



End of Year Benchmark Window:

After reviewing school calendars and taking feedback from LEAs, we have adjusted the window for EOY.

- Schools should identify a 15-day consecutive window that is between May 2nd and the end of the school year.
- Within a specific grade, assessment must be done within the 15-day window.
- We understand that EOG testing may impact the window chosen by grade. Thus, if needed, schools may designate a separate 15-day window for K-2 versus G3-5, based on EOG testing.
- Schools should consult with districts for guidance, if district windows are in place.
- Year-round schools may need additional exceptions. Please consult DPI (Carolyn Guthrie) so these can be addressed on a case by case basis.

Next Step: Please access the following webpage and provide your 15-day windows by March 31.

<https://spreadsheets2.google.com/viewform?hl=en&hl=en&formkey=dHVIWm9YakJpDEFLNHQzbDhUnFoVIE6MQq#gid=0>

Middle of Year Benchmark Completion:

TRC Grade K-3:	DIBELS Grade K-3:
• Original Pilot: 85%	• Original Pilot: 93%
• Former RF: 95%	• Former RF: 98%
• Cohort 1: 96%	• Cohort 1: 97%
• Cohort 2: 81%	• Cohort 2: 91%
• Cohort 3: 75%	• Cohort 3: 73%
TRC Grade 4-5:	DIBELS Grade 4-5:
• Original Pilot: 53%	• Original Pilot: 73%
• Former RF: 71%	• Former RF: 93%
• Cohort 1: 69%	• Cohort 1: 65%
• Cohort 2: 58%	• Cohort 2: 47%
• Cohort 3: 50%	• Cohort 3: 49%

To access a report of your schools' completion rate, click here:

www.mclasshome.com/rpt/reports/cannedReports/render?reportId=0040

Please note you need "Full" level access to view the report. Keep up the great work and please reach out to us if you need any support.

NC Diagnostic Assessment Support:

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)

Teacher Academy:

Karla Casteen (karla.casteen@ncpublicschools.gov)

Dan Froelich (dan.froelich@ncpublicschools.gov)

Wireless Generation:

Debbie Owens (dowens@wgen.net)
Shauna McLoughlin (smcloughlin@wgen.net)
Kajal Below (kbelow@wgen.net)

Progress Monitoring and its Impact on Instruction

A letter from Carolyn Guthrie, Director of Elementary Projects and Project Manager for the Diagnostic Assessment for Reading

Recently, I was fortunate enough to hear Dr. James H. Stronge from the College of William and Mary speak on teacher effectiveness. He made an analogy that I think is important for all of our administrators and teachers to consider. He compared the significance of progress monitoring/formative assessment with students to the teacher evaluation system. Teachers receive evaluations from their administration throughout the year and hopefully have conferences with the administration to obtain feedback, suggestions, and input on the different components of their teaching and instruction. As teachers, we never want to just receive two or three "benchmark" evaluations or just a summative evaluation in which we find out we had areas of weakness during the year. We would not want to go through the year without ongoing formative dialogue with the administration to inform us and give us guidance on how we could improve our instruction for student learning opportunities. The same is true for students. We cannot go through the year just giving evaluations or assessments and not providing the students with the proper instruction to build on their areas of weakness or strength. The significance of progress monitoring is not just to assess students after nine or nineteen days for the completion report, but to help teachers guide their instruction and identify and provide more focused daily lessons to help students learn, grow, and achieve over time. I felt Dr. Stronge's analogy would provide a realistic example to teachers on the importance of the progress monitoring phase of the assessment process with an emphasis on the instructional interventions and enhancements that are the core of this Reading 3D Diagnostic initiative.

Benchmark and Progress Monitoring Best Practice Guidelines

Benchmark and Progress Monitoring Best Practice Guidelines	
Benchmark Assessing All Students	Progress Monitoring All Students
<ul style="list-style-type: none"> • Administer indicators of basic skills (DIBELS, mCLASS) • DIBELS • mCLASS • TRC 	<ul style="list-style-type: none"> • DIBELS • mCLASS • TRC
<ul style="list-style-type: none"> • Administer progress monitoring (DIBELS, mCLASS, TRC) with fidelity for each student • DIBELS • mCLASS • TRC 	<ul style="list-style-type: none"> • DIBELS • mCLASS • TRC

NC DPI, NC Teacher Academy, and Wireless Generation collaborated to produce a helpful quadrant that guides schools on which measures to assess and when. Please download this quadrant and share with your teachers:

www.wirelessgeneration.com/pdf/general/NCBenchmarkProgressMonitoring.pdf

mCLASS®:Reading 3D™ Featured FAQ

We thank you for all your thoughtful questions and want to ensure you have access to answers to support your teachers. Each month, we will highlight FAQs that you raise.

1) How does the software determine the skill to Progress Monitor for DIBELS? Does it always recommend the skill on which a student scores High Risk?

The software recommends Progress Monitoring on the critical skill for the time of year and grade. The critical skill is defined as the skill most predictive for obtaining the next benchmark goal. As a student grows, the critical skill changes from PSF to NWF to ORF over time. The assessment does not branch to individual needs, nor does it recommend a Progress Monitoring measure based on student scores. There are two instructional approaches that a teacher can take. A teacher may choose to provide targeted instruction in the critical skill while folding in instruction to address the precursor skill. This approach is recommended only if the critical skill and precursor skill are related (for example, with NWF and ORF, instruction can center around a reading passage, allowing the teacher to address decoding issues while practicing reading fluently). Another appropriate approach is to focus squarely on the precursor skill that the child is struggling with most.

Best Practice Example: Administer the Benchmark assessment to all students three times a year according to DIBELS grade level measure recommendations. This gives the teacher valid information on where to begin with intervention for those not on grade level. Progress Monitor according to the student's needs, with the lowest DIBELS measure not yet mastered. Teach the PM skill "at teacher table" (small-group intervention time) to allow the student time to practice new learning.

2) Does the TRC portion have to be progress monitored? Where do I find the books?

DIBELS measures and TRC provide different lenses through which the student's literacy is understood. Both measures are used for progress monitoring. Books for progress monitoring TRC are found as follows: Access the mCLASS library via the Book Management section at mCLASS:Home to add books from your school's collection to Reading 3D. Red Rocket Readers are included in the library and are found under the publisher "Flying Start Books." You may also use the Add-a-book feature in the Reading 3D application to assess with books that do not exist in the mCLASS library. For assistance with these features, please contact Wireless Generation Customer Support.

Now What? Tools and Expanded Activities

NEW! - Activities for Item Level Advisor (ILA) and Small Group Advisor (SGA) in DIBELS expanded and now include those for ORF and through Grade 6.

Now that MOY benchmark data was gathered, remember to encourage teachers to use Small Group Advisor for grouping and activity planning, Item Level Advisor for error analysis, and Home Connect for parent letters and conferences.

For a full list, please reference the FAQ document on the North Carolina web page: www.wirelessgeneration.com/pdf/general/NC_Pilot_FAQ.pdf



CALENDAR

MARCH

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

APRIL

- Progress Monitoring (on-going)