

# Rights without Levels:

Reading Instruction Based  
on Student Skill not  
Supposed Levels

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 @burnsmk1

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Does This  
Look Familiar?

MAP Criterion = 212

CBM-ORF Criterion = 141

Student	MAP	CBM-ORF
601	225	209
602	210	113
603	210	135
604	196	138
605	219	145
606	211	75
607	220	128
608	206	132
609	204	126
610	221	214
611	183	88
612	209	137
613	211	158
615	210	122
616	222	133
617	224	158
618	211	85
619	208	140
620	210	137
621	214	125
622	204	101
623	215	122
624	227	172

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But, what do I do?



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It's all about the core



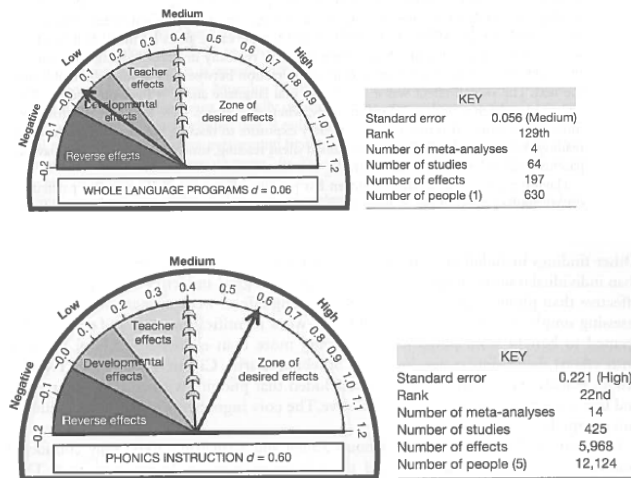
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## Reading Instruction in Elementary School

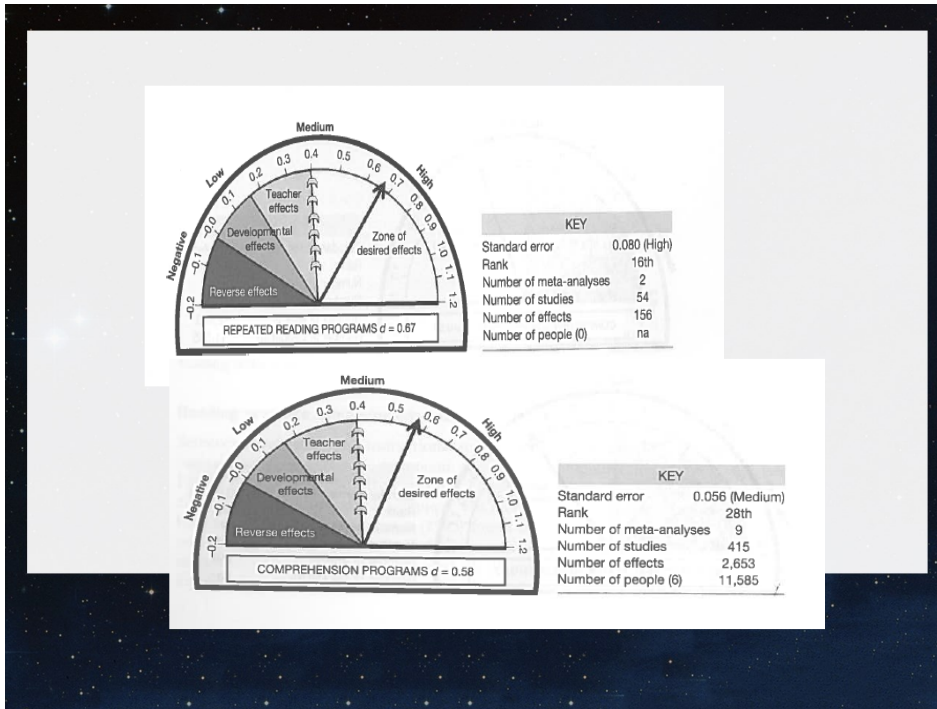


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## Hattie – Visible Learning



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## Teacher Roles

• Activator		• Facilitator	
Drill & practice	$d = 0.99$	Simulation/game	$d = 0.32$
Feedback	$d = 0.72$	Inquiry-based	$d = 0.31$
Meta-cognition	$d = 0.67$	Class size	$d = 0.21$
Direct Instruction	$d = 0.59$	Problem-based	$d = 0.15$
Mastery Learning	$d = 0.57$	Inductive teach	$d = 0.06$
Formative Assessment	$d = 0.46$		
<b>Total</b>	<b><math>d = 0.60</math></b>	<b>Total</b>	<b><math>d = 0.17</math></b>

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## Do Reading Groups Work?

- Allow for differentiation
- Previously based on student aptitude (remember Red Robin?)
- Within-class grouping led to positive effects for different ability groups (Lou, 2013).

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How many different types of readers are in your classroom?



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## BUT

- Level  $\neq$  Skill
- Focus on skill

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## Problem 1 with level

- Assessment of level are inaccurate

**TABLE 3** Diagnostic Accuracy of Reading Inventory Level

Screener	Measures of academic progress for reading		
	Fail	Pass	Total
Reading inventory level			
Below benchmark	$n = 90$ a		279
At or above benchmark	$n = 200$ c		567
Total	$n = 290$		846
Diagnostic accuracy			
Sensitivity = $a/(a + c) = .31$			
Specificity = $d/(b + d) = .66$			
Positive predictive power = $a/(a + b) = .32$			
Negative predictive power = $d/(c + d) = .65$			
Overall correct classification = $(a + d)/N = .54$			



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Problem 2 – level assessments underestimate good readers and overestimate low readers

Group	Frustration n (%)	Instructional n (%)	Independent n (%)
Low = ORF $\leq$ 25 <sup>th</sup> Percentile	7 (58%)	5 (41.7%)	0 (0.0%)
Middle = 26 <sup>th</sup> to 75 <sup>th</sup> Percentile	2 (9.5%)	4 (19.0%)	15 (71.4%)
High = ORF $\geq$ 76 <sup>th</sup> Percentile	1 (3.2%)	9 (29.0%)	21 (67.7%)

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Problem 3 – there are considerable skill differences among kids at the same level

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Student	MAP RIT	MAP %ile	F&P	ORF	Accuracy
1	149	1	G	30	77%
2	158	3	G	37	88%
3	159	4	G	30	94%
4	170	27	G	32	87%
5	166	17	G	58	89%
6	188	73	G	80	98%
7	157	1	G	26	93%
8	149	1	G	27	84%
9	160	6	G	36	86%
10	154	1	G	30	77%
11	160	6	G	31	82%
12	166	17	G	44	90%
13	163	11	G	47	90%
14	161	8	G	61	95%
15	167	19	G	70	100%
16	155	1	G	17	77%

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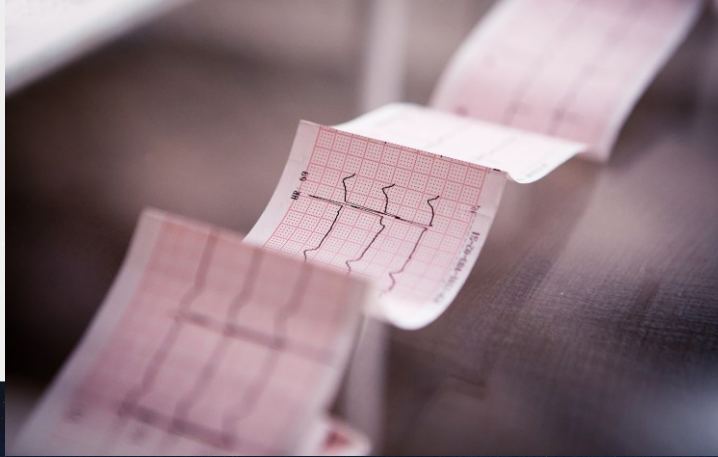
Targeting  
Small-Group  
Instruction

The graphic features a black background on the left with the text 'Targeting Small-Group Instruction' in white. A thin white horizontal line is positioned below the text. On the right side, there is a stylized target with concentric red and white rings, set against a light blue background.

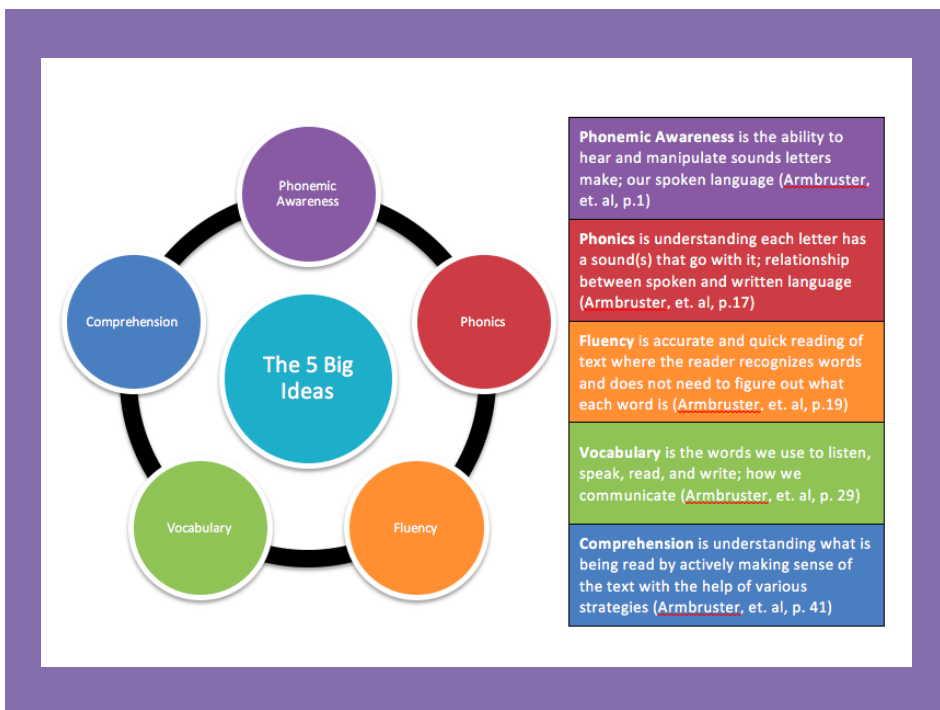
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# DATA







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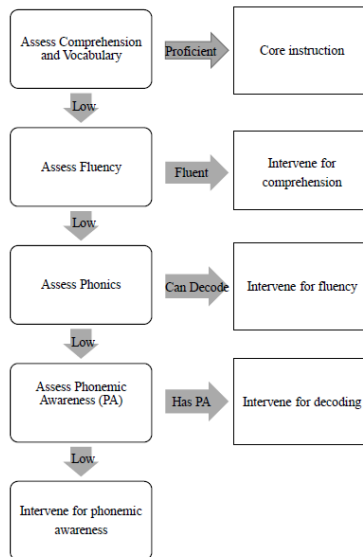


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# Assessment

	<b>Phonemic awareness</b>	First Sound Fluency, Phoneme Segmentation Fluency
	<b>Decoding</b>	Nonsense Word Fluency, Letter Sound Fluency
	<b>Fluency</b>	CBM Reading Fluency
	<b>Comprehension</b>	NWEA MAP or Star Reading

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## Accuracy is Key!

- Less than 93% of words read correctly – not breaking the code

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Student ID	MAP	CBM Fall	Errors	Accuracy %	
611	183	88	4	95.7	
604	196	138	0	100	Student Number 606
609	204	126	2	98.4	
622	204	101	2	98.1	Low Comp (MAP)
608	206	132	2	98.5	
619	208	140	0	100	Low Fluency (CBM-R)
612	209	137	0	100	
602	210	113	3	97.4	
603	210	135	3	97.8	Low Accuracy (89.3%)
615	210	122	9	93.1	
620	210	137	0	100	
606	211	75	9	89.3	
613	211	158	2	98.8	
618	211	85	10	89.5	<b>Decoding!</b>
621	214	125	4	96.9	
623	215	122	5	96.1	
605	219	145	1	99.3	
607	220	128	3	97.7	
610	221	214	0	100	
616	222	133	1	99.3	
617	224	158	0	100	
601	225	209	1	99.5	
624	227	172	0	100	

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Student ID	MAP	CBM Fall	Errors	Accuracy %	
611	183	88	4	95.7	
604	196	138	0	100	Student Number 620
609	204	126	2	98.4	
622	204	101	2	98.1	Low Comp (MAP)
608	206	132	2	98.5	
619	208	140	0	100	
612	209	137	0	100	Low Fluency (CBM-R)
602	210	113	3	97.4	
603	210	135	3	97.8	High Accuracy (100%)
615	210	122	9	93.1	
620	210	137	0	100	
606	211	75	9	89.3	
613	211	158	2	98.8	
618	211	85	10	89.5	Fluency!
621	214	125	4	96.9	
623	215	122	5	96.1	
605	219	145	1	99.3	
607	220	128	3	97.7	
610	221	214	0	100	
616	222	133	1	99.3	
617	224	158	0	100	
601	225	209	1	99.5	
624	227	172	0	100	

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**PRESS PHONEMIC AWARENESS INVENTORY**

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Administered by: \_\_\_\_\_

**Isolated Sounds**  
Say to the student: "I'm going to say some words and then you will tell me the first sound in each word. For example, the first sound in *sun* is */s/*. Now you try." Say the three initial sound words and record the student's responses.  
\*Now, I am going to say some more words and you will tell me the last sound in each word. For example, the last sound in *put* is */t/*. Now you try." Say the three final sound words and record the student's responses.

Word	Initial Sounds "What's the first sound in _____?"			Final Sounds "What's the last sound in _____?"		
	sun	top	met	can	dip	fog
response						
correct						

< 5 consider PA-1 or PA-2 > 5 move to Segmenting\*

**Segmenting**  
Say to the student: "I'm going to say a word and you will say the sounds you hear in the word. For example, if I say the word *pen* the sounds are */p/ /e/ /n/*. Now you try." Say the following words and record the student's responses.

Word	fan	set	bin	dot	net	said
segmented sounds						
correct						

< 5 consider PA-3\* > 5 move to Blending

\*Consider assessing blending skills as well to determine the most appropriate intervention.

PRESS PHONEMIC AWARENESS INVENTORY (CONTINUED)

**Blending**  
Say to the student: "I'm going to say some sounds and you will say them fast to make a word. For example, the sounds */d/ /o/ /g/* make the word *dog*. Now you try." Say the following sounds and record the student's responses.

Sounds	/b/ /a/ /t/	/p/ /e/ /t/	/s/ /a/ /t/	/n/ /e/ /p/	/p/ /l/ /g/	/h/ /a/ /t/
response						
correct						

< 5 consider PA-4 > 5 move to Manipulation

**Manipulation**  
Say to the student: "I am going to say some words and you will change a sound in each word to make a new word. For example, if I change the */c/* in *cat* and *put /n/* in its place, the new word is *hat*. Now you try." Say the following words and sounds to manipulate and record the student's responses.

Word	Initial Sounds		Final Sounds		Medial Sounds	
	can	bet	tip	sad	dog	fun
response	"Change the /c/ in can and put /t/ in its place." [tæn]	"Change the /b/ in bet and put /n/ in its place." [tæn]	"Change the /p/ in tip and put /n/ in its place." [tæn]	"Change the /d/ in sad and put /t/ in its place." [sæt]	"Change the /g/ in dog and put /f/ in its place." [fɒg]	"Change the /u/ in fun and put /h/ in its place." [fæn]
correct						

< 5 consider PA-5 or PA-6 > 5 move to the Decoding Inventory

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### PRESS PHONICS DECODING INVENTORY

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
 Date: \_\_\_\_\_ Administered by: \_\_\_\_\_

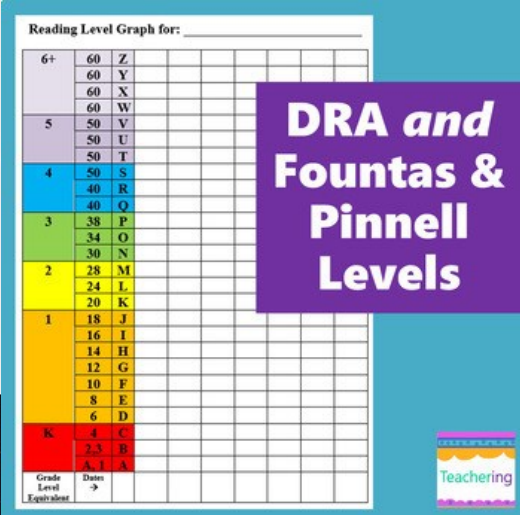
Purpose: This diagnostic tool is designed to identify the student's instructional need for initial placement in a tier 2 phonics intervention.

Skill Assessment	Student Score	Intervention Recommendation
Letter-Sound Correspondence		< 21 Move back to the <i>Phonemic Awareness Inventory</i> and/or try P-1 intervention > 21 Move on to A
Low Frequency Decodable Words		
A. Short vowels in CVC words		< 8 Try P-3 intervention > 9 Move on to B
B. Digraphs with short vowels		< 8 Try P-3 intervention > 9 Move on to C
C. Consonant blends with short vowels		< 8 Try P-4 intervention > 9 Move on to D
D. Vowel Spellings: silent e and vowel teams		< 8 Try P-5 intervention > 9 Move on to E
E. Variant vowels		< 8 Try P-5 intervention > 9 Move on to a fluency intervention



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Revised Apr. 2019

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## It's Time To Move On From Levels!



### DRA and Fountas & Pinnell Levels

Teaching

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Thank you for attending The Reading  
League Missouri's webinar with  
Dr. Matthew Burns



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