

Assessment type	description	purpose	usage	frequency
Interim	NWEA- an interim reading and writing exam taken on ipads. Measures things like vocabulary, comprehension , phonics, etc.	To determine students reading level and reading growth	Used to set individual learning goals for students that may be on different levels, some students may require intervention and this assessment may show that	3 times per year (fall, winter, spring)
summative	Spelling test- a short test with all the vocabulary words from the week	To figure out if students are able to spell the specific words, usually they follow a certain rule for example one spelling test was on FLSZ words, another had all ehart words	Used to determine if the student is understanding that specific rule that applies to the words on the list	Depends, i believe its usually every week or 2
screeener	DIBELS -Brief one-on-one fluency assessment focusing on foundational	To identify students at risk for reading difficulties.	Data can be used to see if a student might need tier 2 or tier 3	3 times a year
diagnostic	Pre spelling test (this was a while ago at a school in new york	For students to see themselves what they need to work on	Used for students themselves to understand their growth	Once a week

	because i dont believe I saw one at BPS) students were required to write all the spelling words prior to seeing the list and how to spell them	studying		
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formative	FLSZ words worksheet- students required to spell the words in the picture (they are all FLSZ words) there is also a reminder of the FLSZ rules on the worksheet	To see which students are not understanding the rule	Identify what part of the rule students dont understand, maybe you find out later they dont know what syllables or short vowels are	Usually worksheets like this are daily nto always on FLSZ words obviously
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Part 2: Assessment Analysis (2 Points)

Directions:

Choose **one** assessment from your inventory above and analyze it in depth. Respond to the following prompts.

Chosen Assessment: _____ NWEA _____

1. What are the pros of this assessment?

(Consider what it measures well, how it supports instruction, ease of use, etc.)

It measures how well students are able to understand the pillars of reading and what areas they may be struggling or certain skills they may be lacking. Immediate digital reports are available for teachers and families. It also aligns with state standards. Students and teachers can also use this to track growth over time.

2. What are the cons or limitations of this assessment?

(Consider bias, time, narrow focus, training needed, etc.)

Some students may have test anxiety, also it does not really measure any fluency. Also with the ipads it can take a while to set up as well. Some students take longer than others and that also makes it difficult because this can cause major anxiety in other students

3. How is it currently used?

Alot of times can be used to see what students need tier 2 or 3 instruction, can also help determine beneficial groups for students to be in.

4. How could it be used better?

(Suggest ways to improve implementation or data use.)

integrating goal-setting conversations with students after each testing period could increase motivation

5. What questions do you still have about this assessment?

Part 3: Assessment Experience (6 Points)

Directions:

Either conduct a reading assessment yourself or observe your teacher/literacy coach conducting one. Attach or describe any materials used (e.g., assessment sheet, student sample, checklist).

1. What was this assessment?

Formative- I had students write the first next then last of the hungry caterpillar,

2. What data did you get on the student from this assessment?

I noticed how some students were struggling with things like spelling where others were actually struggling the series of events in the story. Most of the students did understand the rules of first next then last.

3. How will these results inform instruction?

One thing is that I think constantly reinforcing the idea of first next then and last could be helpful, like for example using it when talking about the morning routine
(Explain how you or the teacher would adjust teaching based on the results.)

4. What are the teacher's next steps with this student based on this assessment?

(Interventions, goals, grouping decisions, etc.)

I dont think too many decisions will be made from this assessment since it was just a regular formative assessment but if anything some possible interventions and maybe doing some small groups with the students struggling with story structure

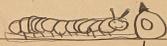
Supporting Documents (if applicable):

Name BASIM LYENCH

Drafting

Draft Class Story

Write the events in order.



First, the egg hatches
into a caterpillar.

Next, The caterpillar
eats lot of food

Then, The caterpillar
builds a cocoon

Last, The caterpillar

Turns into a butterfly