

***BACK TO SCHOOL BBQ –
FAMILY DATA NIGHT***

**“FAMILIES PREPARING FOR SUCCESS –
TOOLS TO PUT IN YOUR BACKPACK”**

**HAL HUTCHENS ELEMENTARY
FAMILY DATA NIGHT – SEPTEMBER 18, 2018**

READING INVENTORY

- *The Reading Inventory* is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.
- The results of a student's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.
- Test Administration – 4 times a year (August, October, January, May)



DIBELS (DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS)

DIBELS Fluency is an assessment our teachers will use to monitor student fluency progression.

DIBELS Benchmarks will be conducted three times a year (Fall, Winter, Spring) – Students read three fluency passages and receive the median score

DIBELS Progress Monitoring will be conducted 3 to 6 weeks through out the year depending on the student's grade level and reading level.

Student DIBELS data will be used to differentiate student instruction in DI groups.

DIBELS EXPECTATIONS

WPM (WORDS PER MINUTE), ACCURACY

Grade Level	1	2	3	4
First	0-29	30-54	55-65	66+
Second	0-60	61-89	90-100	101+
Third	0-74	75-110	111-125	126+
Fourth	Less than 69%	70-94%	125 (96%)	125 (96%)
Fifth	Less than 69%	70-94%	140 (96%)	140 (96%)

DEFINITION OF FLUENCY

- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

IMPORTANCE OF FLUENCY

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

Additional Fluency Guidance/Understanding for Parents -
<http://www.readingrockets.org/helping/target/fluency>

DI – DIFFERENTIATED INSTRUCTION

- Students were grouped per their data (IDI/RI Scores/DIBELS Fluency Scores)
- IDI (Informal Decoding Inventory) was given to students who received below proficient on their RI/DIBELS to assist in identifying the student's reading needs
- Students go to their designated classroom for their group
- In grades 3rd – 5th some students receive System 44 and Read 180 instruction during this time.

	Group 1	Group 2	Group 3
15 minutes	Teacher Group	Silent Sustained Reading on RI Level	Written Response from Shared Reading
15 minutes	Written Response from Shared Reading	Teacher Group	Silent Sustained Reading on RI Level
15 minutes	Silent Sustained Reading on RI Level	Written Response from Shared Reading	Teacher Group

DI CONTINUUM

Second Grade

First Grade

Kindergarten

				Vocabulary and Comprehension	
				Student Read Silently	
		Fluency and Comprehension			
		With Multisyllabic Decoding		No Multisyllabic Decoding	
Word Recognition and Fluency					
		Blends and Diagraphs	R-controlled Vowels	Vowel-Consonant-e	Vowel Teams
Phonological Awarness and Word Recongnition					
Basic Alphabet Knowledge	Using Letter Sounds		Using Letter Patterns		

- Student's DI Group: _____

PHONOLOGICAL AWARENESS & WORD RECOGNITION

- Group includes: Basic Alphabet Knowledge, using letter sounds, and using letter patterns.
- On this bottom step students are using what they know about oral language to enter the world of written language.
- They will learn:
 - ❖ Their letter names and sounds
 - ❖ Learn to segment and blend speech sounds
 - ❖ blend letter sounds to read simple words

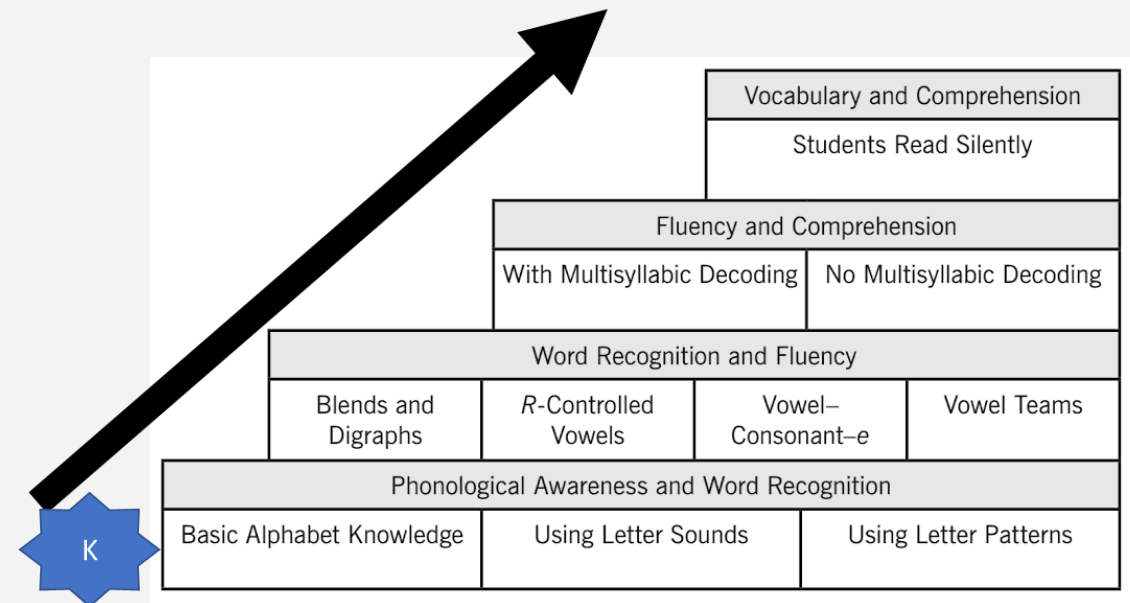


FIGURE 2.2. Skills progression in differentiation by assessed needs.

WORD RECOGNITION AND FLUENCY

- Group Includes: Blends and Digraphs, R-controlled Vowels, Vowel Consonant-e (sneaky e), and Vowel Teams
- Students on this second step know their letter sounds and can use them to decode many unknown consonant-vowel-consonant (CVC; short vowel) words. They understand that English spellings are a code, but they are admittedly novice code breakers.

They will learn:

- ❖ phonics patterns (blends, digraphs, r-controlled vowels, vowel-consonant-e, and vowel teams)
- ❖ practice reading words in isolation and words in controlled contexts.

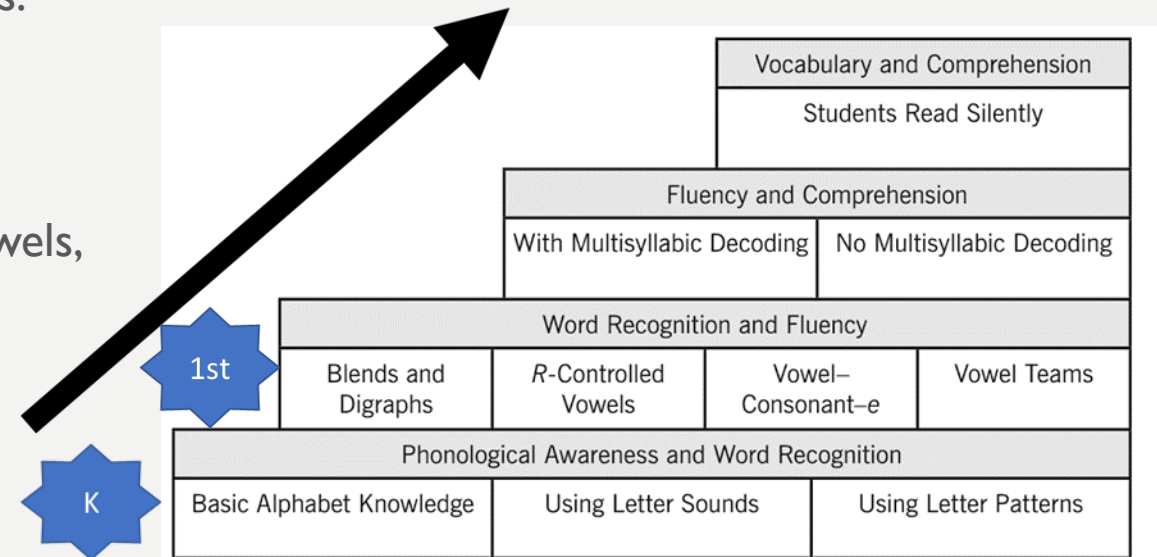


FIGURE 2.2. Skills progression in differentiation by assessed needs.

FLUENCY AND COMPREHENSION

- - These children have relatively few decoding problems, but they lack automaticity.
- - They will work in a guided reading format where they may review particularly challenging words (for their pronunciation or their meaning) but they will use most of their times reading and rereading challenging leveled texts and discussing text meaning.

- ❖ Multisyllabic Decoding (if needed per student data)
- ❖ First Read (Echo or Choral)
- ❖ Second Read (Partner or Whisper)
- ❖ Comprehension Discussion (How and Why Questions)

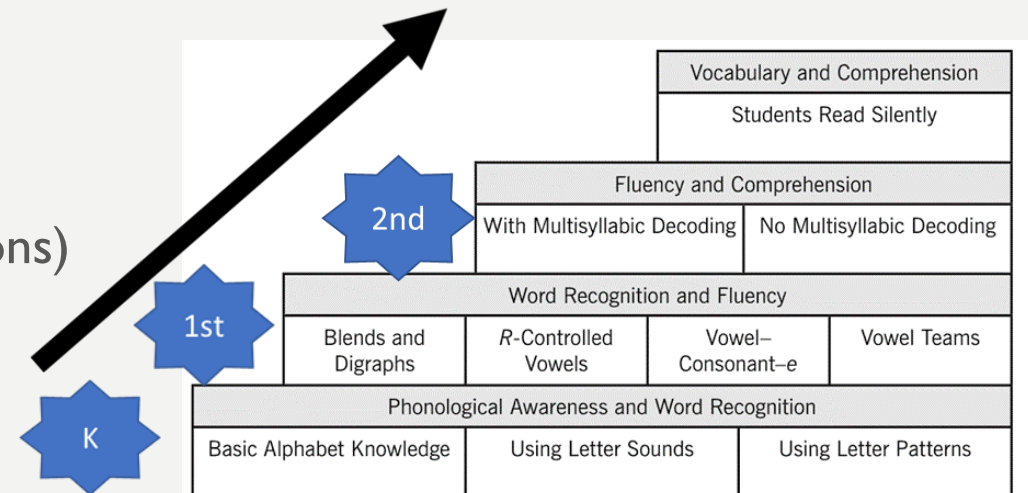


FIGURE 2.2. Skills progression in differentiation by assessed needs.

VOCABULARY AND COMPREHENSION

- -These children are at grade level in the areas of decoding and fluency
- They will extend what they know into new texts and new text types.

- ❖ Introduce/Review Book
- ❖ Preview/Teach Vocabulary(Before or after depending on fiction/non fiction)
- ❖ Discuss Text Structure
- ❖ Suggest Focus for Reading
- ❖ Students Read Silently
- ❖ Review Text Structure/Discuss Comprehension of Reading

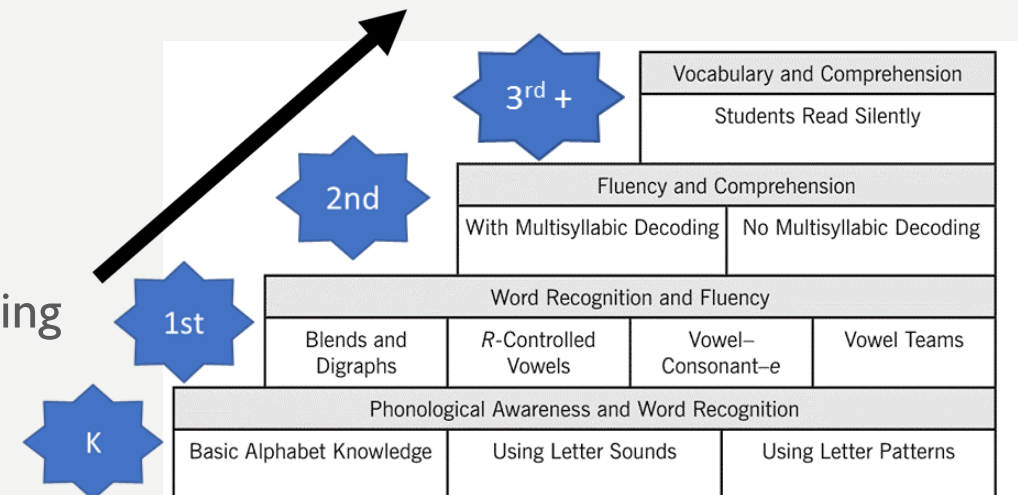




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LEXILE RESOURCE


- <https://lexile.com/parents-students/>
- Click on 
- Enter student's Lexile score and then select categories of interest to the student
- A list of book results on student's Lexile level will be given

RAZ KIDS

- <https://www.kidsa-z.com/main/Login>
- Type in your student's teacher's username -

- Your student will choose their name and then type in their password - _____
- Students then click on  **Level Up!**
- Students are presented with books on their reading level.

TYPING CLUB

- <https://www.typingclub.com/>
- Click on  in top right hand corner of webpage
- Creating a login will allow students to continue their progress the next time they login back in.
- Georgia Milestones Assessment for 3rd – 5th is administered on the computer. Students have to type their constructed responses and the writing component.

GEORGIA MILESTONES ASSESSMENT

- Georgia Department of Education Site Information - Overview
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>
- *Parent Resource Guides – Grade Level Specific Questions/Tasks
- <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>

Georgia Milestones End of Grade Study/Resource Guides

The Study/Resource Guides are intended to serve as a resource for parents and students. They contain practice questions and learning activities for each content area. The standards identified in the Study/Resource Guides address a sampling of the state-mandated content standards.

For the purposes of day-to-day classroom instruction, teachers should consult the wide array of resources that can be found at www.georgiastandards.org.

- [Grade 3 EOG Study/Resource Guide](#)
- [Grade 4 EOG Study/Resource Guide](#)
- [Grade 5 EOG Study/Resource Guide](#)
- [Grade 6 EOG Study/Resource Guide](#)
- [Grade 7 EOG Study/Resource Guide](#)
- [Grade 8 EOG Study/Resource Guide](#)

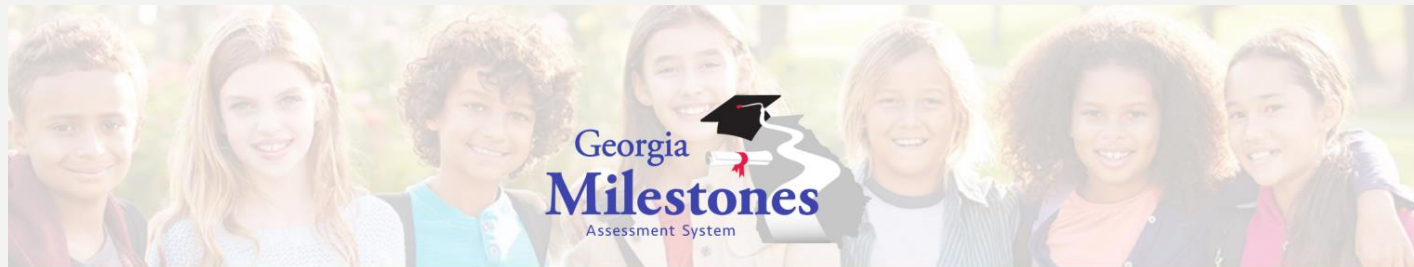
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GEORGIA MILESTONES ASSESSMENT

- <http://gaexperienceonline.com/> - Choose EOG Test Practice – Grade 3-5
- Use this site to familiarize your student with the online testing format.



Welcome to Experience Online Testing Georgia!

This practice site lets students see what testing online is like. Parents and educators are welcome to try it too. The items on the demonstration tests are general and are organized into three grade bands: Grades 3 – 5, Grades 6 – 8, and High School in the content areas of English Language Arts, Mathematics, Science, and Social Studies. The items do not necessarily represent the specific grade-level content that students learn daily in their classrooms. Included in this site are examples of new types of test items that are being field tested this spring. Items that are field tested do not impact the scores of students. The primary purpose is to let students experience, firsthand, the functionality of the online testing platform. The sample tests are not graded, so have fun!



Documentation



Tutorial



Test Practice

The Test Practice is available daily from 7 AM to 10 PM Eastern time. Note that Google Chrome is the only supported browser for this public version of the DRC INSIGHT test engine. If you are using a browser other than Google Chrome, copy the link below into Google Chrome.

<https://wbte.drctdirect.com/GA/portals/ga>

FIELD TEST (EOG & EOC)
READING & EVIDENCE-BASED WRITING

Online Tools Training

SECURE PRACTICE TEST (EOG & EOC)
WITH TRANSMISSION

Online Tools Training