Identifying Students' Needs and Monitoring Students' Progress in ABE Reading

*The Doctor is In*

Dave Coleman
Facilitator
Welcome!

• Webinar learning and “housekeeping”
• Pre-session survey questions:
  – What GLE reading level students do you have in your class?
  – Do you have students grouped by level? How many groups?
  – Have you ever participated in a STAR training or EBRI Institute?
  – Do you do initial reading needs assessments in different components of reading?
    • Vocabulary
    • Fluency
    • Alphabetics/Phonics
    • Comprehension
    • Student attitudes to reading/Reader profile or interest survey
Guiding Questions

1. How do you know how well your students read? How do they know?
2. How do you/they know they are getting better or where their challenges remain?
3. What are different times and effective ways to monitor student learning?
Agenda

• Introduction and participant survey
• The idea and importance of assessment
• Key terms
• Types of assessment and monitoring
• Monitoring learning in the 4 components of reading
• Conclusions and resources
The idea and importance of assessment

• Identifying needs
• Determining remediation
• Team effort with both teacher and students learning from each other as equals
Communication
Student-friendly sharing

The Components of Reading

- Word Parts (sounds and syllables)
- Oral Reading
- Vocabulary
- Comprehension (understand what you read)
## Reader Profile

Name ___________________________  Date ________________

<table>
<thead>
<tr>
<th>Reading Level (GLE)</th>
<th>Alphabetics</th>
<th>Fluency</th>
<th>Vocabulary</th>
<th>Comprehension</th>
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</thead>
<tbody>
<tr>
<td>TABE</td>
<td>CASAS</td>
<td>Word ID</td>
<td>Phonics Test</td>
<td>Mastery</td>
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</tbody>
</table>

**Notes:**
Key Terms

• ABE Reading
• Types of diagnosing and monitoring student learning
  – Initial
  – Formative
  – Summative
  – Formal
  – Informal
• 4 Components of Reading
Some considerations

• Monitoring across reading components and within the four specific components
  – The practice and strategies chosen will impact what monitoring may look like

• Teacher & Student Responsibility
  – Whole class
  – Small group and partner
  – individual

• We want to see what’s happening in students’ heads as they process reading and use strategies
Time to Process

• Chat pod options
  – ?s
  – ?s/.
s
Initial Assessments

- **Student goals** for reading improvement (family, academic or career goals)
- **Student reading needs, attitude, history & interests**
- **4 components** of reading
- **Informal, non-cognitive skills** (social, verbal, executive/school skills, other)
Goal Setting & Learner Persistence

• Initial
• Follow-up
• How can students articulate these and monitor them?
# Goal setting

My Goals for _____________

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<tr>
<th>Education</th>
<th>Work</th>
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<th>Family</th>
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**S**pecific  
**M**easureable  
**A**ction-oriented  
**R**ealistic  
**T**ime-bound  

*Ex. By __(date)____ I will ___(specific goal)____ by ______(measureable action)___*
4 Components of Reading

- Alphabetics
- Fluency
- Vocabulary
- Comprehension
4 components: Vocabulary

The “What”: Tier 2 words

• “Academic” words that are high frequency and used in all subject areas

• “Mortar” between “bricks” of concrete words (Tier 1) and subject area specific words (Tier 3)

• Academic word lists
4 Components: Vocabulary

The “How”

• Initial needs: Word Meaning Test
• Pre-/Post-unit Word Knowledge Rating
Vocabulary Knowledge Rating Chart

Use the numbers to rate your knowledge of the vocabulary words:

4 = I know the word. I know it well enough to teach it to someone else.
3 = The word is familiar. I think I know what it means.
2 = I have heard the word, but I’m not sure what it means.
1 = I don’t know the word at all.

<table>
<thead>
<tr>
<th>Word</th>
<th>My rating before instruction</th>
<th>I think the word means</th>
<th>My rating after instruction</th>
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4 Components: Vocabulary

The “How”

• Use in scaffolded, generative practice activities
  – Fill in the blank
  – Sentence completion
  – Yes/No/Why (Wh-)
  – Read and Respond

• Quizzes and independent sentence creation at end of week
4 Components: Fluency

The “What”

• Rate
• Accuracy
• Phrasing and Expression that demonstrate comprehension
4 Components: Fluency

The “How”

• Marked texts/Phrase chunking
• Collaborative reading
4 components: Fluency

The “How”

• Initial needs: oral reading
• Marked texts

A laugh a day / may keep the doctor away. // Humor is good medicine. // Research has shown / many benefits of laughter. // It helps keep our mind / and body healthy. // It relaxes our muscles / and increases circulation. // Laughter increases the oxygen level in our blood / and lowers blood pressure. // It also boosts the immune system. // Infections are less likely to strike / if we are laughing.
4 components: Fluency

The “How”

Collaborative, leveled reading groups
  – Performance-based
  – Peer awareness
  – Hearing others helps others hear themselves

• Technology: iPhones and repeated recordings (before/after practice)
4 Components: Alphabetics

The “What”: aka Phonics

• Decoding

• Lower v. Higher level (mono-syllabic v. multi-syllabic)
WORD READING  FORM A

List A  (GE 1-2)
man ______________________
so _______________________
day ______________________
sun ______________________
tree ______________________
friend ____________________
her _______________________
long ______________________
us ________________________
when ______________________
Mastery for GE 1 is 7 correct
Mastery for GE 2 is 9 correct
GE = ________

List B  (GE 3-4)
airplane ______________________
before ______________________
water _______________________
hundred _____________________
bank _______________________
Thursday ______________________
complete _____________________
package _____________________
record ______________________
science _____________________
Mastery for GE 3 is 7 correct
Mastery for GE 4 is 9 correct
GE = ________

List C  (GE 5-6)
citizen ______________________
computer _____________________
information ___________________
temporary _____________________
explanation ___________________
application ___________________
concentrate __________________
development __________________
material ______________________
practice ______________________
Mastery for GE 5 is 7 correct
Mastery for GE 6 is 9 correct
GE = ________

List D  (GE 7-8)
contribution __________________
convenient ____________________
individual _____________________
acknowledge __________________
pollution _____________________
optimistic ____________________
reputation _____________________
urgent _______________________
prescription __________________
confidential __________________
Mastery for GE 7 is 7 correct
Mastery for GE 8 is 9 correct
GE = ________
4 Components: Alphabetics

The “How”

• Initial: word recognition lists
  – Sylvia Greene Word Analysis Inventory
  – San Diego Quick
• Practice self-check (self-access answer guides)
• Knowing the rules, *Megawords, 2nd Ed.*
• Partner coaching
4 Components: Comprehension

The “What”

- Determine effectiveness of strategy presented
  - Find out if student is comprehending passage, not just completing the graphic organizer or KWL chart
  - Determine if student is working at appropriate level
  - Determine if student is ready for the next level
4 Components: Comprehension

The “What”
• Asking questions
• Using background knowledge
• Identifying and connecting ideas
• Understanding text structure
• Summarizing
• Visualizing
• Predicting
• Recognizing that something hasn’t been understood
• Text coding
4 Components: Comprehension

The “How”

• Monitor student use of a strategy
  – Is student using it effectively?
  – Is it useful to the student?
  (Provide opportunities for student to reflect on strategy usefulness)

• Monitor student comprehension skills
  – Observe student doing guided practice activities
  – Ask comprehension questions
  – Ask student to retell or summarize
4 Components: Comprehension

The “How”

- Comprehension Strategies Self Assessment
- Activity completion checklists Anticipation guides
  - Ex. KWL
  - Scanning
  - Skimming
- Graphic organizers
  - Description
  - Compare/Contrast
  - Text genre
  - Cause and Effect
  - Sequence
  - Story
## Reading Strategy: Summary (and Questioning)

<table>
<thead>
<tr>
<th>Topic of Paragraph</th>
<th>The most important idea about the topic</th>
<th>Question about the topic</th>
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Quick Comprehension Checks

• Hand/Body signals
  – Thumbs up/down/fist
  – Fingers
  – Long/short, thick/thin

• Response cards

  A  B  C  D  E
Self-Monitoring

- Progress/Bar charts for marking progress
- KWL

<table>
<thead>
<tr>
<th>What I KNOW now</th>
<th>What I WANT to learn</th>
<th>What I LEARNED</th>
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Pre/Post-tests and surveys
- Knowledge rating
- Self-surveys
Self-Monitoring

• Individual: Reflection Journals and Exit tickets
• Partners: “Tell a partner” or “Roundrobin” v. “Who can tell me...?”

• Small group accountability (conversations with goal-affinity groups)
Communication
Resources
Questions

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