

Next Steps Triads #9: EOY Assessment

The Goal: to preserve the power of 1-on-1 text & word study intervention in a small group where students are matched on instructional level closely enough to read as much as possible in an accurate and fluent manner.

Agenda for Today's Training:

1. Assign post-practicum questionnaires.
2. Complete UURC *Educator Certification* chart.
3. How's it going? No clinical observations.
4. Trainer models RLA administration, scoring & interpretation.
5. Liaison will send NST certificates when:
 - educators complete NST on-line questionnaires,
 - Site Coor. sends *Educator Certification Data* to UURC Liaison, **and**
 - all pre-post data are entered in UURC account on-line.
6. Interest in clinic and/or private tutoring list possibilities? (pass around sign-up sheet)
7. Trainer reviews group formation for next year.

Reading Level Assessment (RLA)

Available on-line: www.urrc.org →Educators →U
Steps Resources. It's ***free!!!***

- approx. 10 minutes
- instructional reading levels

Passage Reading

- word recognition accuracy in context
- rate
- comprehension

Passages

<i>Baby Bear Goes Fishing</i>	(G1-Oct/ES 5)
<i>Mouse Tales</i>	(G1-March/ES 10)
<i>Days w/Frog & Toad</i>	(G1-End/ES 12)
<i>Woods & Moe passages</i>	(G2 and up)

Note: The books/passages used for assessment **CANNOT** be used for tutoring during the year.

Keep going until the student fails to meet one or both criteria. You need to see what s/he ***can't*** do to determine instructional level.

Review Errors (just slash):

- | | |
|--------------|-----------------|
| - omissions | - substitutions |
| - insertions | - helps |

The girl ran quickly.

The girl ran quickly.

The girl ran quickly. The girl ran quickly.

The girl ran quickly.

Be sure to identify self-corrects.

Self corrects are NOT errors on any G1 text. Self corrects ARE errors on G2 text and above.

Stop coding & timing after reaching 100 word indicator (slash). Student must finish passage to answer comprehension questions.

Scoring Criteria (see chart)

Note: independent criteria are based on grade level norms. They are more stringent than instructional criteria because they assume no support.

Instructional criteria estimate where a student can read successfully with some support.

Record all data, including child's name, grade, etc. on test.

Recommendation

1. ***DO NOT*** assess a child you tutored!!!!
2. Don't "re-test" within 3 months!

NS Triads Closure: Forming Groups

1. Conduct RLA.
2. Determine each student's print- processing instructional level from oral reading accuracy and rate. Find the highest text level that the student meets accuracy & rate.
3. Match level, accuracy and rate as closely as possible to form groups of 3. Try to stay within 5 wpm and 5 %points of accuracy in matching.

Note: a strong G1-March reader may be able to work with shaky G1-End readers, and so on.

Note: use an odd number format—odd numbers of students allows student to work in partnership while you work with a focus student. You may want to expand to "Quints" (5).

Criteria for G2 Students:

- minimum of 85% accuracy on G1-March text w/ no less than 25 wpm (*Mouse Tales*)

- maximum of 95% accuracy w/40 wpm on G1-End text (*Frog & Toad*)

In September, G2 NS students are not lower than shaky G1-March and not higher than strong G1-End.”

Criteria for G3 and Above:

- minimum of 85% accuracy w/ no less than 25 wpm on G1-March text (*Mouse Tales*)
- maximum of 95% accuracy and 90 wpm on G2-End text (*Whiz...*)

In September, students in grades 3 and up, NS students are no lower than “shaky G1-March” and no higher than a “strong G2-End.”

General Guidelines:

G1-Jan-March readers may need time to develop particular skills, for example, partner reading. In response, you may want to have all 3 students read

chorally (i.e., not have a focus student & partner readers) until they reach a strong G1-End level.

Also, it is advisable to reread sections of G1-Jan-March text in during Assisted Reading in back-to-back lessons to develop sight vocabulary, fluency, and partner reading skills.

When students read in partnership, all students must track at all times.

Focus students reading at G1 levels also must track with fingers at all times. Focus students reading in G2 text and above, may use a transparency bookmark or nothing at all.

All students always track during echo reading.

Your priority is the focus student. This means you need to “let go” of the partners except for re-directing off-task behavior. Yes, they may be making errors, but you will have focus time with each of them in the very near future!

ESPWP: every student participating whenever possible!!! Pose a question and then direct the pair to “tell each other.” Use “thumbs ready” to prevent 1 student from dominating.

Students need to consume as much text as possible. Keep talk to a necessary minimum—even yours!!! Remember: whenever you are talking, they are not reading!!!!!!

Practicum Requirements

Tutoring Sessions: minimum of 45, but the more, the better!

Group Training Sessions: 9

Observations w/certified NST tutor working directly under licensed NST trainer: 6 w/2 “satisfactory” scores; 1 satisfactory score must be earned during final observation. *Review Observation form!*

Self-Observation: Film yourself during 2 NST lessons; watch your lessons while completing NST observation forms. Submit both completed forms to UURC liaison.

Observations of a peer during training sessions: 6

Watch 5 Video Seminars (preferably in group setting; organized by coordinator)

Note: NS Triad Tutors and/or Site Coordinators are ***not*** licensed NS Triad trainers. Training without NS Triad license violates UURC service mark rights. Coaching = OK.

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<http://www.uurc.utah.edu/Educators/BotswanaInternship.php>