

# Barnum Elementary School Local Assessments

The contents of this document outline the local assessments that Barnum Elementary School utilizes to benchmark students, plan for teaching and learning, and determine eligibility for intervention services.

Updated 9.10.2020

## Definition of Reading Proficiency & Use of Data to Match Student Need to Intervention

Barnum Elementary School will assess a student's level of reading proficiency using the assessments listed below.

- Minnesota Comprehensive Assessment: This is given to students in grades 3-6 and measures achievement towards meeting the Minnesota Academic Standards. This system is comprised of standardized, criterion-referenced tests that provide individual and aggregate data on student performance aligned to grade level standards.
  
- Fountas and Pinnell Benchmark Assessment System (BAS) Comprehension, Accuracy, & Fluency Tiering System or Being a Reader (BAR). These are one-on-one reading assessments that classroom teachers use to determine a student's reading level on an A-Z scale (A being an emerging reading level, Z being an end of 8th grade reading level) or by sets that align with our reading curriculum. BAS/BAR is administered in the fall and spring:
  - ◆ Students are identified as proficient if they are identified as “meets or exceeds expectations” as defined in the Reading Correlation chart (see pp.4-5)
  - ◆ Students are identified as tier 2 if they are identified as “approaches expectations” as defined in the Reading Correlation chart (see pp. 4-5)
  - ◆ Students are identified as tier 3 if they are identified as “does not meet expectations” as defined in the Reading Correlation chart (see pp. 4-5)
  
- FASTBridge Reading Assessments (see descriptions below):
  - ◆ Students are identified as proficient at grade level if they achieve above the 40th percentile as compared to national norms.
  - ◆ Students are identified as needing tier 2 support if they achieve beneath the 20th percentile as compared to national norms.
  - ◆ Students are identified as needing tier 3 support if they achieve beneath the 10th percentile as compared to national norms.
  
- FASTBridge earlyReading:
  - ◆ Concepts of Print- Students identify the features and concepts of printed text (i.e., letter, word, sentence, punctuation, print tracking, illustration, and page orientation).
  - ◆ Onset Sounds- Student is told a word and asked to identify the first sound in the word. The teacher counts the number of onset sounds the student accurately identifies.
  - ◆ Letter Names- Student looks at a page of letters and names them for one minute. The teacher counts the number of

letters the student accurately names.

- ◆ Letter Sounds- Student looks at a page of letters and gives their sounds for one minute. The teacher counts the number of letter sounds the student accurately gives.
- ◆ Word Segmenting- Student is told a word and asked to tell what sounds are in the word. The teacher counts the number of sounds the student accurately identifies in one minute.
- ◆ Decodable Words- The student is asked to read easily decodable words. Easily decodable words follow a consonant-vowel-consonant pattern (i.e., 'cat').
- ◆ Sight Words- Student reads sight words for one minute. Teacher counts the number of words read correctly.
- ◆ Sentence Reading- Student looks at a short paragraph and reads the sentences for one minute. This measures their rate and accuracy.

- FASTBridge Curriculum-Based Measurement in Reading (CBM-R). Student is presented with 3 reading passages at his/her grade level and asked to read for one minute. The teacher counts the number of words read accurately and the number of errors for each passage using the median score.
- FASTBridge aReading: Student takes a 30 question electronic, adaptive assessment that measures reading abilities. An adaptive assessment means that questions become more or less difficult based on the student's achievement during the test.
- FASTBridge AUTOREading: This electronic assessment measures a student's automaticity with reading skills including; phonemic awareness, decoding, word identification and comprehension.

### Assessments

\*All assessments are locally determined assessments with the exception of the MCA's, which is a state required assessment.

<b>Benchmark Assessment System/Being a Reader</b> <ul style="list-style-type: none"> <li>◆ Fall</li> <li>◆ Spring</li> </ul>	<b>Sight Word Assessments</b> <ul style="list-style-type: none"> <li>◆ Fall</li> <li>◆ Spring</li> </ul>
<b>FASTBridge earlyReading</b> <ul style="list-style-type: none"> <li>◆ Fall</li> <li>◆ Winter</li> <li>◆ Spring</li> </ul>	<b>FASTBridge CBM-R, aReading, and AUTOREading</b> <ul style="list-style-type: none"> <li>◆ Fall</li> <li>◆ Winter</li> <li>◆ Spring</li> </ul>
<b>MCA'S</b> <ul style="list-style-type: none"> <li>◆ Spring</li> </ul>	

## Statement of Process to Assess Students' Level of Reading Proficiency

Type of Assessment	Grade	Assessment Used	Parent Communication
<b>Screening Tool</b>	<b>K</b>	<ul style="list-style-type: none"> <li>→ Fall: Standards-Based Literacy Assessment (Teacher-Developed), FASTBridge Letter Names, FASTBridge Letter Sounds, FASTBridge Concepts of Print, FASTBridge Onset Sounds</li> <li>→ Winter: Standards-Based Literacy Assessment (Teacher-Developed), FASTBridge Letter Sounds, FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Onset Sounds, Being a Reader (BAR)</li> <li>→ Spring: FASTBridge Letter Sounds, FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (50), Fountas and Pinnell Benchmark Assessment System (BAS)/Being a Reader (BAR), sight word assessment</li> </ul>	<p>Report quarterly progress through standards-based report cards.</p> <p>Notify parents of student progress after each benchmarking period.</p> <p>Screening results shared during fall and spring conferences.</p> <p>BAS/BAR data is shared with parents in fall and spring.</p>
	<b>1</b>	<ul style="list-style-type: none"> <li>→ Fall: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (150), FASTBridge Sentence Reading, sight word assessment, FASTBridge aReading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR), sight word assessment</li> <li>→ Winter: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge</li> </ul>	

	<p><b>2</b></p> <p><b>3-6</b></p>	<p>Sight Words (150), FASTBridge CBM-R, FASTBridge aReading</p> <p>→ Spring: FASTBridge Word Segmenting, FASTBridge Decodable Words, FASTBridge Sight Words (150), FASTBridge CBM-R, sight word assessment, FASTBridge aReading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Fall: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading</p> <p>→ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, sight word testing, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Fall: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR)</p> <p>→ Winter: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading</p> <p>→ Spring: FASTBridge CBM-R, FASTBridge aReading, FASTBridge AUTOreading, Fountas and Pinnell Benchmark Assessment System/Being a Reader (BAR), MCA Testing</p>	
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### BES Instructional Level Expectations for Reading BAR and BAS

	Beginning of Year (Sept-Oct)	Mid-Year (Dec-Jan.)	End of Year (May-June)
Grade K		C+	Set 4/E+
		Set 1.5-2/B	Set 3/D
		Set 1/A	Set 2/C
		Letter Naming	Set 1/Below C
Grade 1	E+	G+	K+
	Set 3/D	Set 4/F	Set 5 or 6/J
	Set 2/C	Set 3/E	Set 4/I
	Set 1/Below C	Set 2/Below E	Set 3/Below I
Grade 2	K+	L+	N+
	Set 5 or 6/J	Set 7/K	Set 9/M
	Set 4/I	Set 5 or 6/J	Set 8/L
	Set 3/Below I	Set 4/Below J	Set 6/Below L
Grade 3	N+	O+	Q+
	Set 9/M	Set 10/N	Set 12/P
	Set 8/L	Set 9/M	Set 11/O
	Set 7 or below/Below L	Set 8 or below/Below M	Set 10 or below/Below O
Grade 4	Q+	R+	T+
	P	Q	S
	O	P	R

	Below N	Below P	Below R
Grade 5	T+	U+	W+
	S	T	V
	R	S	U
	Below R	Below S	Below U
Grade 6	W+	X+	Z
	V	W	Y
	U	V	X
	Below U	Below V	Below X

<b>KEY</b>	Exceeds Expectations	Meets Expectations	Approaches Expectations: Needs Short-Term Intervention	Does Not Meet Expectations: Needs Intensive Intervention
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\*Independent level expectation is one level below the “meets expectations” instructional level expectation. (**Please note** that because a student may have multiple instructional levels, this is not always automatically the case.)