Using *DORA* for Blended Learning and Flexible Grouping at the Classroom Level

Overview: *DORA* has a total of seven sub-test scores as well as a profile score which is a letter (A to H). Teachers can use these scores for their flexible group formation.

This document covers the following topics:

#1: Use *DORA* Classroom Profile Report

Use: Daily. Breaks students into flexible groups based on their reading profiles.

#2: Use *DORA* Scores Pages to Target Specific Skills

Use: Daily or weekly. Breaks students into flexible groups based on their reading skills.

#3: Use *DORA* Comprehension Sub-Test Analysis Report

Use: Daily or weekly. Examine how much time students spend reading their passages in *DORA*. Use this to teach students to read for content mastery.

#4: Use Summary Report to Engage Students and Parents

Use: Quarterly. Serves as a way to provide students focus on where they must work to improve their reading.

#5: Use *LGL ELA Edge* as Automatic Intervention

Use: Daily or weekly. Targets students' lowest skills to reduce the range of student skills in a class.
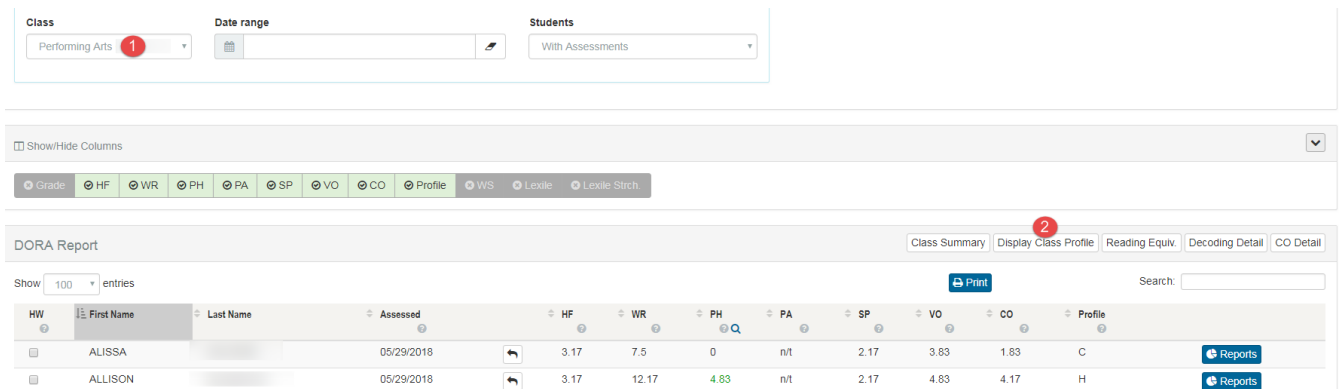
Additional Tips for Teachers:

- If students have taken multiple tests, look at their previous tests to confirm low scores. If scores suddenly drop, the student may not have tried his or her best in the latest test administration.
- Walk the lab as students test. Be sure students don't linger. If they are fatigued, stop them. Consider breaking the tests up into two sessions.
- Have an alternative activity for students ahead of time so that they don't disturb their peers who may still be testing.
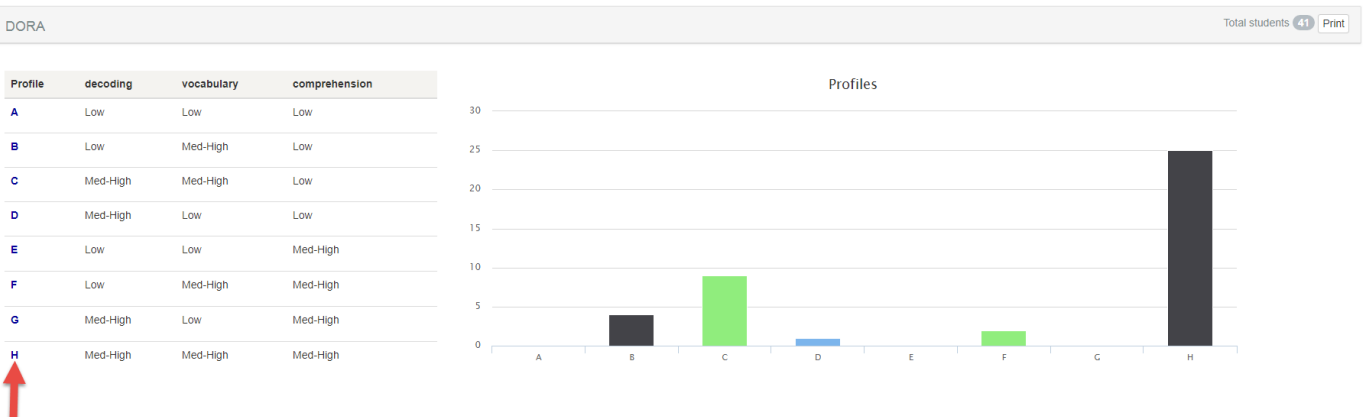
#1: Use *DORA* Classroom Profile Report

Step One: Go the <Assessment> tab and then select "DORA."
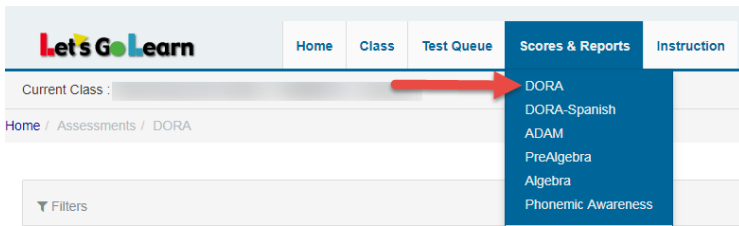
Step Two: After selecting the class (1) to be examined, click on the (2) "Display Class Profile" button.

HW	First Name	Last Name	Assessed		HF	WR	PH	PA	SP	VO	CO	Profile	
☐	ALISSA		05/29/2018	↩	3.17	7.5	0	n/t	2.17	3.83	1.83	C	🔴 Reports
☐	ALLISON		05/29/2018	↩	3.17	12.17	4.83	n/t	2.17	4.83	4.17	H	🔴 Reports

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	decoding	vocabulary	comprehension
A	Low	Low	Low
B	Low	Med-High	Low
C	Med-High	Med-High	Low
D	Med-High	Low	Low
E	Low	Low	Med-High
F	Low	Med-High	Med-High
G	Med-High	Low	Med-High
H	Med-High	Med-High	Med-High

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

Show 100 entries   Search:

First Name	Last Name	Gr	Assessed	HF	WR	PH	PA	SP	VO	CO	WS	Lexile	Lexile Strch.	Student Rpt
PHOENIX		3	02/14/2018	3.83	2.5	4.5	55.56	2.17	3.17	0.5	-	-	-	Report ▾
DAVION		3	05/29/2018	3.83	4.17	4.5	n/t	1.5	6.17	1.83	-	-	-	Report ▾
CHRISTIAN		3	05/30/2018	3.83	12.83	4.83	n/t	2.17	3.83	2.17	-	-	-	Report ▾
JASAI		3	05/29/2018	3.83	5.5	4.83	n/t	2.17	3.83	2.17	-	-	-	Report ▾
OMARI		3	05/29/2018	3.83	6.83	4.83	n/t	2.17	3.83	2.17	-	-	-	Report ▾
KALIL		3	05/29/2018	3.83	7.83	4.83	n/t	2.5	4.83	2.17	-	-	-	Report ▾
ANGEL		3	05/29/2018	3.83	6.83	4.83	n/t	2.83	3.83	1.83	-	-	-	Report ▾
HAILLEE		3	05/29/2018	3.17	2.83	4.17	55.56	1.5	4.83	1.83	-	-	-	Report ▾
ALISSA		3	05/29/2018	3.17	7.5	0	n/t	2.17	3.83	1.83	-	-	-	Report ▾

Showing 1 to 9 of 9 entries   Previous 1 Next

Profile C - Grades 3 to 5

Upper elementary students in this group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but they haven't been explicitly instructed in how to organize aspects of the text (characters, setting, problem, solution for fiction texts; summarizing facts, using text features for non-fiction) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read, so they have difficulty understanding the messages of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss and write about text. Students in upper elementary can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message, to name just a few. Choose appropriately leveled text for the group, but make sure to select topics these students will find engaging or have prior background knowledge about as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

#2: Use *DORA* Scores Page to Target Specific Skills

1) Clicking on the triangle icons to the left of a column heading allows the teacher to sort his or her class by the scores on that sub-test.
2) The (?) icon opens a help window that describes each sub-test and in the case of word recognition provides an summary of that sub-test.

#3: Use *DORA* Comprehension Sub-Test Analysis Report

This item is found under the **<Scores & Reports>** *DORA* tab.

The report will display the amount of time students have spent reading each passage and on average how much time they have spent answering questions. This is a powerful report to examine students' reading practices or habits.

DORA® Comprehension Detail Report

- RT = Reading time in minutes
- QT = Average question response time (in seconds) for quick 5 of 6 questions per-level
- %cor = Precent correct for students response for each passage

First Name	Last Name	Grade	Asmt Date	Story Ver.	%Fact Errors	%Infer Errors	CO	Prev. CO	Level 1			Level 2			Level 3			Level 4			Level 5		
									RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor	RT	QT	%cor
JESLYAN		3.8	05/29/2018	A	60	40	3.5	1.5	3.1m	28.7s	100%				4.3m	22.3s	83%	5m	22.6s	33%			
UNIQUE		3.8	05/29/2018	C	56	44	2.5	2.5				2.8m	18.6s	83%	1.5m	12.8s	17%						
DANIEL		3.9	06/01/2018	A	58	42	5.5	3.17							3.3m	13.8s	100%				3m	23.6s	83%
ALLISON		3.8	05/29/2018	A	50	50	4.17	2.17										3.2m	17.1s	67%	3.2m	18.5s	33%
Roman		3.8	05/29/2018	A	56	44	1.17	0.5	0.9m	12.7s	67%	0.1m	3.2s	33%									
BRIANNA		3.8	05/29/2018	C	41	59	9.17	7.83															
LONDON		3.8	05/31/2018	A	50	50	6.83	0.5															
ERICKA		3.9	06/01/2018	C	33	67	3.17	2.17							3.5m	14.1s	67%	1.3m	15.3s	67%	1.6m	22.4s	50%
PHOENIX		3.5	02/14/2018	C	56	44	0.5	2.83	0.2m	3.8s	17%	0.3m	7.5s	50%	1.5m	8.4s	33%						
DAVION		3.8	05/29/2018	C	56	44	1.83	2.5	0.9m	11.1s	100%	1.2m	8.5s	33%				2.2m	8.3s	17%	1.1m	10.1s	33%
ZOLA		3.8	05/29/2018	A	17	83	12.17	9.17															

Let's Go Learn

#4: Use Summary Report to Engage Students and Parents

Sharing the summary report with students and/or parents allows students to learn which areas of reading they need to focus on to improve their overall reading abilities.

Let's Go Learn
DORA® Summary Report
(Diagnostic Online Reading Assessment)

Student: **ERICKA**
Assessment Date: **06/01/2018**
Age: **10 yrs 6 months**
Grade: **3.9**
Teacher:

✔ **High-Frequency Word Sub-test**
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.
Score (Range: K to High 3rd): **maximum** 3.83

✘ **Word Recognition Sub-test**
Measures the learner's ability to recognize a variety of leveled lists of words.
- ERICKA can read words like "tropical" and "signs".
- ERICKA read "feather" for "father" and "recess" for "receive"
Score (Range: K to High 12th): **high 2nd** 2.83

✘ **Phonics (Word Analysis) Sub-test**
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words.
32% of errors were "real-word" questions. **68%** of errors were "non-word" questions.
Score (Range: K to High 4th): **high K** 0.83

Phonics Principles Mastered			☑ tested correctly ☐ tested incorrectly (NT) not tested	
☑ Some beg. letter sounds /a/, /b/, /c/...	☐ Short Vowel Sounds den, nap, fun	☐ Long Vowel Sounds kite, cake, mile	☐ Vowel Digraphs guerra, quisa' : 'coat, team, train	☐ Diphthongs aire, auto, oigo' : '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

✘ **Spelling Sub-test**
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.
- ERICKA can spell words like "shower".
- ERICKA spelled "lack" for "lake".
Score (Range: K to High 12th): **mid 1st** 1.5

✔ **Oral Vocabulary (Word Meaning) Sub-test**
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.
- ERICKA was able to identify the meaning of words like "caravan" and "captivity"
- ERICKA had trouble distinguishing the meaning of words like "transparent" and "victorious"
Score (Range: K to High 12th): **high 4th** 4.83

✔ **Reading Comprehension (Silent Reading) Sub-test**
Evaluates the learner's ability to answer factual and inferential questions about a silently read story.
33% of errors were "factual" questions. **67%** of errors were "inferential" questions.
Score (Range: K to High 12th): **low 3rd** 3.17

The phonics principles outlined in red have yet to be mastered. Red Xs indicate skills which the student is one or more years below. Green "checks" are skills in which the students are within one year of grade level OR above grade level.

#5: Use *LGL ELA Edge* as Automatic Intervention

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

Step Two: On the main "Enroll" tab, you can start by enrolling students into *ELA Edge.* In addition, you can edit any student's personalized course after he or she has begun doing lessons.

1) The "Last Assessed" column shows when the student last completed an assessment. If students have not taken an assessment within the last 120 days, the automatic assignments will not work because our system needs a "current" assessment for accurate course building.
2) Click on the <Enroll> button; the button will then change to an <Edit> button after the student enrolled.
3) Once students are enrolled, you can toggle the course ON or OFF. This will either hide or show the "Edge" activity icons when students log into Let's GoLearn.
4) You may also toggle the course ON and OFF for the whole class next to "Adjust Class Status."

Step Three: When clicking the <Enroll> button, you will see "Enroll Options" and the recommended course based on the most recent assessment your student completed. You may click on "edit" prior to enrolling to see the customized lessons chosen for your student.

1) For this student, the lowest level of lessons is "Grade 1."
2) The titles in blue are recommended based on the latest assessment. A teacher may uncheck any recommended lesson or check any lesson not recommended.
3) Clicking on the other tabs shows the teacher the other lessons assigned to this student that fall into higher instructional grade levels.
4) When the teacher is confident that placements are correct, he or she may click on the <Enroll Student> button.