

FastBridge User Group

November 2016



Today's Objectives

- Reflect on your experiences with Fast
- Consider screening practices
- Build assessment and data literacy
- Review progress monitoring practices
- Share and learn from regional colleagues
- Identify future support needs

Screening Reflection

- How did you administer the CBM one-on-one measures ?
Which measures did you do/not do and why?
- How did you administer the online measures ? Which measures did you do/not do and why?
- What was the reaction of staff involved/not involved in those processes?
- How did you prep the students?
- How did you standardize the screening process?
- What are you hoping to change or improve for winter screening?

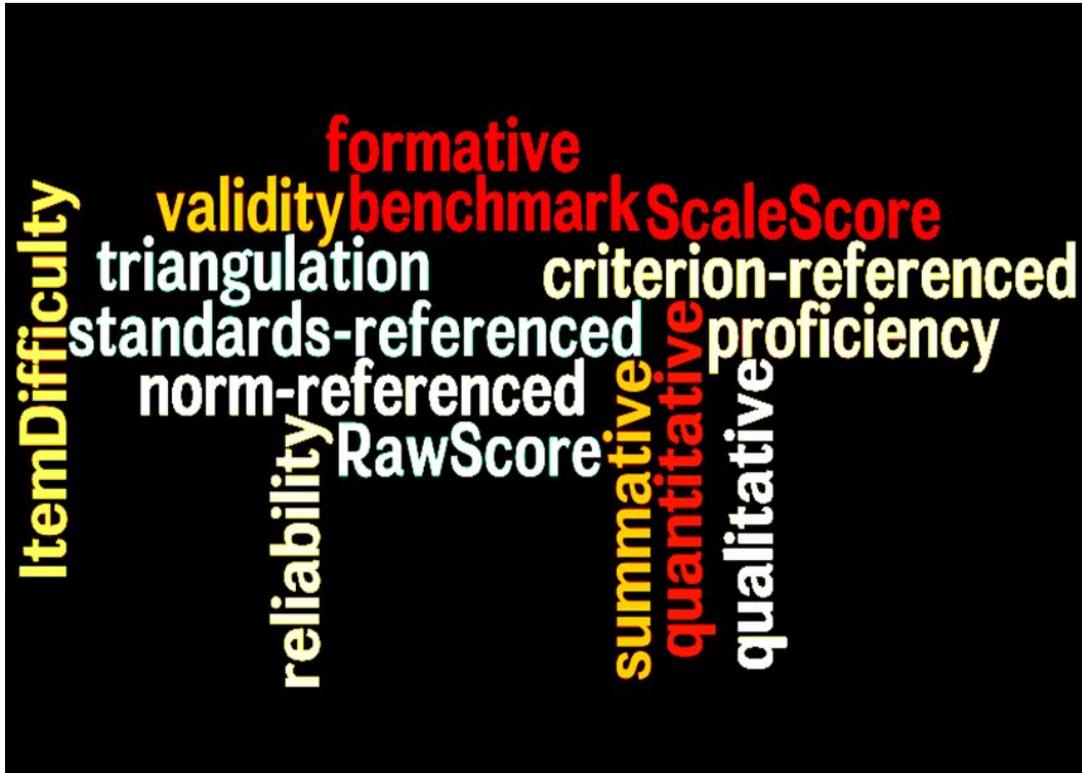
Data and Assessment Literacy

- CBMs and Online/Adaptive
- Targets and Percentiles
- Inferences about Core and Targeted Instruction

Data and Assessment Literacy

- Educators need to know:
 - The purpose of the assessment
 - The type of data that is produced
 - The kinds of questions that data may answer

The Importance of Data Literacy



Some Key Concepts

- Norm-referenced: Percentile comparison to a larger group
- Criterion-referenced: Pre-established proficiency cut score
- Standards-referenced: Levels of success on specific content/standards
- Formative: Instant feedback
- Summative: End result
- Benchmark: Track to proficiency

Type of Measure

- Curriculum Based Measures (CBM)
 - Quick to administer (1 on 1)
 - Highly predictive and sensitive to change
 - Fluency and General Outcome
- Online Measures
 - Individual administration (untimed)
 - Measures broad skill range
 - More diagnostic

Types of Data

- Raw/Scale Scores
- Normed Percentiles (performance and growth)
- Targets and Risk Indicators
- Performance by Skill
- Lexile

Types of Inferences

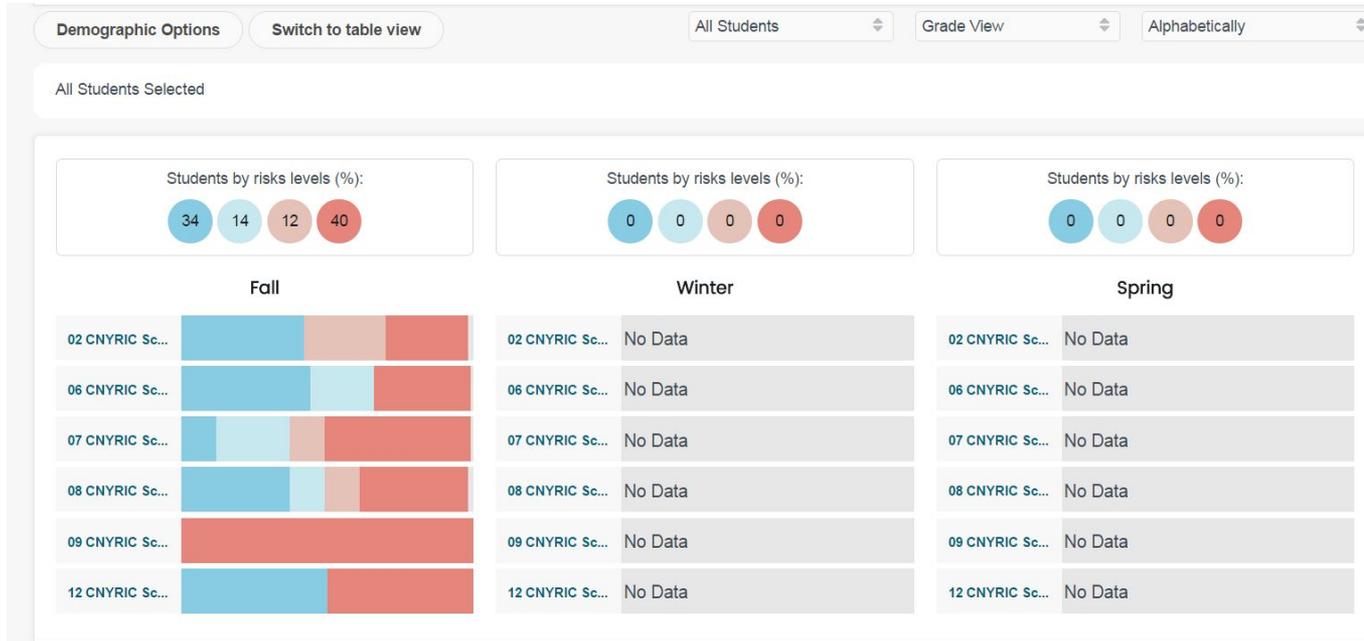
- Tier I - Core Instruction
 - Distribution, risk-status, growth
- Tiers I-III - Interventions
 - Individual skills, performance, growth

What does this look like in our Fast Reports?

- Impact Report
- Group Screening Report
- Group Detail Report
- Individual Skills Report
- Group Skills Report
- Screening to Intervention Report

All of these reports can be found in the reports manager in Fast!

Impact Report



The Impact Report will allow you to take a look at total percentage of student risk level for an assessment in the entire district. You can drill down to school and grade level by using the "Report View" or by clicking on the school.

Group Screening Report

Student Name	Scaled Score			Class	Fall Percentile Rank			
	Fall	Winter	Spring		School	District	National	
Alan, Ford	569 ★			99*	99*	99*	99	
Angelo, Sampson	527			61*	61*	61*	61	
Bitters, Carter	518			N/A	43*	43*	43	
Bowan, Liam	500 !!			N/A	11*	11*	11	
Corran, Prince	488 !!			2*	2*	2*	2	

!! high risk ! some risk ★ College Pathway 94% accuracy less than 95% above 85 %ile 31-85 %ile 21-30 %ile 20 %ile & below n/a student assessed outside the screening window

The group screening report is best used to look at the overall performance of a class for each screening period.

Group Detail Report

Detailed Group Report

Student Name	Fall (FALL)						
	Composite	SW	WS	NW	SR	CDMR	GP
Wilson, Gary	113	113	21 !	11	113		
Wright, Dennis	24 !!	6 !!	27	4 !!	2 !!	11 !	
Watson, Victor	24 !!	4 !!	23 !	3 !!	8 !!		
Murphy, Brenda	25 !!	1 !!	23 !	8 !	8 !!		
Bennett, Karen	25 !!	8 !!	17 !!	2 !!	16 !	11 !	
Lopez, Lori	25 !	7 !	25 !	8 !	8 !!	21	
Perez, Sarah	25 !	9 !	22	8 !	3 !!		
Green, Gerald	25 !	18 !	23 !	1 !!	19		
Foster, Christine	25 !	8 !	23	8 !	13 !		
Rivera, Billy	25 !	8 !!	21	6 !	14 !		

Early Math
Early Reading English

Screening scores

- Above 85 percentile
- 31-85 percentile
- 21-30 percentile
- 20 percentile & below

The Detailed Group Report will show you the scores for each of the earlyReading or earlyMath subtests as well as the composite score. All scores will be color coded to display the students' percentile rank within the school (grade). Viewing a grade-wide report is an option from the Reports Manager in FAST Tools.



Test Weighting for earlyReading and earlyMath Composite Score

Table 1 Weighting Scheme for earlyReading Composite Scores

earlyReading Subtests	Kindergarten			First Grade		
	F	W	S	F	W	S
Concepts of Print	H					
Onset Sounds	M	H				
Letter Names	L					
Letter Sounds	L	L	L			
Word Segmenting		L	M	L	L	L
Nonsense/Decodable/Syllable Words		M	M	H	H	H
Sight Words			L	M	M	M
Sentence Reading				L		
CBMreading					L	L
Broad Score						

*Note. The weighting of subtests for the earlyReading Composite is represented above.
H – high weighting, M – moderate weighting, L – low weighting.*

Table 2 Weighting Scheme for earlyMath Composite Scores

earlyMath Subtests	Kindergarten			First Grade		
	F	W	S	F	W	S
Match Quantity	M					
Composing	X					
Decomposing (K)		H	H			
Numeral Identification	L	L	L	L		
Number Sequence	H	H	H	M	M	
Decomposing (1)				M	M	M
Place Value					M	M
Story Problems						H
Broad Score						

*Note. The weighting of subtests for the composite is represented above.
H – high weighting, M – moderate weighting, L – low weighting.
X – Included as recommended measure but not used in composite.*

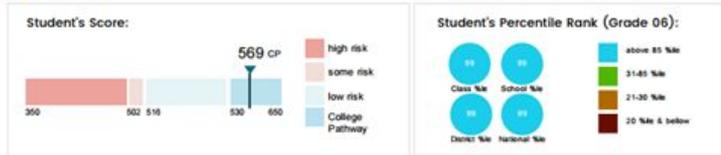
Individual Skills Report

Individual Skills Report: aReading

2016-2017 CNYRIC School District CNYRIC School Grade: 06 Christopher Klivak

Fall: 09/22/2016 - 12/05/2016

AF Alan, Ford



The Individual Skills Report gives an overview of the students performance. This will display all sub-tests or passages and their scores and risk levels.

Concepts of Print (COP)

Mastered skills 18

- Recognize upper-case letters in words
- Know a punctuation mark's function
- Recognize correct punctuation
- Identify a word in a sentence
- Identify nonsentences
- Find the last word of a sentence
- Identify punctuation marks
- Identify the number of words in a string
- Match the same letters
- Identify the sentence's subject
- Find the first word of a sentence
- Identify letter names
- Recognize lower-case letters
- Recognize upper-case letters
- Identify the first letter of a word
- Identify the last letter of a word
- Discriminate words from nonwords
- Identify features of a book

Developing Skills

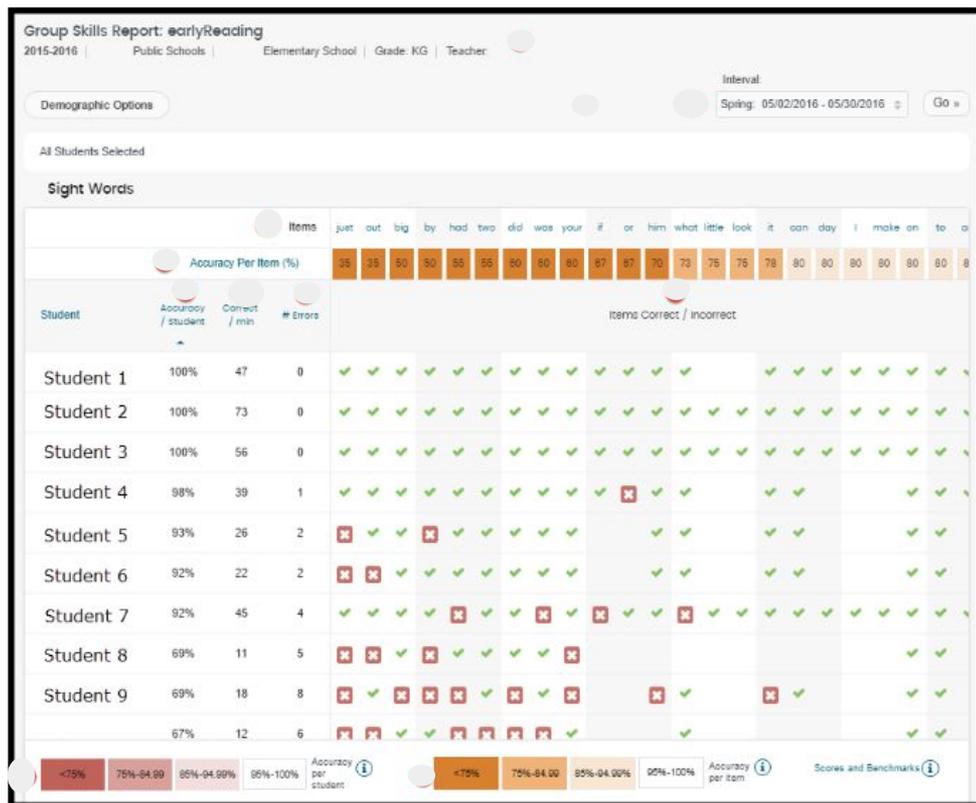
Future Skills

Phonological/Phonemic Awareness



All of these skills are based on the SS.

Group Skills Report



The Group Skills Report lists the responses from all students (correct and incorrect) to the items on the selected sub-test. This report reveals commonalities in the errors students are making and provides insight into what concepts they aren't getting as a group.



Screening to Intervention Report

2016-17 | Grade: 06 | CNYRIC School District | CNYRIC School | Klivak, Christopher

Demographic Options

All Students Selected

Add to group

Edit

New PM Group

Interval: ?

Fall: 08/22/2016 - 12/05/2016

Go »

Student Name	Screening aReading / CBMreading						Recommendations				Current PM Groups		
	ACC	AUTO	BRD	Lexile L	Basal	Intervention Need	Intervention	Tier	PM	Measure	Goal	Other	Recommended
Corran, Prince	- [?]	- [?]	M (488)	371 - 521	Grade 3	- [?]	- [?]	Tier 2	Weekly	- [?]	- [?]	-	-
Bowan, Liam	- [?]	- [?]	M (500)	501 - 651	Grade 4	- [?]	- [?]	Tier 2*	Monthly	- [?]	- [?]	-	-
Bitters, Carter	- [?]	- [?]	H (518)	695 - 845	Grade 6	BRD	- [?]	Tier 1	- [?]	aReading [?]	0.2	-	-
Angelo, Sampson	- [?]	- [?]	H (527)	793 - 943	Grade 7	BRD	- [?]	Tier 1	- [?]	aReading [?]	0	-	-
Alan, Ford	- [?]	- [?]	H (569)	1246 - 1396	8+	BRD	- [?]	Tier 1	- [?]	aReading [?]	0	-	-

The Screening to Intervention Report is designed to help districts make decision about individual, school and district level support. On the individual level, the report rates the student, based on the benchmarks, in terms of Accuracy, Automaticity and Broad skills, and a recommendation is made about which area could be addressed on an individual level. Tier levels are assigned based on norms from the local population, suggesting supports may be implemented at the school or district level instead.

Screening vs. Progress Monitoring

 Screener(s)	 Progress Measure(s)
FASTreading	CBMreading AUTOreading (Lab) COMPefficiency (Lab)
FASTmath	CBMmath-Automaticity CBMmath-Concepts and Applications (Lab) CBMmath-Process
SAEBRS/mySAEBRS	Direct Behavior Rating Developmental Milestones (Lab)

Screening data play a role in progress monitoring because a student's score on a screening measure will help to indicate the best progress measure. Not all FAST screening assessments can be used for progress monitoring. For these assessments, FAST recommends a different tool for progress monitoring.

The following FAST assessments are available for both screening and progress monitoring:

- earlyReading
- earlyMath
- CBMreading
- CBMmath
- Developmental Milestones

Screening vs. Progress Monitoring

<u>Feature</u>	<u>Screening</u>	<u>Progress Monitoring</u>
Purpose	Identify students at risk for school problems	Determine whether additional instruction (intervention) improves student performance
Who participates	All students	Those students participating in additional instruction (intervention)
Frequency	3 times a year (K-5) 2 times a year (6-8) 1-2 times a year (9-12)	Weekly
Data interpretation	Based on benchmarks and norms	Based on rate of improvement and goal attainment

Building Literacy in Your Building

- CBMs and Online
- Targets and Percentiles
- Inferences about Core and Targeted Instruction

Keys to Progress Monitoring

- Make sense of the data
- Identify groups/individuals who are at risk
- Identify the skill deficit and needed intervention
- Consider the measures

Select a PM Measure

Reading		Math	
<i>Test</i>	<i>What it Measures</i>	<i>Test</i>	<i>What it Measures</i>
CBMreading (English)	Fluency	CBMmath-Automaticity	Numbers and Operations
AUTOreading (Lab)	Phonics, Vocabulary, and Comprehension	CBMmath-Process	Operations and Algebraic Thinking
COMPefficiency (Lab)	Vocabulary and Comprehension	CBMmath-CAP	Operations and Algebraic Thinking
earlyReading:		earlyMath:	
Letter Names	Phonics	Numeral Identification-K	Numbers and Operations
Letter Sounds	Letter Sounds	Number Sequence-K	Counting and Cardinality
Sight Words	Fluency	Decomposing-1	Operations and Algebraic Thinking
Onset Sounds	Phonemic Awareness	Numeral Identification-1	Numbers and Operations
Decodable Real Words	Phonics	Match Quantity	Counting and Cardinality
Nonsense Words	Phonics	Quantity	Counting and
		Discrimination Most	Cardinality
Word Blending	Phonemic Awareness	Quantity Discrimination Least	Counting and Cardinality
Word Segmenting	Phonemic Awareness	Place Value	Numbers and Operations in base ten

Not all FAST assessments can be used for progress monitoring, but those that are available are designed to be sensitive to each student's improvements over short periods of time.

Create a PM Group

fast Chat with us Knowledge Base District Manager

fast tools

- Progress monitoring
- Create PM Group**
- View PM Groups
- Behavior PM
- Switch view to...
- District Manager
- Teacher
- Report Selection
- Certification Compliance
- To Do

Create Progress Monitoring Group

New PM Group | Behavior PM | Add to group

Selected Students

Clear All

Show: 10 | articles

Student Name	School	Teacher Name	Grade	aMath	aReading	SAEBRS Teacher	SAEBRS Student	CBMMATH Automaticity	CBMMATH Process	CBMR English	CBMR Spanish	Early Math	Early Reading/English
Please select students from the table below													

Showing 0 to 0 of 0 articles

Available Students

Select all | View Options | Search:

Show: 10 | articles

Student Name	School	Teacher Name	Grade	aMath	aReading	SAEBRS Teacher	SAEBRS Student	CBMMATH Automaticity	CBMMATH Process	CBMR English	CBMR Spanish	Early Math	Early Reading/English
Aaron, Shane	FAST Academy Elementary	Ajelo, David	FIVE	100	100	100							
Abel, Ella	Swift Elementary	Terzi, Diana	SIX										
Abornathy, Elias	FAST Academy Elementary	Sales, Allison	SIX										
Abraham, Declan	FAST Academy Elementary	D'Amato, Theresa	FIVE										

Select the Measure

Selecting either reading or math will bring up a list of available FAST progress measures for the student's current grade level. Here is the list for reading:

Assessment Type Reading Math

* The 2015-16 recommendations for weekly growth and end of year (EOY) performance for Math are preliminary estimates. Research and development is ongoing during this first year of implementation of the new Math assessments. Please provide feedback.

Assessment	English	Spanish	AUTOREading
<input type="radio"/>	CBMR-English	<input type="radio"/> CBMR-Spanish	<input type="radio"/> Letter Names
<input type="radio"/>	Letter Names	<input type="radio"/> Letter Names Spanish	<input type="radio"/> Letter Sounds
<input type="radio"/>	Letter Sounds	<input type="radio"/> Letter Sounds Spanish	<input type="radio"/> Matching Synonyms
<input type="radio"/>	Sight Words	<input type="radio"/> Sight Words Spanish	<input type="radio"/> Vocabulary
<input type="radio"/>	Onset Sounds	<input type="radio"/> Onset Sounds Spanish	<input type="radio"/> Decoding
<input type="radio"/>	Decodable Real Words	<input type="radio"/> Decodable Real Words Spanish	<input type="radio"/> Encoding
<input type="radio"/>	Nonsense Words	<input type="radio"/> Syllable Reading Spanish	<input type="radio"/> Identification
<input type="radio"/>	Word Blending	<input type="radio"/> Word Blending Spanish	<input type="radio"/> Morphology
<input type="radio"/>	Word Segmenting	<input type="radio"/> Word Segmenting Spanish	

Create New Intervention

To add information about the specific intervention to be used, you can either click on Create New Intervention or on the green plus sign in the Interventions column. This will open a pop-up screen where you will add the details.

Create New Intervention R1

Name: *

Type: *

Procedure: *

Interventionist: *

P. monitoring: *

Start date: *

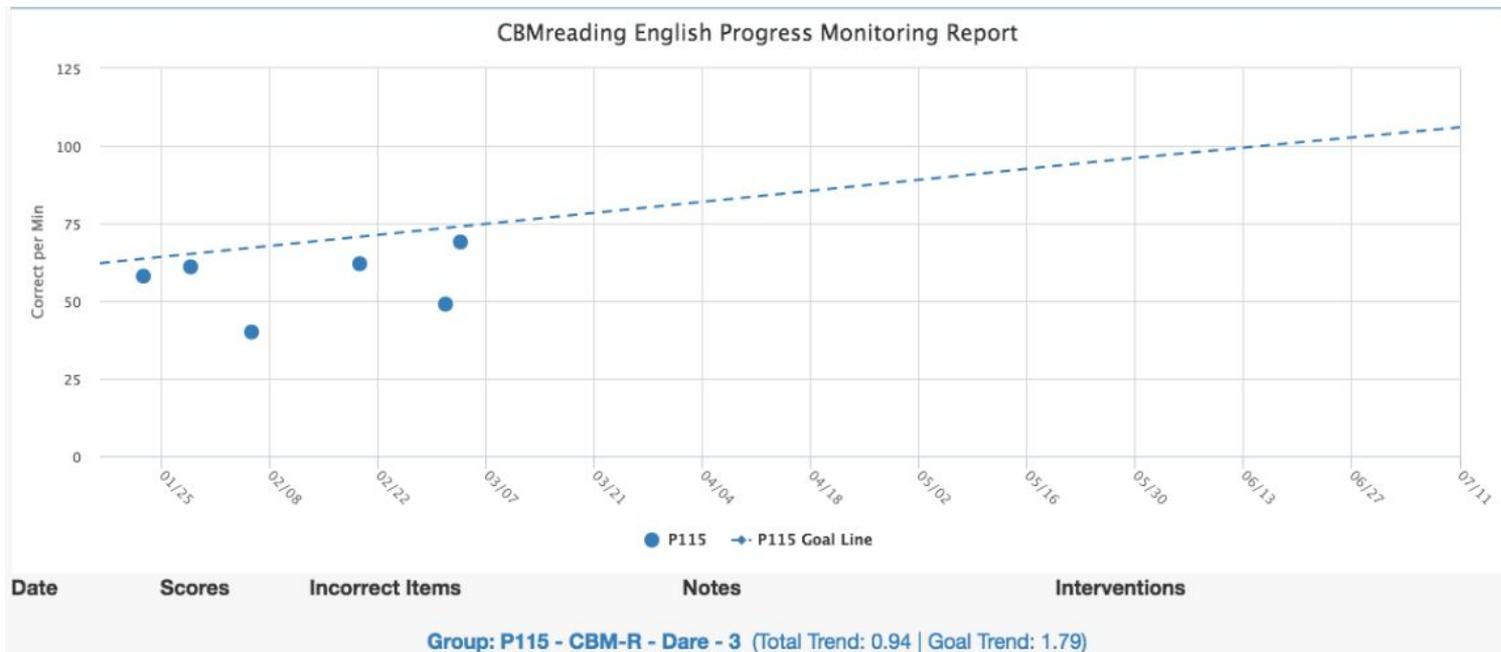
Follow-up in: * weeks

Intervention Schedule (in minutes): *

	M	Tu	W	Th	F
AM	<input type="text" value="30"/>				
PM	<input type="text" value="0"/>				

- Name
- Type
- Procedure (Drop down menu)
- Interventionist
- P. Monitor
- Start date
- Follow-up weeks
- Schedule

PM Report



Revisiting the 3-2-1

Positive Themes:

- Ease of use
 - Intuitive, similar to other measures used, shortened assessment time
- Conversations around data
 - Common tool for gathering data across grades, RTI recommendations, ability to measure growth

Revisiting the 3-2-1

Discussion Topics:

- How screening fits in with determining additional support
- Better ways to communicate results
- Conversations around screening and progress monitoring