

# **Understanding BOY Assessments, Your Child's Data & Home Support Tips**

**Parent Coffee ~ October 17, 2023**

# Introductions

Stacy Kirkpatrick, Principal

Farris Thomas, Assistant Principal

Stephanie Jennings, Reading Specialist

Madison Nalewanski, 4th Grade teacher; Literacy Team

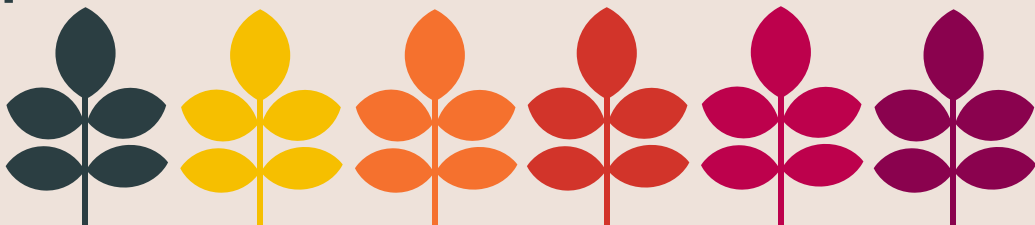
Kristi McGeehan, Special Education Department Chair



# Outcomes

## Understanding Assessment Data

- Understand the purpose of the BOY assessments
- Understand Your Child's Data
- Learn how you can support the academic growth for your student



# How is BOY data used?

## Assessment Data

- Multiple data points provides a well-rounded picture of each student's abilities
- Helps us to identify child's strengths and needs in reading and math.
- Assists in identifying areas for foundational intervention, extension and enrichment.
- Match your child with text based on skills
- Allows flexibility in grouping to meet student needs

<b>2023-24 Fall Data</b>	
<b>iReady Reading %*</b>	
<b>Developmental Spelling Assessment</b>	
<b>Passage Reading Fluency</b>	
<b>iReady Math %*</b>	

# BOY Assessments

Grade Level(s):	Assessment Name:	Focus Area:
Kindergarten	Phonological Awareness Literacy Screening (PALS)	Phonological Awareness
Grades 1-6	iReady	Reading and Math
Grades *1-6	*Word Recognition Fluency Passage Reading Fluency	Fluency and Comprehension
Grades 1-6	Developmental Spelling Assessment (DSA) grades 1-6	Encoding (Spelling)

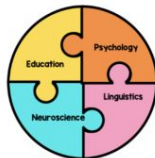
# Multi-Tiered Systems of Support

- Assessments identify domains that may require intervention to close foundational gaps.
- Teachers may use additional assessments to narrow the area of need.
- Teachers will work with students in specific area of need during content time or W.I.N. (What I Need) Time
- Parents are notified by the teacher if their child is receiving a tier three intervention in a specific content area (Math or Reading)

# Science of Reading

FCPS has moved instructional practices over the past few years to align with the Science of Reading.

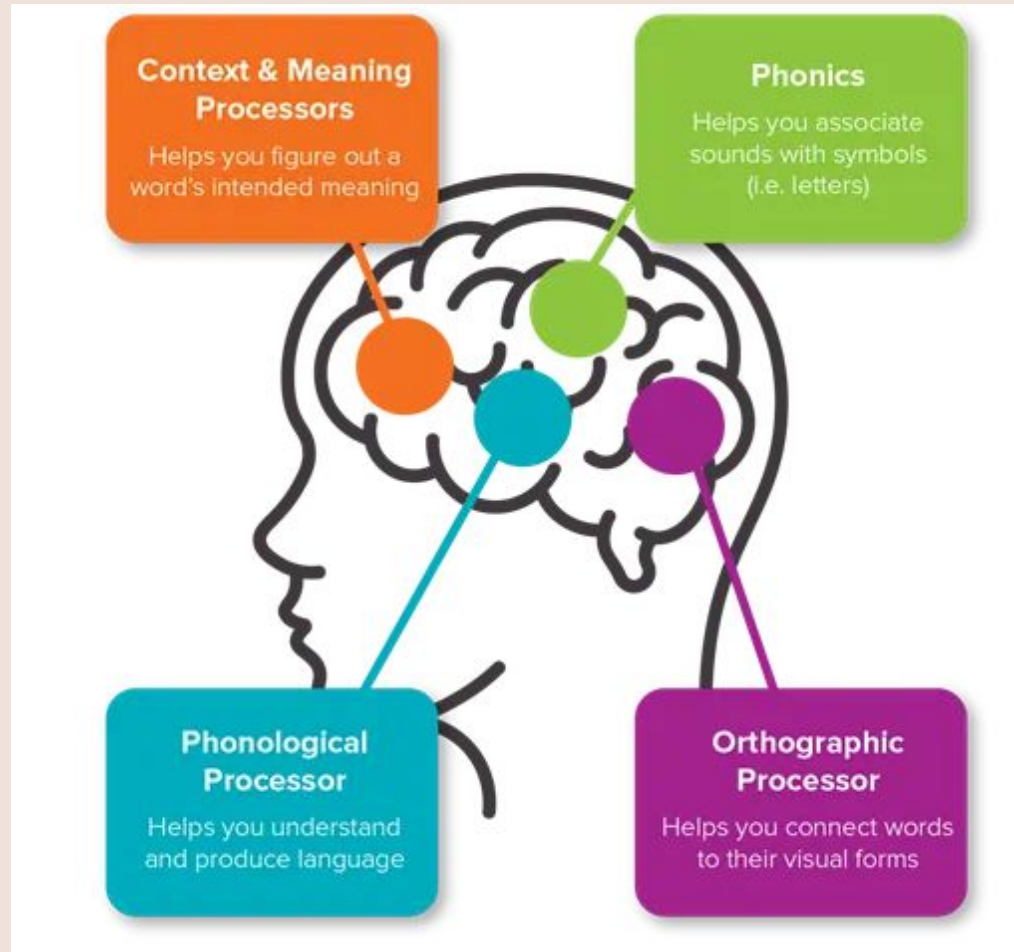
The **SCIENCE** of **READING**  
is a *body of research*  
that investigates how children  
*learn to read* and what  
*instructional approaches*  
are most effective.



# Science of Reading

## The science of reading tells us:

- Human brains are not naturally wired to pick up on reading
- Although important, Being surrounded by books and being read to is not enough to teach a child to read.
- Reading instruction must be repetitive, explicit and systematic
- Reading is complex and requires a lot of work.





# Scarborough's Reading Rope

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

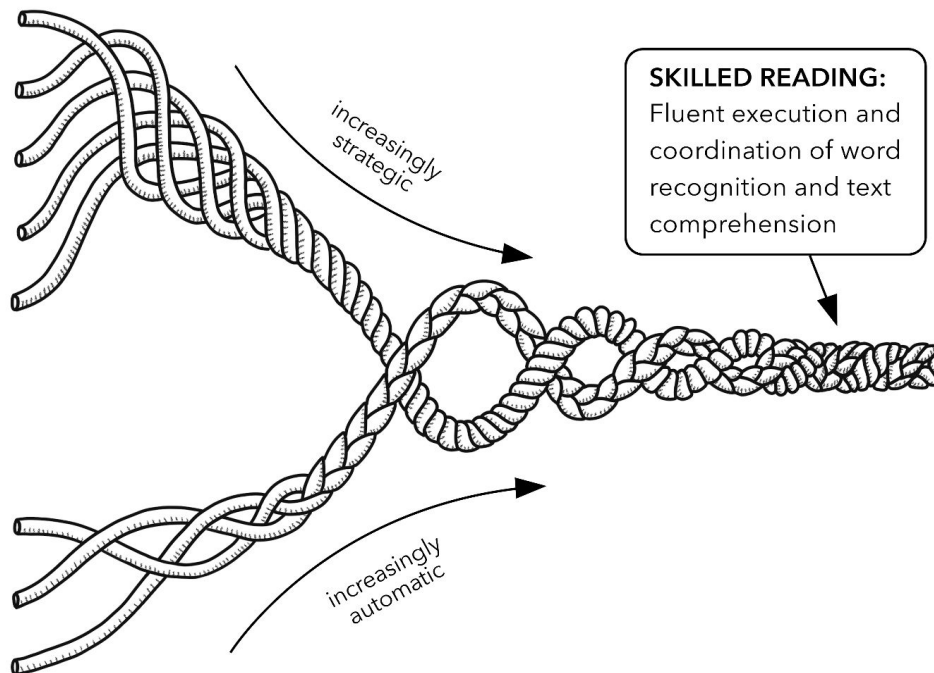
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



### SKILLED READING:

Fluent execution and  
coordination of word  
recognition and text  
comprehension

# Kindergarten

**EMAS-** Early Mathematics Assessment System- Mathematical Skills

**PALS-** Phonological Awareness Literacy Screening

These assessments are being completed by the Kindergarten teacher. Results will be provided after the assessment window closes the end of October.

# Grade Level Benchmark: Fluency

## What is word recognition fluency?

- Reading words without decoding
- Automaticity is key!

## What is passage reading fluency?

- Accuracy
- Rate
- Expression

Fluent readers are better able to focus on constructing meaning-comprehending what they read!

Assessment	Passage Reading Fluency (PRF)
Grade Level:	Expected Fluency Score Expected Fall Benchmark Words Correct Per Minute
1st Grade	7* *Word Recognition Fluency (Fall)
2nd Grade	50
3rd Grade	83
4th Grade	94
5th Grade	121
6th Grade	132

# Grade Level Benchmark: DSA

## What is the DSA?

- screening tool
- twenty-five words that become progressively more difficult
- key spelling features that relate to the different spelling stages are identified

## How is it used?

- determine each child's developmental spelling stage.

Expected stage scores/levels for the END of the year are listed in the chart by grade level. —>

Assessment	Developmental Spelling Analysis (DSA)
<b>Grade Level:</b>	Expected Stage by end of the year
1st Grade	Early to Mid Within Word
2nd Grade	Mid to Later Within Word
3rd Grade	Later Within Word to Early Syllable Juncture
4th Grade	Early to Middle Syllable Juncture
5th Grade	Middle to Late Syllable Juncture
6th Grade	Late Syllable Juncture to Derivational Constancy

# DSA

Developmental Spelling Assessment (DSA) Progression Chart	Letter Name Stage						Within Word Stage						Syllable Juncture Stage					Derivational Constancy Stage				
	Initial & Final Consonants						Long Vowels (VCe)						Doubling & e-Drop with ed & ing					Silent & Sounded Consonants				
	Initial Consonants: Blends & Diagraphs						R-Controlled Vowels						Other Syllable Juncture Doubling					Consonant Changes				
	Short Vowels						Other Common: Long Vowels						Long Vowel Patters (Stressed Syllable)					Vowel Changes				
	Affricates						Complex Consonants						R-Controlled Vowels (Stressed Syllable)					Latin-Derived Suffixes				
	Final Consonants: Blends & Diagraphs						Abstract Vowels						Unstressed Syllable: Vowel Patterns					Assimilated Prefixes				
A	B	C	D	E		F	G	H	I	J		K	L	M	N	O		P	Q	R	S	T

# DSA

Developmental Spelling Assessment (DSA) Progression Chart	Letter Name Stage						Within Word Stage						Syllable Juncture Stage						Derivational Constancy Stage					
	Initial & Final Consonants	Initial Consonants: Blends & Diagraphs	Short Vowels	Affricates	Final Consonants: Blends & Diagraphs		Long Vowels (VCe)	R-Controlled Vowels	Other Common: Long Vowels	Complex Consonants	Abstract Vowels		Doubling & e-Drop with ed & ing	Other Syllable Juncture Doubling	Long Vowel Patterns (Stressed Syllable)	R-Controlled Vowels (Stressed Syllable)	Unstressed Syllable: Vowel Patterns		Silent & Sounded Consonants	Consonant Changes	Vowel Changes	Latin-Derived Suffixes	Assimilated Prefixes	
	A	B	C	D	E		F	G	H	I	J		K	L	M	N	O		P	Q	R	S	T	
	✓	✓	✓	✓			✓	✓	✓	✓	✓		✓			✓			✓					

# DSA

## EXAMPLE

Developmental Spelling Assessment (DSA) Progression Chart	Letter Name Stage					Within Word Stage					Syllable Juncture Stage					Derivational Constancy Stage				
	Initial & Final Consonants	Initial Consonants: Blends & Digraphs	Short Vowels	Affricates	Final Consonants: Blends & Digraphs	Long Vowels (VCe)	R-Controlled Vowels	Other Common: Long Vowels	Complex Consonants	Abstract Vowels	Doubling & e-Drop with ed & ing	Other Syllable Juncture Doubling	Long Vowel Patterns (Stressed Syllable)	R-Controlled Vowels (Stressed Syllable)	Unstressed Syllable: Vowel Patterns	Silent & Sounded Consonants	Consonant Changes	Vowel Changes	Latin-Derived Suffixes	Assimilated Prefixes
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T



**Reteaching**

They could use a review/  
reteaching



**Independent level**

They can do this  
on their own!



**Instructional level**

They are ready  
to learn!



**Frustrational level**

They are not  
ready for this  
material.

# i-Ready - Data Interpretation

An overall score **below the 40th percentile** usually indicates there are areas of intervention needed. Further data may be needed in this area.

## Domain Scores are reported as:

- Needs Improvement- Foundational Needs in Domain are Noted
- Approaching Grade- appropriate for the beginning of the year
- At Grade- appropriate for the beginning of the year
- Above Grade- appropriate for the beginning of the year





# Subject Domains

Phonological  
Awareness

Phonics

High Frequency  
Words

Vocabulary

Comprehension:  
Literature

Comprehension:  
Informational  
Text

Numbers and  
Operations

Algebra and  
Algebraic  
Thinking

Measurement  
and Data

Geometry

**Reading  
Domains**

**Math  
Domains**



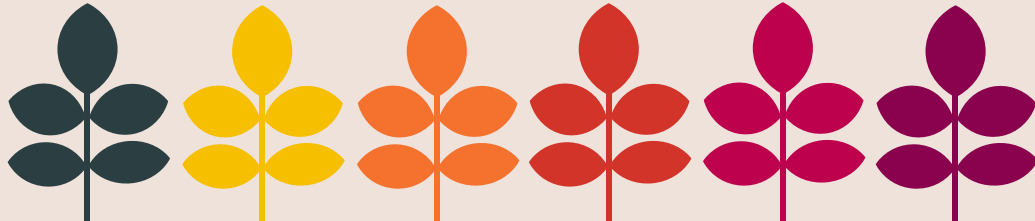
# i-Ready Data Examples

## READING

Domain	Test
Overall	Approaching Grade 2
Phonological Awareness* ✓	Max Score
Phonics* ✓	Approaching Grade 2
High-Frequency Words* ✓	Max Score
Vocabulary	Needs Improvement
Comprehension: Literature ✓	Approaching Grade 2
Comprehension: Informational Text ✓	Approaching Grade 2

## MATH

Domain	Test
Overall	At Grade 2
Number and Operations ✓	At Grade 2
Algebra and Algebraic Thinking ✓	At Grade 2
Measurement and Data ✓	Approaching Grade 2
Geometry ✓	At Grade 2



# At home support

## Word Recognition

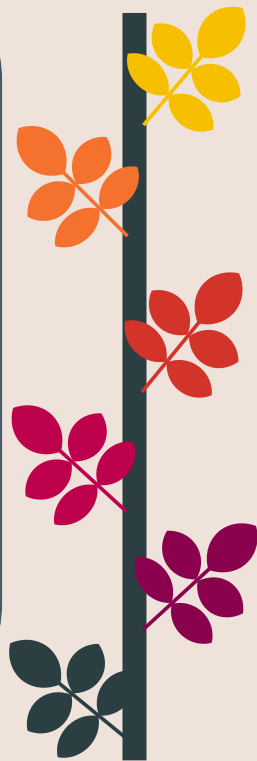
WR

### K-2:

- Read or recite nursery rhymes
- play sound games—take turns making words that rhyme or start with the same sound.
- Encourage students to read to you!
- Direct eyes to text

### 3-6:

- Read poetry
- Have fun with wordplay and puns,
- notice word patterns: look for where the same word parts (prefixes, suffixes and roots) are related in meaning.

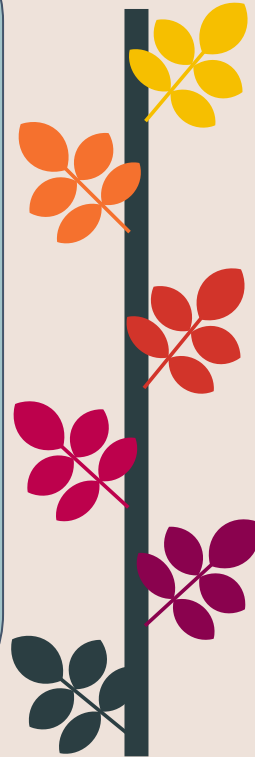


# At home support

## *Language comprehension*



- Read engaging literature beyond individual abilities
- Read nonfiction texts on a variety of topics.
- Discuss everyday adventures.
- Build background knowledge



- Stretch vocabulary
- Discuss and analyze the characters and stories in books and movies.
- Process new information you are learning together.

# Questions

