Screener? Diagnostic? Progress Monitoring? What’s the Difference and What Role Should Each Play?

Dr. Marsha Riddle Buly
Dr. Tracy Coskie
Western Washington University
WERA
March 10, 2016
A look at the assessments used in early literacy across the state, and the purposes and best practices around literacy assessment (including: progress monitoring, formative, summative, response to intervention, and standardized assessments).
WHO IS WITH US TODAY?

- K-2
- 3-5
- Literacy Specialist (Reading, Title, LAP)
- SPED
- Instructional Assistant
- Administrator
- Policy Maker
- Other ???
OUR FORECAST - ASSESSMENTS!

- Summative and Formative Assessment
- Screening
  + What is it? When do you use it?
- Progress Monitoring
  + How often? Who does it?
- Diagnostic Assessment
  + When? How is it different?
With an elbow partner

Make a list of all the assessments you’re using for primary grade literacy assessment in your school/district/program...just a list, put them all there!
SUMMATIVE OR FORMATIVE?

Educational researcher Robert Stake used the following analogy to explain the difference between formative and summative assessment:

“When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.”

(Scriven, 1991, p. 169)
Scriven’s quote with an important addition... “When the cook tastes the soup, that's formative. **When the cook decides what the soup needs, that’s diagnostic.** When the guests taste the soup, that's summative.”

(Scriven, 1991, p. 169)
<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the soup taste the way I expect? (Screening)</td>
<td>The soup has been served.</td>
</tr>
<tr>
<td>Why doesn’t the soup taste the way I expect? What does it need? More</td>
<td>• The soup was terrible</td>
</tr>
<tr>
<td>time? A different cook? Now does it taste better? (Progress Monitoring)</td>
<td>• The soup was terrific</td>
</tr>
<tr>
<td>What, still not? What is going on with this soup?? (Diagnostic)</td>
<td>• The soup was okay</td>
</tr>
<tr>
<td>Now does it taste the way I expect? Does it still taste the way I expect?</td>
<td></td>
</tr>
<tr>
<td>(Progress Monitoring)</td>
<td></td>
</tr>
</tbody>
</table>
## TYPES OF ASSESSMENTS

<table>
<thead>
<tr>
<th>Type</th>
<th>When?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative</td>
<td>After</td>
<td>Assessment <strong>of</strong> Learning (WHAT DID THEY LEARN)</td>
</tr>
<tr>
<td>Formative - Screening</td>
<td>Before</td>
<td>Assessment <strong>for</strong> Learning (At risk?) Do we need to look closer?</td>
</tr>
<tr>
<td>and Progress Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative - Diagnostic</td>
<td>Before or</td>
<td>Assessment <strong>for</strong> Learning (WHAT DO THEY NEED TO LEARN)</td>
</tr>
<tr>
<td></td>
<td>During</td>
<td></td>
</tr>
</tbody>
</table>
TODAY WE’RE FOCUSING ON FORMATIVE ASSESSMENT

- Screening (often called universal screening in our state)
- Diagnostic
- Progress monitoring

As we dig into the different types of assessment, consider:

* Some districts use one measure for all three.

How is that possible?
Essential Component
SCREENING

- PURPOSES: identify students who are at-risk for poor learning outcomes

- FOCUS: all students

- TOOLS: brief assessments that are valid, reliable, and demonstrate Classification Accuracy for predicting learning or behavioral problems

- TIMEFRAME: administered more than one time per year (e.g., Fall, Winter, Spring)
SCREENING

Answers the questions:

- Does our core curriculum and instruction appear to be effective?
- Which students need additional assessment and/or monitoring in CORE instruction?
EXAMPLES OF COMMON SCREENING PROCESSES
Perfect screening would result in 100% accurate identification of “True Positives” (those who need additional support) and “True Negatives” (those who do not need additional support).

Cut scores for screening tools are often set to over-identify students as at-risk, just like medical screeners, automobile screeners, etc.

Some, even many, students may do fine with good CORE instruction.
Screeners are designed to catch more than the target—still miss some, still catch others that aren’t meant to be caught!
**Decision Making Model**

<table>
<thead>
<tr>
<th>Screen</th>
<th>Outcome</th>
<th>True Positive: students correctly identified at-risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>at-risk</td>
<td>True Positive</td>
<td>False Positive: students incorrectly identified at-risk</td>
</tr>
<tr>
<td>Not at-risk</td>
<td>False Negative</td>
<td>True Negative: students correctly identified not at-risk</td>
</tr>
</tbody>
</table>

**Legend:**
- **True Positive**
- **False Positive**
- **False Negative**
- **True Negative**
A popular screener—Passage Reading Fluency, at grade level, scored for % accurate and rate

Student copy

Raymond lived in Georgia. He was born there and had many friends. One day Dad had come home from work to say that they would have to move far away. Dad worked in a factory. The factory had closed and Dad needed a new job. Dad had found a new job and now they had to move.

Raymond was sad because he did not want to leave his school. He did not want to leave his friends.

"I am sorry, son," said Dad.

After dinner Raymond felt sleepy, so he went to his room to go to sleep. "Good night!" he called down to Mom and Dad.

"Sweet dreams," they said back.

Raymond got into bed and turned out the light. He began to fall asleep. Then he heard a loud noise. It came from the closet. Raymond
NICE LITTLE HOUSE....

..\1_2015_MarshaDesktop\BSD Clincal Partnership\nice little house errors marked.pdf
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.
IF YOU’RE READING IN A 2ND LANGUAGE, YOU MAY KNOW LOTS ABOUT ACCURACY, SPEED AND PHRASING ....

Veo una hormiga.

¿Veo una hormiga?

¡Veo una hormiga!
IS THAT WHAT YOU THOUGHT IT WAS? WOULD YOU HAVE SAID IT IN A DIFFERENT WAY? SO IT’S MORE THAN HOW FAST, ACCURATE, EXPRESSIVE READING ... THE PURPOSE IS COMPREHENSION/MEANING! MULTIDIMENSIONS OF FLUENCY

Veo una hormiga.

¿Veo una hormiga?

¡Veo una hormiga!
DIBELS, AIMS, and similar measures are examples of SCREENING TOOLS (they are not diagnostic).

Why not? Turn and talk.
WITH YOUR PARTNER

- Go through your list of assessments
- Which could be used as screeners?
- Write each on a post it, post it!

Extra time? Here’s some things to discuss

- How has what you heard challenged your thinking about screening?
- How has it confirmed your thinking?
- How would you explain the purpose and limitations of a screener?
PROGRESS MONITORING

Essential Component
PROGRESS MONITORING

- **PURPOSE:** monitor students’ response to Core, intervention, and intensive instruction in order to estimate rates of improvement and identify students who are not demonstrating adequate progress.

- **FOCUS:** students identified through screening as at-risk for poor learning outcomes

- **FREQUENCY:**
  - Depends upon student need
POSSIBLE RESULTS OF PROGRESS MONITORING

- Might lead back to diagnostic assessment
- Might lead to a new intervention or modification in the intervention
- Might lead to a return to a less supported level
- Might lead to more or less frequent PM
WITH YOUR PARTNER, RETURN TO YOUR LIST OF ASSESSMENTS.

What could be used for progress monitoring?

A new post it for each, add those to the progress monitoring chart

Look back at the screening chart – any that are on both?
If screening and progress monitoring don’t tell us what a student needs, then what kind of assessment does?????
Scriven’s quote with an important addition... “When the cook tastes the soup, that's formative. When the cook decides what the soup needs, that’s diagnostic. When the guests taste the soup, that's summative.”

(Scriven, 1991, p. 169)
DIAGNOSTIC ASSESSMENTS

- PURPOSE:
  - A deep dive into a student's strengths and needs
  - Identify next steps
  - Usually administered after screening/PM
  - Typically administered to some students, some districts do with all in primary

- Educational Decisions:
  - What to Teach
  - Intervention possibilities
  - Differentiated CORE
  - Supplemental Intervention
Examples:
- Diagnostic Reading Assessment (DRA)/Evaluación del desarrollo de la lectura (EDL2)
- Running Records with Error Analysis
- Benchmark Assessment System (BAS)
- Diagnostic Spelling Inventory (Words their Way)
- DRA Word Analysis
- Writing on-demand pre/during/post
- Assessment of daily writing
AN EXAMPLE

- SAME passage that we scored just for screening

- ..\1_2015_MarshaDesktop\BSD Clinical Partnership\Nice little house oral reading record both pages.pdf
We can go even further in diagnosis, and we should, by talking about the passage, having students write about the passage or even having students illustrate their understanding.

And we can, and should, be doing this on a regular basis.
NICE LITTLE HOUSE....

- We can go even further in diagnosis, and we should, by talking about the passage, having students write about the passage or even having students illustrate their understanding
- basis
- And we can, and should, be doing this on a regular
DIAGNOSTIC ASSESSMENTS – WITH YOUR PARTNER, RETURN TO YOUR ASSESSMENTS AND IDENTIFY THOSE YOU THINK COULD BE USED AS DIAGNOSTIC TOOLS—ADD THOSE TO THE DIAGNOSTIC ASSESSMENT CHART

Examples:

- Diagnostic Reading Assessment (DRA)/Evaluación del desarrollo de la lectura (EDL2)
- Running Records with retell and Error Analysis
- Benchmark Assessment System (BAS)
- Diagnostic Spelling Inventory (Words their Way)
- DRA Word Analysis
- On demand writing
DIGGING INTO ASSESSMENTS

- Screening (often called universal screening in our state)
- Diagnostic
- Progress monitoring

Rove the three charts with a partner ---
What do you notice?
Any you think should be in a different spot? Add a ?
Some districts use one type of assessment for all three, how is that possible?
WHY DO WE USE ASSESSMENTS?
TO MAKE INSTRUCTIONAL DECISIONS FOR EACH CHILD

Primary Level:
School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

Secondary Level:
Supplemental Group Systems for Students with At-Risk Response to Primary Level

Tertiary Level:
Specialized Individualized Systems for Students with Intensive Needs

~80% of Students

~15%

~5%

(From NCRTI/OSPI Module 1)
MULTI TIERED SYSTEM OF SUPPORT
A BETTER QUOTE NEEDED FOR END.

- Good Data In, Good Data Out.