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PD
TEACHER TRAINING MATERIALS

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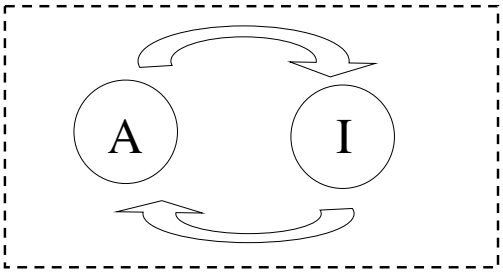
Assessing for Success

Data Interpretation – DORA/ADAM



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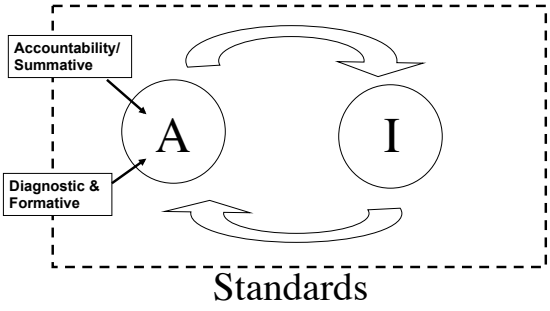
Assessment & Instruction Cycle



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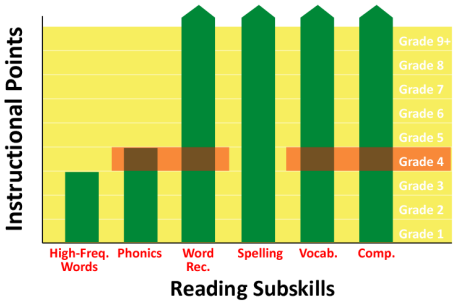
Standards Model of Assessment



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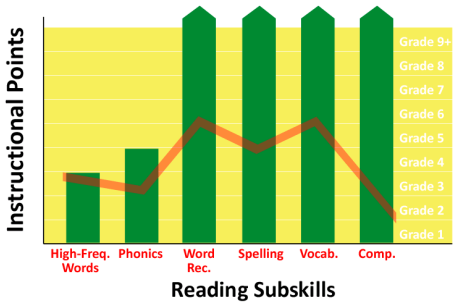
Diagnostic Model of Assessment



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DORA Biases

- Comprehension (Down)
  - Longer, non-fiction passage, no look back
- Comprehension (Up)
  - Low grade-level dependency on vocabulary
- Word Recognition (Up)
  - Ability to read words only, not understand meaning
- Spelling (Down)
  - Must type in spelling of regular and irregular words
- Oral Vocabulary (Up)
  - Oral language develops quickly among verbal families

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DORA Professional Development Notes

Date:_____

Name:_____

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DORA™- Summary Report
(Diagnostic Online Reading Assessment)

Student: **Ryan Medina**
Assessment Date: **11/19/2013**
Age: **8** yrs **5** months
Grade: **3.3**

✓ **High-Frequency Word Subtest**.....**Score (Range: K to High 3rd): low 3rd**
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.

✓ **Word Recognition Subtest**.....**Score (Range: K to High 12th): mid 2nd**
Measures the learner's ability to recognize a variety of leveled lists of words.
- Ryan can read words like "island" and "special".
- Ryan read "diffident" for "different" and "begin" for "begins".

✓ **Phonics (Word Analysis) Subtest**.....**Score (Range: K to High 4th): mid 2nd**
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words.
25 % of errors were "real-word" questions. **75 %** of errors were "non-word" questions.

Phonics Principles Mastered

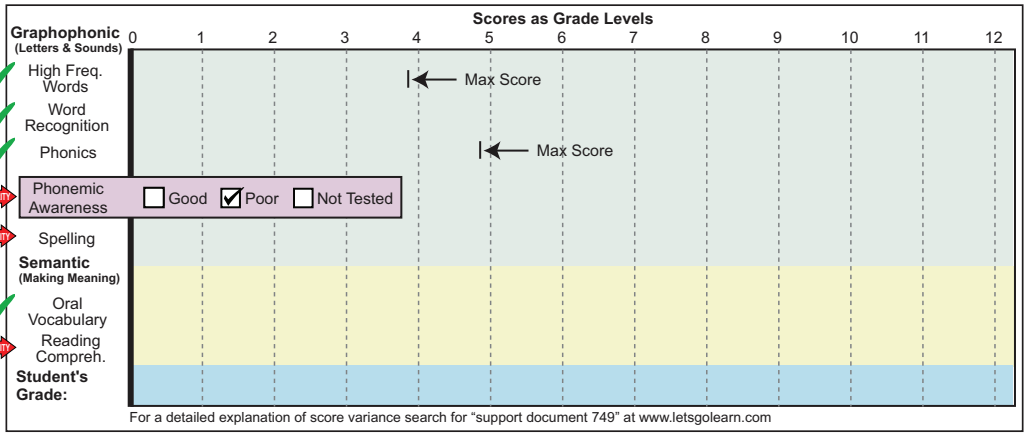
☑ Some beg. letter sounds /a/, /b/, /c/...	☑ Short Vowel Sounds den, nap, fun	☑ Long Vowel Sounds kite, cake, mile	☐ Vowel Digraphs coat, team, train	☐ Diphthongs joy, cloud, aunt
☑ Most/all beg. letter sounds /a/, /b/, /c/...	☑ Consonant Blends snap, crisp, splat	☐ Consonant Digraphs chips, cloth, shed	☐ R-Controlled Vowels dark, form, pert	☐ Multi-Syllable jumping, structure, station

PRIORITY **Spelling Subtest**.....**Score (Range: K to High 12th): mid 1st**
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.
- Ryan can spell words like "shower".
- Ryan spelled "set" for "sit".

✓ **Oral Vocabulary (Word Meaning) Subtest**.....**Score (Range: K to High 12th): high 2nd**
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.
- Ryan was able to identify the meaning of words like "investigate" and "sparkle".
- Ryan had trouble distinguishing the meaning of words like "distant" and "similar".

PRIORITY **Reading Comprehension (Silent Reading) Subtest**.....**Score (Range: K to High 12th): high 1st**
Evaluates the learner's ability to answer factual and inferential questions about a silently read story.
54 % of errors were "factual" questions. **45 %** of errors were "inferential" questions.

* DORA "reading level" equivalency scores available to teachers via the "Run Reports" link on the Manage tab.



For a detailed explanation of score variance search for "support document 749" at www.letsgolearn.com

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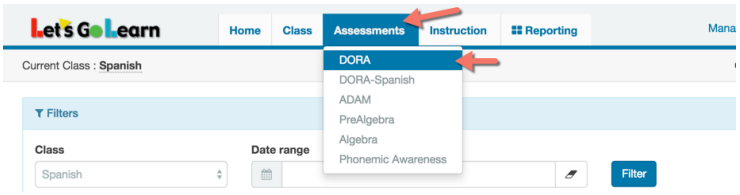
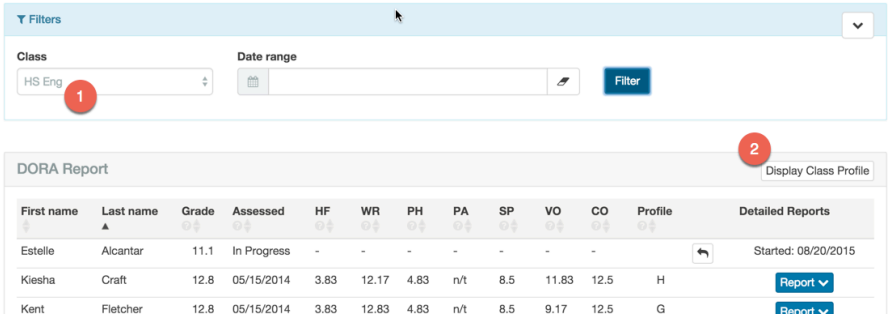
How to View a Class by its *DORA* Reading Profile

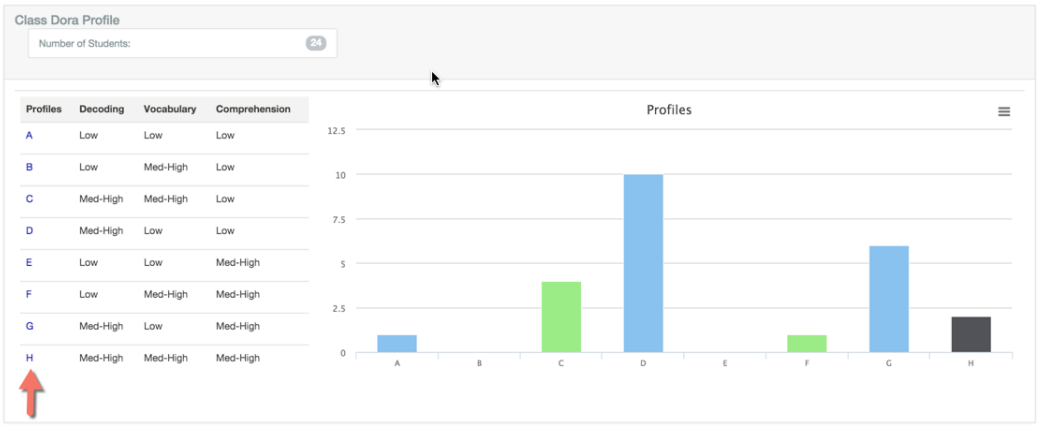
Step One: Go the <Assessment> tab and then select "DORA"



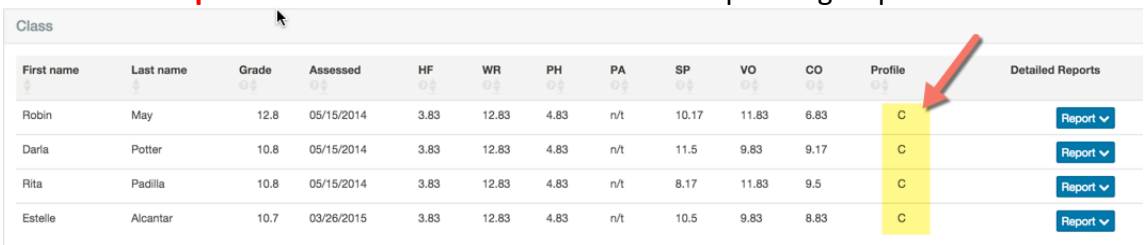
Step Two: After selecting the class (1) to be examined, click on the (2) "Display Class Profile" button.



Step Three: View your class by its Reading Profile. Click on the letters on the left to view the specific students in each group.

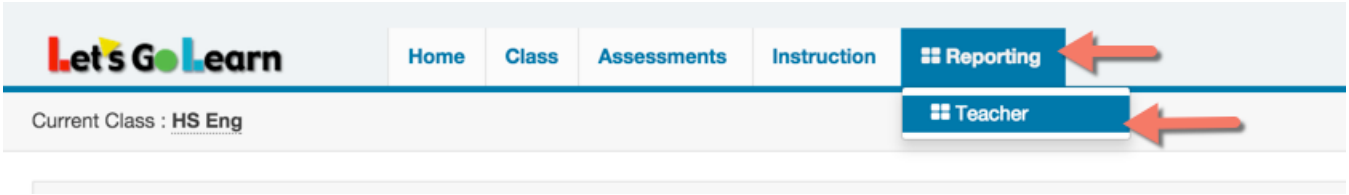


Profile C Example: See the students within each *DORA* profile group.

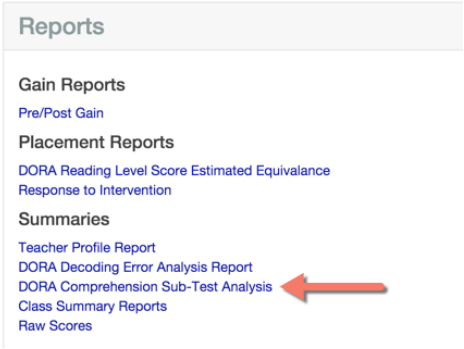


How to View the *DORA* "Comprehension Sub-Test Analysis Report"

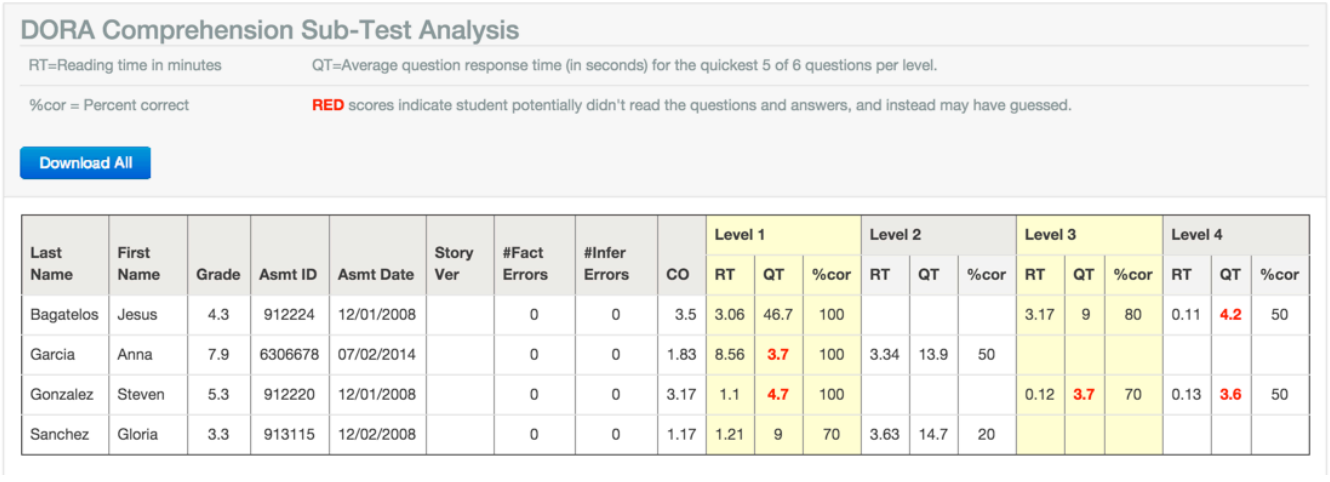
Step One: Go the <Reporting> tab and then select "Teacher"



Step Two: Click on "DORA Comprehension Sub-Test Analysis"



Step Three: Enter in the parameters of the report and click "Display"



Last Name	First Name	Grade	Asmt ID	Asmt Date	Story Ver	#Fact Errors	#Infer Errors	CO	Level 1			Level 2			Level 3			Level 4		
									RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor
Bagatelos	Jesus	4.3	912224	12/01/2008		0	0	3.5	3.06	46.7	100				3.17	9	80	0.11	4.2	50
Garcia	Anna	7.9	6306678	07/02/2014		0	0	1.83	8.56	3.7	100	3.34	13.9	50						
Gonzalez	Steven	5.3	912220	12/01/2008		0	0	3.17	1.1	4.7	100				0.12	3.7	70	0.13	3.6	50
Sanchez	Gloria	3.3	913115	12/02/2008		0	0	1.17	1.21	9	70	3.63	14.7	20						

In the example above, the students' passage reading times "RT" are displayed in minutes. The students' average question response times "QT" are in seconds.

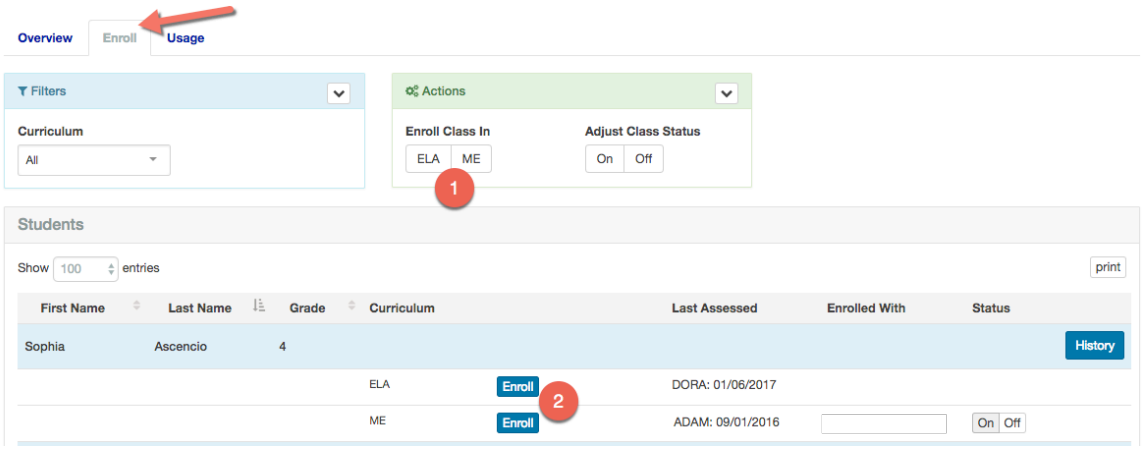
Getting Started with the All New *LGL Edge 2.0!*

Overview: For users who have used an earlier version of *LGL Edge*, we've made some major changes. It has been rebuilt from the ground up! All products now appear on a single "Edge 2.0" menu tab. Usage reports are also available on this page but via an additional tab. See below!

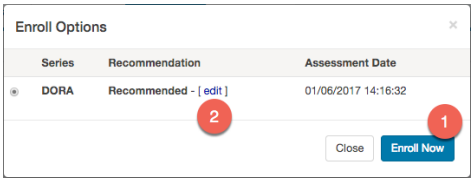
Step One: Click on the <Instruction> tab and choose "Edge 2.0."

Initially, you will be on the overview tab. This page gives you some basic information on your class once your students are in progress using *LGL Edge*.

Step Two: But if you are starting out from stratch, you'll want to click on the "Enroll" tab. See below.



1) If all of your students have completed testing, you can easily click these button at the top in the "Actions" box. This will allow you to enroll all students in either *LGL ELA or Math Edge* quickly.
2) Or you can individuall enroll students by clicking on the <Enroll> button next to their names. See below...



1) If you click <Enroll Now> it will accept the default assignments.
2) If you click on the "edit" link it will open up a new page and show you the assignments based on the assessment and allow you to make edits.

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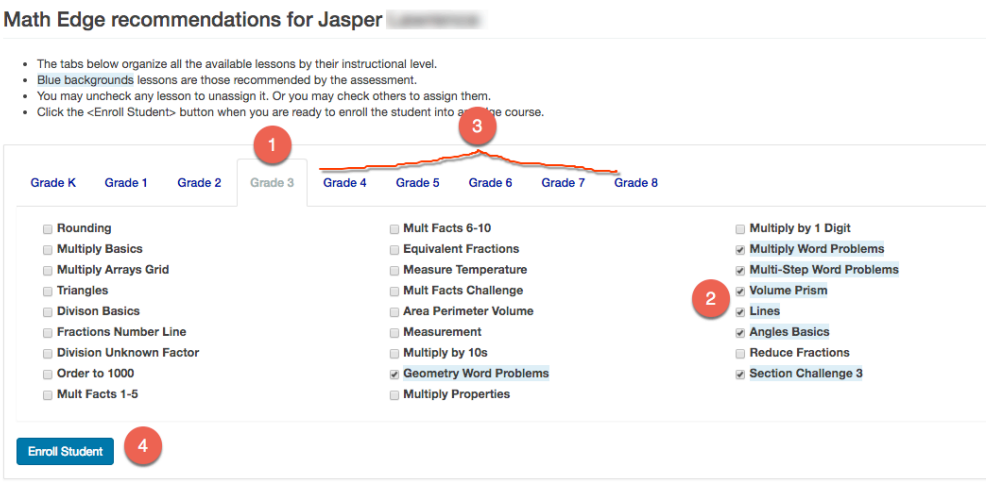
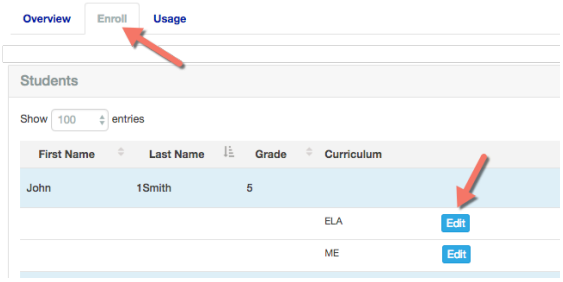
Step Three: In the case where you opted to "edit" the assignments for an individual student, you will see a page like the one below. In this example, we are looking at an *ADAM* assignment.



1) The initial tab selected by the system (in this case "Grade 3") is the lowest instructional level for which the student was assigned lessons. We see that Jasper was assigned about 7 lessons at the 3rd grade instructional level. *Note, the "Section Challenges" use many or all of the skills from the entire grade level as a review. These lessons are harder and take longer. Some teachers choose to turn these off when only 1 to 5 regular lessons are selected. This may speed up the student's remediation by not having the student spend time on review at grade levels that are many grade below.*
2) Teachers can uncheck any box if they do not want the student to be assigned any particular recommended lesson. Likewise, the teacher may check any box to add lessons.
3) If you click through tabs "Grade 3" to "Grade 8," you will see about 60 lessons highlighted in blue with a check mark next to each. These are the personalized lessons selected for each student.
4) When the teacher is ready, he or she clicks the <Enroll Student> button.

You Can Edit a Course Already Enrolled!



Once students are enrolled, you can edit their assignments by going to the "Enroll" tab and then clicking on <Edit> next to any student's ELA or Math course.

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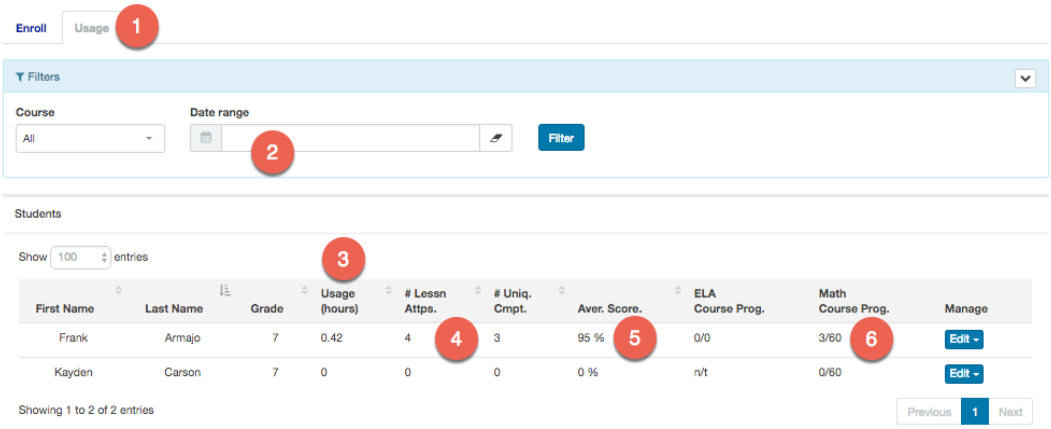
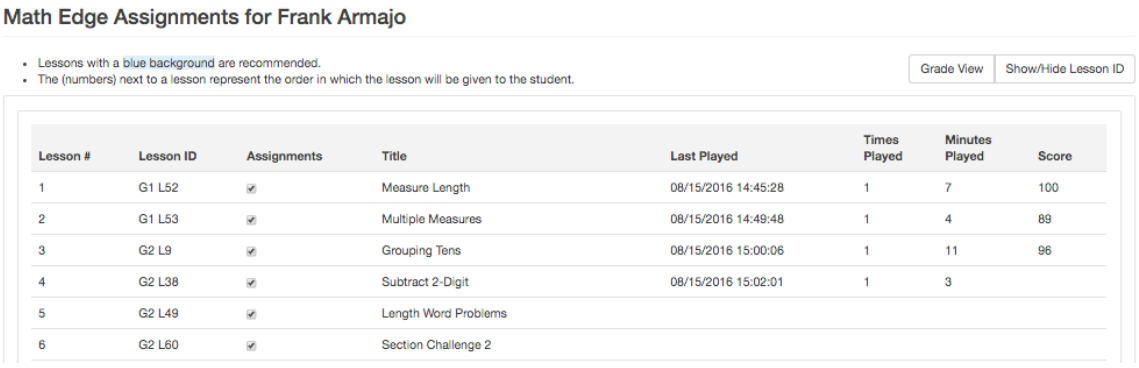
Step Four: Going back to the main "Edge 2.0" page from the <Instruction> menu, the teacher can click on the "Usage" tab to get a lot of additional information.



1) Click on the "Usage" tab.
2) Using the quick pop-up filters, enter in a date range such as "last 7 days" or "last 30 days."
3) The student's usage shows up in hours. We see that Frank has 0.42 hours of use.
4) Frank has completed three unique lessons and attempted four. This means he is probably in progress in his fourth lesson. Alternatively, when students start doing review, the number of attempts goes up as they rework past lessons to get a higher score.
5) Frank's average score is 95%.
6) Frank has completed three lessons out of 60 in his *Math Edge* course.

Step Five: Here is the detailed view of a student's *Edge* assignments. A teacher can view specific time on task and scores and make adjustments to current lesson assignments.



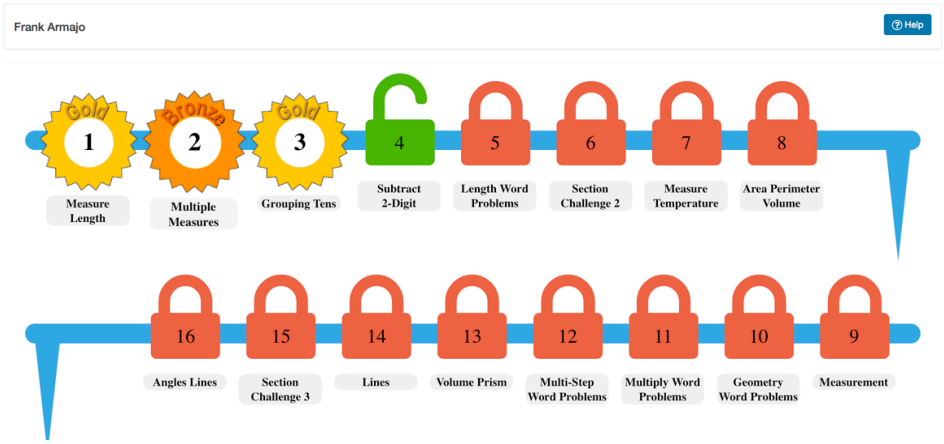
Note: Teachers and principals can also go to the <Reporting> menu and select "Data Portal." Under Exports, an "instructional usage" report can be run to get detailed usage in a spreadsheet format.

Using *LGL Edge!*

IMPORTANT: How You Should Introduce *LGL Edge!*

All *LGL Edge* lessons use a combination of music, animations, and/or artwork to engage students. For middle or high school students, it is important to introduce the fact that *LGL Edge* is being used because research has shown that multiple forms of media make learning easier, especially with difficult topics. Highlighting this point will pre-empt objections that some older students may have if they interpret the lessons as childish.

Student Login: When students log in for the first time, the system will provide audio instructions. In the example below, the student is directed to click on the "open" padlock. The open green padlock is this student's current lesson. Every one to two weeks, students should be guided by teachers to click on any "Bronze" or "Silver" badge in order to get their achievement up to a "Gold" level. "Bronze" and "Silver" badges will flash for easy identification.



Student Lesson Map

Behaviors of *LGL Edge*

- Students must get 75% or higher or they will repeat the lesson.
- When students complete a lesson, they must let the system push them back to the "Lesson Map" shown above. Hitting the exit button early may prevent the end of lesson scores from being recorded.
- If students do not complete a lesson, they will repeat it when they log in next.
- When students do not complete a lesson, usage is only recorded when they hit the exit button, so instruct them not to just close their browsers.
- Students cannot review a "Bronze" or "Silver" completed lesson until two days have passed. This is to ensure that they haven't just committed the activity to short-term memory.
- Students are given lessons in order. Teachers cannot change this order, but they can turn lessons on or off by editing students' courses from the <Edge 2.0> tab.
- Section and Final Challenges can have scores over 100, up to 200! This can be a fun way to get students to compete for the high score. Post the highest "Challenge" scores on a wall. Leave off the specific challenge number, though.

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