



FEB 2011

Receipt of Goods Forms:

Please submit your Receipt of Goods form to Bill Frazier as soon as possible or contact him if you need the form. These are due 10 days after kits are received. (Fax: 919-807-4050).

MOY and EOY Benchmark

Windows:

After reviewing school calendars and taking feedback from LEAs, we have determined the following windows for MOY and EOY. Year-round schools should consult DPI for their windows, so these can be determined on a case-by-case basis to work best for their schedules. If your district has scheduled different assessment window windows, please contact Carolyn Guthrie.

- MOY: January 24 -February 11 (Cohort 3 may assess until February 25)
- EOY: May 2 through May 20

Middle of Year Benchmark Completion:

- Original Pilot: 62%
- Former RF schools: 63%
- Cohort 1: 59%
- Cohort 2: 32%
- Cohort 3: 22%

To access a report of your schools' completion rate, paste the below link in to your browser:

<https://www.mclasshome.com/rpt/reports/cannedReports/render?reportId=0040>

Your Support Team:

Program questions:

Carolyn Guthrie
(cguthrie@dpi.state.nc.us)

Assessment and literacy questions:

Carolyn Southerland
(csoutherland@dpi.state.nc.us)

Technical questions:

Wireless Generation Customer Support
(800 823-1969, option 3;
help@wgen.net)

Kit and material questions:

Wireless Generation Implementation Team (800-823-1969, option 8)

Budget allocations:

Bill Frazier (bfrazier@dpi.state.nc.us)

Additional Support:

Teacher Academy:

Karla Casteen
(karla.casteen@ncpublicschools.gov)
Dan Froelich
(dan.froelich@ncpublicschools.gov)

Wireless Generation:

Debbie Owens (dowens@wgen.net)
Jennifer Arnold (jarnold@wgen.net)
Kajal Below (kbelow@wgen.net)
Cheryl Lampley (clampley@wgen.net)
Shauna McLoughlin
(smcloughlin@wgen.net)

Working Together for Student Learning, Carolyn Southerland (NC DPI Literacy Manager)

The past few months have been a total blur for the state of North Carolina. We have swept 482 schools with the knowledge that Reading 3D as designed by Wireless Generation is a complete way to assess and evaluate student achievement. Through our trainings we have learned how to assess, diagnose, teach, re-teach, provide practice to students in their areas of weakness, apply the knowledge from reports to help with student growth, and then reassess to make sure students have made continuous progress in that skill area and show growth over time. Teachers, instructional/curriculum coach administrators have all had similar responses.

- "This is what we have been asking for over the past years."
- "Reading 3D is the total assessment package that includes not only the assessment of students but then provides documentation that will help our teachers drive instruction."
- "We have needed this type of assessment, which we can use daily in our classrooms to provide direct and explicit instruction where needed."
- "Reading 3D uses authentic text, which allows me, the classroom teacher, to analyze student behaviors when reading. I can then work with students a bit more carefully to make sure I meet all their needs."

The above quotes are only a few that we have heard when traveling around the state talking with teachers, coaches and administrators. We have also made great strides with working and acknowledging RtI as well. As we all know, the RtI process is a practice of providing high quality instruction and interventions matched to student skill needs.

During this time, RtI also monitors student progress and makes changes to instruction so that students reach goals in their education. When we evaluate the RtI process and take a look at Reading 3D, we find that each provides a cohesive model that will help our students. In both of these frameworks we find they:

- Provide interventions that are matched to students skill needs.
- Monitor student progress frequently and allow for teachers to make changes in instruction.
- Provide research-based assessments and intervention strategies that will help with gaps in student learning.

Tremendous strides have been made in North Carolina over the past year and a half. We continue to push forward so that we can set even bigger and better goals for our K-5 students. We are on a track that will provide foundations for our elementary students so they can continue to build and become 21st Century learners.

Special Information About Whom to Assess in Fourth and Fifth Grade:

Schools are allocated enough licenses to cover 20 percent of the entire fourth and fifth grade population. Schools should choose the students based on EOG, benchmarks and/or teacher recommendations.

- Instead of providing each teacher an equal amount of licenses, please consider the students who are in need of assessment (regardless of the class they are in).
- When evaluating Reading 3D assessment of EC students, please consider the other resources those students may be receiving and determine what is best for your program and the students at your school. This is a school-level decision.
- If schools want to assess more than 20 percent of their students, they may purchase additional licenses (please contact Debbie Owens).

mCLASS®:Reading 3D™ FAQ

We thank you for all your thoughtful questions and want to be sure you have access to the answers to help support your teachers. Each month, we will highlight frequently asked questions that you all have raised.

For a full list, please reference the FAQ document on the North Carolina web page:

http://www.wirelessgeneration.com/assets/pdf/NC_Pilot_FAQ.pdf

When a student reads and answers TRC oral comprehension questions accurately but does not perform well on the written comprehension questions, he or she is dropped down to the next level of text. Why should the written response impact the level placement? What if the written questions are not developmentally appropriate? Is it possible to skip the written comprehension portion?

For students to be considered able to proficiently comprehend a specific text, they must demonstrate comprehension by answering the written questions. In some cases, students may read at a level much higher than their grade, rendering the act of written comprehension developmentally inappropriate. In these cases, such as a Grade 1 student reading a Grade 3 book, dictation is an appropriate method for the student to provide answers to the questions. Overall, the written comprehension questions on the higher-level books are necessary due to the length of the text that the students are reading. The teacher only listens to 150 to 200 words read aloud, and the students' answers to these questions demonstrate their ability to sustain for longer print material and gain meaning from that text.

For helpful resources, such as the FAQ and prior presentations, please see the NC Diagnostic Assessment webpage at <http://www.wgen.net/northcarolina>.



CALENDAR

FEBRUARY

- ❖ Feb 4: Goal for enrollment, installation, and turn-key teacher training to be complete for Cohort 3 schools
- ❖ Trainer of Trainers (ToT) Check-in Webinars for Cohorts 1-2:
 - Thursday, Feb. 10, 3pm – 4:30pm
 - Tuesday, Feb. 15, 3pm – 4:30pm
- Registration: <https://spreadsheets.google.com/viewform?formkey=dHdYaUZvd3lSLWpqqdHZ6TjctcW9FMXc6MQ>
- ❖ Feb 11: MOY window ends for Cohorts 1 and 2
- ❖ Round 2 Principal Training Webinars (Cohorts 1, 2, and 3)
 - Tuesday, Feb. 10, 10am – 11:30am
 - Tuesday, Feb. 15, 7am – 8:30am
 - Tuesday, Feb. 15, 12pm – 1:30pm
 - Feb. 21–4:00 pm-5:30pm
 - Feb. 23 – 10:00am-11:30am
 - Feb. 25 —11:45am -1:15pm
 - Tuesday, Feb. 22, 4pm – 5:30pm
 - Monday, Feb. 28, 10am – 11:30am
 - Monday, Feb 28, 11:45am – 1:15pm
 - Monday, Feb 28, 4pm – 5:30pm
- Registration: <https://spreadsheets.google.com/viewform?formkey=dHlxZ2xZMXJXdVFsMktRYTRQRVJQNmc6MQ>:
- ❖ Cohort 1 Reports Training WebEx
 - Wednesday Feb. 16, 3pm – 4:30pm
 - Tuesday Feb. 22, 9am - 10:30am
 - Wednesday Feb. 23, 7am – 8:30am
 - Wednesday Feb. 23, 3pm – 4:30pm
 - Thursday Feb. 24, 10am – 11:30am
 - Thursday Feb. 24, 11:45am – 1:15pm
 - Thursday Feb. 24, 3pm – 4:30pm
- Registration: <https://spreadsheets0.google.com/viewform?formkey=dE5tVENwVDJfNG1NSXAwaU5lS1FHdVE6MQ>
- ❖ Feb 25: MOY window ends for Cohort 3

MARCH

- ❖ Progress Monitoring (ongoing)
- ❖ Round 2 training for Cohorts 2 and 3: Regional sessions are being scheduled, beginning March 1.