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Wireless Generation

Date: 2/29/08 Bill Number: 5593

I would like to begin by thanking members of the Education Committee for allowing me to testify before you. The Early Reading Success Bill before you, #5593, speaks to the importance of assessment in the reading classroom, in professional development, in coaching, and in state-level accountability.

I work for Wireless Generation, a provider of early literacy assessment using handheld technology. We currently serve approximately 2,000,000 K-3 students around the country, and nearly 1000 here in Connecticut. Instead of focusing on the handheld assessment, I wanted to share a small sampling of the reports that are available through our system. I think you'll see they provide real visibility into student, class, school, and district growth over time.

In Connecticut, the Priority schools are unable to use the Early Reading Success grant funds for solutions such as ours. They are required to use the Developmental Reading Assessment, or DRA. As we talk with the Priority Schools, we receive a lot of interest in the balanced literacy assessment we offer, but they always come back to this DRA requirement. There are two schools in Connecticut that have recently elected to use local funds to pilot our assessment and reporting solution.

I wanted you to be aware of our work because I think the issue you've identified – visibility into and accountability of the Early Reading Success grant – revolves in part around the assessments the program currently allows. We have built our system around these core principles:

1. Saving teachers time – you should be able to give and analyze an assessment very quickly and efficiently. We have seen 4-5 instructional days added back to the school year through the use of technology solutions for screening and progress monitoring.
2. Frequent progress monitoring— you should be able to check in on a kid's progress as frequently as every week or two for students at the highest level of risk. In a recent study, we found that students whose growth is monitored regularly have significantly higher rates of growth than students who are not monitored regularly.
3. Useful aggregation – assessment data should “roll up” to help instructional specialists to identify classrooms or schools where instructional adjustments or additional support may be necessary. You should be able to analyze the data across a class, a school, and the entire district, and then take action on what you learned.
4. Instructional decision support – you should be able to use the data for grouping, intervention planning, and precise instructional support. The process should be well defined and made simple. Technology tools can point the teacher directly to instructional activities that immediately address identified needs.

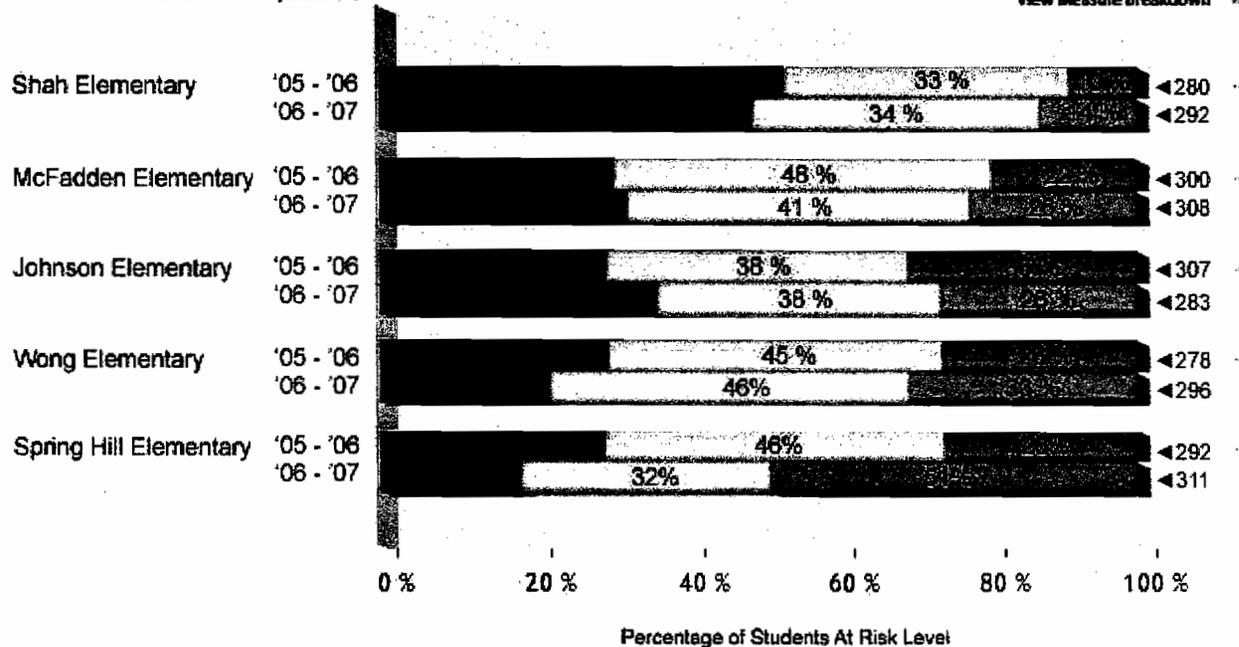
mCLASS DIBELS BENCHMARK RESULTS COMPARISON CHART - School Level Comparison

Current As Of: 6/26/2007
[mCLASS Home](#)

STATE: CA CUSTOMER: SUNNYVILLE PUBLIC SCHOOLS DISTRICT: SUNNYVILLE PUBLIC SCHOOLS
 GRADE: K,1,2,3 PERIOD: MULTIPLE YEARS (EOY) INCLUDES: READING FIRST AND NON-READING FIRST

[View District Comparisons ↑](#)

[View Measure Breakdown →](#)



Students in the institution at time of assessment

LEGEND

Total Students ↓

Some Risk ←###

See Category Details

Institutions with no data are not included

TRACKING INFORMATION

EOY

DIBELS Measures

Grade: K 1 2 3

VIEW RELATED REPORTS

- [Benchmark Comparison Report →](#)
- [Measure Breakdown Report →](#)
- [Effectiveness \(DEF\) Report →](#)
- [Growth Report →](#)
- [Progress Monitoring Status Report →](#)

PERFORMANCE REPORTING: IDENTIFY SCHOOLS GROWTH

mCLASS DIBELS® GROWTH COMPARISON CHART - School Level Comparison

Current as of: 6/26/2007
[mCLASS Home](#)

STATE: CA CUSTOMER: SUNNYVILLE PUBLIC SCHOOLS DISTRICT: SUNNYVILLE PUBLIC SCHOOLS

GRADE: 1 PERIOD: 2006 - 2007 (ALL PERIODS) INCLUDES: READING FIRST AND NON-READING FIRST

 Students in the institution at time of assessment

LEGEND

-  BOY to MOY
-  MOY to EOY
-  Excluding Transfer Students
-  No Data Available

Institutions with no data are not included

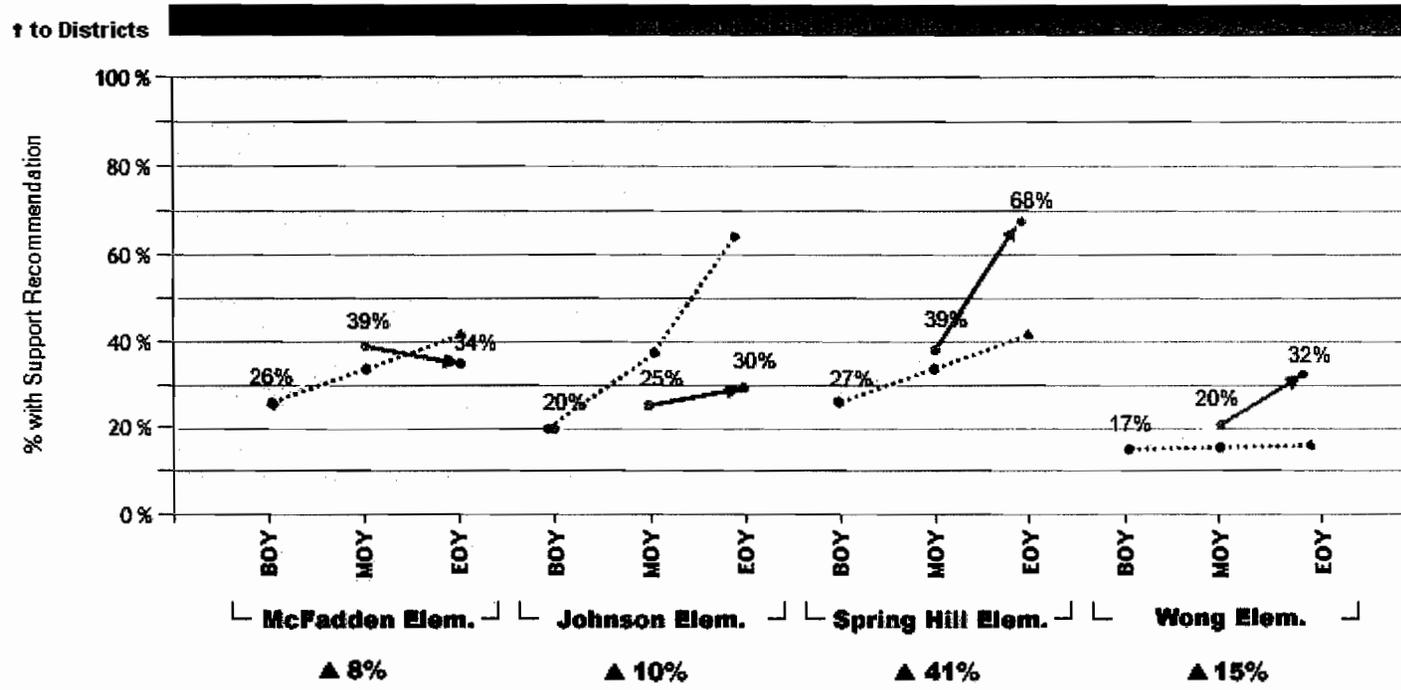
TRACKING INFORMATION

DIBELS Measures

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DIBELS® Reading Progress Report

Karen Aashdown 1 1st Grade, Middle-of-Year Assessment

Karen's Middle-of-Year Results

Hearing and using sounds in spoken words (PSF)



Knowing letter sounds and sounding out written words (NWF)



Reading words in stories easily, quickly, and correctly (ORF)



Why are Karen's results important?

We have a deep commitment to helping your child become a good reader of English. As part of that commitment, we measure English reading skills from kindergarten through third grade with an assessment called DIBELS, the Dynamic Indicators of Basic Early Literacy Skills. The DIBELS assessment measures five important reading skills all children must develop to become strong English readers:

- Hearing and using sounds in spoken words (Phonemic Awareness), measured by DIBELS Initial Sound Fluency and Phonemic Segmentation Fluency
- Knowing sounds of letters and sounding out written words (Alphabetic Principle), measured by DIBELS Nonsense Word Fluency
- Reading words in stories easily, quickly, and correctly (Accuracy and Fluency), measured by DIBELS Oral Reading Fluency

Two other DIBELS measures may have been administered to your child, but do not appear in the graphs because official benchmarks have yet to be established.

- Understanding and using a variety of words and learning new words (Vocabulary), measured by DIBELS Word Use Fluency
- Understanding what is spoken or read (Comprehension), measured by DIBELS Retell Fluency

Karen's progress toward becoming a skilled reader

The DIBELS assessment results show how your child's skills compare with the skills exhibited by other students in the same grade across the country. That comparison helps us learn exactly how we need to support individual students as they grow into successful readers.

Your child is on the road to reading success but behind where he or she needs to be. Together, we can help your child continue to grow and reach critical reading goals. Right now, we want to help improve these key reading skills:

- Hearing and using sounds in spoken words (Phonemic Awareness)
- Knowing letter sounds and sounding out written words (Alphabetic Principle)

In addition, children familiar with the alphabet and letter names at the beginning of first grade are more likely to become successful readers. By the end of first grade, your child should be reading beginner-level stories and books completely and sounding out such simple words as "work" and "because."

Where do I get additional information if I have questions?

If you have questions or concerns about your child's performance, please contact your child's teacher or school.

Is there anything I can do to help my child?

Please see the second page of this letter for some activities you and your child can do to help develop reading skills.

DIBELS® Reading Progress Report

Karen Aashdown 1 1st Grade, Middle-of-Year Assessment

Activities for Parents and Children

These are activities you and your child can do together to help practice and improve your child's reading skills. We have recommended these activities based on your child's most recent DIBELS Benchmark scores.

Focus skill(s):

Reading words in stories easily, quickly, and correctly (ORF)

1 Read with your child.

- Take turns reading parts of a story or poem. Turn the story into a reader's theater. Have family members read character parts.

2 Read stories or poems chorally.

- Read sentences and stories as your child reads along.

3 Model fluent reading for your child.

- Read aloud, remembering to read accurately and expressively.

Other skills for your child to practice:

Hearing and using sounds in spoken words (PSF)

Knowing letter sounds and sounding out written words (NWF)

4 Help your child count the number of sounds in words.

- Have your child find pictures of two- and three-sound words. Put the same number of markers (coins, blocks, etc.) as phonemes (sounds) under the picture. Have your child touch a different marker as he or she says each sound. Some ideas for pictures are: fish (3 sounds), lip (3 sounds), shoe (2 sounds), and the number five (3 sounds).

5 Help your child take spoken words apart and put them together.

- Have your child listen for syllables in words.
- Have your child help you prepare a box with different objects. Invite your child to pick an object and then clap the number of syllables in the object's name.
- You can play this game in the grocery store. Have your child clap the number of syllables in the name of each item as you put it in your shopping basket.
- Have your child separate the sounds in words, listening for beginning and ending sounds. (Example: nom: /m/ /o/ /n/.)
- Ask your child to blend sounds together to make a real word. Say several words, one sound at a time. (Example: /sh/ /ee/ /p/ → sheep, /s/ /i/ /u/ → sit, /r/ /u/ /u/ → nut, /j/ /o/ /k/ → joke, /f/ /i/ /g/ /h/ /t/ → fight.)

6 Give your child a sheet of paper and dictate the items on your grocery shopping list.

- If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them.- You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.

7 Help your child practice reading and writing letters and words.

- Help your child form words using magnetic letters.
- Use masking tape and a permanent marker to label names of objects in your home, such as bed, doll, table, chair, and curtains. This will help your child recognize letters and the names of everyday objects.

We are working hard to ensure that your child's development is on target for success, and we thank you for your efforts at home. Together, we will help your child become a successful reader.

Measure TRC ▾ Date 1st Grade Beginning: 09.12.2006 ▾ Level Level H ▾

Reading Record Comprehension

1st Grade Beginning: 09.12.2006

The Fox and Chicken-to-Go

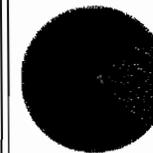
Level H

p.8 The fox jumped ^{on} ^{SC} ^{m s m} ^{v v v} up at the door, but it stayed shut. "I can't get ^{into} ^{m s} ^v inside the chicken house, he, ^{then} ^{m s} ^v said and he went on down the road. Some cars came down ^{fast} ^{SC} ^{m s m} ^{v v} the road very fast. The fox stopped ^{and} ^{SC} ^{m s m} ^{v v} and looked. The road was not a safe place. Then the cars stopped at ^{the} ^{SC} ^{m s m} ^{v v} red light. Now it was safe for him to cross the road. "I can ^{smell} ^{m s} ^v chicken," said the fox. "The smell ^{is} ^{SC} ^{m s m} ^{v v} coming from Chicken -to-go." He saw some big black bags outside the shop. He ^(put) ^{m s} ^v his nose inside one. Yes! There was a lot of ^(chicken) ^{SC} ^{m s m} ^{v v} in the bag. Then a big

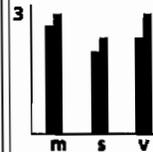
Key

substitution insert [^] omit (told) self correct ^{SC}

TEXT READING AND COMPREHENSION



Acc Rate: 90%
Error Rate: 1:15
SC Rate: 1:3
Wd/Error: 100/2
WCPM: 101
Retelling: 2/3
Oral Comp: 5/6
Written Comp: 2



ASSESSOR

Bannister, Bob

NOTES

Improvement
in
pronunciation!

MOTIVATION

AFFECT

INTEREST

FOCUS



MODERATE

MODERATE

MODERATE