Just Right Reader Assessment & Progress Monitoring Guide

English

Table of Contents

Introduction

A Comprehensive Assessment System (K-2)

A comprehensive assessment system is integral to teaching and learning. Educators must incorporate a variety of assessments with different purposes at different intervals depending on the level of content assessed (i.e., course-level, unit-level, and lesson-level) throughout the school year. These include diagnostic assessments, formative assessments (both formal and informal), and summative assessments. These multiple assessments combine to form a more complete picture of students' learning, focusing on students' growth as they aim to master grade-level standards.

Educators must become adept at using assessment to drive decision-making. Used well, the combined data from assessments can encourage students (and educators), monitor and communicate students' progress toward standards-aligned learning targets, and can help students and educators take effective action to better learning outcomes. In a comprehensive assessment system, both educators and students have a hand in using the data gleaned from assessments to monitor growth and make decisions.

Understanding the Just Right Reader Assessment & Progress Monitoring Guide

The aim of this guide is to ensure that educators understand how to prepare for, administer, and use data collected from Just Right Reader's assessments to maximize student growth. This guide will help you understand

- the importance of a comprehensive assessment program and the purpose(s) of each type of assessment: diagnostic, formative, and summative;
- the standards and skills assessed within each assessment, organized by grade-level;
- a recommended timeline or schedule for administering assessments at each grade level;
- how best to administer and score assessments to ensure consistency across administrations, thus increasing the validity and reliability of the assessment data;
- how to effectively organize and use the data to monitor individual student and whole class progress and make data-driven instructional decisions that result in growth and achievement;
- why and how to involve students in monitoring their progress toward standards-aligned goals and reflecting upon their learning behaviors and outcomes; and
- how best to communicate the data with other stakeholders.

Figure 1. Types & Purpose(s) of Assessment

	Diagnostic	**Formative**	**Summative**
Definition	Diagnostic assessment gauges students' knowledge and skills **before** learning and teaching happens.	Formative assessment gauges students' knowledge and skills **during** learning and teaching. These can be formal or informal formative assessments.	Summative assessment gauges students' knowledge and skills **after** learning and teaching have taken place.
Purpose	A diagnostic assessment is used to "diagnose" knowledge, skills, and abilities – areas of weakness and strength or standards/skills that a student has learned already and which they need to be taught. Teachers use the diagnostic results to guide them as they decide next instructional steps to support/intervene or to enrich students' learning during whole-class, small-group, and/or individual instruction.	Formative assessments identify students' learning strengths and areas of need so that teachers can adjust their instruction to provide targeted, differentiated support and enrichment. Formative assessment demands that teachers act – that they use the data to inform what and how they teach students. Informal formative assessments assess in-the-moment and are often embedded within day-to-day activities. Feedback is specific, and teacher action is immediate. Sometimes formative assessments are more formal, such as progress monitoring Mastery Measures. These Mastery Measures evaluate student performance one skill at-a-time to ensure mastery before moving to the next skill.	The intent of summative assessments is to measure and report mastery–they are a "summation" of learning. (While not necessary by definition, teachers can use this summative data to identify skills that need to be retaught or reinforced and to monitor students' progress toward standard mastery.)

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Kindergarten Assessments

Overview

Texas educators should ensure use of a comprehensive assessment program, incorporating a variety of diagnostic, formative, and summative assessments that assess the foundational literacy skills outlined in the Texas Essential Knowledge & Skills (TEKS). Teachers should collect assessment data before, during, and after learning has taken place. They should also choose the appropriate combinations of assessments based on educational purpose and understand how to collect the data so that it is reliable and valid; how to organize the data so that it is easy to read and analyze; and how to best use and communicate the data to ensure that students develop and sustain foundational literacy skills.

Figure K.2 provides an overview of the TEKS foundational literacy standards and learning objectives that Kindergarten students must master to be skilled readers. Moreover, the table provides a map of the varied assessments within the Just Right Reader Assessment Program, categorizing each assessment by purpose as well as aligning the assessments to grade-level TEKS standards.

The Kindergarten Assessment Timetable (Figure K.3) follows the systematic Just Right Reader English Progression. It includes direction regarding whether all students or a subgroup of students should be assessed and recommendations for frequency and timing of assessment administration dependent on assessment purpose. How to prepare for, administer, and score the assessment, as well as reminders or tips related to data collection, are within the directions for each assessment within the Just Right Reader Assessment Program.

While some assessments are Kindergarten-specific, assessing only those skills included in Kindergarten TEKS standards, other assessments include skills that are included in the First and/or Second Grade TEKS standards and are labeled with a K-2 designation. The reason is based on assessment purpose(s). For example, a diagnostic assessment is meant to "diagnose" what students have already learned prior to instruction. Some students may have already learned skills that are designated in other grade levels. Including the option to show what they know related to these standards and skills will provide teachers with data to provide enrichment for these students so that they too demonstrate growth. A second example is the progress monitoring Mastery Measures. These assessments are designated K-2 because a First Grade student, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures that best fit students' needs based on other assessment data collected.

Figure K.2. Kindergarten Assessment Overview

KINDERGARTEN ASSESSMENT OVERVIEW				
TEKS Standards	Diagnostic	Formative		Summative
Identify and produce rhyming words.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Identify the individual words in a spoken sentence.		Informal	Resources: Reading Workouts & Prompting Guide	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Identify syllables in spoken words.		Informal	Resources: Reading Workouts & Prompting Guide / Orally Segmenting & Blending Syllables Lesson / Deleting Syllables Lesson	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	
Blend syllables to form multisyllabic words.		Informal	Resources: Reading Workouts & Prompting Guide / Orally Segmenting & Blending Syllables Lesson	Phonological Awareness Checklist (KG) Small Group Reading Observation Form (K-2)	

Just Right Reader

Diagnostic Assessment (Phonics): Administration Guide

Preparation

- **Diagnostic Assessment (Phonics) Administration Guide:** Read this administration guide prior to administering the assessment.
- **Diagnostic Assessment (Phonics) Response Record (one copy per student):** This assessment will be administered one student at a time. Ensure you have a copy of the *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student. You will record individual student data.
- **Diagnostic Assessment (Phonics) Student Handout (one laminated copy):** Prior to administration, laminate a copy of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2). You will use this one handout to assess all students.
- **Blank Cardstock or Laminated Paper (one piece):** Have a thicker piece of paper available to hide or mask sections and/or rows of the *Diagnostic Assessment (Phonics) Student Handout* (Figure 2), showing only one subsection or row at a time.
- **Window Card (optional):** If a student is having difficulty focusing on one letter at a time, create a "window card." (Cut a square the size of the letter in an index card so that the letter will show through, but all other letters will be hidden from the student's view.)

Administration

- You will administer the assessment one student at a time. You will read from the script within this administration guide, and record individual student response data on a *Diagnostic Assessment (Phonics) Response Record* (Figure 1) for each student.
- The skills assessed within each subsection progress from least complex (i.e., Name the Letters: Uppercase) to most complex (i.e., Multisyllabic Words).
- Depending on skill-level, each student could begin at a different subsection and/or complete a different amount of subsection(s) of the diagnostic assessment. A recommended starting point, along with additional scoring and administration guidance, is detailed within Table 1: Administration Guidance.
- Hide or mask sections/subsections/rows/parts of the assessment as needed, using a sheet of blank, thicker paper or a "window card" as described in the Preparation section.

Scoring & Data Analysis

- General scoring information is contained within this administration guide.
- You'll find additional scoring information and data analysis resources (listed and hyperlinked below), including answers to the question "What do I do with the Diagnostic data?" referenced in the *Just Right Reader Assessment & Progress Monitoring Guide*.
    - Diagnostic (Phonics) Graph (K-2)
    - Phonics Skills Checklist (K-2) (b)
    - Alphabet Principle: Letter Recognition & Letter Sound Recognition Checklist (KG)
    - Phonics Skills: Decoding/Encoding Checklist (KG)
    - Baseline Assessment: Connected Text Fluency Form
    - Self-Monitoring: My Literacy Journey Tracker

Summative: Set 1
Letters & Sounds (m, s, a, t, d)

Directions for Administration

Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

Standards/Skills Assessed:

- **ELA.K.2.B.i:** Identify and match the common sounds that letters represent.
- **ELA. K.2.D.v:** Demonstrate print awareness by identifying uppercase and lowercase letters.

Teacher Directions

First, give each student a copy of *Set 1: Summative Assessment (Student Response Handout)*.

Say: Find the picture of the _____. Think of the sound that begins the word _____. Write the lowercase letter for that sound in the first space beside the picture of the _____. (Pause, giving students enough time to complete the first task.) **Now, write the uppercase letter for that same sound in the second space beside the lowercase letter that you wrote.**

Repeat the directions above for each of the assessment items below.

Assessment Items

1. moon
2. sun
3. apple
4. turtle
5. duck

Scoring Guide

Each item is worth two points: one for writing the correct lowercase letter and one for writing the correct uppercase letter. (Total points possible = 10.)

Progress Monitoring

After each end-of-unit/set assessment:
- Update the _Phonics Skills Decoding/Encoding Checklist (KG)_ and/or _Letter & Letter Sound Recognition Checklist (KG),_ noting any changes in student progress/mastery of skills.
- Support students as they update their _My Literacy Journey (Student Tracker)._
- Based on student performance, consider whether or not to utilize targeted instruction and _Mastery Measures_ and at what frequency to progress monitor using the skill-based probes. [See the _Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)._]
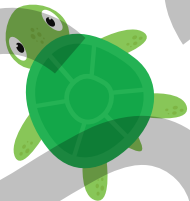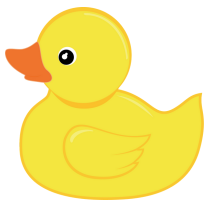
1. _____   _____
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   _____   _____

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5. _____   _____
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   _____   _____

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