

For Grades K - 3

2015-2016

Background

House Bill 12 -1238: The Colorado Reading to Ensure Academic Development Act was signed into law and became effective on July 1, 2012

22-7-1202. Legislative declaration. (1) THE GENERAL ASSEMBLY FINDS THAT:

> (a) ALL STUDENTS CAN SUCCEED IN SCHOOL IF THEY HAVE THE FOUNDATIONAL SKILLS NECESSARY FOR ACADEMIC SUCCESS. WHILE FOUNDATIONAL SKILLS GO BEYOND ACADEMIC SKILLS TO INCLUDE SUCH SKILLS AS SOCIAL COMPETENCE AND SELF- DISCIPLINE, THEY MUST ALSO INCLUDE THE ABILITY TO READ, UNDERSTAND, INTERPRET, AND APPLY INFORMATION.

Background

The Colorado READ Act (HB12-1238) requires teachers to assess the literacy development of <u>all students in kindergarten</u> <u>through 3rd grade</u> in the areas of phonemic awareness, phonics, vocabulary development, including oral skills, reading fluency, and reading comprehension.

K-3rd Grade personnel must use <u>CDE SBE-approved interim</u> <u>assessments</u> to measure each child's reading competency. If the child is found to have a significant reading deficiency (SRD), diagnostic tools are used for further analysis of the child's reading needs.



Approved English Interim Assessments

1. Aimsweb

- 2. Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next)
- 3. Formative Assessment System for Teachers (FAST)
- 4. iReady
- 5. I-station
- 6. Phonological Awareness Literacy Screening (PALS)
- 7. STAR Early Learning
- 8. Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition*
- 9. DRA-2*
- * Cannot be used after June of 2016
- http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank

All Means Every Learner

The Colorado Attorney General has confirmed that the READ Act is for EVERY child in kindergarten through 3rd grade. The READ Act legislation is for all general education students. Students receiving special education services are general education learners first. Special education is a supplement to general education.

The presence or suspicion of a disability does not warrant a child to be exempted or excluded from the READ Act. This would be a violation of a child's 504 rights.

Differentiated Pathways

What does this mean for students with a Significant Cognitive Disability?

There is no valid or reliable reading screener for students with significant cognitive disabilities.

What to do?



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The DLM Aligned K-3 Literacy Alternate Assessment - Colorado

- Colorado Emergent Literacy Scales (CELS)
- Created for the State of Iowa
- Adapted for Colorado



Dr. Karen Erickson

Director, Center for Literacy & Disability Studies, UNC Chapel Hill Associate Director of the DLM Professional Development



- Alternate Achievement Standards and Alternate Assessment
 Participation Guidelines
- Students who are receiving their instruction using the alternate achievement standards
 - Extended Evidence Outcomes
 - Essential Elements

Standards Side-by-Side Reference Tool for English Language Arts



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Communication

4 Basic Reasons

- To REFUSE things you don't want....
- To OBTAIN things that you want...
- To engage in SOCIAL interactions...
- To provide or seek INFORMATION...



Why teach communication?

The importance of communication skills in daily life: We teach communication skills ...

1. To empower

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- 2. To convey what has been learned
- 3. To express emotions
- 4. To develop/maintain social networks and friendships

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Characteristics of a Core Vocabulary

- Limited set of highly useful words
- Words apply across settings
- Vocabulary is made up primarily of pronouns, verbs, descriptors, and prepositions
- Very few nouns are included in a core vocabulary
- Consistent location of vocabulary



	DLM Fir	st 40 Grid	
1	like	not	want
help	it	more	different
who	she	you	he
where	up	on	in
me	make	get	look
what	need	are	is
some	put	all	his
don't	that	go	do
when	finished	can	here
open	turn	stop	over





There's a module for that!

DLM[™] Core Vocabulary and Communication

This module focuses on the use of core vocabulary as a support for communication for students who cannot use speech to meet their face-to-face communication needs and require augmentative and alternative communication.

https://www.med.unc.edu/ahs/clds/resources/core-vocabulary







- Typically developing children are exposed to oral language for approximately 4380 waking hours by age 18 months

- At 2 times a week, 20-30 minutes each takes the student 84 years to learn the symbol.

Communication is the path to Literacy!

For many children with a significant cognitive disability who may have additional disabilities, we cannot proceed down the path of literacy with confidence until we ensure that the child has a system in place for <u>receptive</u> and <u>expressive</u> communication.



More Resources

Communication Matrix

- An easy to use assessment instrument designed for individuals of all ages who function at the earliest stages of communication and who use any form of communication.
- https://www.communicationmatrix.org/
- Every Move Counts
 - A sensory based approach to communication and assistive technology for individuals with significant sensory motor differences, developmental differences and autism
 - http://everymovecounts.net/downloads.html



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(Kathee Keller Scoggin, 2005)



Colorado Emergent Literacy Scales (CELS)

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Test Blueprint

- The blueprint for the DLM Aligned K-3 Literacy Alternate Assessment was developed based upon the blueprint for DLM Year End Alternate Assessment System in grades 3-5
 - This approach allows teachers of primary grade students with significant cognitive disabilities to monitor progress toward the skills and understandings that will be required for success in third grade and beyond.

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Test Blueprint

- An assessment blueprint communicates the scope of skills and understandings that are assessed.
- The scope of skills and understandings in the DLM Aligned K-3 Literacy Assessment are *defined by the DLM Essential Elements.*



The Dy	namic Learning Maps	Aligned K-3 Literacy Alt	ernate Assessment Sc	ales & Test Blueprint
Scale 1: Reading Literature & Information Text: Key Ideas and Details K-3 Outcome:	EE.RL.K.1 With guidance and support, identify details in familiar stories.		Rey Ideas and Detail EE.RL.2.1 Answer who and where questions to demonstrate understanding of details in a familiar test.	EE.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.
K3 Outcome: The student con dentify details and inswer which and where details and where details details formiliur texts.	EERLK3 With subleme and subport, identify the aits in familiar text. EERLK3 With guidance and subport, identify individuals, events, familiar informational text.	EE.RL3.3 Identify details in familiar text. EE.RL3.3 Identify individuals, events, or details in a familiar familiar	familiar test. EE.HL2.3 Anneor questions to dimensional and understanding of details in a details in a etc. EE.HL2.3 identify individuals, events, or details in an in an antimul test.	EE.RI.9.3. Answer who and which parentians to demonstrate understanding of details in a text. EE.RI.9.3. Order two oversis from a toxt as "first" and "next."
Scale	Kindergerten	First Grade	Second Grade	Third Grade
Scale 2: Reading Literature: Rey Ideas and Details C-3 Outcome: The student con- identify characters, identify characters, identify characters, identify characters, identify characters, identify characters, identify	EERLK.3 With subject, identify theracters and settings in a familiar story.	Reading Information T ERALLAS Identify characters and settings in a familiar story.	acts Key Ideas and De EE.(HL2.a Identify the actions of the characters in a story	EE.RL.3.3. Identify the feedlogs of

Structure of the Assessment

The DLM Aligned K-3 Literacy Alternate Assessment is comprised of six scales that reflect the knowledge, skills, and understandings required by the assessment blueprint.

Each scale captures development from *early* foundational skills through target skills at the kindergarten, first, second, and third grade level.



Students who are meeting grade level targets on the DLM Aligned K-3 Literacy Alternate Assessment are on their way to meeting targets in third through fifth grade

 while those who are not yet meeting targets require additional, intensive interventions to help them close the gap



Structure of the Assessment

The Essential Elements are drawn from five of the six strands of English Language Arts in the Colorado Academic Standards. They are:

- Reading Literature
- Reading Information Text
- Reading Foundations
- Writing
- Language

Note: Speaking and Listening is the only strand not included because it is not directly assessed in grades 3-12 in the DLM ELA Alternate Assessment System

Scales

Scale 1: Reading Literature & Information Text: Key Ideas and Details

Scale 2: Reading Literature: Key Ideas and Details

Scale 3: Reading Information Text: Integration of Knowledge and Ideas

Scale 4: Reading Foundations: Letter Identification

Scale 5: Writing: Text Types and Purposes

Scale 6: Language: Vocabulary Acquisition and Use

Page 9 of the Introductory Manual



To add consistency to the overall system and ensure that each scale had 10 points, some of the scales also include steps beyond the second grade target or successor skills that stretch through the third grade expectations.







Structure of the Assessment

Each of the scales has a single outcome statement associated with it that reflects the combined set of knowledge, skills, and expectations students should acquire across the four grade levels.



к-з (Dutcome: Th	he student	can select a	topic and u	se drawing,	dictating, or	writing to con	npose a mes	sage.
I Chooses between two objects when selecting a topic for writing.		images or tactual representations	4 Communicates information asing drawing, pictures, or actual representations	5 With guidance and support, selects a familiar topic and communicates information about it using drawing, pictures, tactual representations, or writing.	6 Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations or writing.	7 With guidance and support, selects varied opics, uses speech or other communication system to tell about the topic and then writes are fact about the topic using dirawing, dictating or letters.	8 Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	communication system to tell about the topic,	10 Selects varied topics, uses speech or other communication system to tell shout the topic, and uses letters to write words shout the topic including one fact or detail.
		Kind	ergarten Target						
				First Grade Ta	rget >>>>>>>>	> econd Grade Ta	rget >>>>>>>>		
		Kind	ergarten Targel		rget >>>>>>>> 5	econd Grade Ta		> I Grade Target :	



- Each of the 10 points on the scale has a description that links to the Learning Map in English Language Arts created by the DLM Alternate Assessment Consortium.
- As of May 2014, there were <u>1,645</u> nodes in the English language arts map, <u>2,312</u> nodes in the mathematics map, and <u>141</u> foundational nodes associated with both content area maps. Additionally, there are more than <u>8,820</u> connections among the nodes.
- Colorado joined the consortium in 2012.











The DLM Aligned K-3 Literacy Alternate Assessment is combined into a single assessment to address the fact that students with the most significant cognitive disabilities will *progress at dramatically different rates.*



	τ	Jnd	erst	and	ing	the	Scal	es			
Each of the <i>six scales</i> on the DLM Aligned K-3 Literacy Alternate has <i>10 points</i> .											
1	2	3	4	5	6	7	8	9	10		
between two objects when	selects photo, picture or tactual representations of familiar people, places,	tactual representations as topics for writing.	Communicates information using drawing, pictures, or netual representations	representations, or writing.	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations or writing.	With guidance and support, selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	With guidance and support, selects varied topics, uses speech or other communication system to tell about the topic, and uses letters about the topic including one fact or detail.	Selects varied topics, uses speech or other communication system to tell about the topic and uses letters to write words about the topic including one fact or detail.		
		Kind	ergarten Targe	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>							
				First Grade Ta	rget >>>>>>>		irget >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>		CDE		
								d Grade Target	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>		
- 10 											



Specific grade level targets are identified for each of the four grade levels, but *the assessment is designed to track progress across rather within grade levels.*



1	2	3	4	5	6	7	8	9	10
Chooses between two objects when selecting a topic for writing.	selects photo, picture or tactual representations of familiar people, places,	images or actual representations	Communicates information asing drawing, pictures, or factual representations	information about it using drawing, pictures, tactual	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations or writing.	With guidance and support, selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	communication system to tell about the topic, and uses letters to write words	Selects varied topics, uses speech or other communication system to tell about the topic, and uses letters to write words about the topic including one fact or detail.
		Kind	ergarten Targe		\leftarrow				
				First Grade Ta	rget >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>		reet >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>		
				Thist Grade Ta			rget >>>>>>> Thir	d Grade Target	

Understanding the Scales

The goal is not just for students to achieve the highest score possible, but also for them to *demonstrate* knowledge, skills, and understandings associated with each point on each scale.



Reporting

Data should be collected during the first week of school. Data points should be collected in fall, winter, and spring. For this year – probably have 2 data points.

For Data Reporting:

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No score is recorded with CDE for this assessment. Code 13 – Special Education Student (unable to access one of the approved interim assessments) tested using alternative approved measures.



Collecting the Data...

Using a Structured Portfolio Approach



A Structured Portfolio Approach

 Based upon an Instructionally Embedded Assessment

- Comprehensive Literacy Instruction

• All ELA Strands

- Reading
 - » Information
 - » Literary» Foundations
- Writing
- Language
- Speaking & Listening

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Comprehensive Literacy Instruction

One Approach

 Children with Disabilities: Reading and Writing the Four-Blocks[®] Way Resource Book

- Shared/Guided Reading
- Writing
- Working with Words
- Self Selected Reading



Structured Portfolio

What is it?

- A strengths-based approach to assessment that focuses on what students CAN do rather than what they cannot do.
- A collection of materials and information that are systematically created:
 - •over a period of time
 - organized in a way that reflects a student's knowledge, skills, and understandings, and
 - rated by team members



Structured Portfolio

Why is it important?

- It is a way to meaningfully "capture real-life competencies in everyday settings and document even small improvements" (Bagnato, 2005, p. 18).
- Provides a more accurate picture of student's abilities (NAEYC, 2003).
- Allows teachers to focus on teaching while engaged with the students.
- Communicates the scope of skills and understandings that our students' possess.



How is it different from other assessments?

- It is <u>not</u> an assessment event.
- It <u>does not</u> occur before or after instruction.
- It does not assess skills in isolation.
- It is an ongoing process.
- It occurs everyday during instruction.
- It assesses a variety of skills and abilities in a meaningful context, activity or lesson.

Structured Portfolio

What do I need to get started?

- Colorado Emergent Literacy Scales (CELS)
- Comprehensive literacy instruction that includes:
 - Reading
 - Writing
 - Speaking/Communicating
 - Listening
- Method for collecting data
- System for organizing data



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Structured Portfolio

When do I collect data?

- Daily, during literacy-based instruction.
- Any time an observation is made in the context of literacy-based interactions.

Where do I collect data?

Across multiple settings (e.g. Student points to a letter on a sign outside at recess and labels the letter correctly by name).



What are some methods for collecting data?

- Work samples
- Photographs
- Videos
- Anecdotal notes
- Frequency counts & other traditional data recording techniques

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Work Samples: Any physical piece of evidence that is genuinely completed and produced by a student that could serve as a data source.

Examples:

Art project

Written responses



Videos: Any video capturing a student's abilities and/or progress from daily instruction that could serve as a data source.

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Examples: Video Clip













Frequency Counts & Other Traditional Data Recording Techniques: Any performance data collection method that is represented in a table, chart, etc. and that could be used as a data source.

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Examples:

Checklists

Rubrics















Pair and Share

Grab a partner at your table.

Discuss:

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- What are some of the ways you are currently collect data?
- Are you already using a structured portfolio? How is it working?
- How can this be incorporated into a structured portfolio?









	EE.RI First Grav EE.RI Second G EE.RI Third Grav	rten Essential K.3 With gui de Essential E 1.3 Identify of rade Essential 2.3 Identify t ade Essential 3.3. Identify	idance and su Jements Add characters and I Elements A he actions of Elements Ad	pport, identify ressed: settings in a l ddressed: the characters dressed:	familiar story. in a story.	č	ı familiar sto	ry.	
1	2	3	4	5	6	7	8	9	10
Expresses interest during shared reading.	Engages actively in shared reading of stories.	Expresses recognition of familiar stories.	Identifies the character and setting in familiar story with guidance and support.	Identifies the character and setting in familiar story.	Identifies the character and setting in new story.	Identifies the characters, settings, and major events in new stories.	Identifies the actions of characters in new story.	Identifies feelings of characters in a familiar story.	Identifies the feelings of characters in a new story.
	Kinde	rgarten Target : Firs	Source Target	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	1				
			`		Second	Grade Target :		d Grade Target	



K-3 (outcome: The st	udent can ider	tify the point:	s the author m	akes in an info	ormational tex	t.		
Kin	ndergarten Ess	ential Element	ts Addressed:						
	EE.RI.K.8 With	guidance and s	upport, identif	v points the au	thor makes in a	in informationa	l text.		
Fir	st Grade Essen	- tial Elements /	Addressed:						
	EE.RI.1.8 Identi	fy points the au	thor makes in	a familiar info	rmational text.				
	ond Grade Ess								
	EE.RI.2.8 Identi				nal text				
	ird Grade Essei				an coxe				
	EE.RI.3.8 Identi			or makes in ar	informational	hout			
1	2	3	4	5	6	7	8	9	10
Demonstrates understandin g of familiar book sharing routines.	Understands words that describe objects used during book sharing routines.	Identifies new objects or pictures of objects that fit within known categories.	Identifies the topic of familiar texts.	Identifies points the author makes about the topic of familiar texts given guidance and support.	Identifies points the author makes about the topic of familiar texts.	Identifies points the author makes about the topic of new texts.	Identify the most important points the author makes about the topic of familiar texts.	Identify the most important points the author makes about the topic of new texts.	Identify two related points the author makes in a new text.
		Kinde	rgarten Targel Fir	st Grade Targe	t>>>>>>>>>>	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>			







Kinder EE.W.I topic.	rgarten Esse	ential Elem dance and s	upport, sele	ssed: ct a familiar to			riting to com		
EE.W. Secon EE.W. Third EE.W.	1.2 Select a f d Grade Ess 2.2 Select a f Grade Esser 3.2 Write to s	familiar topic sential Elen topic and us ntial Eleme share inform	c and use dr nents Addre e drawing, c nts Address ation suppo	awing, dictatir essed: lictating, or w	riting to comp		nation about if ge with one fac		opic.
1	2	3	4	5	6	7	8	9	10
I Chooses between two objects when selecting a topic for writing.	Draws or selects photo, picture or tactual representations of familiar people, places,	Draws or selects meaningful images or nactual representations as topics for writing.	Communicates information using drawing, pictures, or netual representations	With guidance and support, selects a familiar topic and communicates information about it using drawing, pictures, tactual	Selects a familiar topic and communicates information about it using drawing, pictures, tactual representations or writing.	7 With guidance and support, elects varied topics, uses peech or other communication system to tell about the topic and then writes are fact about the topic using drawing, dictating or etters.	8 Selects varied topics, uses speech or other communication system to tell about the topic and then writes one fact about the topic using drawing, dictating or letters.	With guidance and support, elects varied opics, uses speech or other communication system to tell about the topic, and uses letters o write words	Selects varied topics, uses speech or other communication system to tell about the topic, and uses letters



word	internet The		e words, signs	or symbols to	a managan	e in reni igle si	turatio ny making	g connections h	
	Econtial E	Tements Addres	and						
	Galag	arten:							
	BLE	S.c With guidant	er and support,	se words to co	n steinete in	eal-life situatio	185.		
	lint Cra								
	EE 1.1. and the		e and support, i	le mon strate on	derstanding of	wordsbyiden	iilying real-life co	noection shetwe	en words
	Second C	iraile:							
	EL2.	5. aldentily real-	life come chicas	between word	s and their use	(e.g., happy: "I	սահորթչ-Դ.		
	Third Gr	ales							
	BL3.	5. a Determine th	e litent nezoio	g of words and	phases in con	text.			
1	2	3	4	5	6	7	8	9	10
	Uses signs,	With guidance and sunnortuses		and support,	and support	Initiates the use of sign s,	sentences or	With guidance and support,	literal meaning of
and support uses signs, symbols, or	eymbols, or words to communicate fo one purpose.	signa, symbols, 27 or words to communicate for two or more purposes.	symbols, or	combines signs, symbols, or words to communicate with familiar adults for multiple purposes.	initiates the use of signs, symbols, or words in meaningful ways during interactions.	symbols, or words in meaningful ways d'uring interactions.	phrases by providing a missing word in the context of shared reading or writing interactions.	literal meaning of words or phrases	shared reading or writing
and support uses signs, symbols, or words to communicate	words to communicate fo on e purpose.	or words to communicate for two or more	symbols, or words to communicate for two ormore purposes.	symbols, or words to communicate with famili ar adults for multiple	of signs, symbols, or words in mainingful ways during	words in meaningful ways during	providing a missing word in the context of shared reading or writing	Iteral meaning of words or phrases in the context of shared reading or writing	in the context of shared reading or writing
and support uses signs, symbols, or words to communicate	words to communicate fo on e purpose.	or words to communicate for two or more purposes.	symbols, or words to communicate for two ormore purposes.	symbols, or words to communicate with famili ar adults for multiple	of signs, symbols, or words in meaningful ways during interactions.	words in meaningful ways during	providing a missing word in the context of shared reading or writing	Iteral meaning of words or phrases in the context of shared reading or writing	in the context of shared reading or writing
and support uses signs, symbols, or words to communicate	words to communicate fo on e purpose.	or words to communicate for two or more purposes.	symbols, or words to communicate for two ormore purposes.	symbols, or words to communicate with familiar adults for multiple purposes. Grade Target :	of signs, symbols, or words in meaningful ways during interactions.	words in meaningful ways during in tar actions	providing a missing word in the context of shared reading or writing	Iteral meaning of words or phrases in the context of shared reading or writing	in the context of shared reading or writing



	Scale	Module
Available in	Kole & Reading Literature and beformation Test: Key Meas and Details <u>Outcome</u> : The standers can identify details, order two events, and preservable, what, and where questions about details in tensiar tests.	Constant Programs for Nanding Soverlanding Acchor Amode Apply Genitizing and Linearing Grantages and Eventsel for Presenting Mass Gogeniting arthropication in Discussion Proceptins of Instruction in English Language Arts
the Scoring Guide	Scale 2: Reading Literatures: Key Ideas and Details <u>Outcome</u> : The Student can Identify characters, settings, and actions in stories.	Cenerate Purposes for Reading Domet Seading Actors Seading Actors Sead-Appl Spaniage and Dennia for Presenting Ideas Spanjare and Dennia for Presenting Ideas Spanjare Intraction in Disputsion Principies of Intraction in Disputsion
	Scale 2: Reading information Test: Integration of Knowledge and Ideas Outcome: The Student can identify the points the author makes in an informational test.	Predictable Chart Writing Shared Reading Speaking and Litening Teacher Test Comprehension: Anchor-read-apply
	Rock & Reading Foundation: Letter Identification <u>Pubmann</u> : The Boulers can identify the upper and lower case letter of the alphabet.	Conseguti Writing Writing with Alexandro Pancki Writing Inter Types and Purpose Writing Inter Types and Purpose Writing Conting Controls In Writing Writing Conting Controls In Writing Writing Writing Writing Productions and Columbration Writing Productions and Writing Productions and Writing Productions and Writing Productions and Writing Productions
	Scale 2: Text Types and Purposes <u>Outcome</u> : The tasketer can which a typic and use drawing, dictating, or writing to compose a message.	Conception Writing Working Van Alexandrike Parch Writing: Tan Types and Purpose Writing: Carling: Quarter In Yuunstaw Writing Writing: Carling: Quarter In Writing: Arguments Writing: Arguments Writing: Arguments Writing: Research and Rauge Writing: Research and Rauge
72	Scale & Language Vocabulary Acquisition and Une <u>Automase</u> . The tadent will use words, signs or symbols to communication in mail 46 situations make connections between words and their use.	Care Wookshory and Connectation Dance Reads Encreption Winling Encreption Winling Winling Honoreal Annual Annual Winling Connectation and Annual Winling Connectation and Annual Winling Connectation and Annual Winling Finducation and Connectation Winling Finducation and Connect Winling Finducation



Score Sheet

- Data collection begins the first week of school to set a baseline.
- Data is collected all year during different activities.
- Artifacts are collected.
- 3 times a year the team gathers student data and scores it based on the scales (fall, winter, spring)
- The team chooses 3 artifacts that provides the best evidence for the student's knowledge, skills, and understandings.
- Scores are entered on the score sheet cover page.
- Decisions about instruction changes and implementation are made.

7	3		
	7		

Student Name:					School Year:				
Teacher Name (F):			Date:		Teacher Name (S)				
Teacher Name (W):	Date:				Grade:				
			Date:						
Scale 1: Reading L	iterature & Info	rmation Text: Ke	ey Ideas and Deta	ails					
1	2		4		5 6		7 8		9
Understands words associated with	Understands the names of objects	Identifies familiar people, objects,	Names objects or pictures of objects	Identifies details in familiar texts	Identifies details In familiar texts.	Answers who, what, where and	With guidance and support, answers	Answers who, where, and what	Orders events i new text as
objects used during iamiliar book sharing routines.		plaes and events that appear in familiar texts.	used in shared reading of familiar texts.	given guidance and support.		what questions about details in familiar texts.	who, where, and what questions about details in new texts	questions about details in new texts.	"first" and "nex
							NEW LEADS.		
		Kindergarten 1	farget >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	>				
		1	First Grade Target :						
			S	econd Grade Targ	et >>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>				
				Th	iird Grade Target >>				
Probes/Data Poin	ıts:								
Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date:	Date :
Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:	Score:
ALL	Date:	WINTER:	Date:	SPRING:	Date:			~ ~ ~	GDE /
74	Score:		Score:		Score:				
Additional Comments	(please begin with th	e date & your initial	kl:			•		-	V.A

Structured Portfolio

What are some systems for organizing data?

- Electronic/Digital format
- Binders
- Files
- Clipboard
- Mailing labels
- Journals



Recipe Box

1. Get a recipe box with alphabetic or numeral dividers (picture 1)

- 2. Affix a legend to the top of the recipe box (picture 2).
- 3. Affix one scale on the front of each divider (picture 3).
- 4. When you make an anecdotal note, slip it into the
- appropriate divider (picture 4) and the scale it corresponds to.5. When you have time, go back and use the appropriate
- scale to score your artifact (picture 5).

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Folder System

Example 2 of how to organize data using a folder system. Here is how it works:

- 1. Get a large folder.
- 2. Indicate either with a number or alphabetic system. For
- example, A = Scale 1, B = Scale 2, etc. or just label it Scale 1.
- 3. Collect anecdotal note using mailing labels, sticky notes, in this case index card.
- 4. Affix anecdotal note to folder under appropriate scale that artifact corresponds to.

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- 5. Return to score artifacts later on.
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Dynamic Learning Maps

- Dynamic Learning Maps
- www.dynamiclearningmaps.org
- Tabs across the top Professional Development
- In the paragraph there is a hyperlink Professional Development Site
- On the first page there are Buttons for the Modules (~50):
 - Modules organized by ClaimModules organized Alphabetically
 - Facilitated Modules
 - Self-directed Modules
 - Modules aligned with the Scales

Mini Maps

- On the DLM Website
- Go to Assessments
- Go to Operational Testing
- Select State Colorado
- Select Role Test Administrator
- Educator Resources Page
- Learning Map Resources
- Maps for Foundational Skills and Mini-maps (grades 3-12)

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Resources

- Tarheel Reader
- http://tarheelreader.org/
- Books that are high interest and low reading level.
- By Topic

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- By DLM grades
- By Subject
 - Reading about vacuums?
 - Reading about whales?

You can write your own. Register, you will need an Invitation Code.



Contact Information

CO

Gina Quintana Exceptional Student Services Unit Supervisor / SSN Specialist 303-866-6605

Quintana g@cde.state.co.us

Ellen Hunter Literacy Specialist 303-866-6244

Hunter_e@cde.state.co.us

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