the MClass reading assessment. MClass is composed of the Dynamic Indicators of Early Literacy Skills (DIBELS) and The Text Reading Comprehension (TRC) tests. DIBELS gives us information on foundational reading skills. The TRC has a comprehension focus and provides a leveled reading level (Fountas and Pinnell).

Elementary ELA Progress Monitoring

Students identified using the MClass and STAR assessments will be given further diagnostic reading tests at the discretion of the classroom teacher, reading specialist, and/or Rtl team. Diagnostic results will be used to determine the specific needs of each student.

Diagnostic Tests may include:

- Sections of the DIBELS test
- Phonemic Awareness Inventory
- Quick Phonics Screener

Once an intervention plan is created that addresses the area of need determined from the universal screener and diagnostic assessment(s), a progress monitoring tool that assesses that specific area will be used on a weekly or bi-weekly basis.

Progress Monitoring Assessments may include:

- DIBELS progress monitoring

- Vanderbilt Letter Sound Fluency
- Vanderbilt Word ID
- Vanderbilt MAZE passageS

If a student is reading on grade level, but exhibits a gap in writing achievement, a writing intervention may be implemented. Data-Based Instruction in writing may be measured using a formalized Writing CBM in word dictation, picture prompts, and story prompts.

Nationally normed growth rates will be used to determine if student achievement is at an ambitious level.

Grade: K			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
PSF-DIBELS	40	.94	1.25
NWF (CLS)-DIBELS	28	.8	1.3
LSF-Vanderbilt			1.2
Word ID-Vanderbilt			.8

Grade: 1			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
PSF-DIBELS	40	2.0	3.0

NWF (CLS)- DIBELS	58	2.0	3.0
DIBELS ORF Fluency	47	2.0	3.0
LSF- Vanderbilt			1.2
Word ID- Vanderbilt			.8
MAZE- Vanderbilt			.4
Word Dictation: Words Written	24 (50 th percentile)	.16	.2
Word Dictation: Words Spelled Correctly	17 (50 th percentile)	.16	.32
Word Dictation: Correct Letter Sequences	103 (50 th percentile)	.84	1.32
Picture Word Prompt: Words Written	29 (50 th percentile)	.33	.5
Picture Word Prompt: Words Spelled Correctly	25 (50 th percentile)	.33	.46
Picture Word Prompt: Correct Word Sequences	23 (50 th percentile)	.29	.5

Story Prompt: Words Written	24 (50 th percentile)	.25	.33
Story Prompt: Words Spelled Correctly	18 (50 th percentile)	.21	.25
Story Prompt: Correct Word Sequences	13 (50 th percentile)	.21	.25

Grade: 2			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
DIBELS ORF Fluency	87	1.5	2.0
MAZE- Vanderbilt			.4
Word Dictation: Words Written	33 (50 th percentile)	.2	.36
Word Dictation: Words Spelled Correctly	28 (50 th percentile)	.28	.40
Word Dictation: Correct Letter Sequences	156 (50 th percentile)	1.44	2.04
Picture Word Prompt: Words Written	41 (50 th percentile)	.5	.63

Picture Word Prompt: Words Spelled Correctly	38 (50 th percentile)	.54	.67
Picture Word Prompt: Correct Word Sequences	37 (50 th percentile)	.58	.67
Story Prompt: Words Written	33 (50 th percentile)	.33	.33
Story Prompt: Words Spelled Correctly	29 (50 th percentile)	.25	.38
Story Prompt: Correct Word Sequences	22 (50 th percentile)	.17	.29

Grade: 3			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
DIBELS ORF Fluency	100	1.0	1.5
DAZE-DIBELS	19	.39	.84
MAZE-Vanderbilt			.4
Word Dictation: Words Written	37 (50 th percentile)	.16	.24

Word Dictation: Words Spelled Correctly	35 (50 th percentile)	.12	.24
Word Dictation: Correct Letter Sequences	189 (50 th percentile)	1.00	1.12
Picture Word Prompt: Words Written	44 (50 th percentile)	.42	.42
Picture Word Prompt: Words Spelled Correctly	43 (50 th percentile)	.38	.46
Picture Word Prompt: Correct Word Sequences	45 (50 th percentile)	.5	.54
Story Prompt: Words Written	40 (50 th percentile)	.17	.21
Story Prompt: Words Spelled Correctly	36 (50 th percentile)	.17	.25
Story Prompt: Correct Word Sequences	31 (50 th percentile)	.17	.33

Grade: 4			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week

DIBELS ORF Fluency	115	.85	1.1
DAZE- DIBELS	24	.39	.84
MAZE- Vanderbilt			.4

Grade: 5			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
DIBELS ORF Fluency	130	.5	.8
DAZE- DIBELS	24	.39	.84
MAZE- Vanderbilt			.4

Grade: 6-8			
Test	EOY benchmark	Realistic growth/week	Ambitious growth/week
DIBELS ORF Fluency	120	.3	.65
DAZE- DIBELS	21	.39	.84
MAZE- Vanderbilt			.4

Elementary Math Universal Screening

All students in grades 1-5 in Bristol Warren Regional School District will be given a universal math screening. Our current tool is the iReady diagnostic. This assessment is a computer adaptive test that zeros in on student ability by adjusting up and down, with questions of varying difficult, until it reaches the perfect level of difficulty for a given student.

- Typically given 3 times a year
- Takes about 45-90 minutes to administer
- Scale scores provide a single continuum that can be compared across grade levels
- Provides the Common Core State Standard skills students have mastered at a certain point, and other skills that still need to be worked on
- Groups students according to skills for teacher differentiation within the classroom

Elementary Math Progress Monitoring

Students identified using the iReady Diagnostic Screening will be given an appropriate progress monitoring/diagnostic determined by the specific needs of the student.

Option 1: Bristol Warren Curriculum Based Math Assessment (CBMA)

- Based on Math Recovery Math AddVantage Diagnostic
- Short interview including Number ID, Counting, Structuring, Place Value, Concepts of Addition and Subtraction, Concepts of Multiplication and Division
- Entire assessment or parts of the assessment can be given weekly, biweekly, etc.

Option 2: Monitoring Basic Skills Progress (MBSP)

- Two versions Computation or Concepts & Applications
 - Computation: add, subtract, multiply, divide, fraction computation, decimal computation
 - Concepts & Applications: Measurement & Data, Geometry, Word problems, Patterns
- Norm Referenced Benchmarks and rates of improvement
- Timed administration can be given weekly, biweekly, etc.

Option 3: Test of Early Numeracy

- Two versions Number ID and Quantity Discrimination
- Timed administration can be given weekly, biweekly, etc.

Mbsp (Monitoring Basic Skills Practice)

Normative Digits Correct Scores Math Computation

Grade	EOY Benchmark 50th percentile	ROI Realistic	ROI Ambitious
1	17	0.30	0.50
2	23	0.30	0.50
3	29	0.30	0.50
4	38	0.70	1.15
5	32	0.75	1.20
6	34	0.45	1.00

- Baseline: Start students on the grade level below their current grade level
- Score < 10 digits then try the grade level below
- Score between 10-15 digits remain at this level
- Score > 15 digits consider trying the grade level above

Normative Blanks Correct Concepts and Applications Math

Grade	EOY Benchmark 50th percentile	ROI Realistic	ROI Ambitious
2	26	0.37	0.77
3	27	0.53	0.77

4	26	0.50	0.73
5	12	0.17	0.40
6	11	0.23	0.40

ROI predicted using the normative scores and a 30 week span of time. ROI realistic is using 75th percentile benchmarks from fall to spring. ROI ambitious is using using 25th percentile fall benchmark to achieve 75th percentile spring benchmarks.

Test of Early Numeracy (TEN)

Grade	EOY Benchmark	ROI
Oral Counting (OC) K 1	73 89	0.54 0.54
Number Identification (NI) K 1	56 62	0.47 0.47
Quantity Discrimination (QD) K 1	27 34	0.36 0.36
Missing Number (MN) K 1	14 19	0.23 0.23

Grade	EOY Benchmark	ROI Realistic	ROI Ambitious
1	413	1.0	1.5
2	441	0.89	1.37
3	464	0.89	1.37
4	482	0.78	1.0
5	498	0.60	1.0