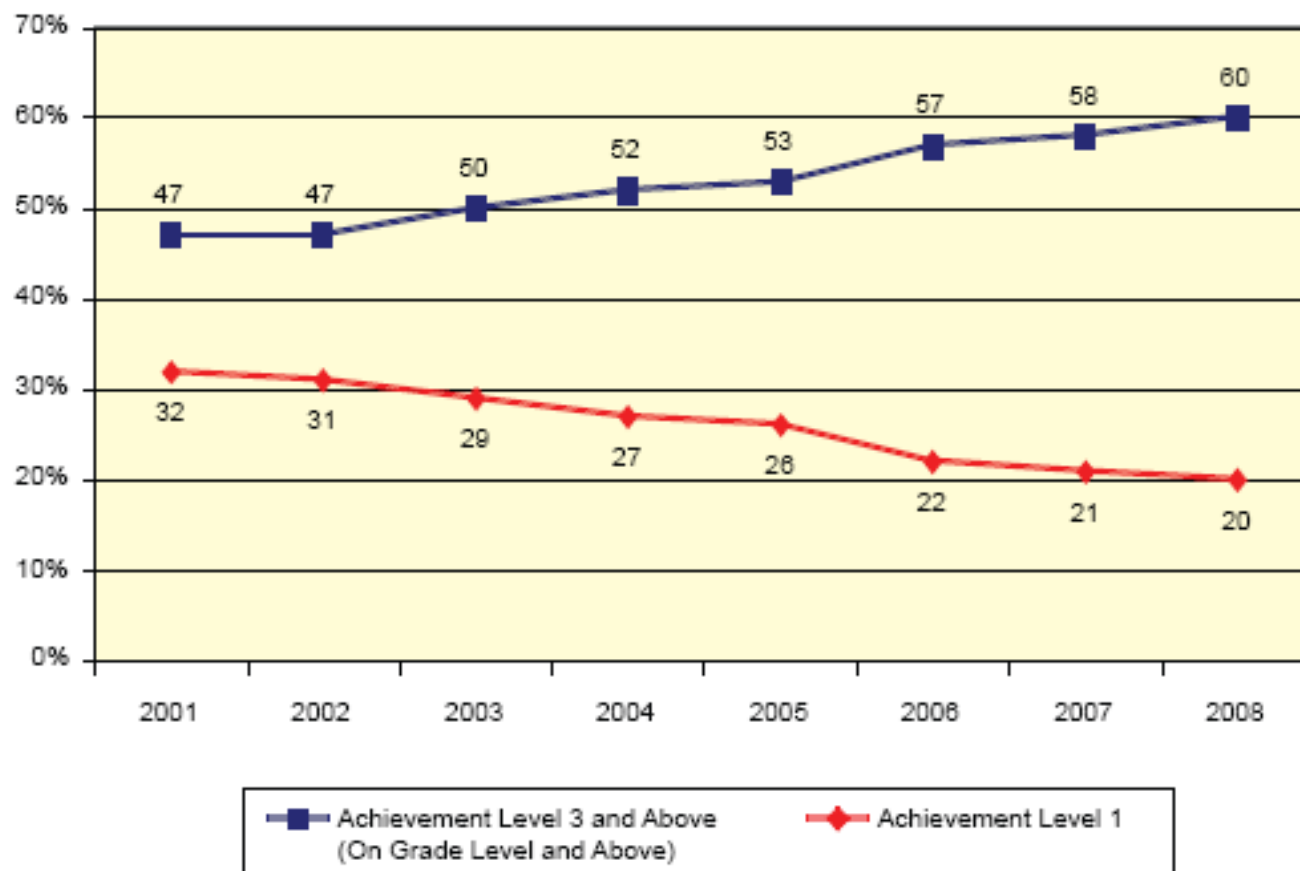


Literacy Assessment and Instruction

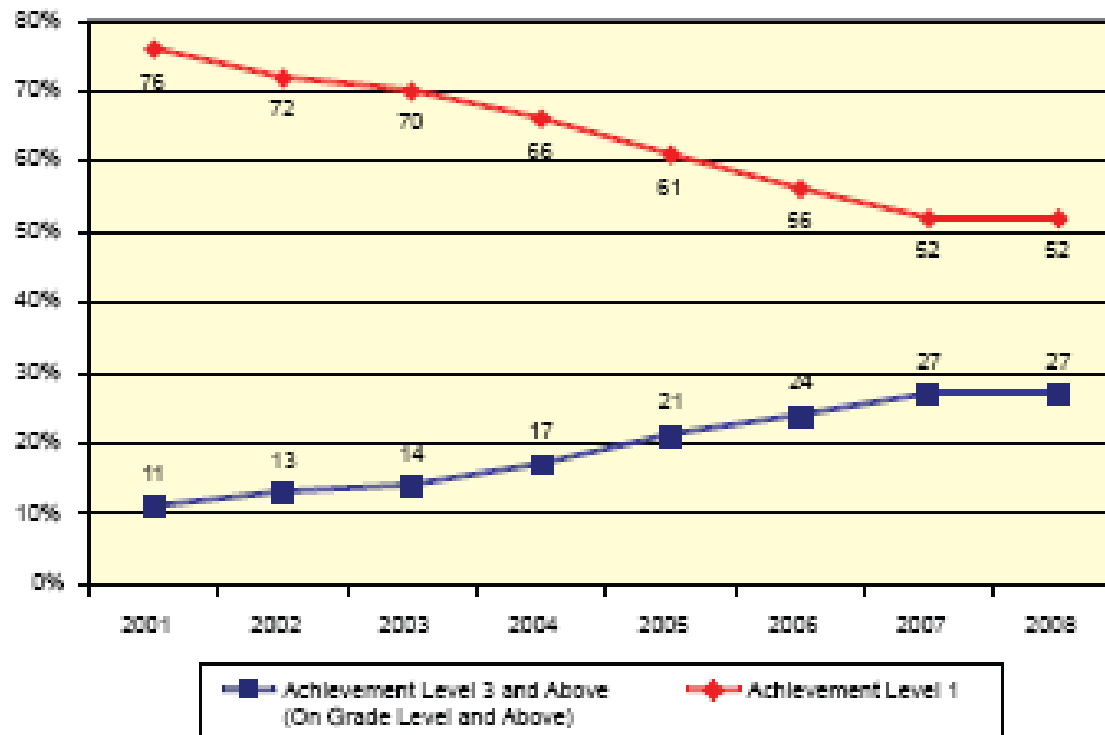


Evan Lefsky, Ph.D.
Executive Director
Just Read, Florida!

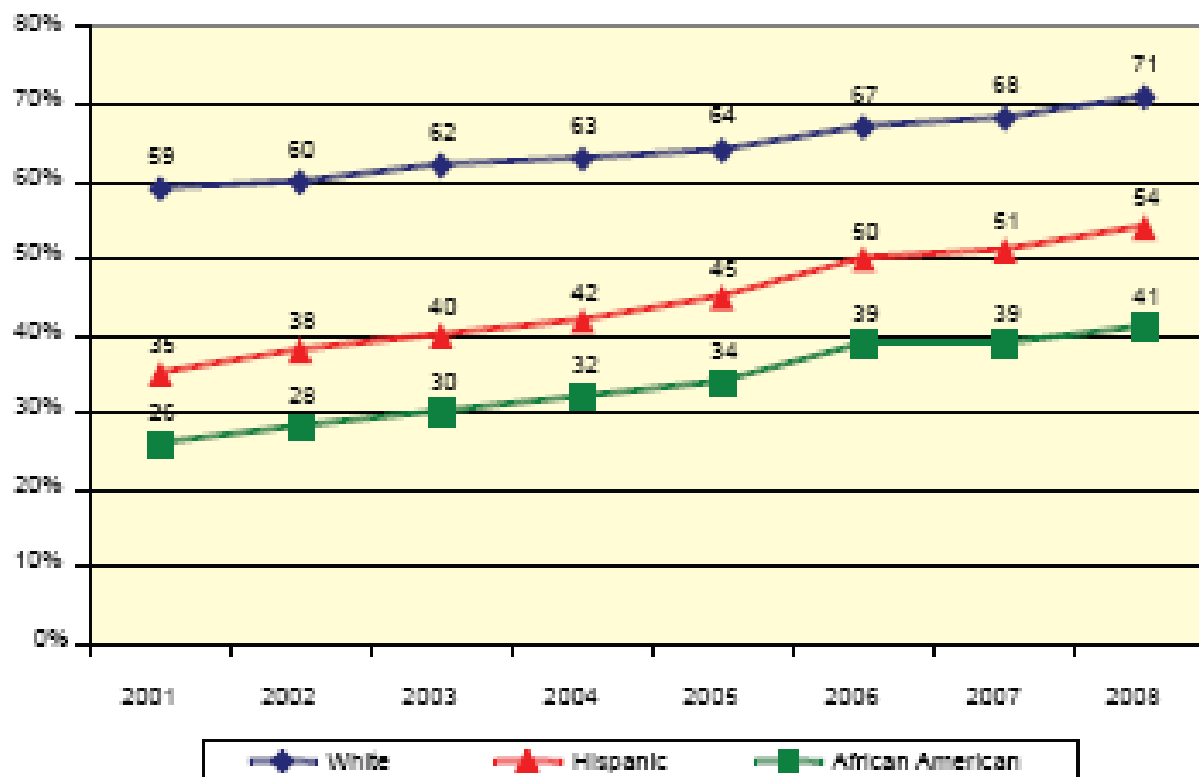
FCAT Reading by Achievement Level Grades 3-10



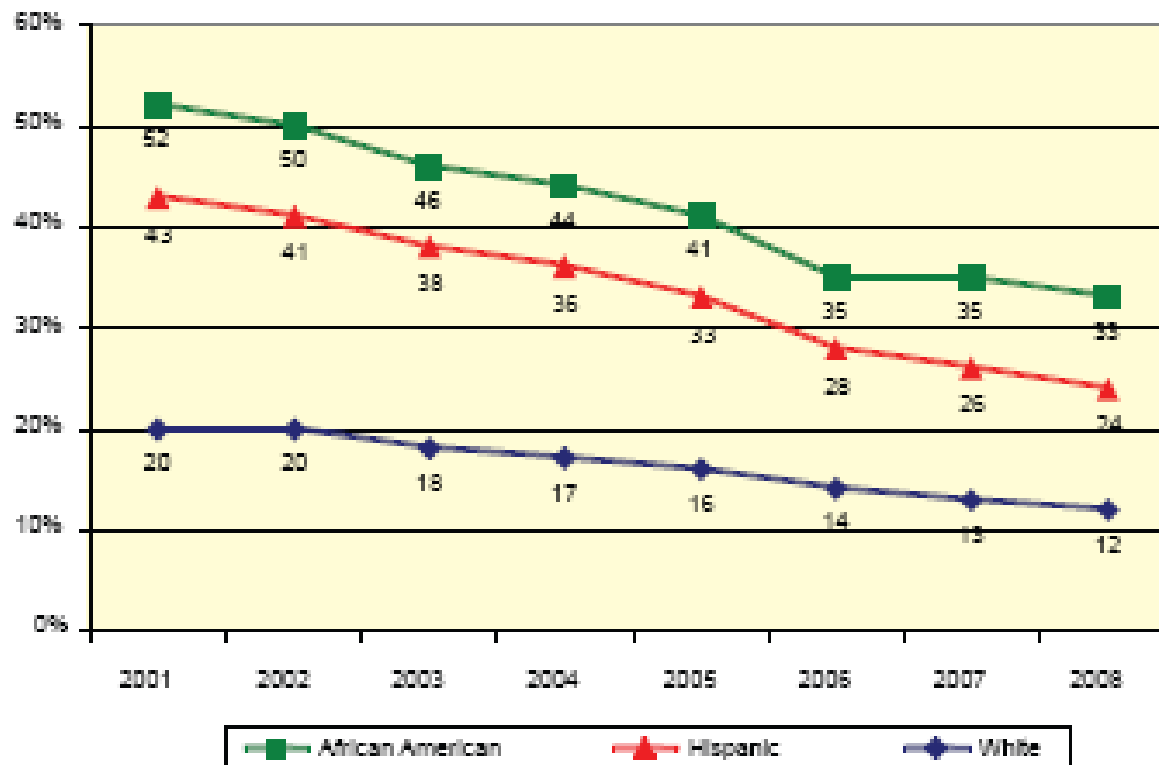
FCAT Reading by Achievement Level English Language Learners Grades 3-10



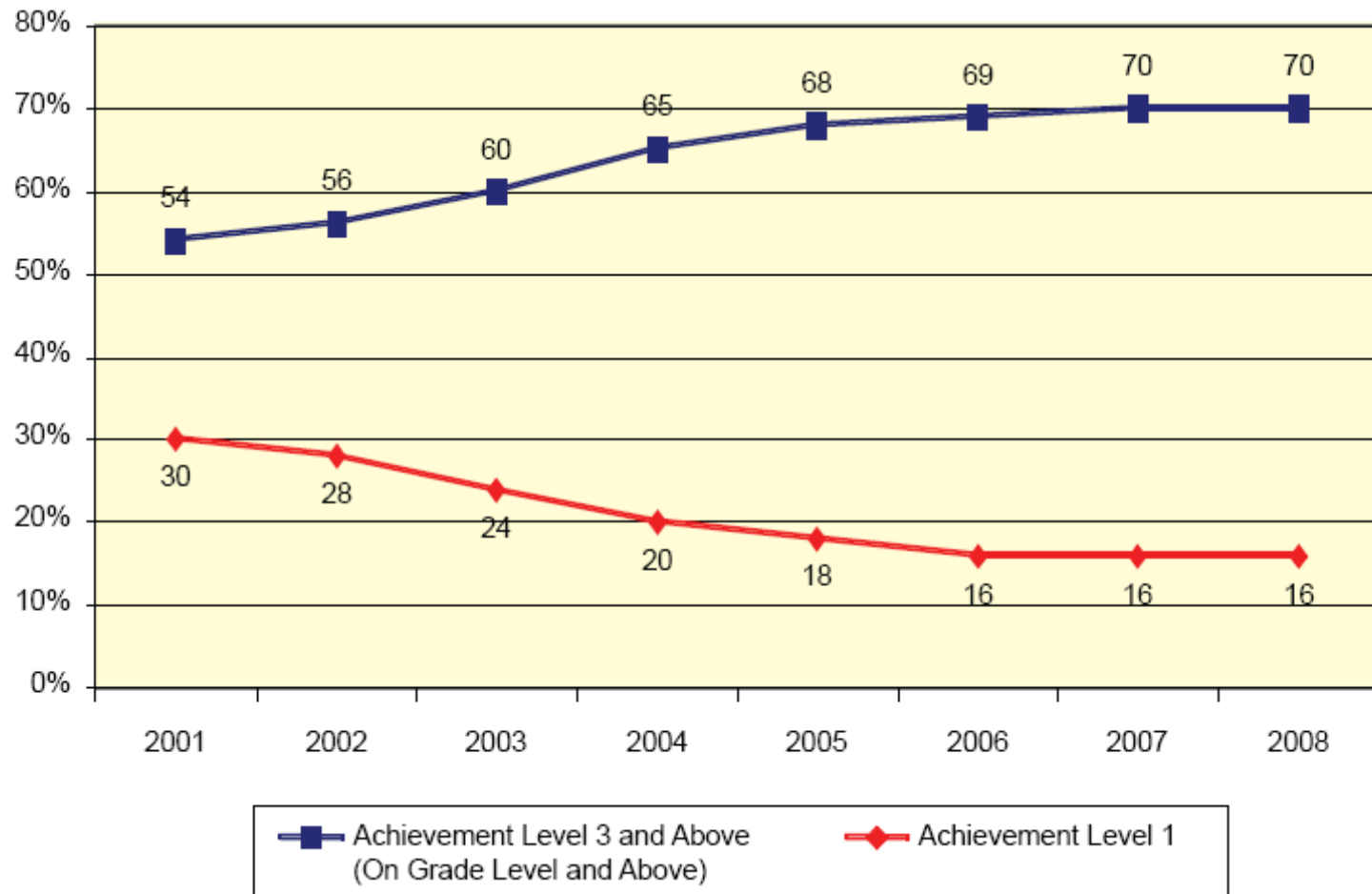
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3-10



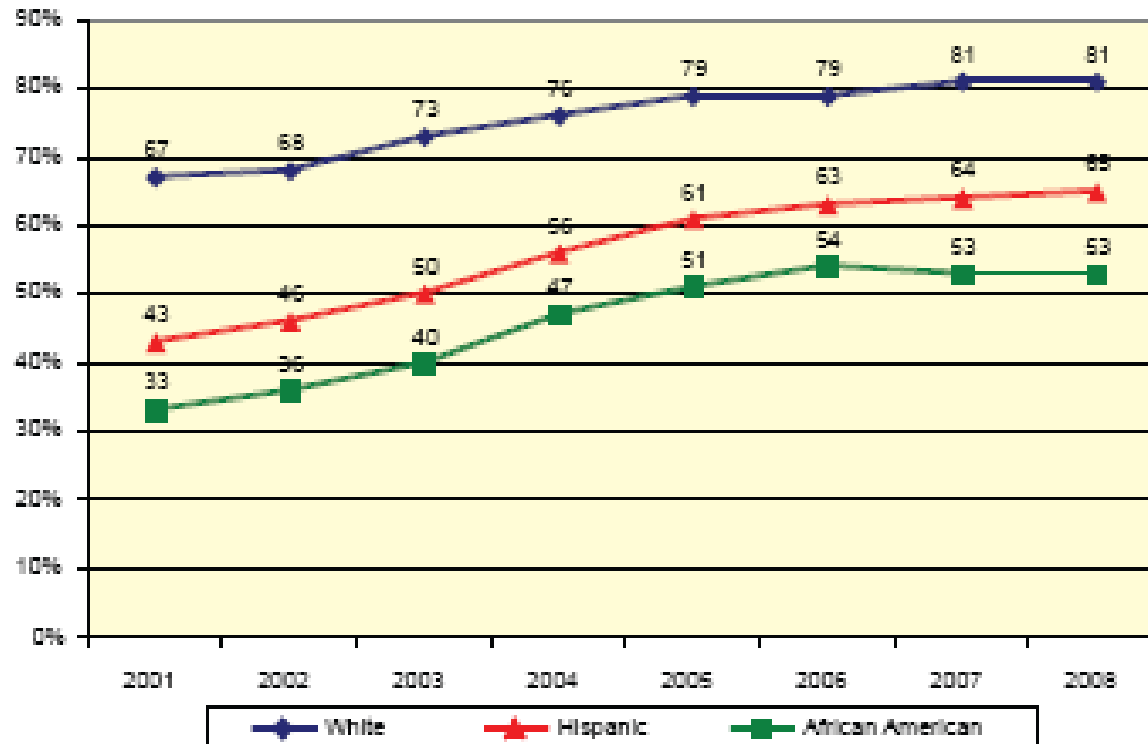
FCAT Reading Achievement Level 1 Grades 3-10



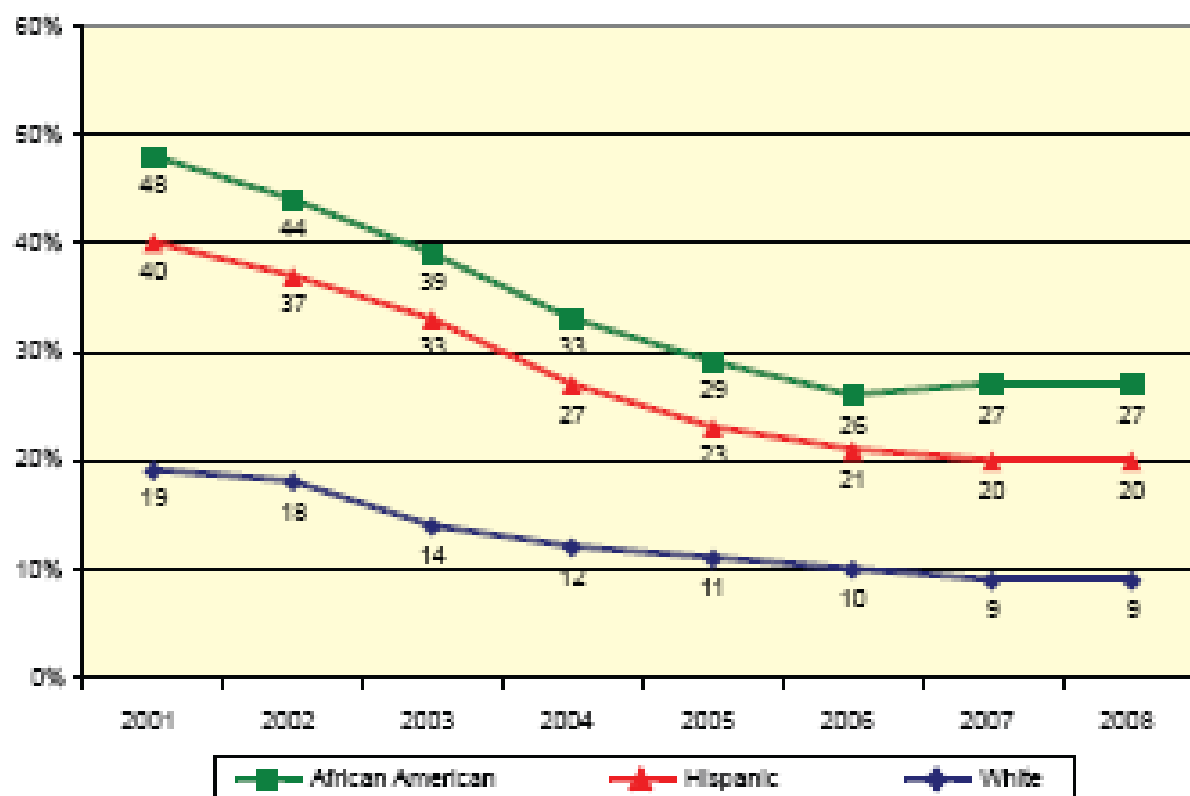
FCAT Reading by Achievement Level Grades 3, 4, and 5



FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 3, 4, and 5



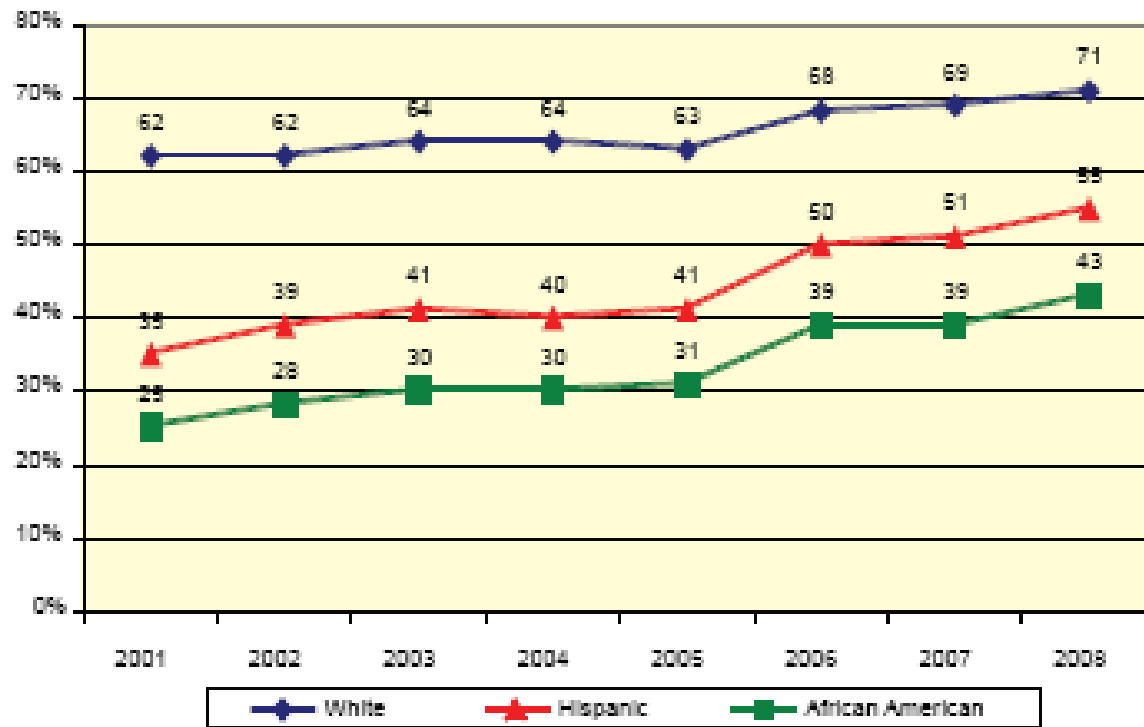
FCAT Reading Achievement Level 1 Grades 3, 4, and 5



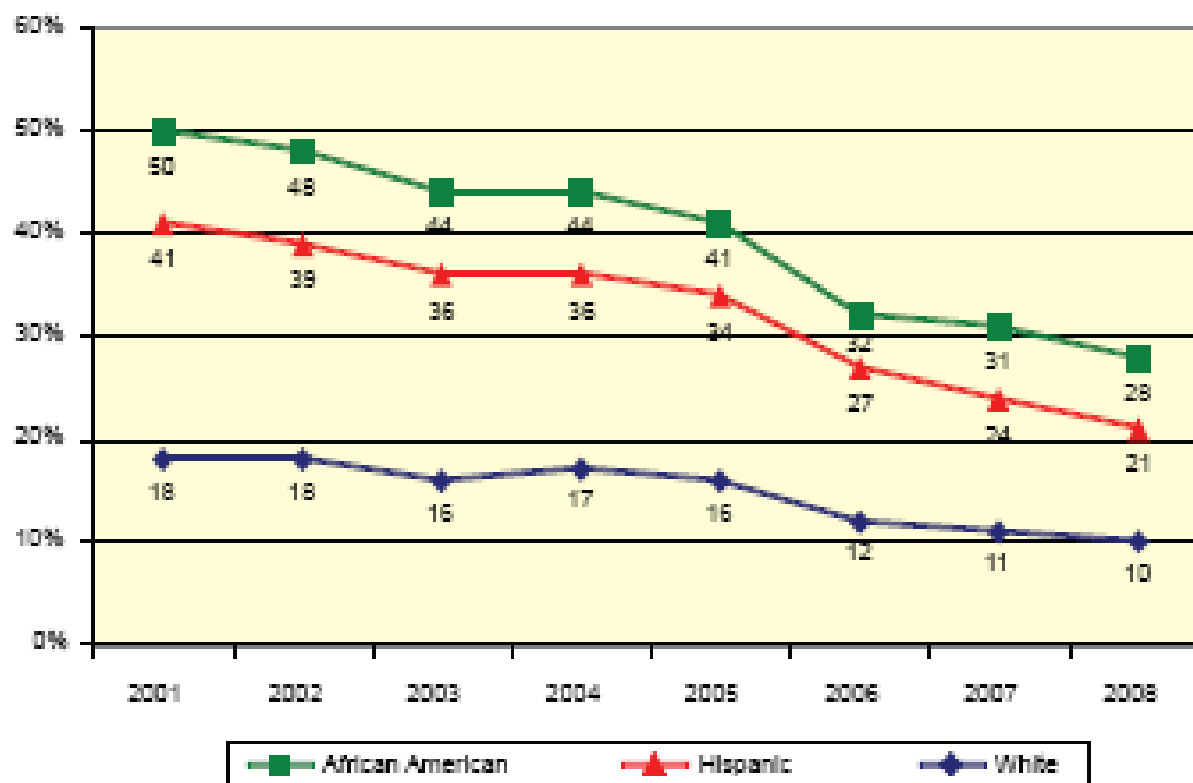
FCAT Reading by Achievement Level Grades 6, 7, and 8



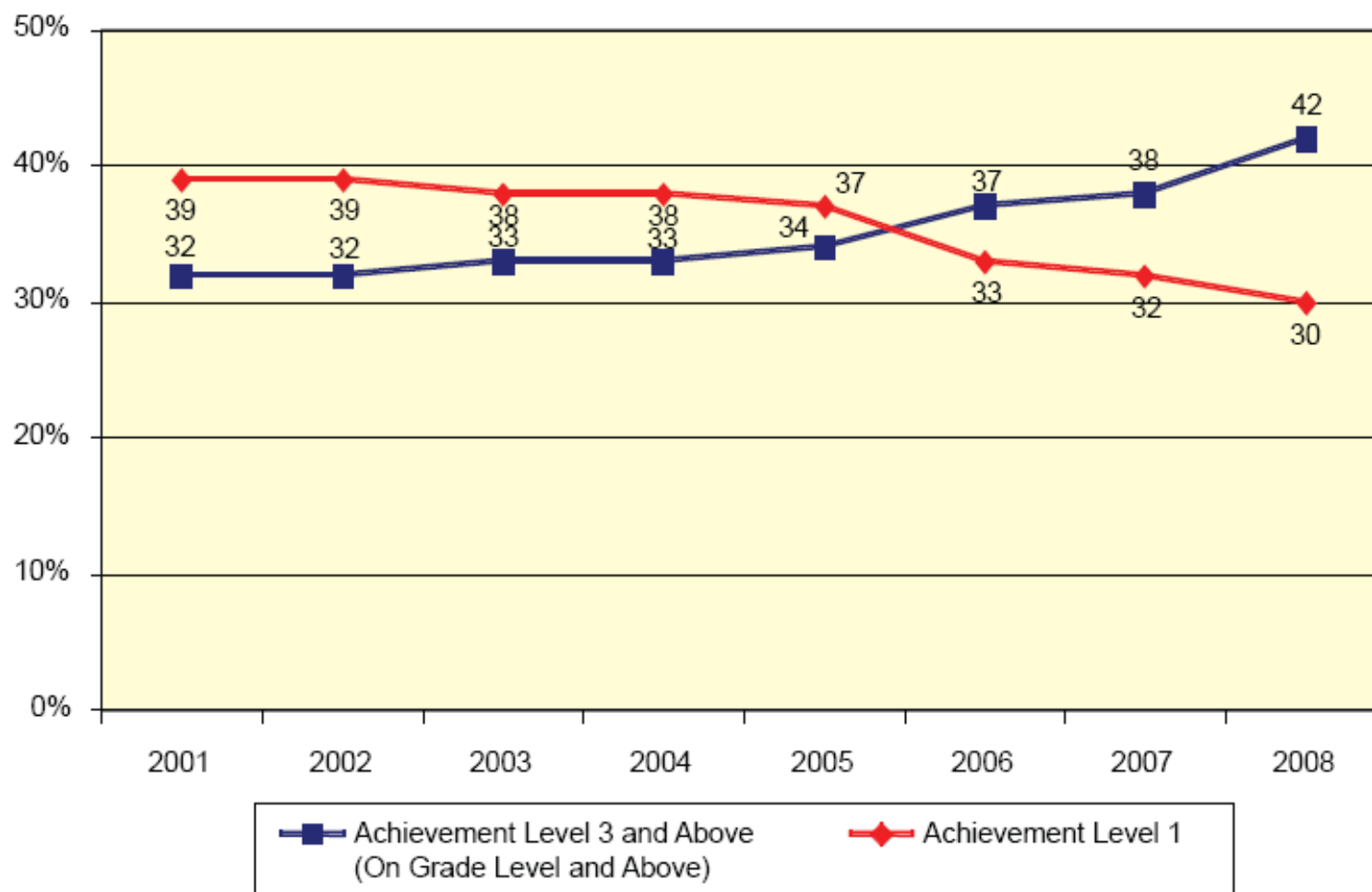
FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 6, 7, and 8



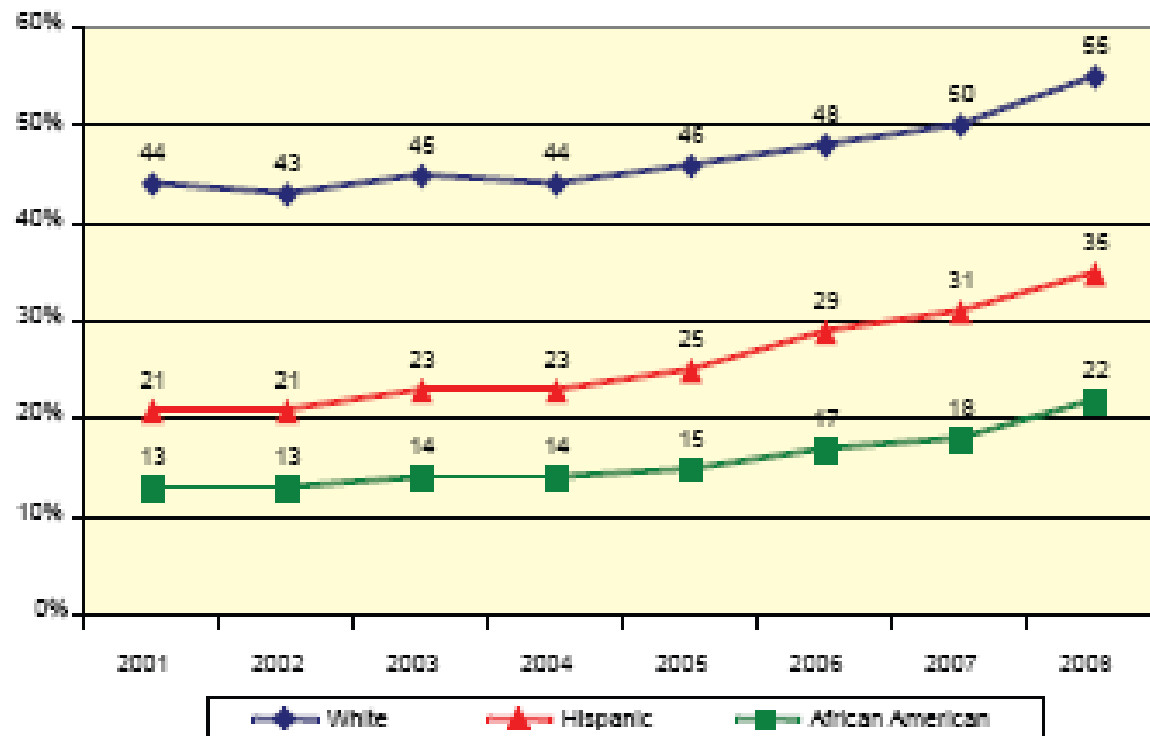
FCAT Reading Achievement Level 1 Grades 6, 7, and 8



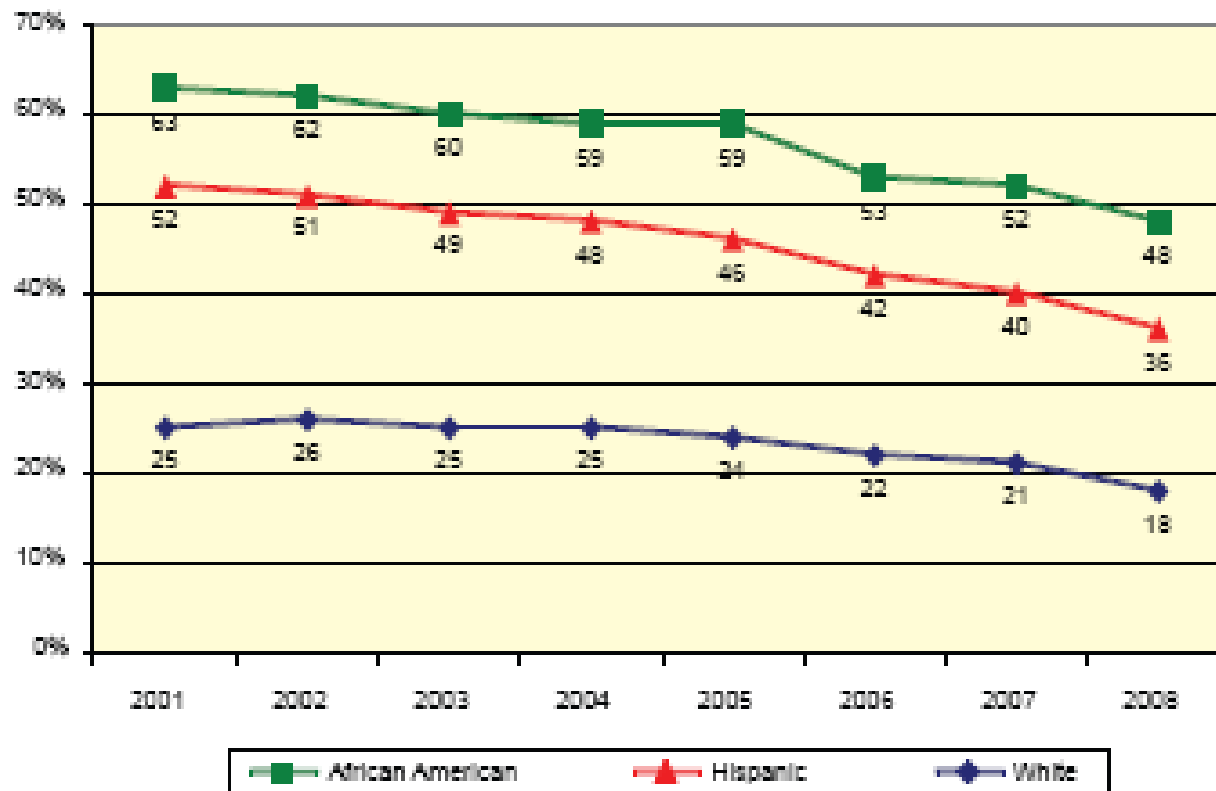
FCAT Reading by Achievement Level Grades 9 and 10



FCAT Reading Achievement Level 3 and Above (On Grade Level and Above) Grades 9 and 10



FCAT Reading Achievement Level 1 Grades 9 and 10



Why Research-Based Programs and Strategies Fail

- Insufficient initial professional development
- Lack of ongoing coaching
- Grouping and scheduling requirements not followed
- Lack of intensity
- Lack of frequent progress monitoring
- Too many initiatives interfere with effective implementation (diffuse time, resources, and support) “initiative fatigue”

What Will It Take?

- Strong assessment system
- Reading intervention classes (will never get the job done by itself)
- Content area reading (will not get the job done for some students)
- Differentiated intensity based on need
- “Adequate” progress is different with a struggling reader

Appropriate Use of Assessment

❖ Questions to ask

- ❖ Is it valid and reliable?

- ❖ Does it yield new information?

- ❖ Is it instructionally useful to teachers?

- ❖ Is it appropriate?

New Florida Assessments for Instruction in Reading

- ❖ Instructionally useful
- ❖ Computer administered in grades 3-12
- ❖ Automatic reporting to the Progress Monitoring and Reporting Network (PMRN) in grades 3-12
- ❖ K-2 will be able to be administered on a handheld device and synced to PMRN
- ❖ Implementation study in 08-09 in Manatee, Broward, Leon, and Alachua
- ❖ Available free of charge to all schools in Fall 2009
- ❖ Only mandatory in Reading First and Kindergarten Screening

New Florida Assessments for Instruction in Reading

- ❖ PreK: print knowledge, phonological awareness, vocabulary, math
- ❖ K-2: phonemic awareness, letter knowledge, decoding, encoding, fluency, vocabulary, listening or reading comp.
- ❖ 3-12: adaptive complex & low level reading comp., fluency, word analysis, skill assessment
- ❖ K-12: Informal reading inventories
- ❖ Lexile scores in grades 3-12 allow matching students to text and access to online libraries
- ❖ Linked to current measure for K screening
- ❖ Identifies risk of reading difficulties and reading disabilities

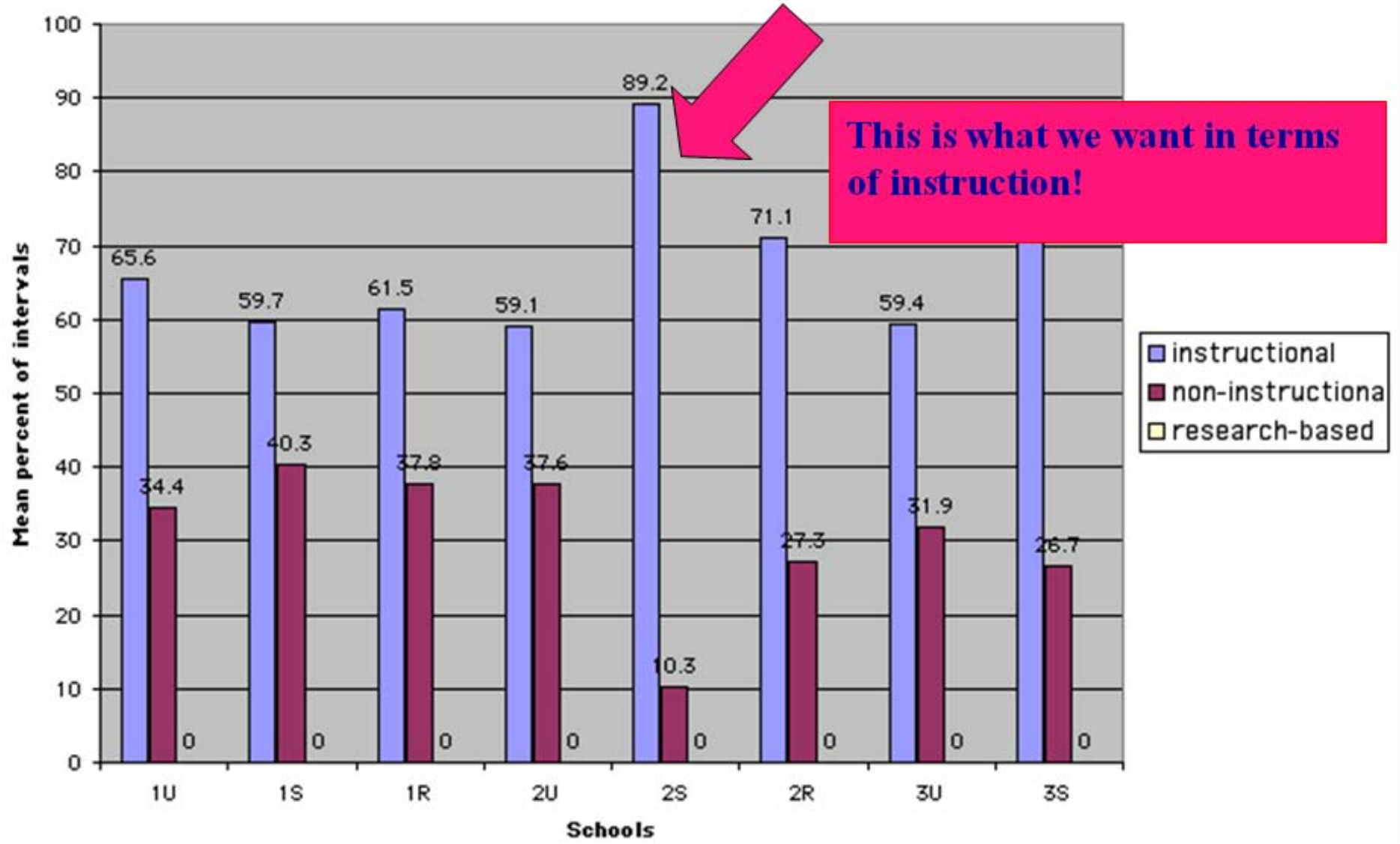
Reading Intervention in Grades K-12

- Early intervention=Still BEST ROI
- Response to Instruction/Intervention
- Best teachers with most struggling students
- Developing an evidence base
- What works? With whom? How well?
- Not one size fits all

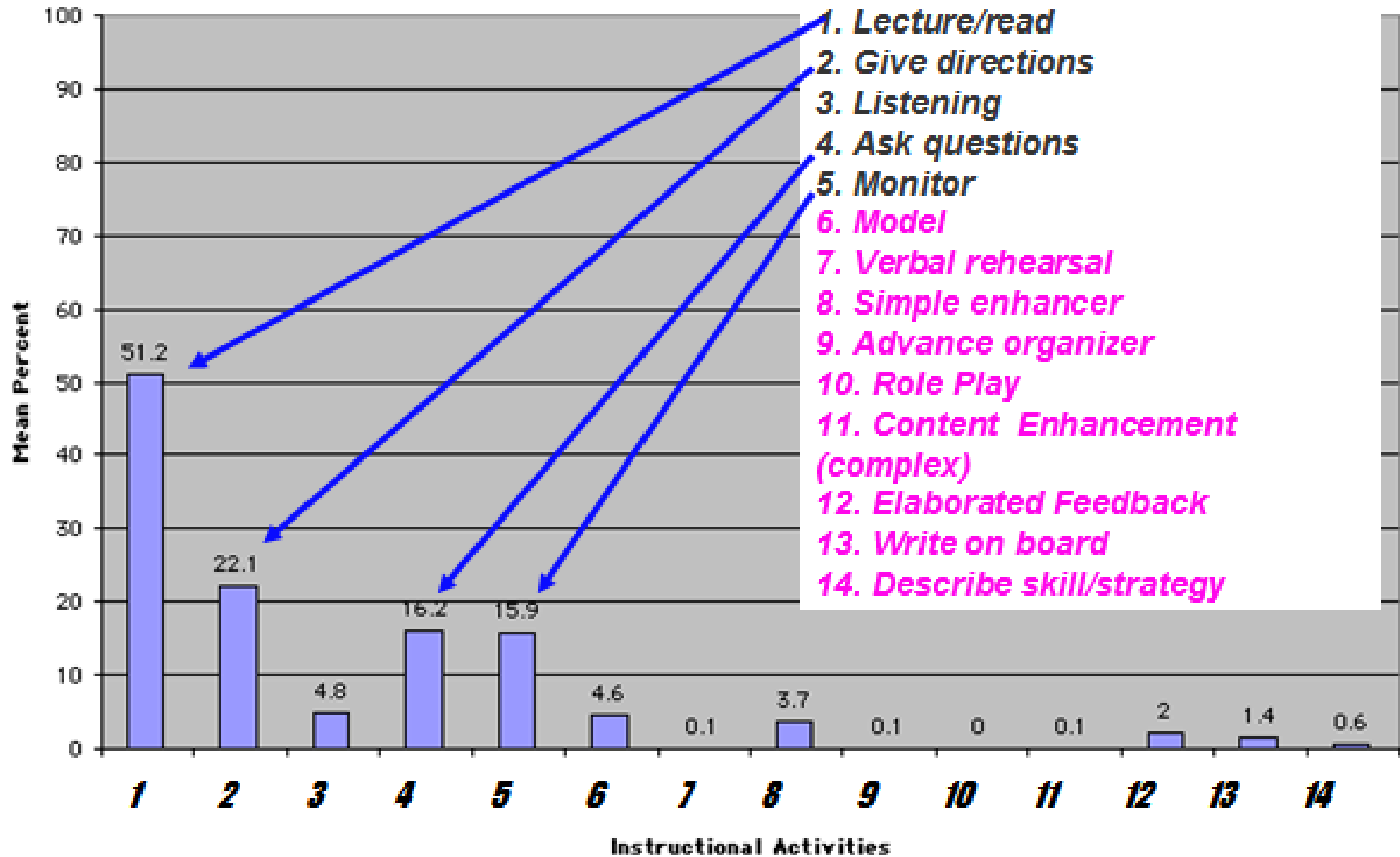
Reading, Writing, and Discussion as the Norm

- Every day, every classroom
- Reading to kids every day
- Kids asking the questions, not the teachers
- Kids reading leveled content texts everyday to practice skills and build knowledge
- Strong core instructional principles in every classroom first
- Integration across content areas

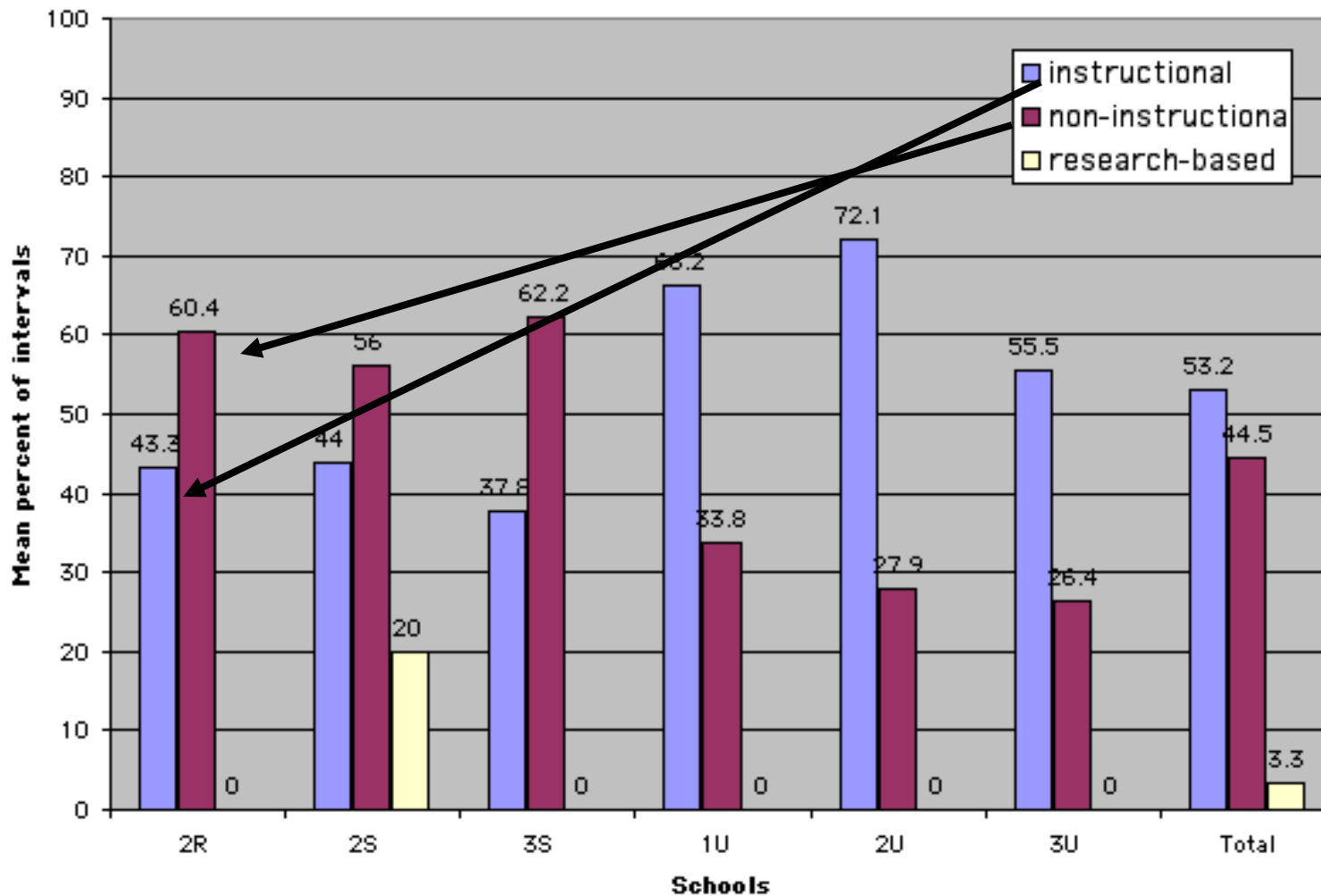
General Education Teacher Observation Interval Type (Deschler, 2008)



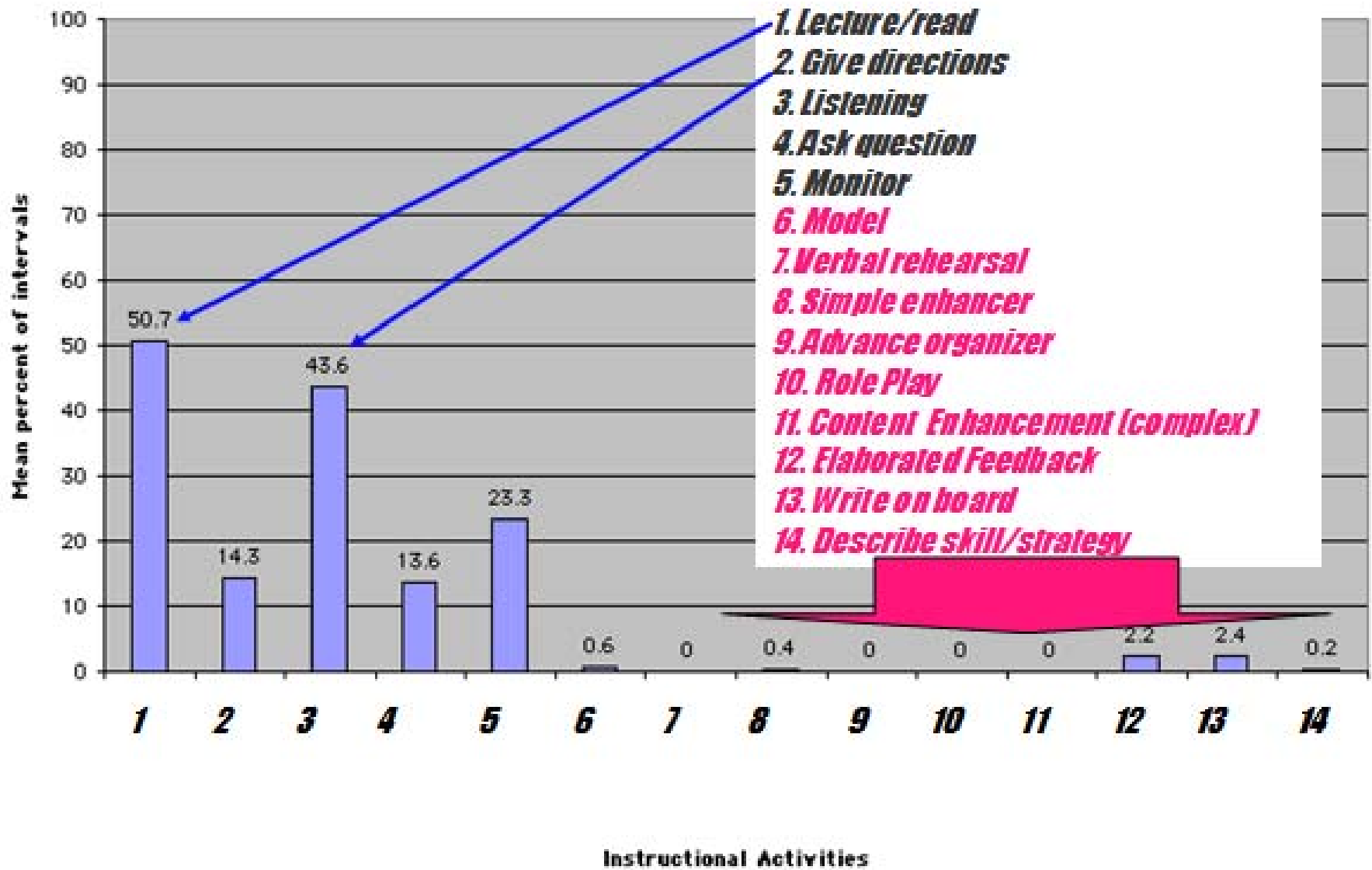
Observation of Teacher Practice Study



Mean percentage of intervals special education teachers were observed in various activities for each school.



Special Education Teacher Observations



Test preparation

- Test preparation versus test practice
- Teach deeply to the standards
- Stay away from test practice books
- Good teaching doesn't mean lower scores
- Avoid FCAT Explorer abuse

Future Goals

- Improve quality of literacy coaching (endorsement?)
- Improve quality of reading interventions
- Improve quality of content area literacy instruction (Core instruction)
- Improve reading teacher knowledge base (particularly use of assessment)
- Matching intervention intensity to student need

Thank you!

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