Flowchart for Diagnostic Literacy Assessment to Support Developing Readers

**Start Problem-Solving and Progress Monitoring Cycle**

**All students: Developmental Reading Assessment (DRA)**
Grades 1-5

* Determine highest independent level (combined score Oral Reading Fluency & Comprehension) by locating instructional level or lower.
  * Complete Teacher Analysis of Oral Reading, Step 4 in DRA Observation Guide, to analyze strengths, needs, and determine next steps for learning for all students

**YES: AT GRADE LEVEL**
If student is independent at benchmark level, teacher continues with standard assessment schedule

**NO: NOT AT GRADE LEVEL**
If student reads below benchmark level and displays errors in oral reading (text levels 1-38) complete Word Analysis (WA) AND analyze oral reading behaviors and problem-solving, Step 4 in DRA Observation Guide (both are necessary tools for understanding the reader’s development)
  * Word Analysis task as directed by the DRA assessment prompts and/or by the oral reading/error analysis by the teacher (student evidence) from the instructional level or lower and writing samples in the classroom (See page 16 in WA Teacher Guide)
  * Word Analysis can be used to help identify the needed instruction for any student, at any level, who is having difficulty with solving unknown words. This is not appropriate otherwise. Do not give WA if only comprehension issue.

**In-depth Assessment using Word Analysis**
If appropriate, find approximately 3 word analysis tasks showing evidence of some or little control by the student
  * Reveals target learning needs & next steps for student in word analysis work

**Use Evidence to Create Plan for Intervention**
  * Include targeted word analysis work (see lessons in WA teacher’s guide) in students’ small group or 1:1
  * Include specific instruction and modeling for problem-solving while reading and select appropriate text

**Give Intervention: Explicit Instruction to support goals for 3-6 weeks**
  * Adjust scaffolding and gradually release responsibility (lead to student independence)
  * Observe progress in small group or 1:1 reading conferences
  * Continue progress monitoring cycle as needed

**YES: Making Progress**
* Based on small group observation, formative assessments (such as running records and anecdotal notes), eg. successful reading of next levels of text in guided reading & writing samples
  * Continue focused teaching and modeling with next step learning goals and reassess at next district interval

**NO: Not Making Progress**
* Reassess on word analysis tasks (2nd administration) to analyze growth made
  * Reassess on text reading (other than formal DRA if before next district interval) and analyze results
  * Meet with colleagues (Peer ASIST) to refine intervention plan and resume progress monitoring cycle

**STOP HERE**
Resume classroom instruction and differentiation based on student evidence and reassess at next district interval
(As determined by district assessment schedule)

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