

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

**TO BE PROPOSED:
July 6, 2016**

RESOLVED, That the State Board of Education, pursuant to Section 10-14t of the Connecticut General Statutes, and State Board of Education action on July 9, 2014, approves the adoption of the i-Ready Diagnostic Reading Assessment for inclusion in the Menu of Research-based Grade K-3 Universal Reading Assessments, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this sixth day of July, Two Thousand Sixteen.

Signed: _____
Dr. Dianna R. Wentzell, Secretary
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION
HARTFORD**

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: July 6, 2016

SUBJECT: Adoption of i-Ready Diagnostic Reading Assessment for Inclusion in the Menu of Research-based Grade K-3 Universal Reading Assessments

Executive Summary

Introduction

The purpose of this summary is to provide the State Board of Education (SBE) a summary of the Biennial Open Review Period for research-based reading assessments for Grades K-3, leading to the Department’s recommendation to add the i-Ready Diagnostic Reading Assessments to the Menu of Research-based Grade K-3 Universal Screening Reading Assessments.

Connecticut General Statutes Section 10-14t require the Connecticut State Department of Education (CSDE) to develop or approve a reading assessment(s) for use by school districts commencing the school year July 1, 2014, and each school year thereafter. The assessment must identify students who are below proficiency in reading, and include:

- Screening
- Progress monitoring

Such assessment(s) shall:

- Measure phonics, phonemic awareness, fluency, vocabulary, and comprehension
- Provide opportunities for periodic formative assessment during the school year
- Produce data that is useful for informing individual and classroom instruction
- Be compatible with current best practices in reading instruction and research

History/Background

On July 9, 2014, the SBE approved the “Menu of Research-based Grade K-3 Universal Screening Reading Assessments” for use by school districts beginning July 1, 2014 (Attachments A and B). The menu of K-3 reading assessments is for the purpose of universal screening. It may also be used for progress monitoring. Universal screening and progress monitoring were first endorsed in 2008 in the Connecticut State Department of Education’s published *Framework for Response to Intervention: Using Scientific Research-Based Intervention: Improving Education for All Students*.

Additionally, the SBE approved biennial “open review period” beginning in 2016, in order for the CSDE to consider additional research-based assessments, as recommended by school districts, to recommend for the K-3 Reading Assessment Menu. The purpose of this proactive process is to help the CSDE guide CT Local Educational Agency (LEA)s as research and

assessment practices evolve over time. The first biennial review process occurred in March of 2016.

Three assessments were submitted for review by the CSDE during the 2016 open review period:

- 1) *i-Ready Diagnostic*
- 2) *pals: Phonological Awareness Screening; and*
- 3) *Track my Progress.*

After a rigorous review by Academic Office and Performance Office consultants, it was determined that the *i-Ready Diagnostic* reading assessment met the technical and efficiency standards.

Recommendation

The CSDE recommends that the State Board of Education approve the adoption of the i-Ready Diagnostic Reading Assessment for inclusion in the Menu of Research-based Grade K-3 Universal Reading Assessments, effective July 2016.

Follow-up Activities

LEA Communication

Following SBE approval, the CSDE will immediately communicate with LEA leaders regarding the changes to the Menu of Research-based Grade K-3 Universal Reading Assessments and the “K-3 Reading Assessment Reporting Table.”

LEA Guidance

The CSDE will publish guidance for the *i-Ready Diagnostic* reading assessment by August 2016, including “cut points” for reading performance considered “substantially deficient.” These cut points will be used by priority districts that are mandated to report the number of students who are performing at the substantially deficient level and require summer school reading intervention in summer 2017. Additionally, the CSDE will adjust the K-3 Reading Portal to accommodate priority district electronic reporting for the *i-Ready Diagnostic* reading assessment.

Prepared by: _____
Isabelina Rodriguez, Ed.D.,
Interim Chief Academic Officer, Academic Office

Approved by: _____
Ellen Cohn
Deputy Commissioner of Education



In July 2014, the Connecticut State Department of Education identified research-based assessments that met standards for technical rigor and efficiency, and published the *Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments*. As a critical component of a comprehensive, standards-aligned reading instructional program, districts will select an assessment for use as a universal screening. Although the approved menu presents both curriculum based and computer adaptive measures, only one type of assessment should be selected. Districts are not required to select both types of assessments.

**Proposed Menu of Research-based Grades K-3
Universal Screening Reading Assessments
July 2016**

Section 1: Curriculum Based Measures (also known as General Outcome Measures)			
Assessment Instrument	Measurement Area	Spanish Version	Notes
AIMSweb Tests of Early Literacy or Reading	Letter Naming Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts CCS in ELA: Foundational Skills - RF.K.1d
	Letter Sound Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grade K and Grade 1 (fall/winter only) Letter sound fluency is a reliable indicator of phonemic awareness CCS in ELA: Foundational Skills - RF.K.3; RF.1.3
	Phoneme Segmentation Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2; RF. 1.2
	Nonsense Word Fluency	No	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 Drilling nonsense word is not effective reading instruction.
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 3 Oral reading fluency is a reliable indicator of word recognition and automaticity. High levels of fluency are correlated with high levels of reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	MAZE Fluency	No	<ul style="list-style-type: none"> MAZE is a brief modified cloze passage with multiple choice word replacements Approved for universal screening in Grades 2 – 3 MAZE fluency is best used as a reliable indicator of sentence-level reading comprehension CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

Section 1: Curriculum Based Measures (also known as General Outcome Measures) - continued

Assessment Instrument	Measurement Area	Spanish Version	Notes
Dynamic Indicators of Basic Early Literacy Skills (DIBELS, 6 th Ed.)	Letter Naming Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grade K Letter naming fluency is a reliable indicator of print concepts CCS in ELA: Foundational Skills - RF.K.1d
	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 <i>Drilling nonsense word is not effective reading instruction.</i>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 3 Oral reading fluency is an indicator of word recognition and automaticity High levels of fluency are highly correlated with reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS Next) and mCLASS with DIBELS Next	Phoneme Segmentation Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades K – 1 Phoneme segmentation fluency is a reliable indicator of phonological awareness CCS in ELA: Foundational Skills - RF.K.2: RF. 1.2
	Nonsense Word Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 2 Nonsense word fluency is a reliable indicator of decoding and word recognition CCS in ELA: Foundational Skills - RF.1.3; RF.2.3 <i>Drilling nonsense words is not effective reading instruction.</i>
	Oral Reading Fluency	Yes	<ul style="list-style-type: none"> Approved for universal screening use in Grades 1 – 3 Oral reading fluency is a reliable indicator of word recognition and automaticity High levels of fluency are correlated with high levels of reading comprehension CCS in ELA: Foundational Skills - RF.1.4; RF.2.4; RF.3.4
	DAZE Fluency	No	<ul style="list-style-type: none"> DAZE is a brief modified cloze passage with multiple-choice word replacements Approved for universal screening in Grades 2 – 3 DAZE fluency is best used as a reliable indicator of sentence-level reading comprehension CCS in ELA: Foundational Skills - RF.K.4; 1.4; 2.4; 3.4

Section 2: Computer Adaptive Assessments

Assessment Instrument	Measurement Area	Spanish Version	Notes
NWEA Measures of Academic Progress (MAP)	Reading for Primary Grades (MPG)	No	<ul style="list-style-type: none"> ▪ Approved for universal screening use in Grades K – 2 ▪ System includes screeners, diagnostics and goal survey ▪ Rasch units convert to a percentile rank ▪ Computer adaptive
	Reading (MAP)	No	<ul style="list-style-type: none"> ▪ Approved for universal screening use in Grades 3 – 12 ▪ System includes screeners, diagnostics, and goal survey ▪ Rasch units convert to a percentile rank ▪ Computer adaptive
STAR	STAR Early Literacy	No	<ul style="list-style-type: none"> ▪ Approved for universal screening use in Grades K – 3 ▪ Once a student successfully reads 100 sight words, he/she will move on to STAR Reading ▪ Rasch units convert to a percentile rank ▪ Computer-based
	STAR Reading	Yes	<ul style="list-style-type: none"> ▪ Approved for universal screening use in Grades K – 3 ▪ System includes screening, diagnostics, and progress monitoring ▪ Rasch units convert to percentile rank ▪ Computer adaptive
i-Ready	i-Ready Diagnostic and i-Ready Growth Monitoring (formerly known as Progress Monitoring)	No	<ul style="list-style-type: none"> ▪ Approved for universal screening use in Grades K – 3 ▪ System includes diagnostics (screening) and growth monitoring (progress monitoring) ▪ Computer adaptive ▪ Percentile norms and scale score-to normative percentile conversion ▪ i-Ready Diagnostic uses a vertical scale that allows for comparing growth within and across years ▪ i-Ready Growth Monitoring to be used jointly with i-Ready Diagnostic to allow for progress monitoring



For Priority School Districts Only:

**K-3 Reading Universal Screening
Reportable Measures At-a-Glance
September 2016**

Kindergarten	First Grade
<p>Curriculum Based Measures:</p> <p><u><i>Winter & Spring Reporting Only</i></u> Phoneme Segmentation Fluency</p>	<p>Curriculum Based Measures:</p> <p><u><i>Fall Reporting:</i></u> Phoneme Segmentation Fluency</p> <p><u><i>Winter & Spring Reporting:</i></u> Oral Reading Fluency</p>
<p>Computer Adaptive Subtests of Reading with a Composite Score:</p> <p><u><i>Winter and Spring Reporting:</i></u> Composite Reading Score</p>	<p>Computer Adaptive Subtests of Reading with a Composite Score:</p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>
Second Grade	Third Grade
<p>Curriculum Based Measures:</p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Oral Reading Fluency</p>	<p>Curriculum Based Measures:</p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Oral Reading Fluency</p>
<p>Computer Adaptive Reading Assessment with Composite Score:</p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>	<p>Computer Adaptive Reading Assessment with Composite Score:</p> <p><u><i>Fall, Winter and Spring Reporting:</i></u> Composite Reading Score</p>