Just Right Reader Assessment & Progress Monitoring Guide

Spanish

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Introduction

A Comprehensive Assessment System (K-2)

A comprehensive assessment system is integral to teaching and learning. Educators should 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 should become adept at using assessment to drive decision-making. Used well, the combined data from assessments can encourage students (and educators), monitor and communicate student 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 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 to 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 teachers can adjust their instruction to provide targeted, differentiated support and enrichment. Formative assessment demands that teachers act–using 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 the progress monitoring Mastery Measures. These **Mastery Measure**s 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–it's 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 to assess the foundational literacy skills outlined in the Texas Essential Knowledge & Skills (TEKS). Teachers should collect assessment data before, during, and after learning. They must also choose the appropriate combinations of assessments based on educational purpose and understand how to collect the data so it is reliable and valid, how to organize the data so it is easy to read and analyze, and how to best use and communicate the data to ensure students develop and sustain foundational literacy skills.

Figure K.2 provides an overview of the TEKS foundational literacy standards and learning objectives 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 with grade-level TEKS standards.

The Spanish Kindergarten Assessment Timetable (Figure K.3) follows the systematic Just Right Reader Spanish 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 from the First and/or Second Grade TEKS standards, and are labeled with a K-2 designation. The reason is based on assessment purposes. For example, a diagnostic assessment is meant to "diagnose" what students have already learned prior to instruction, and some students may have already learned skills 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 they too demonstrate growth. A second example is the progress monitoring assessment, Mastery Measures. These assessments are designated K-2 because a 1st grader, for example, could be working toward mastery of a Kindergarten-level skill. Educators can use the progress monitoring measures to best fit students' needs based on other assessment data collected.

Diagnostic Assessments

Just Right Reader has included a Kindergarten grade-level diagnostic. This formal, standardized diagnostic assessment measures curriculum-based alphabetic principle and phonics skills learned over the school year and provides a baseline of performance. As indicated in Figure 1, this diagnostic assessment should be administered before instruction of the assessed skills begins and can assist educators in organizing students for small group instruction (TEA, 2023). Detailed guidance regarding who should be assessed using the Diagnostic Assessment, which section(s) to administer, when to administer the assessment, and how to administer this assessment is included in part in Figure K.3: Spanish Kindergarten Assessment Timetable and in total within the Spanish Diagnostic Assessment (Phonics) Administration Guide (Appendix A).

Formative Assessments

Formative assessments occur during learning. "In-the-moment" or "on-the-fly" informal assessments occur during a lesson or activity (NCTE, p. 3). Others are more formal and are decided before instruction or are embedded in the curriculum and used to gather data at significant points during the learning process (NCTE, p. 3). All seek to understand students' current levels of performance and to use teacher's knowledge and expertise regarding the curriculum and pedagogy to refine practice and improve student learning (NCTE, p. 2).

Educators utilize assessment tools, such as checklists, rubrics, and observation forms, to frequently assess students' progress toward and mastery of phonological awareness, the alphabetic principle, phonics (decoding and encoding, including high frequency words), and fluency skills during day-to-day, lesson-embedded activities. Several varied, in-the-moment formative assessment tool templates, including digital, editable copies, are provided within the Just Right Reader Assessment Program. In addition, Just Right Reader's supplemental Progress Monitoring Guide includes step-by-step guidance to monitor progress using planned, formative assessment with a combination of data tools.

Mastery Measures (skill-based probes) are more formal progress monitoring assessments included in the Just Right Reader Assessment Program. These Mastery Measures evaluate student performance one skill at a time to ensure mastery before moving to the next skill (IRIS Center, 2024). Detailed guidance regarding who should be assessed using Mastery Measures, which measure(s) to administer, when to administer the probe(s), and how to administer these progress monitoring assessments is included in part in Figure K.3: Spanish Kindergarten Assessment Timetable and in total within the *Spanish Mastery Measure Administration Guide* (Appendix B).

For students who enroll after the beginning of the school year, diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. If skill gaps exist, educators can plan to accelerate instruction, closing gaps quickly with targeted intervention and progress monitoring.

Example Scenario

A student enrolls in the second semester and the teacher administers the Spanish Diagnostic Assessment (Phonics) (K-2). The data indicates the student can not yet recognize all the letter names and sounds. The teacher realizes the need to accelerate this student's learning of letter names and sounds to close the skill gap. With the error analysis of the diagnostic data, it is determined which specific letter names and sounds the student does not yet recognize, and plans are made to address these gaps during small group instruction. The What's My Sound activity from the Reading Workouts and suggestions from the Decoding section of the Prompting Guide is then utilized. The teacher will also plan to administer the Spanish Mastery Measures for both letter names and letter sounds as needed to monitor this student's progress toward those skills.

Formative

Educators also use formative assessments to identify students' learning strengths and areas of need so they can adjust their instruction to provide targeted, differentiated support and enrichment. Educators use the in-the-moment, informal formative assessment data they collect to immediately adjust instruction on-the-fly. Feedback is specific, and teacher action is immediate

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Example Scenario A: continuing the example scenario above

The teacher continues to informally assess the student's application of letter sound recognition and application to reading during instruction as the student engages with the Just Right Reader Decodable texts. Following the steps in the Progress Monitoring Guide, a new section from the Decodable is assigned. Next, the teacher observes and records phonics applications, looking specifically for mastery of those target skills identified by the diagnostic assessment, on the Small Group Reading Observation Form. Immediate feedback is provided as the student reads the target letter sounds correctly or incorrectly, using prompts from the Prompting Guide, such as "What does that letter say? " and/or "Does that sound like a word you know?"

> **Example Scenario B**
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> An educator is teaching a small group lesson. Within the lesson, students are asked to provide a thumbs up if two words rhyme and a thumbs down if the words do not rhyme. A student consistently answers incorrectly implying the phonological awareness skill has not been mastered. On-the-fly, additional, quick explicit instruction of rhyming words is provided for this student while the other students engage in a rhyming picture card game, practicing the skills they've just learned. After a few rounds of guided, accurate practice, the student is no longer "stuck" on this skill, and is soon able to join the others in playing the card game while the educator observes and offers necessary feedback.

> **Example Scenario C**
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> Late in the school year, an educator is teaching a small group of students who have demonstrated advanced understanding of decoding digraphs according to diagnostic assessment and formative fluency monitoring. Instead of guided decoded practice, students are assigned independent decoding practice and partner-reading, while listening in as students read. Noticing some weaknesses with prosody and reading rate, the Prompting Guide is used to offer in-the-moment explicit instruction related to these two aspects of fluency and additional guided practice providing students with encouragement and feedback throughout. Observations are noted on the Just Right Reader Data Tools (e.g., Small Group Reading Observation Form and Phonics & Fluency Monitoring Form).

The Prompting Guide provides additional ideas of how to interpret and respond in-the-moment while students are reading. It addresses common breakdowns that occur when students are practicing reading and writing. Prompts remind students of what they already know and support them to apply what has been taught.

Educators also use more formal, formative assessments, such as Mastery Measures (progress monitoring probes). Unlike in-the-moment formative assessments, data analysis and teacher action are delayed in mastery measurements–adapting of instruction doesn't occur immediately. Mastery Measures evaluate a student's understanding of a single target skill to ensure mastery before moving on to the next skill (The Iris Center, 2024). Each of the Just Right Reader Mastery Measures contains ten different probes assessing the same skill so students have frequent, repeated opportunities to show mastery of the target skill(s).

Summative

Educators use summative assessments to "sum up" students' learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate student's mastery. Since students don't have the opportunity to better their performance on these assessments, they are summative; however, depending on when during the school year the assessment is administered, educators can use the data from summative assessments to tailor future instruction to individual student's needs. If a student showed they did not master the

digraph -ch on the summative assessment, for example, the teacher would continue to fold this skill into their small group instruction, ensuring mastery of the skill even though it has already been assessed summatively.

Involving Key Stakeholders: Communicating the Data

Student Involvement

Educators should communicate assessment data with students and involve them in monitoring their progress. If students are aware of the skills they have already mastered and those which they still need to learn, with educator help, they can set goals and in turn increase or sustain motivation. The Just Right Reader Assessment Program includes recommended data tools to engage students in self-monitoring.

> **Example Scenario**
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> An educator administers the diagnostic assessment at the beginning of the school year and plans to introduce students to goal setting and the Spanish: My Literacy Journey (Student Tracker) shortly after. As part, the educator shares with a student mastery of all Uppercase Letter Names, almost all Lowercase Letter Names, and has already mastered ten letter sounds. The student is pleased to hear all of their learning and to place star stickers on the mastered skills on the Spanish: My Literacy Journey (Student Tracker). The student is eager to learn (and place more stars), so the educator helps the student formulate a student-friendly goal: "I will name the lowercase letters e, r, d, i and t and continue to practice my letter sounds." As the student learns the letter names and sounds and demonstrates mastery, with teacher guidance, additional stars are placed on the chart.

Note: As indicated within the teacher directions/exemplar, because the tracker includes all skills in the K-2 progression, the teacher will want to edit and personalize the tracker, narrowing the content to only those skills the student is striving to master within their goal or to those skills combined with just one or two skills beyond what the student has set as their goal. The reason skills have not been separated by grade-level standards is to account for those students who have advanced beyond grade level skills and those who are working on skills below grade-level.

Other Stakeholder Involvement

In addition to sharing with and involving students in monitoring their progress and achievement, educators should consider the following ideas for communicating data, using the varied data templates and tools, with other key stakeholders:

- Professional Learning Communities (PLCs): Within a PLC, teachers can share class-level data. They can discuss their individual class' areas of strength and weakness, any additional data observations, and then collaborate to analyze the data and plan for instruction based on the analysis.

- Administrators: Educators can share and discuss class-level data (as well as individual-student data, as appropriate) with administrators. These stakeholders can use the data to gauge effectiveness of curriculum and/or instruction and to problem solve accordingly.

- Intervention and/or Enrichment Program Personnel: Communicating students' present levels of performance, current goals and progress toward those goals with key stakeholders is important. Additionally, general education teachers should share students' histories of targeted instruction and/or interventions or enrichment and academic as well as behavioral observations so they can collaborate with other program-specific educators and/or administrators to decide best instructional programs and supports for students based on their unique needs.

- Parents/Caregivers: While using the data templates/graphs is helpful for all stakeholders, sharing these visuals with parents/caregivers is integral, as they often don't have the familiarity with the educational assessments and data gleaned that other stakeholders have. Sharing graphs denoting students' progress, such as the students' Spanish: My Literacy Journey Trackers with parents during formal conferences and/or meetings is a great way to ensure parent engagement and involvement in student learning.