Prevention and Early Intervention: FAST Screening and FAST Progress Monitoring of Reading and Mathematics

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Formative Assessment for Teachers
(Note)
The contents of these slides may be modified prior to the NAESP presentation. You may request an updated copy by emailing the presenter.
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“What is risk and how is it defined?”

“How do we determine who is at risk?”

“How do we better inform instruction?”

“What are the challenges of risk identification?”

“How do we streamline and strengthen the process?”
Teachers need assessments that answer their questions about...

- Which students are at-risk?
- Which students are high functioning?
- Which students need intensive intervention?
- Which students need more enrichment?
- Which students need supplemental instruction?
- When does core instruction need to change?
- Which students are responding to instruction?
- Which students are likely to pass state tests?
“What is ‘risk’ and how is it defined?”
Response to Intervention / Instruction
Defining Risk

• Seemingly infinite criteria and “methods”
  – Attendance
  – Grades
  – Predicting performance on High Stakes tests
  – High stakes test scores
  – Performance against standards
  – Locally developed assessments
  – Behavior
  – Prior diagnoses/placements
  – Adjudication
  – EL / ESL
  – Socio-Economic Status
  – Lack of growth
  – Social-emotional concerns
  – More…
### Blood Pressure

<table>
<thead>
<tr>
<th>Blood Pressure</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>120/80:</td>
<td>Normal</td>
</tr>
<tr>
<td>139/89:</td>
<td>Prehypertension</td>
</tr>
<tr>
<td>159/99:</td>
<td>Stage 1 Hypertension</td>
</tr>
<tr>
<td>160/100+:</td>
<td>Stage 2 Hypertension</td>
</tr>
</tbody>
</table>

### Total Cholesterol (mg/dL)

<table>
<thead>
<tr>
<th>Total Cholesterol</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;200:</td>
<td>Desirable</td>
</tr>
<tr>
<td>200-239:</td>
<td>Borderline High</td>
</tr>
<tr>
<td>240+:</td>
<td>High</td>
</tr>
</tbody>
</table>

### Body Temperature (°F)

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>106°</td>
<td>Danger</td>
</tr>
<tr>
<td>104°</td>
<td>Fever</td>
</tr>
<tr>
<td>102°</td>
<td>Hypothermia</td>
</tr>
<tr>
<td>100°</td>
<td>Hypothermia</td>
</tr>
<tr>
<td>98.6°</td>
<td>Normal</td>
</tr>
<tr>
<td>97.02°</td>
<td>Mild</td>
</tr>
<tr>
<td>97°</td>
<td>Hypothermia</td>
</tr>
<tr>
<td>95°</td>
<td>Hypothermia</td>
</tr>
<tr>
<td>93°</td>
<td>Severe</td>
</tr>
<tr>
<td>90°</td>
<td>Severe</td>
</tr>
</tbody>
</table>
“What are the challenges of risk identification?”
Challenges of identifying risk

• Determining the criteria by which the student is at risk

• What is your desired outcome? (i.e., what do you want the student to do / accomplish?)

• Then answer by predicting likelihood for success:
  • CCSS and High Stakes tests
  • Foundational Skills (building blocks)
  • Behavior conducive to learning

• Now that you know... what do you do?
Challenges of identifying risk

But, keep in mind throughout:

- A thermometer is useful for some, but not all, purposes!
- The same is true for screening measures
- They serve as indicators of academic health or risk.
- As you treat the problem, the thermometer can also serve as an indicator of the effectiveness of the treatment.

Example: Ibuprofen will reduce fever in most cases. Measured by thermometer.
Challenges of identifying risk

• If goal is to predict success on high-stakes tests and ensure foundational skills:
  – Criteria for Tools:
    • Reliability and validity
    • Sensitivity & Specificity
    • Sensitivity to growth
    • Ability to universally screen
    • Ability to monitor progress effectively
    • Instructionally useful data
    • Normative Data & Cut scores
    • Preserves instructional time in the process
    • Aligns with CCSS & useful for Response to Instruction (RTI) / Multi-Tiered Systems of Support (MTSS)
    • As few “systems” as possible (i.e., multiple systems are expensive, time-consuming, have management and implementation challenges)
FAST & Response to Intervention

Screening
- CBMReading
- earlyReading
- aReading
- aMath

Progress Monitoring
- Behavior
- earlyMath
- CBMReading
- earlyReading
- Behavior

Data-Based Decision Making
Multi-Level Prevention System

Copyright ©2013 Formative Assessment System for Teachers. All Rights Reserved. Examples utilize fictitious names and data.
FAST brought together at last...

- Curriculum-Based Measurement (CBM)
- Computer Adaptive Tests (CAT)
- Behavior Assessments
- On-line Training

Designed for:
- Universal Screening
- Progress monitoring
- Program evaluation

Each as part of Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) models of service delivery.
Suite of Adaptive Assessments

**Computer Adaptive Tests (CAT)**

**aReading**

Adaptive Assessment

Computer adaptive measures of broad Reading (K-12), individualized for each student and aligned to Common Core National Standards.

**aMath**

Adaptive Assessment

Computer adaptive measures of broad Reading (K-6 with future expansion), individualized for each student and aligned to Common Core National Standards.
Suite of CBM-Style Assessments

**earlyReading**
Evidence-based assessment for universal screening (Grades K-2) and progress monitoring
*(earlyReading Spanish also available)*

**CBMReading**
Curriculum Based Measurement for Reading is an evidence-based assessment for universal screening (Grades 1-6) and progress monitoring
*(CBMReading in Spanish available for grades 1-6)*

**earlyMath**
Evidence-based assessment for universal screening (Grades K-1) and progress monitoring

**CBMMath**
Evidence-based assessment for universal screening (Grades 1-6) and progress monitoring
Behavior

Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

• A brief (1-3 minutes), efficient tool for screening for risk for social-emotional and behavioral problems (K-12), progress monitoring.

• Grounded in the concept that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains.

• Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, plus:
  • Social Behavior
  • Academic Behavior
  • Emotional Behavior
Why was FAST developed?
Because teachers said...

- Assessments take **too much time**
- Assessments take **too much organization**
- Assessments waste **too much money**
- Assessments do not help me improve instruction

...FAST was born.

The FAST Team: University of Minnesota

- Automated scoring
- Created **instructionally useful reports**
- Adopted **brief, robust assessments**
- Simplified the process
- Made it **affordable**
FAST

Development and Technical Data
Reliability & Validity, Sensitivity & Specificity

- **FAST Predicts CCSS-aligned State Test Performance.**
  - FAST measures predicted state test performance with **greater than 80% accuracy.**
  - aReading and aMath independently predict student performance on the Minnesota Comprehensive Assessment-Ill with 80 to 85% accuracy.

  - Criterion validity coefficients were consistently above .80 and diagnostic accuracy ("AUC") was above .85. **The results exceed the requirements for top ratings from the National Center for Response to Intervention (NCRTI).**

  - We also analyze districts’ data in relations to their state test scores to provide custom benchmarks.
A **FAST** sneak peek:

Assessments
Preview FAST Assessments:

- earlyMath
- CBMMath
- aMath
  *Adaptive Assessment*

- earlyReading
- CBMReading
- aReading
  *Adaptive Assessment*

*Behavior*
Preview FAST Assessments: CBMReading
• **Standardized:** Means the test is given
  – The **same** way
  – Each time
  – To each student

• This is **critical** because it provides teachers with the **most accurate reading results.**
Suite of Assessments for Teachers

CBMReading

- Effective way to screen and monitor student reading progress

- A teacher listens to a student read aloud from a grade-level passage for 1 minute while recording student errors

- Passages available for Grades 1-6, with options for use through Grade 12
Browser-Based Scoring for CBM-Reading and earlyReading assessments:

1. Teacher provides student with materials to view/read.
2. Teacher gives standardized directions.
3. Student responds.
4. Teacher scores “in real time” on computer, laptop or tablet. (Paper-pencil scoring option also available.)

(CBM-Reading shown in example. Process for most earlyReading assessments is similar in both English and Spanish.)
Administering CBM-Reading or earlyReading assessments

- Expand any section to obtain administration and scoring directions
- Click “Start Timer”
- As student reads, click any word to mark an error.
- Click “Show Error Tracking” to click a code type for each error (optional)
- When “timer is up,” click last word + “Mark Last Word”
- Click “Add Note” to add notes before, during, or after the assessment.
- Click “Submit Test”

*Submit Test:*  
- Auto-scores and saves the data.
- The next assessment appears, or you may return to the main screen.
<table>
<thead>
<tr>
<th>CBM-Reading</th>
<th>Score: ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Metric</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>Rate</td>
</tr>
<tr>
<td>2nd</td>
<td>Rate</td>
</tr>
<tr>
<td>3rd</td>
<td>Rate</td>
</tr>
<tr>
<td>4th</td>
<td>Rate</td>
</tr>
<tr>
<td>5th</td>
<td>Rate</td>
</tr>
<tr>
<td>6th</td>
<td>Rate</td>
</tr>
</tbody>
</table>
Suite of Assessments for Teachers

**CBMReading Spanish**

- Benchmark Targets and National Norms are available for CBMReading-Spanish.

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**Student Copy**

**Grade 5 Form 1 (1 per Occasion)**

**Paula, Matías y La Señorita Adriana**

Paula era la capitana de sus equipos de fútbol y baloncesto. Ella tenía notas muy altas en todos sus exámenes. Ella era muy buena en muchas cosas, no quería sacar notas bajas en nada. Su maestra, la señora Adriana, hizo un anuncio importante. Ellos tendrían que representar personajes en una obra de teatro para la escuela. Paula quería representar el papel de la maestra de la escuela y quería hacerlo muy bien.

Ella se preocupaba porque quería hacer un buen trabajo en el papel de maestra. La verdad, Paula no sabía cómo sería enseñar a niños. Decidió que la mejor manera de saberlo era haciendo el trabajo de maestra. Ahora, ella necesitaba practicar el papel con un estudiante y le preguntó a la maestra si podía ayudarle con algún niño.

La señora Adriana sugirió que ella podía ayudar a Matías. Él necesitaba ayuda para su próximo examen de matemáticas. Cada día después de clases Paula se juntaba con Matías y practicaba problemas de matemáticas que podrían salir en el examen. Algunas veces Matías entendía rápidamente pero otras veces no entendía nada. Paula tenía que tener mucha paciencia para explicarle el problema de nuevo. Matías se sentía frustrado cuando no entendía un problema rápido. Paula tenía que pensar diferentes maneras de explicarle lo mismo cuando necesitaba más ayuda. Paula aprendió que ser maestra era un trabajo difícil.

Finalmente llegó el día del examen de matemáticas de Matías. Paula estaba preocupada por ver cómo resolvería los problemas que salieran en el examen. Cuando Matías tuvo el resultado del examen, obtuvo una buena nota. Esto dio confianza a Paula y la convenció de que podía ser una maestra. Paula le contó a la maestra que la experiencia le sirvió mucho para saber cómo interpretar una maestra en la obra. La señora Adriana estuvo impresionada y le dio el papel de maestra.

---

<table>
<thead>
<tr>
<th>CBM-Reading</th>
<th>SPANISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Metric</td>
</tr>
<tr>
<td>1st</td>
<td>Rate</td>
</tr>
<tr>
<td>2nd</td>
<td>Rate</td>
</tr>
<tr>
<td>3rd</td>
<td>Rate</td>
</tr>
<tr>
<td>4th</td>
<td>Rate</td>
</tr>
<tr>
<td>5th</td>
<td>Rate</td>
</tr>
</tbody>
</table>
Benchmarks Explained

**Low Risk:** (No exclamation point)

Above 55: The student is likely to be on track to read successfully.

**Some Risk:** (!)

18-55: The student is below grade level and has not met the benchmark.

**High Risk:** (!!)

0-17: The student is far below grade level and has not met the benchmark. This student is unlikely to be on track to read successfully.
Preview FAST Assessments: earlyReading
Browser-Based Scoring for earlyReading assessments:

Teacher provides student with materials to view/read.

Teacher gives standardized directions.

Student responds

Teacher scores “in real time” on computer, laptop or tablet. (Paper-pencil scoring option also available.)

or
Measures in green are recommended for administration during the benchmark period shown. When administered as recommended, benchmark scores by measure, as well as an overall composite score indicating level of risk are reported. (Benchmarks may change annually.)

**Sample:**
Scores above 61 = low risk
Score between 48-61 = some risk
Scores below 48 = high risk

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### Early Reading Subtests: English

<table>
<thead>
<tr>
<th>Metric</th>
<th>Risk</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Print</td>
<td># Correct/12</td>
<td>8 (7)</td>
<td>12 (10)</td>
<td>8 (7)</td>
<td>12 (10)</td>
<td>8 (7)</td>
<td>12 (10)</td>
</tr>
<tr>
<td>Onset Sounds</td>
<td># Correct/16</td>
<td>12 (7)</td>
<td>16 (14)</td>
<td>12 (7)</td>
<td>16 (14)</td>
<td>12 (7)</td>
<td>16 (14)</td>
</tr>
<tr>
<td>Letter Names</td>
<td>Rate</td>
<td>25 (20)</td>
<td>40 (35)</td>
<td>51 (48)</td>
<td>25 (20)</td>
<td>40 (35)</td>
<td>51 (48)</td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>Rate</td>
<td>10 (6)</td>
<td>28 (22)</td>
<td>42 (34)</td>
<td>10 (6)</td>
<td>28 (22)</td>
<td>42 (34)</td>
</tr>
<tr>
<td>Word Rhyming</td>
<td># Correct/16</td>
<td>8 (8)</td>
<td>12 (7)</td>
<td>16 (14)</td>
<td>8 (8)</td>
<td>12 (7)</td>
<td>16 (14)</td>
</tr>
<tr>
<td>Word Blending</td>
<td># Correct/10</td>
<td>1 (1)</td>
<td>8 (4)</td>
<td>9 (9)</td>
<td>7 (6)</td>
<td>8 (8)</td>
<td>9 (9)</td>
</tr>
<tr>
<td>Word Segmenting</td>
<td># Correct/34</td>
<td>16 (4)</td>
<td>32 (28)</td>
<td>27 (25)</td>
<td>30 (29)</td>
<td>32 (30)</td>
<td></td>
</tr>
<tr>
<td>Decodable Words*</td>
<td>Rate</td>
<td>9 (3)</td>
<td>5 (2)</td>
<td>15 (10)</td>
<td>24 (22)</td>
<td>5 (2)</td>
<td>15 (10)</td>
</tr>
<tr>
<td>Nonsense Words</td>
<td>Rate</td>
<td>5 (3)</td>
<td>8 (6)</td>
<td>5 (2)</td>
<td>14 (12)</td>
<td>17 (14)</td>
<td>5 (2)</td>
</tr>
<tr>
<td>Sight Words (150)</td>
<td>Rate</td>
<td>14 (5)</td>
<td>44 (21)</td>
<td>61 (48)</td>
<td>14 (5)</td>
<td>44 (21)</td>
<td>61 (48)</td>
</tr>
<tr>
<td>Sentence Reading</td>
<td>Rate</td>
<td>18 (10)</td>
<td>18 (10)</td>
<td>18 (10)</td>
<td>18 (10)</td>
<td>18 (10)</td>
<td>18 (10)</td>
</tr>
<tr>
<td>CBMReading</td>
<td>Rate</td>
<td>43 (27)</td>
<td>68 (42)</td>
<td>43 (27)</td>
<td>68 (42)</td>
<td>43 (27)</td>
<td>68 (42)</td>
</tr>
</tbody>
</table>

**Benchmark scores for composite: English**

<table>
<thead>
<tr>
<th>Some Risk (High Risk)</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 (33)</td>
<td>47 (40)</td>
<td>60 (52)</td>
<td>28 (25)</td>
</tr>
</tbody>
</table>

*Decodable Words may be used in composites instead of Nonsense Words.*
### Early Reading

#### SPANISH

- Measures in **green** are composites. These measures are recommended for the specified benchmark period shown.
- Any measure may be **added/omitted** at the discretion of the educator.
- Composite Benchmark Scores are forthcoming during 2013-14 school year.

<table>
<thead>
<tr>
<th>Early Reading Subtests: SPANISH</th>
<th>Kindergarten</th>
<th>First Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Metric*</td>
<td>Risk</td>
</tr>
<tr>
<td>Concepts of Print</td>
<td># Correct/12</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Onset Sounds</td>
<td># Correct/16</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Letter Names</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Letter Sounds</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Word Rhyming</td>
<td># Correct/16</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Word Blending</td>
<td># Correct/10</td>
<td><img src="#" alt="Green" /></td>
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<tr>
<td>Syllable Reading</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Word Segmenting</td>
<td># Correct/36</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Decodable Words*</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Sight Words (50)</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Sight Words (150)</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>Sentence Reading</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
<tr>
<td>CBMReading (Spanish)</td>
<td>Rate</td>
<td><img src="#" alt="Green" /></td>
</tr>
</tbody>
</table>
Preview FAST Assessments: **earlyMath**

**Subitizing**

**Grade K**
- Subitizing
- Counting Objects
- Number Identification
- Number Sequence
- Match Quantity
- Equal Partitioning
- Composing/Decomposing
- Quantity Discrimination

**Grade 1**
- Number Identification
- Number Sequence
- Decomposing
- Verbal Addition and Subtraction
- Visual Story Problems
- Grouping & Place Value
Preview FAST Assessments:

CBM Math

Grades 1-6, PM Grades 1-12

COMING FALL 2014
Note: The CBM Computation and Concepts / Applications measures are in current development for planned release in the 2014-15 school year. The only grade levels for which an example is available today is for Grade 2 and Grade 4. Other samples will be available in the near future.

### Grade 1

**Single Digit Addition**

<table>
<thead>
<tr>
<th>9 + 4</th>
<th>3 + 7</th>
<th>2 + 1</th>
<th>3 + 2</th>
<th>5 + 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 8</td>
<td>1 + 6</td>
<td>7 + 6</td>
<td>8 + 3</td>
<td>2 + 3</td>
</tr>
<tr>
<td>7 + 8</td>
<td>5 + 2</td>
<td>2 + 2</td>
<td>5 + 9</td>
<td>1 + 1</td>
</tr>
<tr>
<td>4 + 4</td>
<td>3 + 4</td>
<td>7 + 2</td>
<td>5 + 7</td>
<td>9 + 2</td>
</tr>
<tr>
<td>8 + 5</td>
<td>3 + 3</td>
<td>6 + 4</td>
<td>6 + 6</td>
<td>4 + 1</td>
</tr>
<tr>
<td>7 + 5</td>
<td>3 + 4</td>
<td>6 + 1</td>
<td>7 + 9</td>
<td>7 + 7</td>
</tr>
</tbody>
</table>

| Name: __________________________ Date: __________ |

### Grade 4

**Two x One Digit Multiplication**

<table>
<thead>
<tr>
<th>56 x 8</th>
<th>44 x 3</th>
<th>29 x 9</th>
<th>99 x 5</th>
<th>60 x 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>58 x 3</td>
<td>22 x 1</td>
<td>37 x 3</td>
<td>75 x 0</td>
<td>84 x 7</td>
</tr>
<tr>
<td>14 x 4</td>
<td>40 x 2</td>
<td>54 x 4</td>
<td>32 x 6</td>
<td>89 x 1</td>
</tr>
<tr>
<td>18 x 8</td>
<td>67 x 5</td>
<td>13 x 2</td>
<td>64 x 6</td>
<td>55 x 7</td>
</tr>
<tr>
<td>41 x 9</td>
<td>90 x 5</td>
<td>46 x 8</td>
<td>83 x 3</td>
<td>74 x 7</td>
</tr>
<tr>
<td>83 x 2</td>
<td>40 x 1</td>
<td>61 x 8</td>
<td>16 x 2</td>
<td>22 x 4</td>
</tr>
</tbody>
</table>

| Name: __________________________ Date: __________ |

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Grade 1 (1.OA.6)  
Grade 4 (4.NBT.5)
Note: The CBM Computation and Concepts / Applications measures are in current development for planned release in the 2014-15 school year. The only grade levels for which an example is available today is for Grade 2 and Grade 4. Other samples will be available in the near future.
Preview FAST Assessments:

aReading
Adaptive Assessment

Adaptive Reading
Grades K-12

Computer Administered & Scored
Multiple Sources of Data

aReading and CBM-Reading/earlyReading are complimentary

- **aReading:**
  - Very good measure of broad reading achievement
  - Good predictor of performance on high stakes assessments
  - But it is less sensitive to growth over brief periods of time

- **CBMReading /earlyReading**
  - Good measure of broad reading achievement
  - Sensitive to growth over brief periods of time
  - Does not directly measure important components (comprehension & vocabulary).
Multiple Sources of Data

• Thus, we expect screening scores to converge
  – Two sources of information is better than one.
  – Multi-source and multi-method screening
<table>
<thead>
<tr>
<th>Components of Reading Achievement</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K</td>
</tr>
<tr>
<td>Concepts of Print</td>
<td></td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
</tr>
<tr>
<td>Phonics &amp; Decoding (Orthography and Morphology)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
</tr>
</tbody>
</table>

Some students may require supplemental instruction in Phonics

<table>
<thead>
<tr>
<th>Unified Measure of Reading Achievement</th>
<th>Unified K</th>
<th>Unified 1</th>
<th>Unified 2</th>
<th>Unified 3</th>
<th>Unified 4</th>
<th>Unified 5</th>
<th>Unified 6</th>
<th>Unified 7</th>
<th>Unified 8</th>
<th>Unified 9</th>
<th>Unified 10</th>
<th>Unified 11</th>
<th>Unified 12</th>
</tr>
</thead>
</table>
Common Core Crosswalk

• Standards organize the 10 anchor standards in three ways:
  – **First**, a distinction is made between Literature and Information text.

  – **Second**, the ten items are grouped into relevant clusters which are the same for both literature and information text:
    • Key Ideas and Details 1-3,
    • Craft and Structure 4-6,
    • Integration of Knowledge and Ideas 7-9,
    • and Range of Reading and Level of Text Complexity 10.

  – **Further**, the Standards provide a corresponding end of grade skill expectation by grade for each number within the cluster.
Table 51 below specifies cross-references between Common Core State Standards and aReading item domains.

Table 51 Cross-Referencing CCSS Domains and aReading Domains

<table>
<thead>
<tr>
<th>CCSS</th>
<th>CCSS Subgroups / Clusters</th>
<th>aReading Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational Skills</td>
<td>Print Concepts</td>
<td>Concepts of Print</td>
</tr>
<tr>
<td></td>
<td>Phonological Awareness</td>
<td>Phonemic Awareness</td>
</tr>
<tr>
<td></td>
<td>Phonetic Awareness/Vocabulary</td>
<td>Phonetic Awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Reading Standards for Literature/Information Text</td>
<td>Key Ideas and Details</td>
<td>Comprehension / Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Craft and Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integration of Knowledge and Ideas</td>
<td></td>
</tr>
</tbody>
</table>
# Sample aReading Interpretation

**aReading Score: 443 - 467**

<table>
<thead>
<tr>
<th>Concepts of Print</th>
<th>Phonological Awareness &amp; Phonics</th>
<th>Vocabulary</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastered Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify features of a book</td>
<td>Match a sound to a letter</td>
<td>Match a picture to a word</td>
<td></td>
</tr>
<tr>
<td>Recognize upper-case letters</td>
<td>Match pictures by initial sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Match the same letters</td>
<td>Choose a picture beginning with a given sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the number of words in a string</td>
<td>Read a given sight word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify nonsentences</td>
<td>Select words that rhyme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify a word in a sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developing Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the sentence's subject</td>
<td>Identify the letters that match a consonant blend</td>
<td>Use context to finish a sentence</td>
<td>Identify a character's feelings</td>
</tr>
<tr>
<td>Recognize upper-case letters in words</td>
<td>Combine onset sounds with rimes</td>
<td>Use the correct verb tense</td>
<td>Match a picture to a story</td>
</tr>
<tr>
<td>Know a punctuation mark's function</td>
<td>Choose a word that begins with a given sound</td>
<td>Group words in the same category</td>
<td>Match a picture to informational text</td>
</tr>
<tr>
<td>Recognize correct punctuation</td>
<td>Identify the word beginning with a given digraph</td>
<td>Identify homophones</td>
<td>Put story events in order</td>
</tr>
<tr>
<td>Find the number of words in a sentence</td>
<td>Discriminate among different ending sounds</td>
<td>Use a homophone in a sentence</td>
<td>Identify nonsense statements</td>
</tr>
<tr>
<td></td>
<td>Choose the word that does not rhyme</td>
<td>Use the correct adjective</td>
<td>Locate literal information</td>
</tr>
<tr>
<td></td>
<td>Find long vowel sounds in words</td>
<td>Add the correct prefix to a word</td>
<td>Identify what the author is conveying</td>
</tr>
<tr>
<td></td>
<td>Find short vowel sounds in words</td>
<td>Add the correct suffix to a word</td>
<td>Choose a phrase to complete the text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify homophones</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use graphophonics to</td>
<td></td>
</tr>
</tbody>
</table>
### Sample aReading Interpretation (cont’d)

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Tasks</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify nonsense words</td>
<td>complete a sentence</td>
<td>Put poems into categories</td>
</tr>
<tr>
<td>Match pictures with the same ending sound</td>
<td>Complete an analogy</td>
<td>Put events in order in informational text</td>
</tr>
<tr>
<td>Match pictures with the same initial sound</td>
<td>Use context to identify synonyms</td>
<td>Infer a phrase’s meaning</td>
</tr>
<tr>
<td>Find the number of syllables in a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find short vowel sounds in nonsense words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a picture ending with a given sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify the word ending with a given digraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify phoneme combinations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add a letter sound to a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete a letter sound from a word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discriminate among different initial sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify vowel combinations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Skills</th>
<th>Future Skills</th>
<th>Future Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discriminate among different middle sounds</td>
<td>Use the correct form of a noun</td>
<td>Infers a character’s motives</td>
</tr>
<tr>
<td></td>
<td>Use context to identify antonyms</td>
<td>Use text information to make inferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Distinguish fact from opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Choose a sentence to</td>
</tr>
</tbody>
</table>
**aReading Benchmark Scores**

**Interpret Screening Results**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>393  (376)</td>
<td>415  (398)</td>
<td>418  (399)</td>
</tr>
<tr>
<td>1st</td>
<td>428  (408)</td>
<td>451  (433)</td>
<td>458  (440)</td>
</tr>
<tr>
<td>2nd</td>
<td>462  (443)</td>
<td>479  (465)</td>
<td>480  (463)</td>
</tr>
<tr>
<td>3rd</td>
<td>481  (463)</td>
<td>489  (468)</td>
<td>489  (471)</td>
</tr>
<tr>
<td>4th</td>
<td>493  (463)</td>
<td>497  (468)</td>
<td>500  (471)</td>
</tr>
<tr>
<td>5th</td>
<td>501  (483)</td>
<td>510  (494)</td>
<td>511  (489)</td>
</tr>
<tr>
<td>6th</td>
<td>513  (497)</td>
<td>519  (500)</td>
<td>523  (505)</td>
</tr>
<tr>
<td>7th</td>
<td>523  (504)</td>
<td>528  (510)</td>
<td>534  (515)</td>
</tr>
<tr>
<td>8th</td>
<td>534  (515)</td>
<td>538  (519)</td>
<td>546  (527)</td>
</tr>
<tr>
<td>9th</td>
<td>545  (526)</td>
<td>547  (528)</td>
<td>557  (538)</td>
</tr>
<tr>
<td>10th</td>
<td>556  (537)</td>
<td>557  (538)</td>
<td>568  (549)</td>
</tr>
<tr>
<td>11th</td>
<td>567  (548)</td>
<td>566  (547)</td>
<td>580  (561)</td>
</tr>
<tr>
<td>12th</td>
<td>578  (560)</td>
<td>576  (557)</td>
<td>591  (572)</td>
</tr>
</tbody>
</table>

**Low Risk:** (No exclamation point)

419+: The student is likely to be on track to read successfully.

**Some Risk:** (!)

399-418: The student is below grade level and has not met the benchmark.

**High Risk:** (!!)

<399: The student is far below grade level and has not met the benchmark. This student is unlikely to be on track to read successfully.

*Benchmark scores may change annually.
Suite of Assessments for Teachers

- Used to screen all students and estimate annual growth (fall, winter & spring) K-12
- Students who progress at a typical pace through the reading curriculum meet the standards for expected performance at each point in the year
- Students with deficit achievement can be identified in the fall of the academic year in order to provide supplemental, differentiated, or individualized instruction
Suite of Assessments for Teachers

“Choose the sentence that does not make sense.”

- The bakery is close to my house.
- I love to smell all the yummy goodies.
- I walk over parked cars to get there.
- Sometimes they give me a free cupcake.

“Choose the best answer.”

- Tom argues with Rick about the importance of eating vegetables and cites credible research articles to support his claims. Here, Tom makes his argument by
- applying faulty deductive reasoning.
- relying on information from experts.
- trying to influence Rick’s emotions.
- using contradictory yet true reports.

“Choose the best answer.”

- Thomas was frustrated with his fishing skills so he looked for a professional fisherman in the phone book. He hoped the man would want to go fishing with him and show Thomas all the tricks.
- Why is Thomas looking for a professional fisherman?
- To catch more fish.
- To steal the fisherman’s bounty.
- To learn how to fish better.
- To make a friend who has similar interests.

“Choose the best answer to complete the rhyme.”

- Molly was friendly. Molly was kind. She was the best friend you could ever _____.
- have
- see
- find
- want

- Used to screen all students and estimate annual growth (fall, winter & spring) K-12

- Students who progress at a typical pace through the reading curriculum meet the standards for expected performance at each point in the year

Students with deficit achievement can be identified in the fall of the academic year in order to provide supplemental, differentiated, or individualized instruction.
Suite of Assessments for Teachers

“Choose the best answer to complete the rhyme.”

“Choose the best answer.”

“Choose the best answer.”

aReading
Adaptive Assessment

• Used to screen all students and estimate annual growth (fall, winter & spring) K-12

• Students who progress at a typical pace through the reading curriculum meet the standards for expected performance at each point in the year

• Students with deficit achievement can be identified in the fall of the academic year in order to provide supplemental, differentiated, or individualized instruction
Preview FAST Assessments:

aMath

Adaptive Math

Grades K-6

(Higher grades forthcoming)

Computer Administered & Scored
As noted, the representation of the CCSS domains differs by grade. That is, one domain may be overrepresented in one grade and underrepresented in another. In some cases, such as the CC domain, standards from a particular domain are only present in one grade. The representation of grades by domain (as evidenced by the total number of standards) is provided in Figure 8.

Figure 8 aMath Representation of domains by grade as observed in the CCSS
Grades 7+ are currently in development.

*Benchmark scores may change annually.
Suite of Assessments for Teachers

aMath

Adaptive Assessment

- Used to screen all students and estimate annual growth (fall, winter & spring) K-5*

- Based the recommendations of the National Math Panel (2008) and National Common Core Standards

*Assessments for grades 6-12 under current development
**Suite of Assessments for Teachers**

**aMath**

**Adaptive Assessment**

- Used to screen all students and estimate annual growth (fall, winter & spring) K-5*

- Based the recommendations of the National Math Panel (2008) and National Common Core Standards

*Assessments for grades 6-12 under current development
• Students who progress at a typical pace through the math curriculum meet the standards for expected performance at each point in the year.

• Students with deficit achievement can be identified at any benchmark period to provide supplemental, differentiated, or individualized instruction.
Students who progress at a typical pace through the math curriculum meet the standards for expected performance at each point in the year.

Students with deficit achievement can be identified at any benchmark period to provide supplemental, differentiated, or individualized instruction.
Preview FAST Assessments: Behavior

Grades K-12

Computer Scored
FAST BEHAVIOR: SEBA SAEBRS

The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):

- Brief and efficient tool as a universal screener for risk
- Screens social-emotional and behavioral problems.
- Designed for use across grades K-12.
- It is grounded in a conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains.

- 1-3 minutes to administer (teacher)
- Screen individuals, class, grade, or school(s)
- Instant results about risk levels
Developing your Local Norms

Activity
Assigning Students to Instructional Tiers

Activity
Informing & Differentiating Instruction

Activity
Determining Programming for Enrichment, Core, and Tiered Services

Activity
It’s about time.

THANK YOU!

www.fastforteachers.org

Lisa A. Langell, M.A., S.Psy.S.

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lange671@umn.edu