Teaching All Learners Center

Ensuring equal and effective access to educational opportunities

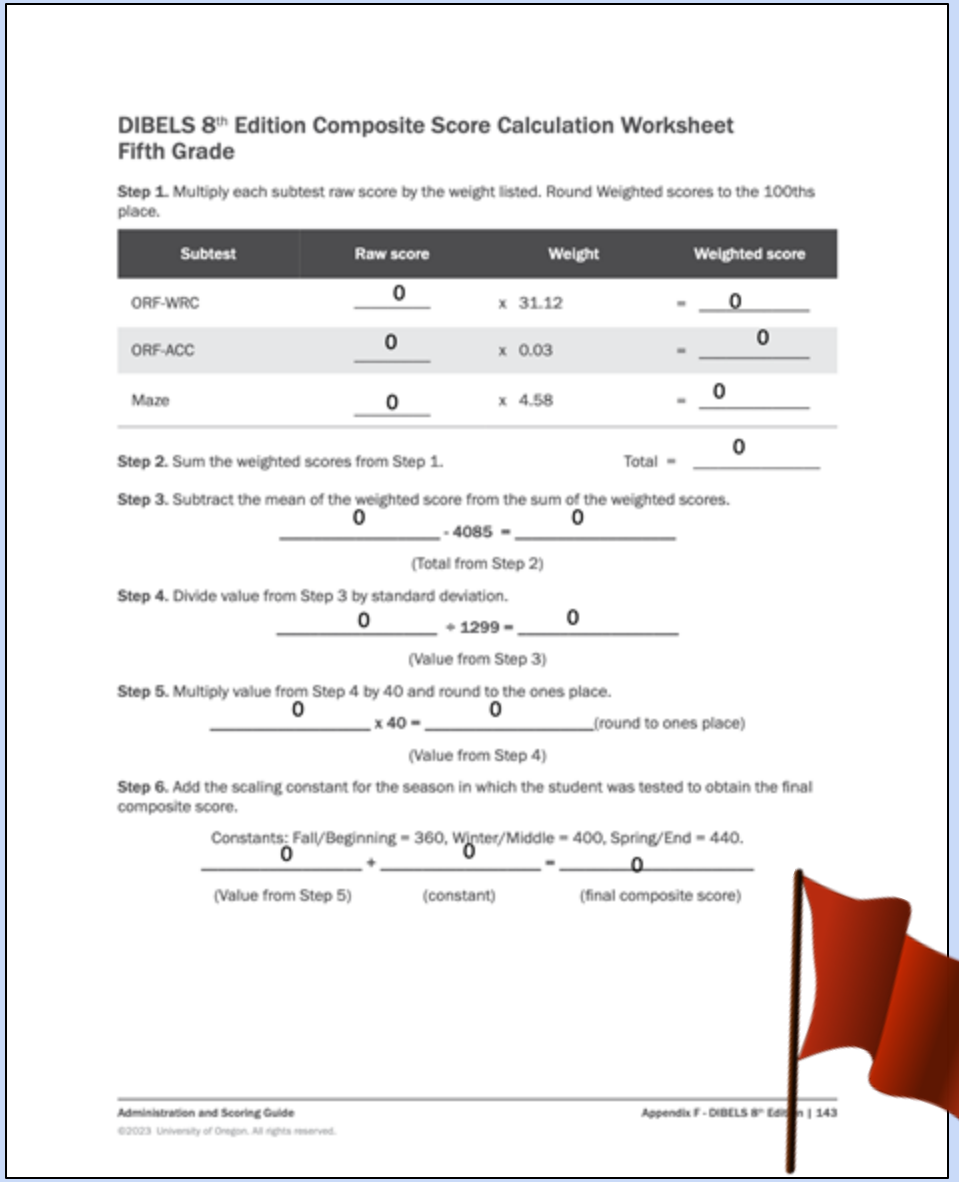
Session Objectives

- ★ Learn about how to provide **additional supports** for participation in required **screening and diagnostic** assessments
- ★ Learn how **informal diagnostics are essential** to developing RIMPS and IEP's and providing targeted interventions
- ★ Learn about **resources and tools** used by teachers and learners to support Ohio's literacy laws and plan to raise achievement

Grade-level Screening Data: Only Part of the Puzzle

- **Grade-level Screening Data** (BOY, MOY, EOY overview data)
- **Fluency Data (ORF)**
- **Comprehension Data (MAZE)**

DIBELS 5th Grade Baseline Screening Data ORF & Maze (BOY)



DIBELS 8th Edition Composite Score Calculation Worksheet
Fifth Grade

Step 1. Multiply each subtest raw score by the weight listed. Round Weighted scores to the 100ths place.

Subtest	Raw score	Weight	Weighted score
ORF-WRC	0	x 31.12	= 0
ORF-ACC	0	x 0.03	= 0
Maze	0	x 4.58	= 0

Step 2. Sum the weighted scores from Step 1. Total = 0

Step 3. Subtract the mean of the weighted score from the sum of the weighted scores.

0 - 4085 = 0

(Total from Step 2)

Step 4. Divide value from Step 3 by standard deviation.

0 ÷ 1299 = 0

(Value from Step 3)

Step 5. Multiply value from Step 4 by 40 and round to the ones place.

0 x 40 = 0 (round to ones place)

(Value from Step 4)

Step 6. Add the scaling constant for the season in which the student was tested to obtain the final composite score.

Constants: Fall/Beginning = 360, Winter/Middle = 400, Spring/End = 440.

0 + 0 = 0

(Value from Step 5) (constant) (final composite score)

Administration and Scoring Guide Appendix F - DIBELS 8th Edition | 143

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Screening Data Analysis Questions

What are the strengths of the student(s) based on the data?
What are the needs of the student(s) based on the data?

What are the instructional next steps based on these data?

What questions do we still have? Additional data needed?

Learner Profile: Grade-level Screener Data + Diagnostic Literacy + Access Data

- **Grade-level Screening Data** (will include different subtest data depending on grade-level)
- **Fluency Data** (screening)
- **Comprehension Data** (screening)
- **Phonics Data & Writing Sample** (letter/sound knowledge & phonics diagnostics)
- **Concepts of Print Data** (diagnostic)
- **Communication Data** (Communication Matrix diagnostic)

Reader Profile + Access Profile = Learner Profile

5th grade – *described as* a non-reader, 2 months explicit phonics instruction (full scope and sequence)

Inclusion for Tier 1 Core Literacy Instruction and Assessments (UFLI with added supports)

Vocal but non-traditional communicator, AAC access, some echolalia, L1 is Spanish in home

Receives ABA from BCBA/RBT, speech and occupational therapy services and supports, interventions across subjects

Autism diagnosis, multi-faceted profile, K-4 instruction includes ABA strategies

Uses a wide variety of scaffolds: visual and tactile supports, working memory placeholders, point to choice (array of 4 max), icons and images used to support meaning, comprehension, vocabulary and expressive language

Data Analysis Questions Revisited

What are the strengths of the student(s) based on the data?
What are the needs of the student(s) based on the data?

What are the instructional next steps based on the additional diagnostic data?

What questions do we still have? Additional data needed?

Please Welcome

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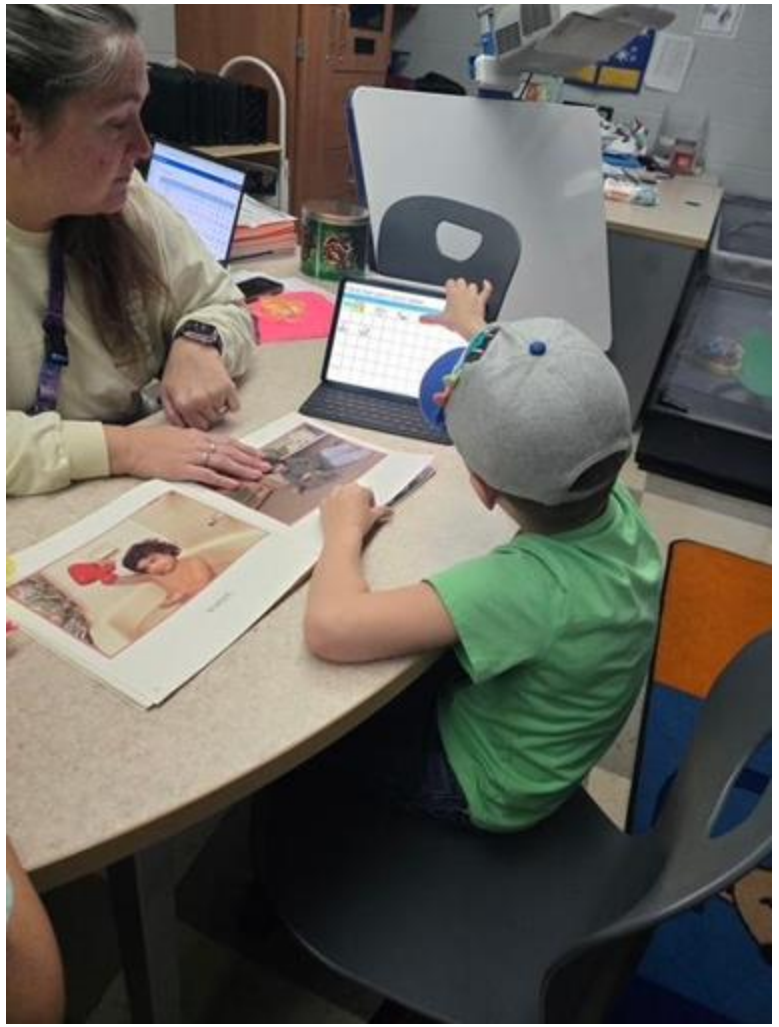
Learner Profile 1



Reader Profile + Access Profile = Learner Profile

Grade–level K

Student *described as:* Grade–level K

Student *described as:* Autistic, non-speaking, non-reader, pre-school experience, eloper, premature-low birth weight and heart defect, not toilet trained (BOY) toilet trained/ pull-up for bus (EOY), AAC user

LRE: All Tiers with a Structured Literacy trained Intervention Specialist for interventions

Communication/Language: Vocal but non-traditional communicator, AAC user

Individualized Services/Therapies: Speech, occupational and physical therapy services and supports, interventions across subjects

Diagnosis + Suggested Strategies: Autism diagnosis, ADHD, multi-faceted profile, multi-sensory, explicit and systematic instruction

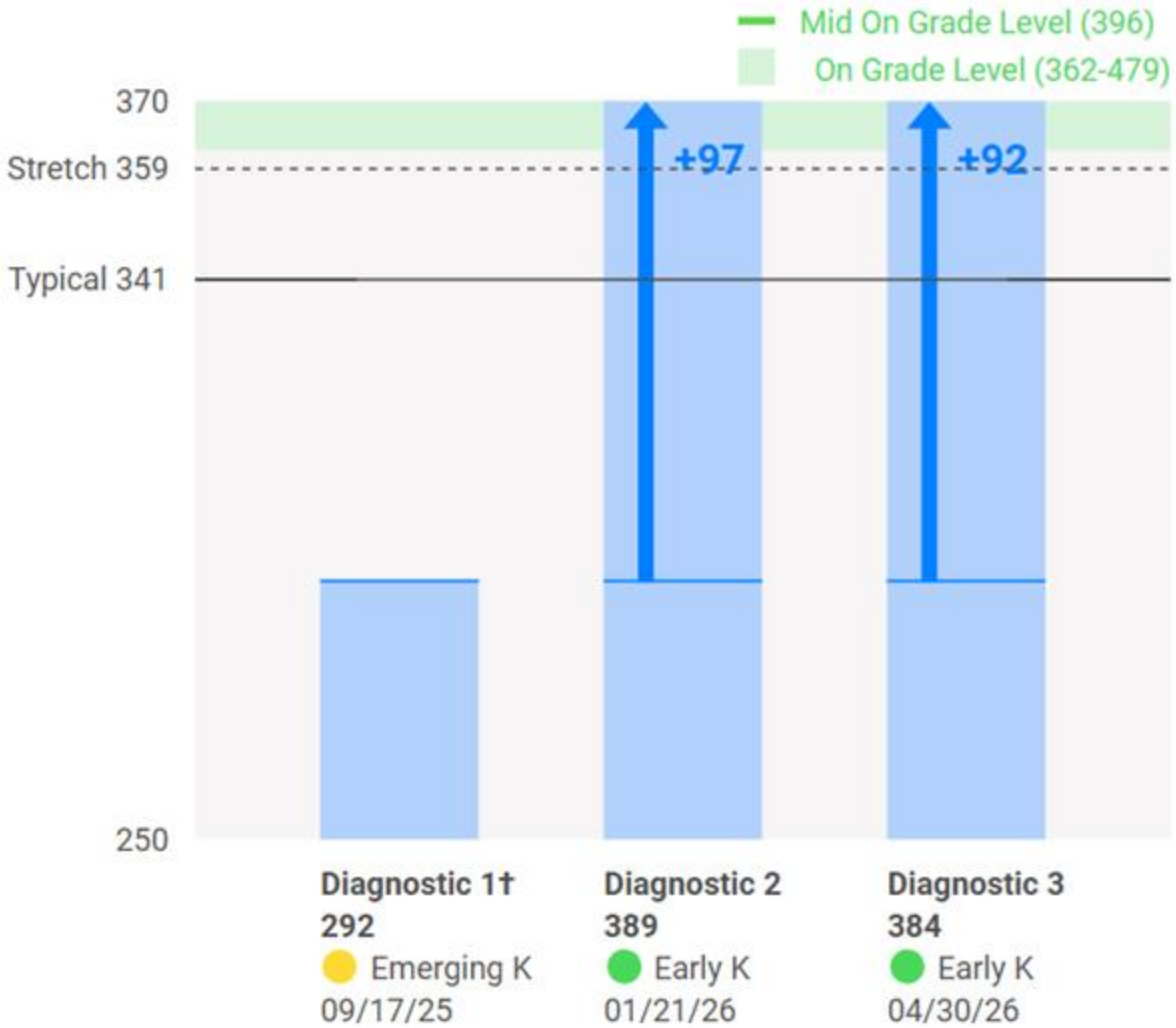
Scaffolds/Accommodations: Uses a wide variety of scaffolds: visual and tactile supports, point to choice (array of 3 max), 2 chances to answer questions-1st choice is always the first item, 2nd choice is his answer, icons and images used to support

Learner Profile Data: Grade-level Screener Data + Diagnostic Literacy & Access Data

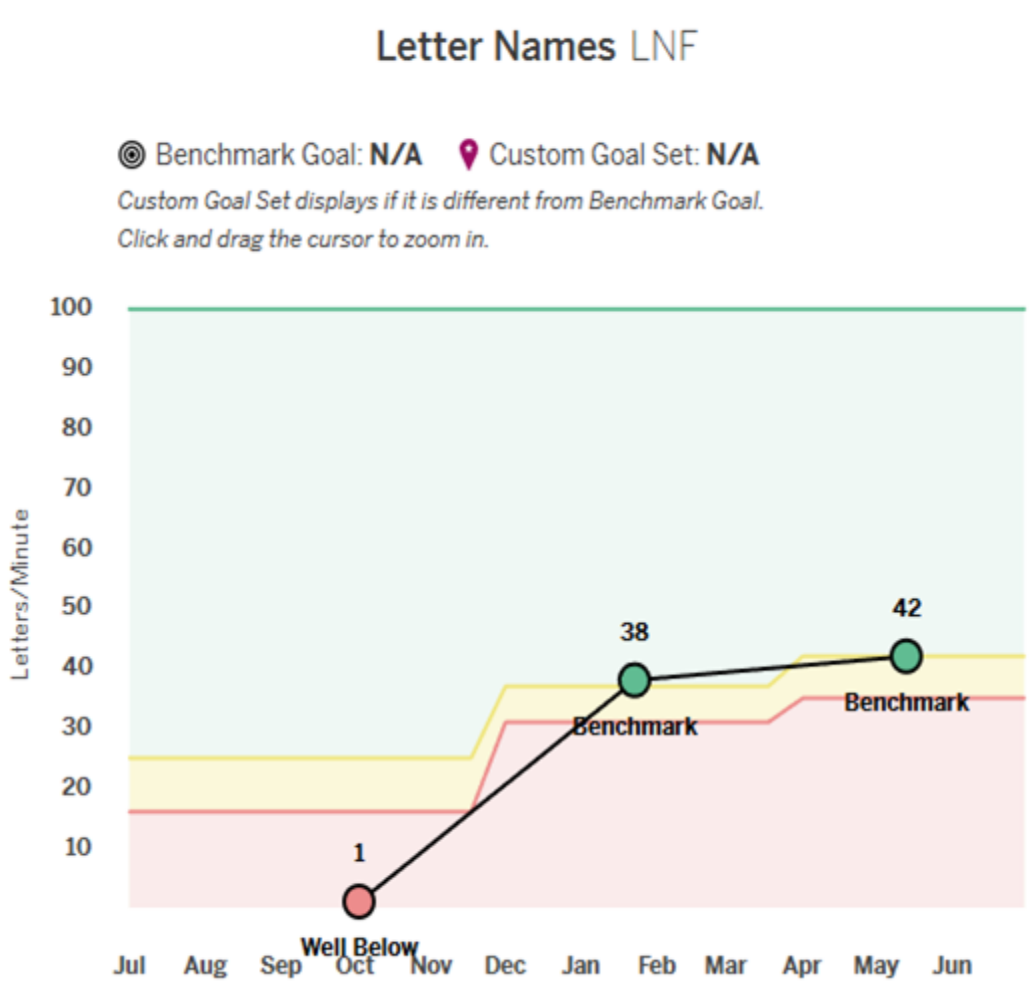
- **Grade-level Screening Data** (see iReady and Amplify/Dibels data)
- **Fluency Data** (see LNF, NWF and WRF data)
- **Comprehension Samples** (see iReady data)
- **Phonics Data & Writing Sample** (see CORE and Writing data)
- **Concepts of Print Data** (see Bader Reading and Language Inventory data)
- **Communication Data** (see IEP PM)

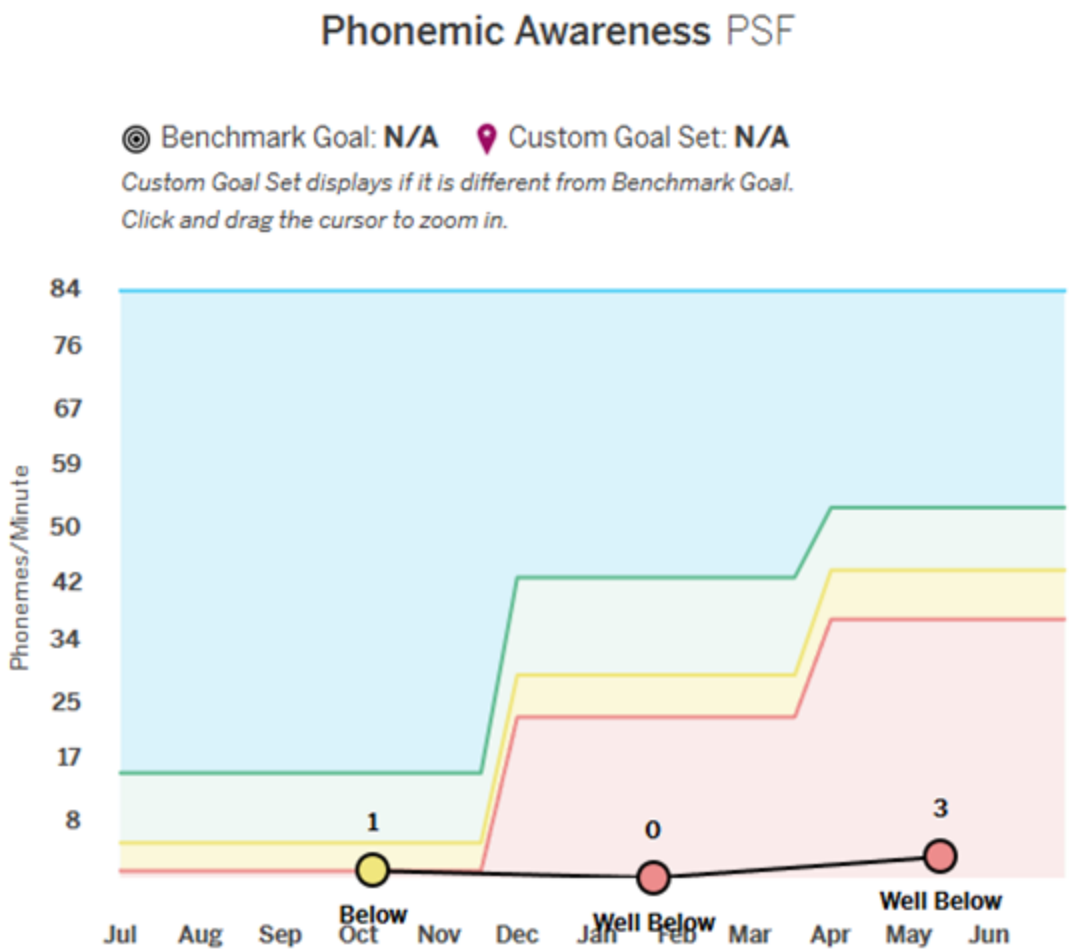
Grade Level Screener-iReady

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall Reading ↑	**Emerging K**	**Early K**	**Early K**
Phonological Awareness* ↑	Emerging K	Late K	Early / Mid K
Phonics* ↑	Emerging K	Mid K	Early K
High-Frequency Words* ↑	Emerging K	Early K	Mid K
Vocabulary ↑	Emerging K	Early K	Mid / Late K
Comprehension: Literature ↑	Emerging K	Early K	Early K
Comprehension: Informational Text	Emerging K	Early K	Emerging K

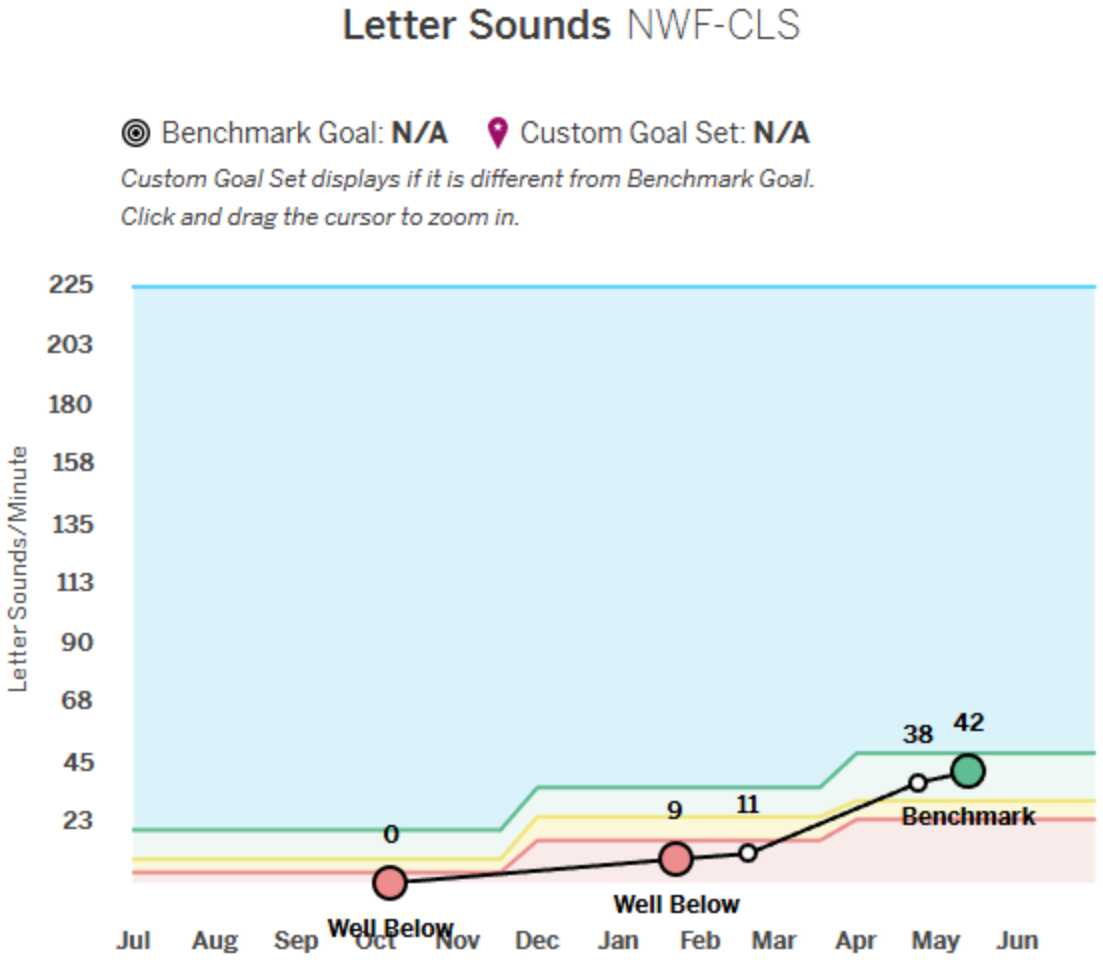


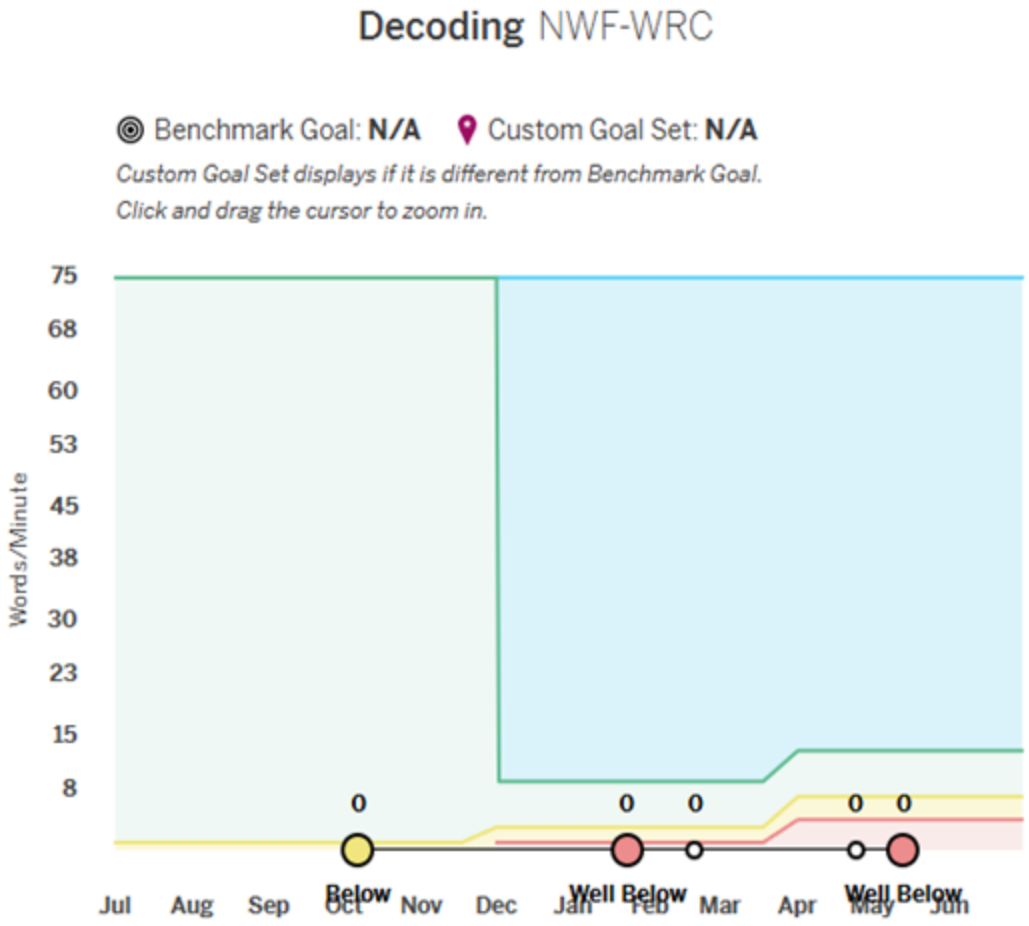
Amplify/DIBELS K: Letters and Sounds



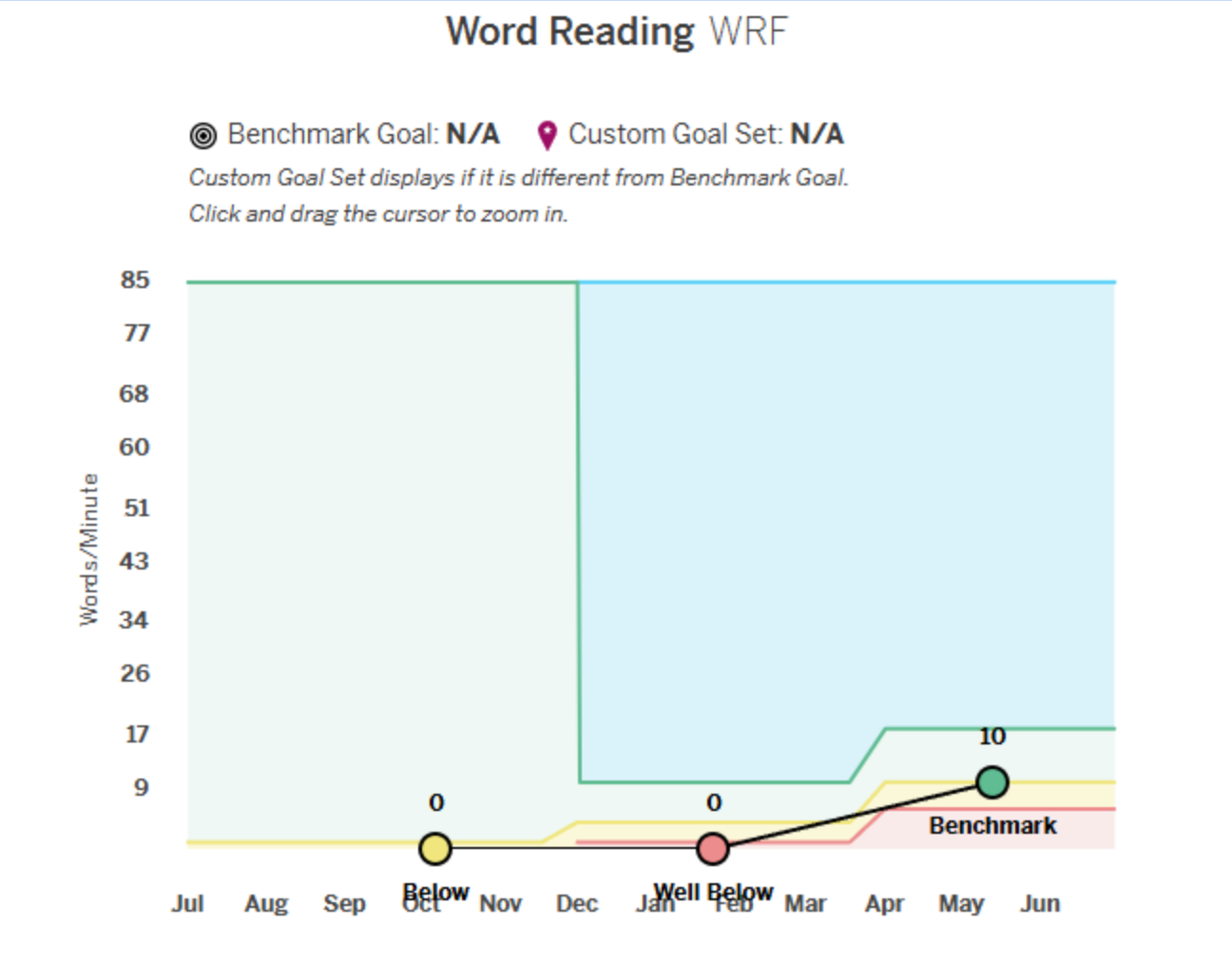


Amplify/DIBELS K: Nonsense Word Fluency

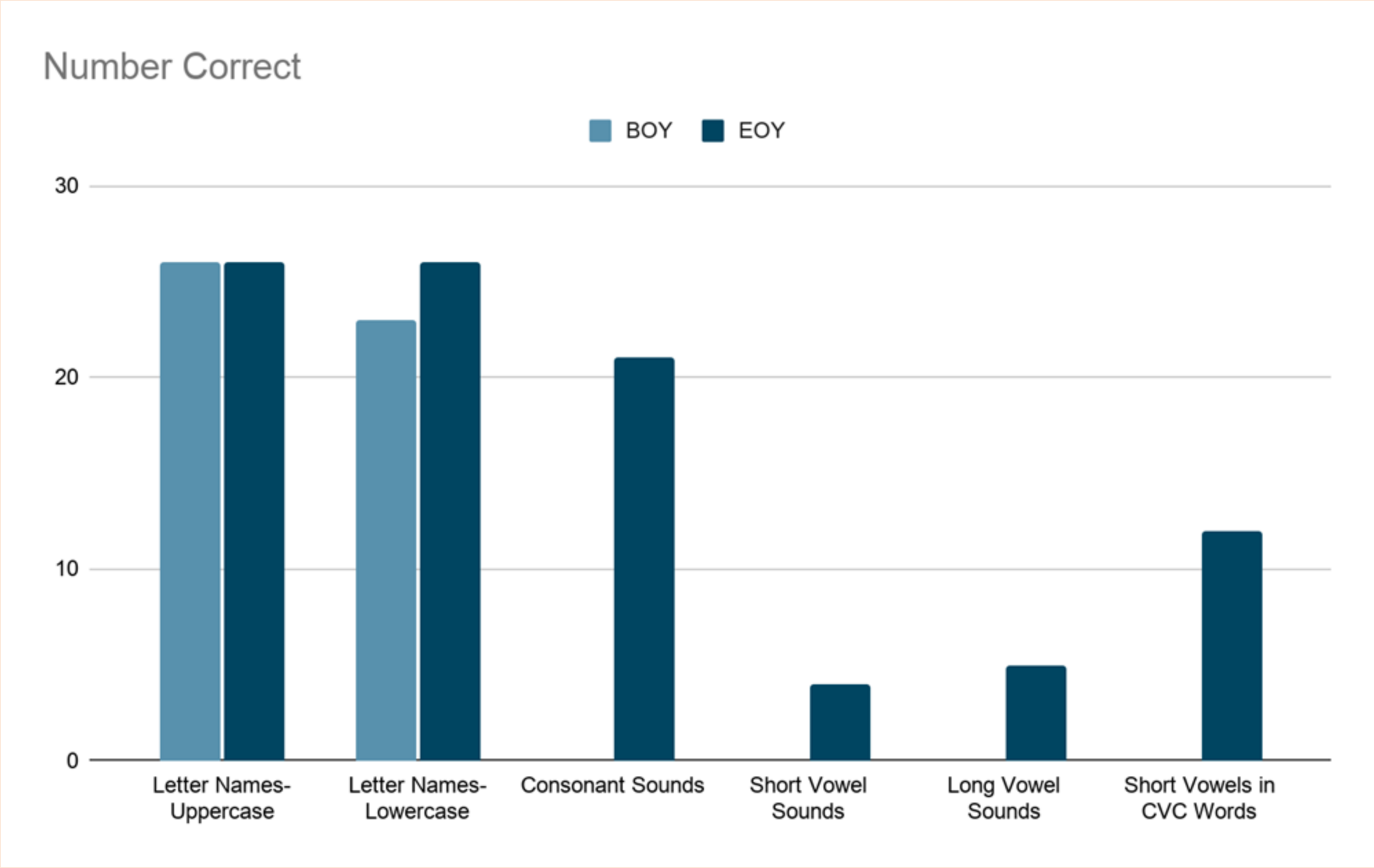




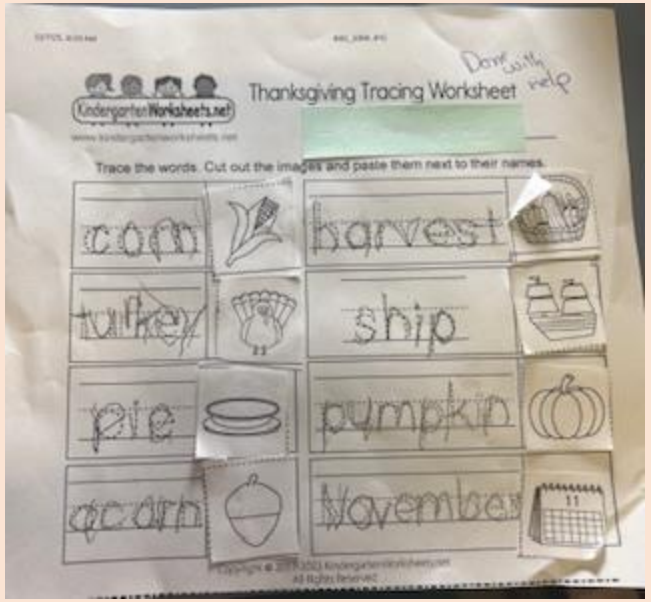
Amplify/DIBELS K: Word Reading

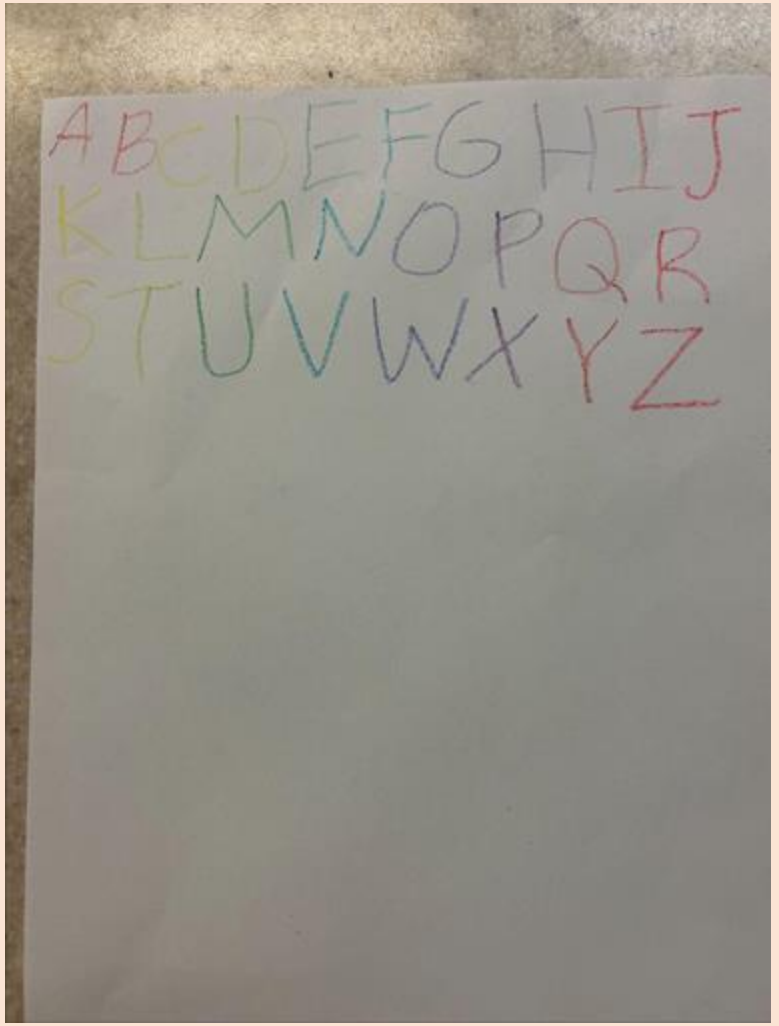


Informal Diagnostic: CORE Phonics Survey



Writing Timeline





Foundational Literacy Skills Data

Skill	Not Demonstrated	Demonstrated
Child turns book upright		X
Child correctly identifies the beginning of the book		X
Understands the concept of “page”		X
Understands the concept of “letter”		X
Understands the concept of “word”		X
Understands the concept of “line”	X	

Communication Monitoring Data

BOY-student was able to utilize AAC device 5+ times with an initial verbal and gesture then will independently locate the desired button. He will also communicate sounds and invented sign for "no".

MOY-student was able to utilize AAC device for a variety of pragmatic functions as well as becoming interested in books and utilizing device to read them.

EOY-student continued to use his AAC device and spontaneously grab his device to communicate. He has also started to communicate words like “daddy” and sounds of letters. He knows 15-20 signs.

Please Welcome

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Learner Profile 2

Learner Profile = Reader Profile + Access Profile

Grade–level: 2nd
Student *described as:* non-reader, structured literacy instruction for 3rd year with Intervention Specialist

Learning Environment/LRE: self-contained for Tier 1 literacy instruction using Ohio's Extended Standards as entry points for whole group instruction, one-on-one, differentiated instruction for intervention

Communication/Language: Vocal, non-traditional communicator -- has personal AAC device-minimal use, classroom AAC devices (buttons, switches, etc.) for specific literacy participation, communicates some with sign language

Individualized Services/Therapies: Speech and Language, Occupational, and Gross Motor services and supports, interventions across subjects

Diagnosis + Suggested Strategies: Down Syndrome (Multiple Disabilities category) -- Small group and one-on-one, direct instruction and multisensory strategies in reviewing letter-sound correspondences, phonemic awareness training, direct instruction of encoding and decoding using visual cues and/or AAC devices, modeling of blending and sound counting, frequent opportunities to read CVC words in isolation and within simple sentences, practice with high-frequency and decodable CVC word lists in a small group or one-on-one setting

Scaffolds/Accommodations: use of verbal, visual, and/or gestural cues in instruction and assessment

Informal Diagnostic: Lowercase Letters

Lowercase Letter Identification choose letter cards (field of 3)

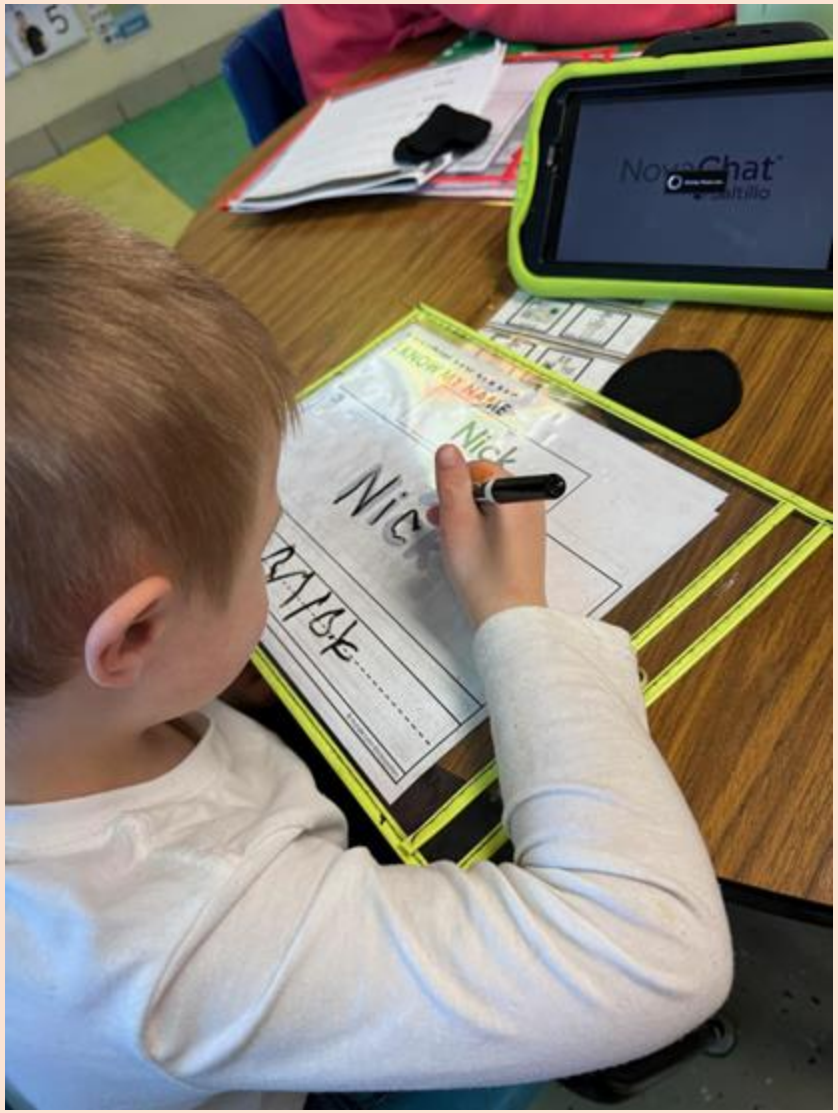
a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

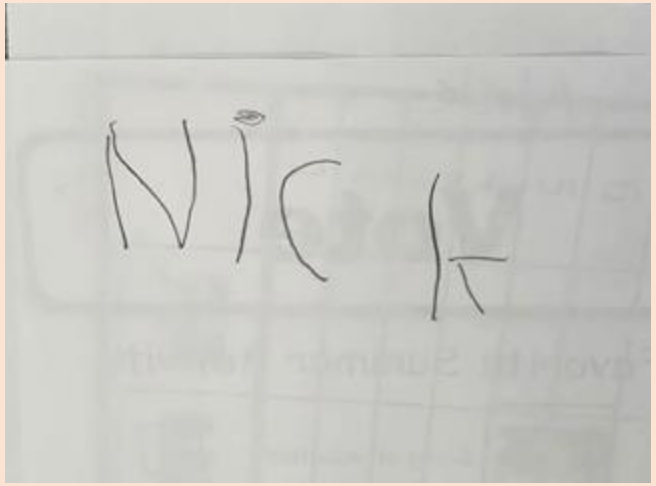
____ /26 expressive BOY 4/26 MOY 7/26 EOY 11/26

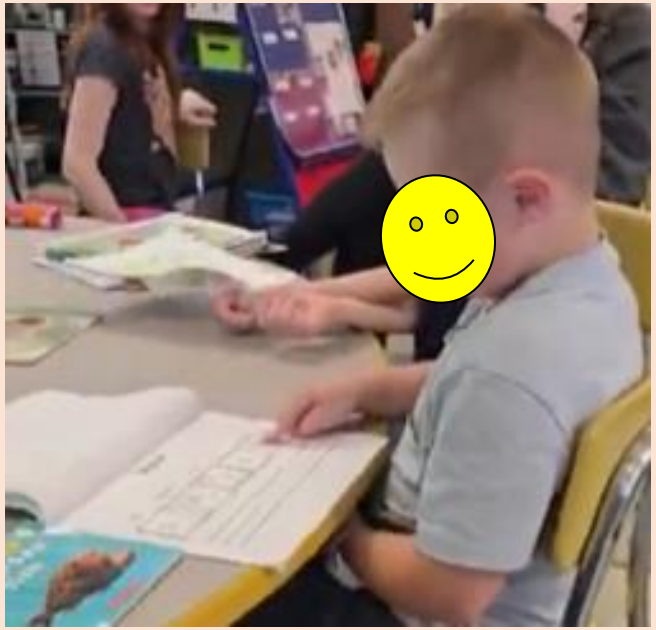
a	b	c	d	e	f	g
k	l	m	n	o	p	o
u	v	w	x	y	z	

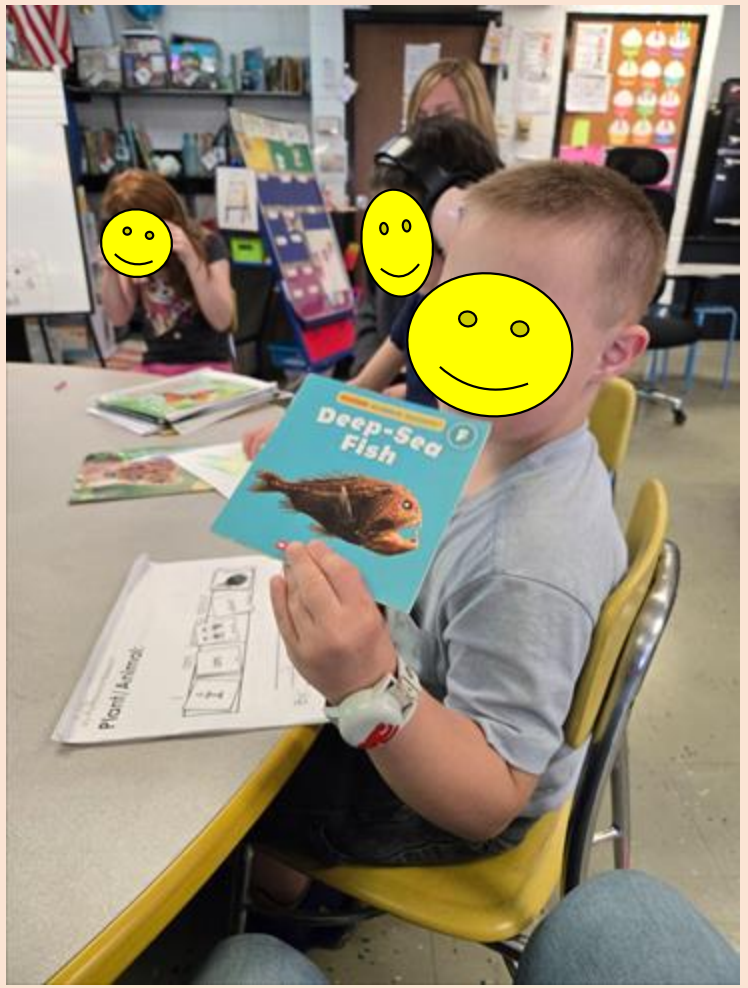
____ /26 receptive

Writing Samples:



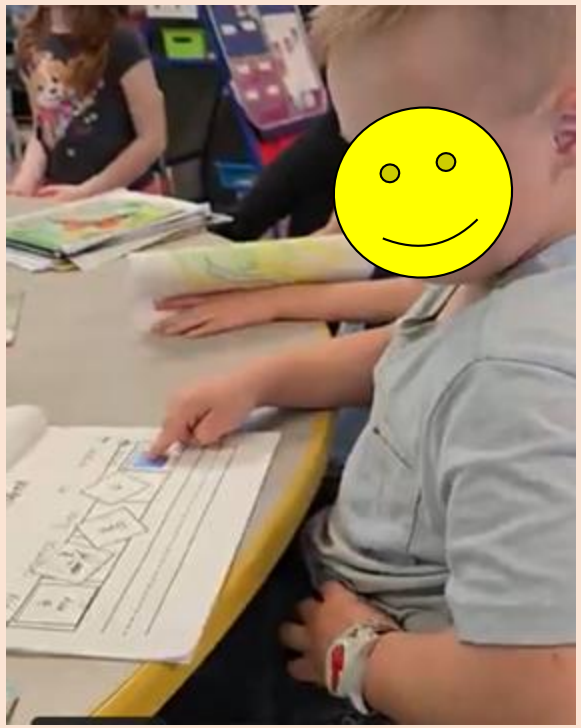




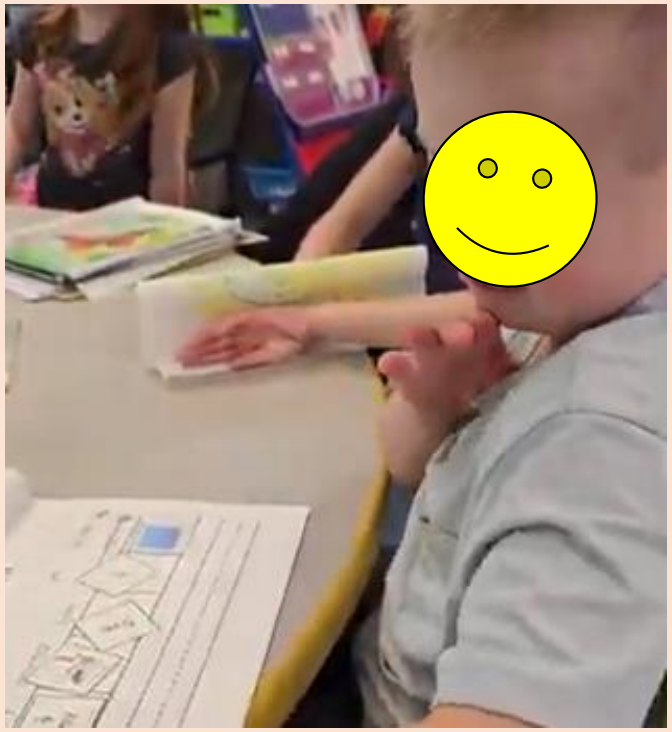


Concepts of Print:

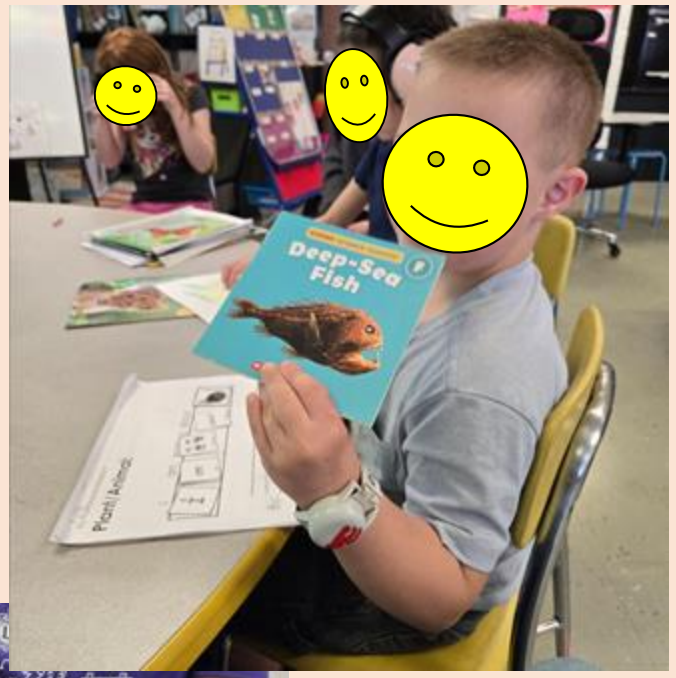
Communication:



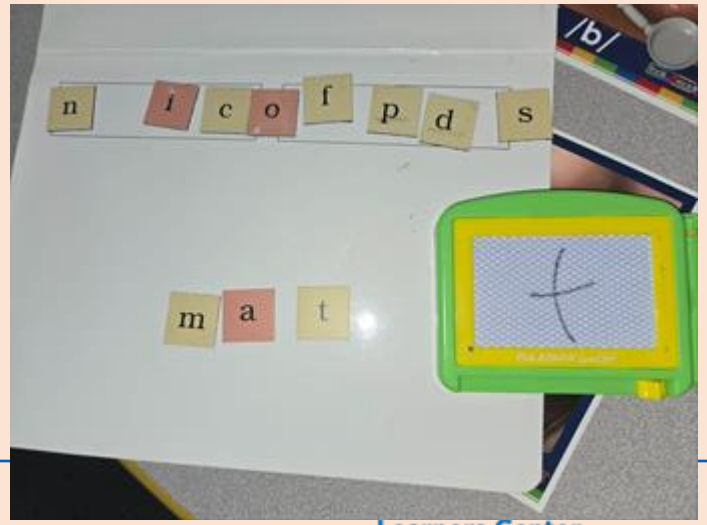
"Where does the animal live?"

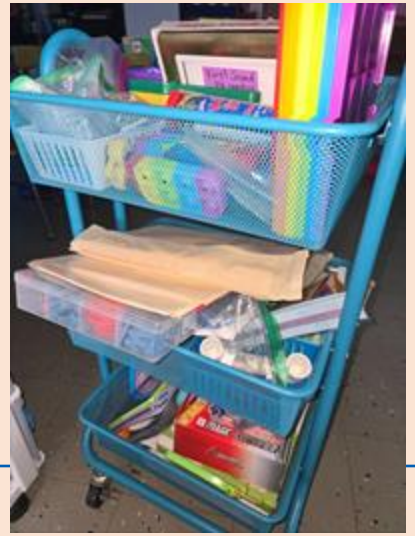


"How do you sign water?"



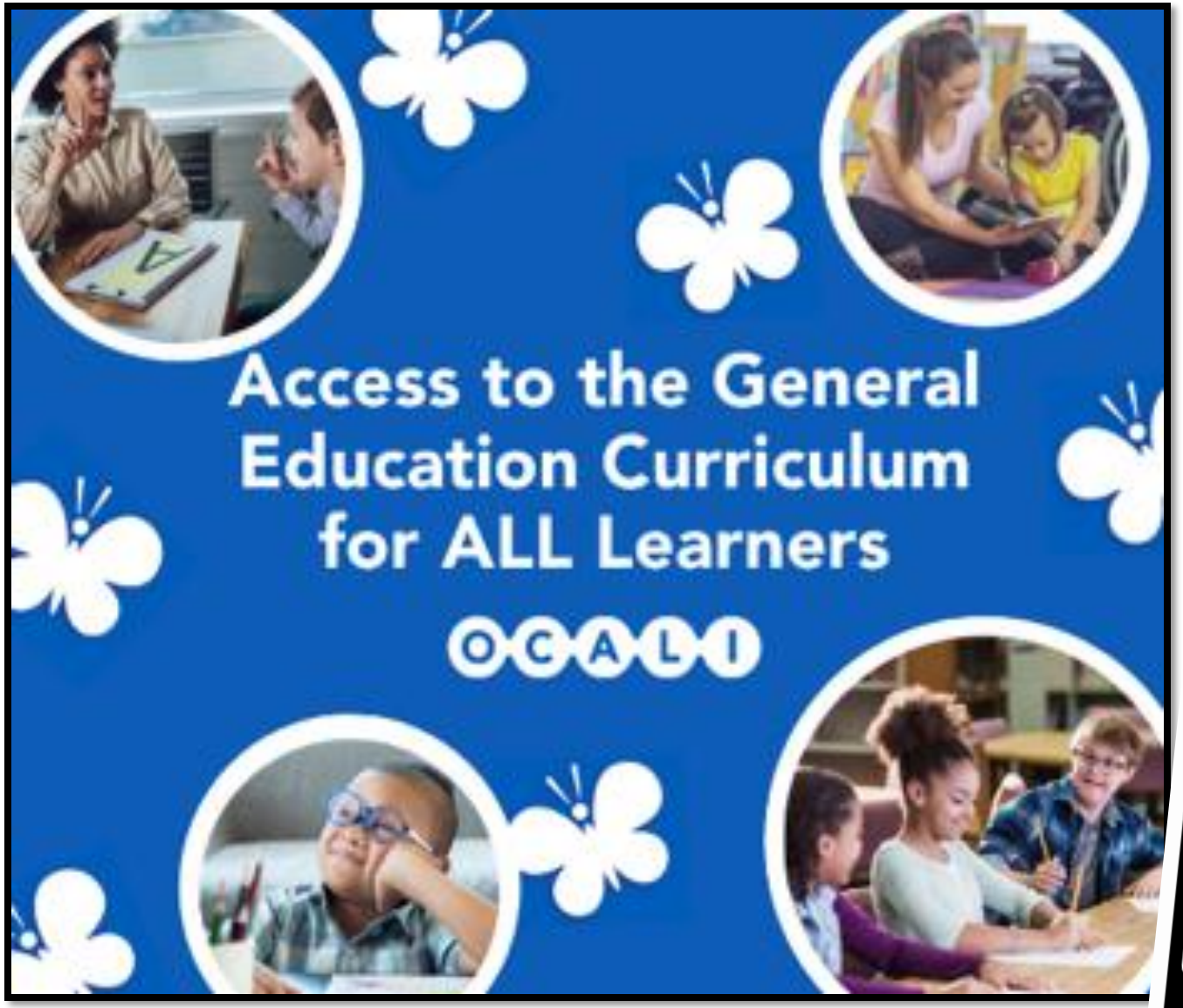
Literacy Instructional Strategies and Materials:





Supporting Learners with Complex Communication and Other Access Needs: From Screening to Instruction

SCAN ME



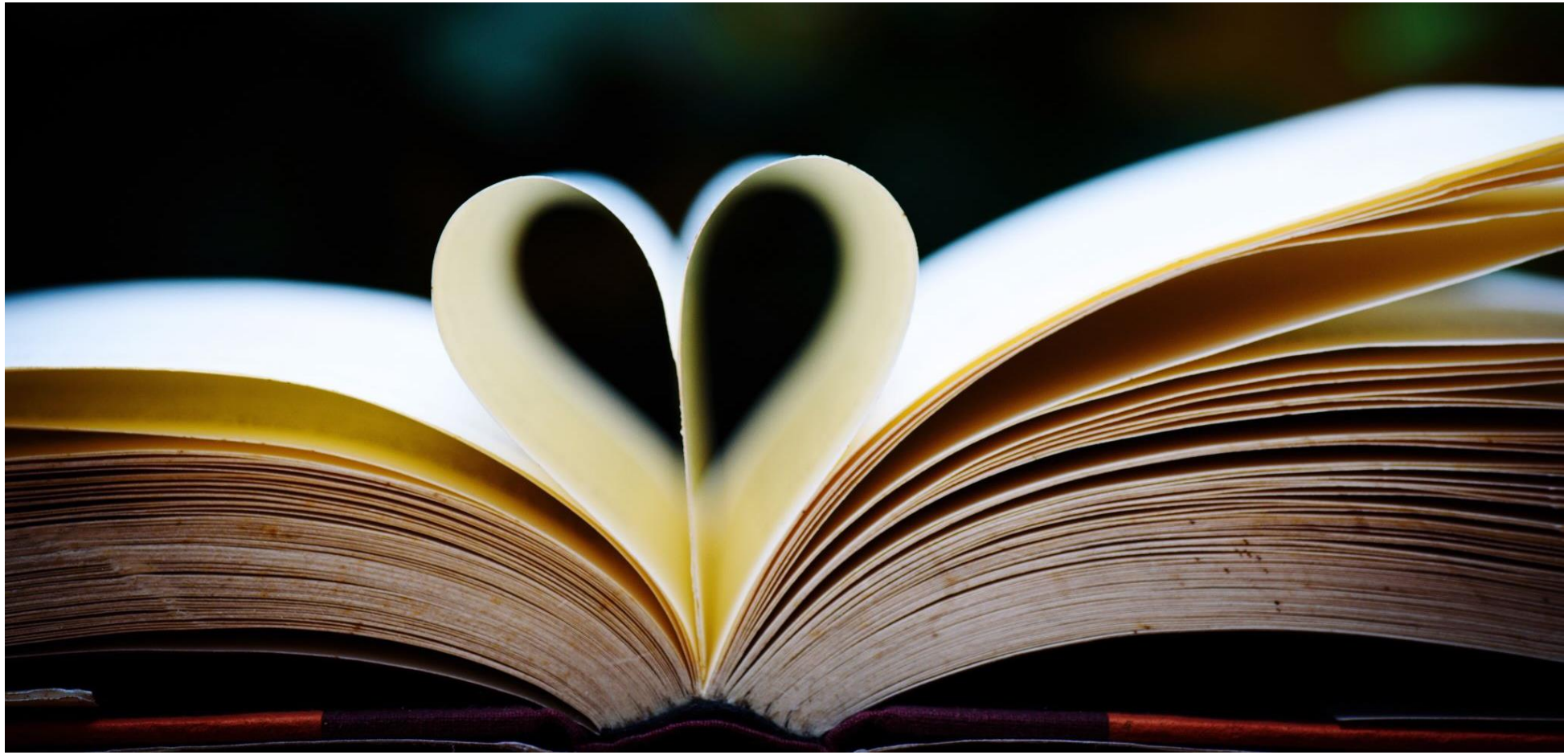
Learner Profile Coaching Videos

- Chapter 1 All Pages
- Chapter 2 Page 9 & 10
- Chapter 8 Page 1 & 3
- Chapter 9 Page 1, 2 & 5

SCAN ME

http://literacyaccessforall.org

Thank you for joining us!!



Supporting Literacy Assessment & Instruction for Students with Disabilities and Complex Communications Needs

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