

Orchard Park Central School District  
Elementary ELA Assessment Audit

Red – Teacher input  
Blue – Specialist input  
DW-District Wide

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
Kindergarten DW	Developmental Indicators for the Assessment of Learning, 3 <sup>rd</sup> Edition (DIAL-4)	Vendor-created: Pearson Clinical	Kindergarten screening tool Class placement		X					X	X oral		X	X Motor – self help- Diff in each building	K-screening team	Introduction Need boosters	1x prior to Kindergarten
Kindergarten DW	ELA domain assessments	Vendor-created: Core Knowledge Foundation Modules	Summative & formative assessment						X	X listening				Classroom teacher	Part of curriculum	At end of each unit for 6 units	
Kindergarten DW	Marie Clay Concepts of Print Inconsistent use **Make standardized with directions	Vendor-created: Marie Clay, CTB/McGraw-Hill	Screening tool used as a formative assessment	X										Classroom teacher	Introduction Need boosters	Beg of Sept	
Kindergarten DW	AIMSweb	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI Progress monitoring		X	X								RTI screening team	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)	
Kindergarten DW	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment			X		X		X				Classroom teacher	Introduction & regular boosters	3x year (Sept., Jan., May) Sept-readers only Jan/May-all Sept	
Kindergarten DW	Boehm Test of Basic Concepts	Vendor-created: Pearson Clinical	Screening tool						X	X listening				Classroom teacher	Introduction	Sept	

Questions: What is essential in September? Can we combine assessments? Is information given accurate? What is used inconsistently between buildings?

\*Kindergarten void – spelling assessment for developmental target: consider F&P primary inventory in January (teacher choice in Fall) – Rx: developmental spelling inventory

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment administration  *Maybe recommend some to be given in Nov
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
Kindergarten DW ELP	High Frequency Sight Words No Standardized Directions (wait time & sounding out, etc.)	Vendor-created: Dolch Sight Word List	Progress monitoring & formative assessment			X								Classroom teacher	Introduction	Sept/Jan/June
Kindergarten DW ELP FAST?	Letter Recognition No Standardized Directions	Teacher-created	Progress monitoring & formative assessment										X	Classroom teacher	Introduction	Nov/Feb/May
Kindergarten DW ELP FAST?	Letter Sound Identification No Standardized Directions	Teacher-created	Diagnostic, Progress monitoring & formative assessment		X		X							Classroom teacher	Introduction	March/June
Kindergarten DW ELP	Rhyming Assessment No Standardized Directions	Teacher-created	Progress monitoring & formative assessment		X		X							Classroom teacher	Introduction	*once mastered- don't reassess
Kindergarten	Listening Comprehension No Standardized Directions	Teacher-created <del>Treasures</del> *maybe use domains instead	Progress monitoring & formative assessment			X			X	X				Classroom teacher	Introduction	
Kindergarten DW	Close Reads - final task	Teacher-created	Progress monitoring & formative assessment		X		X		X	X	X	X		Classroom teacher	Introduction	Oct/Feb/May

Kindergarten Take out	Phonemic Awareness skills check	Teacher-created	Progress monitoring & formative assessment		X									Classroom teacher	Introduction	
Kindergarten Needs standardized directions	Journal writing	Teacher-created	Diagnostic, Progress monitoring & formative assessment	X	X	X	X		X		X	X		Classroom teacher	Introduction	

Comments: ELP needs to have form updated. Many of the assessments that go into the ELP do not have standardized directions – ie. Words per minute... What will be used from Orton Gillingham to supplement?

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
1 <sup>st</sup> grade DW	ELA skills assessments listening	Vendor-created: Core Knowledge Foundation	Progress monitoring & formative assessment							X	X listening				Classroom teacher	Introduction	
1 <sup>st</sup> grade DW	Domain assessments – end of skills unit test	Vendor-created: Core Knowledge Foundation	Progress monitoring & formative assessment		X	X					X			X grammar	Classroom teacher	Introduction	Unit 2 until the end
1 <sup>st</sup> grade DW	Read High Frequency Sight Words	Vendor-created: Dolch Sight Word List	Progress monitoring & formative assessment			X		X							Classroom teacher	Introduction	3x *Change to: Sept – Kind words Nov/Feb- words taught
1 <sup>st</sup> grade No one uses – out ? *May keep or use skill strand	Orton-Gillingham Pre & post spelling tests Skill strand vs. Orton	Vendor-created: Orton-Gillingham resources	Formative & summative (outcome) assessment		X	X	X	X	X	X					Classroom teacher	Fidelity Checks & Regular Boosters (should occur)	
1 <sup>st</sup> grade DW	AIMSweb	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI & Progress monitoring			X		X Jan							RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
1 <sup>st</sup> grade DW new	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative & summative assessment			X		X	X	X					Classroom teacher	Fidelity Checks & Regular Boosters (should occur) Needs words per minute – consistency?	3x year (Sept., Jan., May)

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
1 <sup>st</sup> grade	Reading Fluency (passage read aloud checks)	Teacher-created	Progress monitoring & formative assessment		X	X		X						Classroom teacher	Introduction Need consistency – Window only – use MacMillan	As needed only
1 <sup>st</sup> grade <del>Out – not used</del>	<del>Reading Unit Tests &amp; Reading Selection Tests</del>	<del>Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill</del>	<del>Formative &amp; summative (outcome) assessment</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>	<del>Classroom teacher</del>	<del>Introduction</del>	
1 <sup>st</sup> grade DW	Reading Placement Tests Core Knowledge skills	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative assessment	out	X	X	out			X			Classroom teacher	Introduction	Sept	
1 <sup>st</sup> grade DW	Close Reads	Teacher-created	Summative (outcome) assessment					out	out	X	X		Classroom teacher	Introduction	Oct/Feb/May	
1 <sup>st</sup> grade	Writing Samples/ journal writing	Teacher-created	Formative & summative (outcome) assessment			X	X		X	X	X		Classroom teacher choice	Introduction		
1 <sup>st</sup> grade	Spelling tests	Teacher-created Core Knowledge or WTW	Formative & summative (outcome) assessment				X						Classroom teacher choice	Introduction		
1 <sup>st</sup> grade	Guided Reading groups: Anecdotal observation and documentation	Teacher-created How to progress monitor so it is consistent? How often?	Formative assessment	X	X	X		X	X	X		X	Classroom teacher	Introduction		
1 <sup>st</sup> grade	Sight Word Wall Check (every 6 wks)	Teacher-created	Progress monitoring			X							Classroom teacher	Introduction	Every 6 weeks	

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2 <sup>nd</sup> grade	ELA domain assessments	Vendor-created: Core Knowledge Foundation	Progress monitoring, Diagnostic & formative assessment							X	X				Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Address writing samples for ELP and what can be used															Rubrics with anchor papers achievethecore.org	How is this something unique to close reads? How to imbed in teaching units?
2 <sup>nd</sup> grade	End of skills strand unit test DW	Vendor-created: Core Knowledge Foundation	Progress monitoring & formative assessment			X		X			X				Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Words Their Way Spelling Inventory Wind, EG & SD only	Vendor-created: Words Their Way/ Pearson <b>**Not consistent – explore more</b>	Diagnostic & formative assessment				X								Classroom teacher	Introduction & Regular Boosters (should occur)	
2 <sup>nd</sup> grade	AIMSweb DW	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI			X		X							RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)

2 <sup>nd</sup> grade	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment		X	X		X						Classroom teachers	Regular boosters & Fidelity checks (should occur)	3x year (Sept., Jan., May)
2 <sup>nd</sup> grade <del>out</del>	Reading Unit Tests & Reading Selection Tests	Vendor-created: Treasures <del>Reading Series – Macmillan McGraw-Hill</del>	Formative & summative (outcome) assessment		X	X	X	X	X	X				Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Reading Placement Tests <del>Core Knowledge Skills DW ?</del>	Vendor-created: Treasures <del>Reading Series – Macmillan McGraw-Hill</del>	Formative assessment		X	X			X	X				Classroom teacher	Introduction	
2 <sup>nd</sup> grade <del>out</del>	Reading Fluency Assessment	Vendor-created: Treasures <del>Reading Series – Macmillan McGraw-Hill</del>	Formative assessment					X						Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Spelling tests (weekly)	Teacher-created	Formative & summative (outcome) assessment		X	X	X							Classroom teacher	Introduction	
2 <sup>nd</sup> grade	High Frequency Sight Words <del>DW</del>	Vendor-created: Dolch Sight Word List & <del>Macmillan McGraw Hill</del>	Progress monitoring & formative assessment		X	X	X							Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Orton-Gillingham Pre & post spelling tests	Vendor-created: Orton-Gillingham resources	Formative & summative (outcome) assessment		X	X	X							Classroom teacher	Introduction & Regular Boosters (should occur)	
2 <sup>nd</sup> grade	Reading Vocabulary Assessments	Teacher-created	Formative & summative (outcome) assessment						X					Classroom teacher	Introduction	

2 <sup>nd</sup> grade	Close Reads - final task DW	Teacher-created	Progress monitoring & formative assessment								X				Classroom teacher	Introduction	
2 <sup>nd</sup> grade	Writing Process DW Not standardized	Vendor-created rubrics from Step Up to Writing	Formative & summative (outcome) assessment									X			Classroom teacher	Introduction	

Possibly use less domains – Maybe go to using 4  
Consistency is goal  
Rubrics needed at all levels

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
3 <sup>rd</sup> grade	3 <sup>rd</sup> grade pre-assessment DW	Teacher-created	SLO; locally created pre-assessment							X	X	X			Classroom teacher	Regular boosters & Fidelity checks	1 x per year (September)
3 <sup>rd</sup> grade	AIMSweb DW	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI					X			X				RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
3 <sup>rd</sup> grade	Reading Benchmark Assessment (Running Records) DW	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment			X at risk only		X			X				Classroom Teacher	Regular boosters & Fidelity checks	3x year (Sept., Jan., May) At risk only
3 <sup>rd</sup> grade	NYS Modules – end of unit assessments DW	Vendor-created: Expeditionary Learning	Summative (outcome assessment) Formative								X	X			Classroom teacher	Introduction	
3 <sup>rd</sup> grade	Reading Unit Tests & Reading Selection Tests out	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative & summative (outcome) assessment		X	X	X			X	X	X			Classroom teacher	Introduction	

3 <sup>rd</sup> grade	Reading Placement Tests <del>out</del>	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative assessment		X	X	X	X	X	X	X	X		Classroom teacher	Introduction	
3 <sup>rd</sup> grade	DBOs & CROs Teacher Choice Parallel Tasks	Teacher-created	Summative (outcome) assessment								X			Classroom teacher	Introduction	
3 <sup>rd</sup> grade	Close Reads - final task DW	Teacher-created	Progress monitoring, formative & summative (outcome) assessment							X	X			Classroom teacher	Introduction	Oct/Feb/May
3 <sup>rd</sup> grade	Spelling tests <del>Not consistent Choice</del>	Teacher-created	Formative & summative (outcome) assessment				X							Classroom teacher	Introduction	Weekly
3 <sup>rd</sup> grade	NYS 3 <sup>rd</sup> grade ELA	NYSED/Pearson	Summative (outcome) assessment & post-assessment for SLO							X	X			Classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)
3 <sup>rd</sup> grade	Interest Inventory (survey) <del>Teacher choice</del>	Teacher-created	Formative assessment: assess motivation & attitudes									X		Classroom teacher	Introduction	
3 <sup>rd</sup> grade	Reading Fluency Progress Check	Teacher-created	Progress monitoring				X							Classroom teacher		

3 <sup>rd</sup> grade	Reading Log (titles, dates, Lexile level)	Teacher-created	Progress monitoring									X		Classroom teacher		
3 <sup>th</sup> grade	Writing Performance Task (i.e. research projects, etc.) DW	Teacher-created	Summative (outcome) assessment scored with rubric									X	X	Classroom teacher	Introduction	Needs consistent prompts and rubrics

Gaps:

Spelling inventory 3-6

Grammar & Usage missing

Conceptual vocab 3-5

Comprehension: Explore FAST

John's is a backup

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
4 <sup>th</sup> grade	AIMSweb DW	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI					X		X				RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
4 <sup>th</sup> grade	NYS Modules – end of unit assessments DW	Vendor-created: Expeditionary Learning	Summative and Formative (outcome assessment)							X	X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	Reading Unit Tests & Reading Selection Tests	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative & summative (outcome) assessment							X	X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	Reading Placement Tests	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative assessment							X	X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	NYS 4 <sup>th</sup> grade ELA DW	NYSED/Pearson	Summative (outcome) assessment & NYS growth measure							X	X			Classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)

4 <sup>th</sup> grade	DBQs & CRQs Choice Parallel Tasks	Teacher-created	Summative (outcome) assessment							X	X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	Reading Fluency Progress Check	Teacher-created	Progress monitoring					X						Classroom teacher	Introduction	
4 <sup>th</sup> grade	Close Reads - final task DW	Teacher-created	Progress monitoring & formative assessment							X	X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	Reading Log (titles, dates, Lexile level)	Teacher-created	Progress monitoring										X	Classroom teacher	Introduction	
4 <sup>th</sup> grade	Spelling tests	Teacher-created	Formative & summative (outcome) assessment		X	X	X							Classroom teacher	Introduction	Weekly
4 <sup>th</sup> grade	Writing Performance Task (i.e. research projects, etc.) DW Not standardized	Teacher-created	Summative (outcome) assessment scored with rubric								X			Classroom teacher	Introduction	
4 <sup>th</sup> grade	Conceptual Vocabulary (content vocabulary assessments) to coincide with content	Teacher-created	Summative (outcome) assessment						X					Classroom teacher	Introduction	

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
5 <sup>th</sup> grade	AIMSweb DW	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI					X			X				RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
5 <sup>th</sup> grade	NYS 5 <sup>th</sup> grade ELA DW	NYSED/Pearson	Summative (outcome) assessment & NYS growth measure								X	X			Classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)
5 <sup>th</sup> grade	NYS Modules – end of unit assessments DW	Vendor-created: Expeditionary Learning	Summative (outcome assessment)								X	X			Classroom teacher	Introduction	
5 <sup>th</sup> grade	Reading Unit Tests & Reading Selection Tests	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative & summative (outcome) assessment												Classroom teacher	Introduction	
5 <sup>th</sup> grade	Reading Placement Tests	Vendor-created: Treasures Reading Series – Macmillan McGraw-Hill	Formative assessment												Classroom teacher	Introduction	

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				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
5 <sup>th</sup> grade	CROs Parallel Tasks Fresh Reads	Teacher-created	Summative (outcome) assessment								X	X			Classroom teacher	Introduction	
5 <sup>th</sup> grade	Reading Fluency Progress Check	Teacher-created	Progress monitoring					X							Classroom teacher	Introduction	
5 <sup>th</sup> grade	Close Reads - final task DW	Teacher-created	Progress monitoring & formative assessment								X	X			Classroom teacher	Introduction	
5 <sup>th</sup> grade	Reading Log (titles, dates, Lexile level)	Teacher-created	Progress monitoring											X	Classroom teacher	Introduction	
5 <sup>th</sup> grade	Spelling tests (weekly)	Teacher-created and Vendor-created (Spelling City)	Formative & summative (outcome) assessment				X								Classroom teacher	Introduction	
5 <sup>th</sup> grade	Writing Performance Task (i.e. essay for DARE graduation) DW	Teacher-created Not standardized	Summative (outcome) assessment scored with rubric									X			Classroom teacher	Introduction	

5 <sup>th</sup> grade	Conceptual Vocabulary (content vocabulary assessments) to coincide with content	Teacher-created	Summative (outcome) assessment						X						Classroom teacher	Introduction	
5 <sup>th</sup> grade	Words Their Way Spelling Inventory	Vendor-created: Words Their Way/ Pearson	Diagnostic & formative assessment				X								Classroom teacher	Introduction	

Kay recommends to "beef up" Module Unit tests  
 -take short passages by Lexile for fresh reads (parallel tasks)

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K-5	Lexia Report Implementation not standardized across district	Lexia reading program software	Diagnostic & progress monitoring Formative		X	X	X			X	X				Student driven		Should be standardized according to tier level
K-5	SMART Goals Would be very helpful for Spec Ed	Teacher-created	Varies based on goal										X		AIS ELA	Introduction Needed for both AIS & Spec Ed	
K-5	AIMSweb CBM	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI					X							RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	
K-5	AIMSweb MAZE	Vendor-created: AIMSweb/Pearson	Universal Screening tool under RtI								X				RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	
3-5	Writing Assessment based on NYS 2 pt and 4 pt rubric	NYSED/Pearson Also measures writing fluency	Diagnostic, Progress monitoring & Summative (outcome) assessment				X			X	X	X			AIS teachers and classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	3x yearly Ending piece is ELP

\*Conceptual Vocab: Should have subcategories ie. Fluency \*Writing Process: Consider as a holistic measure and/or individual skill development

\*Should add Writing Fluency as a category \*Writing requirements/curriculum should be consistent across the district

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K-12	Slosson Oral Reading Test	Vendor Need Revised version Slosson IV	Screening & Diagnostic			X								Reading Specialist	Training should occur for all	Referral based
*Window only *May need to be eliminated	Spache Diagnostic Scales	Vendor-norm based 1981 version	Screening & Diagnostic	X	X	X		X	X	X				Reading Specialist		
Pre-K to 12	John's Reading Inventory Basic Reading Inventory	Vendor-needs revised 11 <sup>th</sup> edition	Diagnostic Formative 2012			X		X	X	X				Reading Specialist		
K-1	TEAMS Phonics Inventory	Vendor-Scholastic Non-standardized	Screening & Diagnostic Formative	X	X	X								Reading Specialist	Could be replaced by Words Their Way	
3-12	TOWL (Test of Written Language)	Vendor-Standardized Needs revised IV edition	Screening & Diagnostic			out	X	X	X		X			Reading Specialist		
PreK-12	QRI (Qualitative Reading Inventory)	Vendor – not standardized Needs revised edition	Screening & Diagnostic Item analysis formative			X		X		X				Reading Specialist		

Used by Speech Therapist	PPVT (Peabody Picture Vocabulary Test)									X						Reading Specialist or Speech Teacher		
*Used by Window only	TEAMS Primary & Elementary Spelling Inventory		Phonetic inventory – not standardized		X											Reading Specialist & RTI teachers		
Window & Ellicott	Phonemic Awareness Assessment	Scholastic Inc	Screening & Diagnostic Not standardized		X											Reading Specialist & AIS		
*Used by Window only K-3	The Abecedarian Reading Assessment	Balanced Reading	Screening & formative Not standardized		X	X										Reading Specialist & RTI		
*Used by Window only	Reading A-Z Rhyming Assessment	Reading A-Z								X						Reading Specialist & AIS		
*Used by Window only	Reading A-Z Fluency Assessment	Reading A-Z								X						Reading Specialist & AIS		
PK-2	TERA 3	Vendor – Need revised edition	Screening							X						Reading Specialist		
	TEWL 3	Vendor – Need revised edition	Diagnostic													Reading Specialist		

K-12	TOWRE 2 Don't have Kay recommends Top 3 on her list																	
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Overall Needs

- Need writing samples for each grade level that are standardized with anchor papers for consistency
- ELP needs to be updated
- Same fluency passages need to be used across grade levels
- Words per minute needs to be added to many assessments across the grade levels for consistency – however you are rating it, it needs to be consistent
- Scoring of SLO is not consistent

Discussion with Specialists

- Lexia – being used differently in each building
- Smart Goals – Used in AIS, gives students specific goals, measurable by percentage, individual based, independence/student responsibility, achievement in small increments, used for ELA & Math
- AIMSWEB – fluency & comprehension, progress monitoring
- Writing Assessments – Close read assessments are the only DW in place, How should we move forward as a district?
- Slosson Oral Reading Test (1963?)
- Most tests need to be updated to newest version
- Top: QRI, TOWER, John's
- Tests we have that are not on list: SRI (Scholastic/Read 180) – spec ed, TERA, TOOL 3 – Early written language for K-3, Woodcock Johnson Reading, TOLD – Speech

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

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Kindergarten	Developmental Indicators for the Assessment of Learning, 3 <sup>rd</sup> Edition (DIAL-4)	Vendor-created: Pearson Clinical	Kindergarten screening tool Class placement		X					X	X oral		x	X Motor-self help-Diff in each building	K-screening team	Introduction *Boosters needed	1x prior to Kindergarten
Kindergarten	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RtI Progress monitoring		X	X									RTI screening team	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
Kindergarten	Marie Clay Concepts of Print	Vendor-created: Marie Clay, CTB/McGraw-Hill	Screening tool used as a formative assessment	X											Classroom teacher	Introduction Need boosters Inconsistent use **Make standardized with directions	Oct-Nov *Once mastered, not required to reassess for March/June
Kindergarten	High Frequency Sight Words FastBridge?	Vendor-created: Dolch Sight Word List	Progress monitoring & formative assessment			X									Classroom teacher	Introduction No Standardized Directions (wait time & sounding out, etc.)	Nov/March/June
Kindergarten	Letter Recognition FastBridge?	Teacher-created	Progress monitoring & formative assessment											X	Classroom teacher	Introduction No Standardized Directions	Nov/March/June *Once mastered, not required to reassess in March/June

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
Kindergarten	Rhyming Assessment FastBridge?	Teacher-created	Progress monitoring & formative assessment		X		X								Classroom teacher	Introduction No Standardized Directions	Nov/March/June
Kindergarten	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment			X		X		X					Classroom teacher	Introduction & regular boosters	3x year Nov-readers only Jan/May-all
Kindergarten	ELA domain assessments	Vendor-created: Core Knowledge Foundation Modules	Summative & formative assessment						X	X listening					Classroom teacher	Part of curriculum	At end of each domain
Kindergarten	Letter Sound Identification FastBridge?	Teacher-created	Diagnostic, Progress monitoring & formative assessment		X		X								Classroom teacher	Introduction No Standardized Directions	Nov/March/June *Once mastered, not required to reassess in March/June
Kindergarten	Close Reads - final task	Teacher-created	Formative assessment Teacher Guided							X	X				Classroom teacher	Introduction	May

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
1 <sup>st</sup> grade	Reading Skills Placement Tests	Vendor-created: Core Knowledge	Formative assessment		X	X					X				Classroom teacher	Introduction	Sept
1 <sup>st</sup> grade	High Frequency Sight Words FastBridge?	Vendor-created: Dolch Sight Word List	Progress monitoring & formative assessment			X									Classroom teacher	Introduction	4x Sept-Kind words Nov/March/ June
1 <sup>st</sup> grade	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RTI & Progress monitoring			X		X Jan							RTI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
1 <sup>st</sup> grade	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heinemann Publishers	Common formative & summative assessment			X		X		X					Classroom teacher	Fidelity Checks & Regular Boosters (should occur) Needs words per minute – consistency	3x year (Sept., Jan., May)
1 <sup>st</sup> grade	ELA Domain assessments listening	Vendor-created Core Knowledge Foundation	Progress monitoring & formative assessment						X	X listening							End of each Domain

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
1 <sup>st</sup> grade	Skill assessments – end of skills unit test (Starting at Unit 2)	Vendor-created: Core Knowledge Foundation	Progress monitoring & formative assessment		X	X					X			X	Classroom teacher	Introduction	Unit 2 until the end
1 <sup>st</sup> grade	Close Reads	Teacher-created	Formative assessment Teacher guided								X	X			Classroom teacher	Introduction	Jan/May

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
2 <sup>nd</sup> grade	Reading Skills Placement Tests	Vendor-created: Core Knowledge Foundation	Formative assessment		X	X					X				Classroom teacher	Introduction	Sept
2 <sup>nd</sup> grade	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RTI			X		X							RTI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
2 <sup>nd</sup> grade	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment			X		X		X					Classroom teachers	Regular boosters & Fidelity checks (should occur)	3x year (Sept., Jan., May)
2 <sup>nd</sup> grade	High Frequency Sight Words <b>FastBridge?</b>	Vendor-created: Dolch Sight Word List	Progress monitoring & formative assessment			X									Classroom teacher	Introduction	<b>Oct/March/June</b>
2 <sup>nd</sup> grade	ELA Domain assessments	Vendor-created: Core Knowledge Foundation	Progress monitoring, Diagnostic & formative assessment						X	X	listening				Classroom teacher	Introduction	End of each Domain

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High-Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
2 <sup>nd</sup> grade	Skills Assessment End of skills unit test	Vendor-created: Core Knowledge Foundation	Progress monitoring & formative assessment		X	X					X			Classroom teacher	Introduction	End of each Unit
2 <sup>nd</sup> grade	Close Reads - final task	Teacher-created	Progress monitoring & formative assessment								X			Classroom teacher	Introduction	See note below for explanation

Close Reads: January is a teacher guided formative assessment. May is independent for students - formative assessment & progress monitoring

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
3 <sup>rd</sup> grade	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RTI					X		X				RTI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
3 <sup>rd</sup> grade	3 <sup>rd</sup> grade pre-assessment	Teacher-created	SLO; locally created pre-assessment						X	X	X			Classroom teacher	Regular boosters & Fidelity checks	1 x per year (September)
3 <sup>rd</sup> grade	Reading Benchmark Assessment (Running Records)	Vendor-created: Fountas & Pinnell, Heineman Publishers	Common formative assessment			X at risk only		X		X				Classroom Teacher	Regular boosters & Fidelity checks	3x year (Sept., Jan., May) At risk only
3 <sup>rd</sup> grade	NYS Modules – end of unit assessments	Vendor-created: Expeditionary Learning	Summative (outcome assessment) Formative							X	X			Classroom teacher	Introduction	End of each Module
3 <sup>rd</sup> grade	Close Reads - final task	Teacher-created	Progress monitoring, formative & assessment							X	X			Classroom teacher	Introduction	Jan/May

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

3 <sup>rd</sup> grade	NYS 3 <sup>rd</sup> grade Assessment/ ELA	NYSED/Questar	Summative assessment & post-assessment for SLO							X	X			Classroom teacher	Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)
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Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to Administer assessment	Frequency of Assessment administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
4 <sup>th</sup> grade	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RTI					X			X				RTI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
4 <sup>th</sup> grade	NYS Modules – end of unit assessments	Vendor-created: Expeditionary Learning	Summative and Formative assessment								X	X			Classroom teacher	Introduction	End of each Module
4 <sup>th</sup> grade	Close Reads - final task	Teacher-created	Progress monitoring & formative assessment								X	X			Classroom teacher	Introduction	Jan/May
4 <sup>th</sup> grade	NYS 4 <sup>th</sup> grade Assessments/ ELA	NYSED/Questar	Summative assessment & NYS growth measure								X	X			Classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
5 <sup>th</sup> grade	FastBridge	Vendor-created: FastBridge	Universal Screening tool under RTI					X		X				RTI Screening Team & AIS teachers	Regular boosters & Fidelity checks	3x year (Sept., Jan., May)
5 <sup>th</sup> grade	NYS Modules – end of unit assessments	Vendor-created: Expeditionary Learning	Summative Assessment							X	X			Classroom teacher	Introduction	End of each Module
5 <sup>th</sup> grade	Close Reads - final task	Teacher-created	Progress monitoring & formative assessment							X	X			Classroom teacher	Introduction	Jan/May
5 <sup>th</sup> grade	NYS 5 <sup>th</sup> grade Assessment/ ELA	NYSED/Questar	Summative assessment & NYS growth measure							X	X			Classroom teacher	Introduction; Scorers have fidelity checks & regular boosters (annual training)	1 x per year (April)

Orchard Park Central School District  
 District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other			
K-5	Lexia Report	Lexia reading program software	Formative & progress monitoring		X	X	X		X	X				Student driven	Implementation not standardized across district	Should be standardized according to tier level
K-5	SMART Goals	Teacher-created	Varies based on goal		X	X		X				X	X	AIS ELA	Introduction Needed for both AIS & Spec Ed	Would be very helpful for Spec Ed
K-5	FastBridge CBM	Vendor-created: FastBridge	Universal Screening tool under RtI					X						RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	
K-5	FastBridge Early Reading aReading?	Vendor-created: FastBridge	Universal Screening tool under RtI											RtI Screening Team & AIS teachers	Regular boosters & Fidelity checks	

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

Grade(s)	Name of assessment	Is assessment educator- or vendor-created? Please list vendor or educator(s) as applicable	Instructional purpose and Function	Construct Assessed										Tester	Training needed to administer assessment	Frequency of Assessment Administration	
				Concepts of Print	Phonological Awareness	Word Recognition, Decoding/High Frequency	Spelling Development	Reading Fluency	Conceptual Vocab	Comprehension	Writing Process	Motivation/Attitude	Other				
K-12	Slosson Oral Reading Test	Vendor Need Revised version Slosson IV	Screening & Diagnostic			X									Reading Specialist	Training should occur for all	Referral based
Pre-K to 12	John's Reading Inventory Basic Reading Inventory	Vendor Need revised 11 <sup>th</sup> edition	Diagnostic Formative 2012			X		X	X	X					Reading Specialist		
3-12	TOWL (Test of Written Language)	Vendor Standardized Need revised IV edition	Screening & Diagnostic				X	X	X		X				Reading Specialist		
PreK-12	ORI (Qualitative Reading Inventory)	Vendor Not standardized Need revised edition	Screening & Diagnostic Item analysis formative			X		X		X					Reading Specialist		
K-12	TOWRE 2 Don't have Kay recommends Top 3 on her list																
K-12	Woodcock-Johnson Battery																

Orchard Park Central School District  
District Wide Assessments for Classroom Teachers

Notes for 3-14-16

*Subgroup Recommendations*

Reading Assessments:

- Reading Specialists need to meet and discuss Reading tools
- What other tools are out there for reading? Up to date reading assessments.

FastBridge:

- Kindergarten – Some assessments are early in the fall and some after report card which causes redundancy in testing – not timely.
- Kindergarten still feels the Marie Clay is still important to give as the FastBridge piece is not as informative.

Assessment Audit Revision:

- Some revisions made – mainly FastBridge information

*Data Team & Decision Tree Framework*

Data Team Meetings:

Ellicott –

- Data Meeting: Grade Level teachers, AIS, Rtl, Reading Specialist, School Psychologist, Principal
- AIS sits down and looks at the students needing intervention (difficult to do with time)
- Spec Ed is usually separate meeting

South Davis – Preview meeting with Interventionists

- Data Meeting: Grade level teacher, AIS, Rtl, Principal, Reading Specialist for Regular Data Meeting (Smaller group)

Eggert –

- Data meeting: AIS team, Principal, Grade level teacher, PPS team, Rtl, Spec Ed

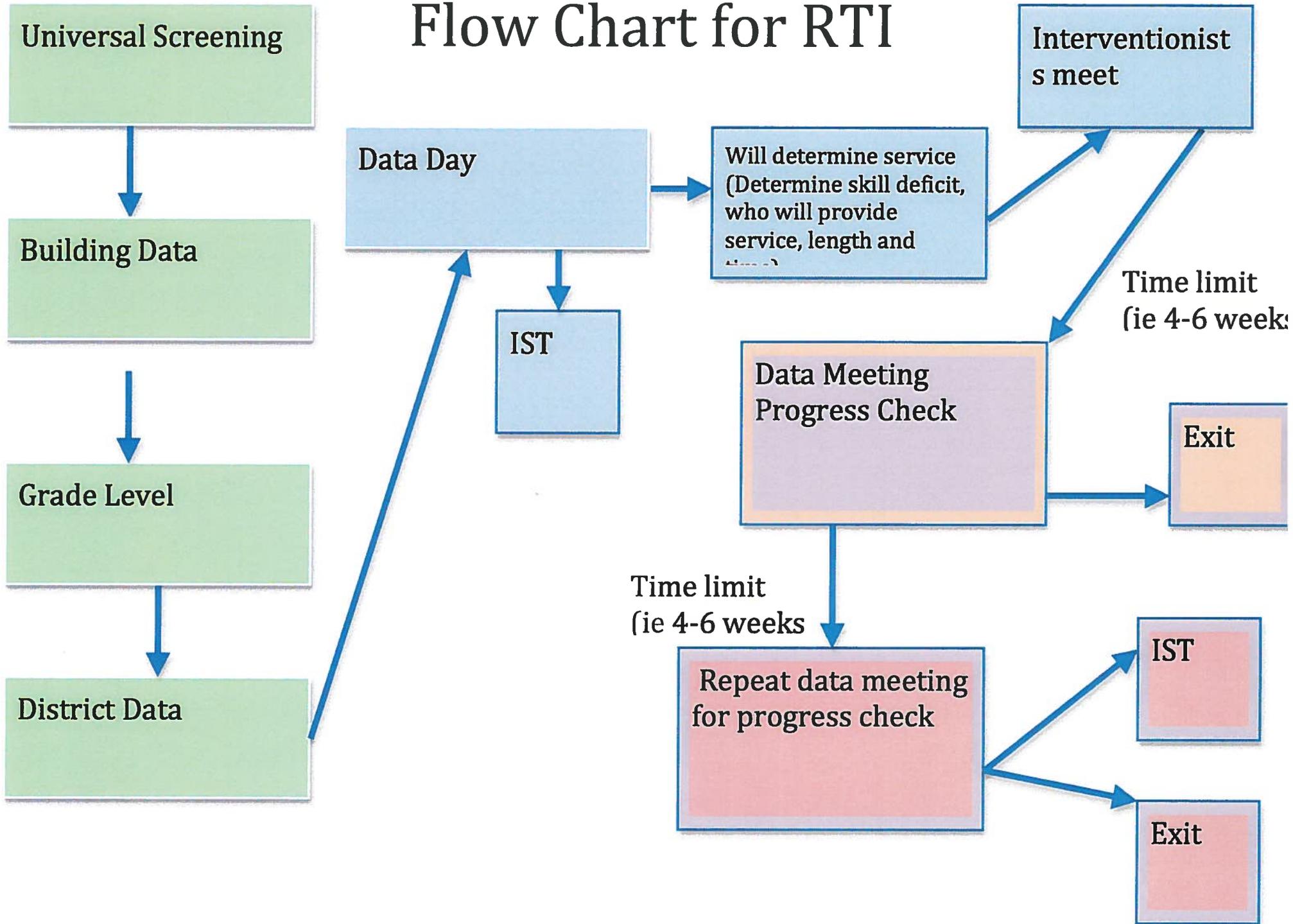
Windom

- Data meeting: Primary & Intermediate teacher rep, Rtl, Principal, AIS ELA/Math, Spec Ed

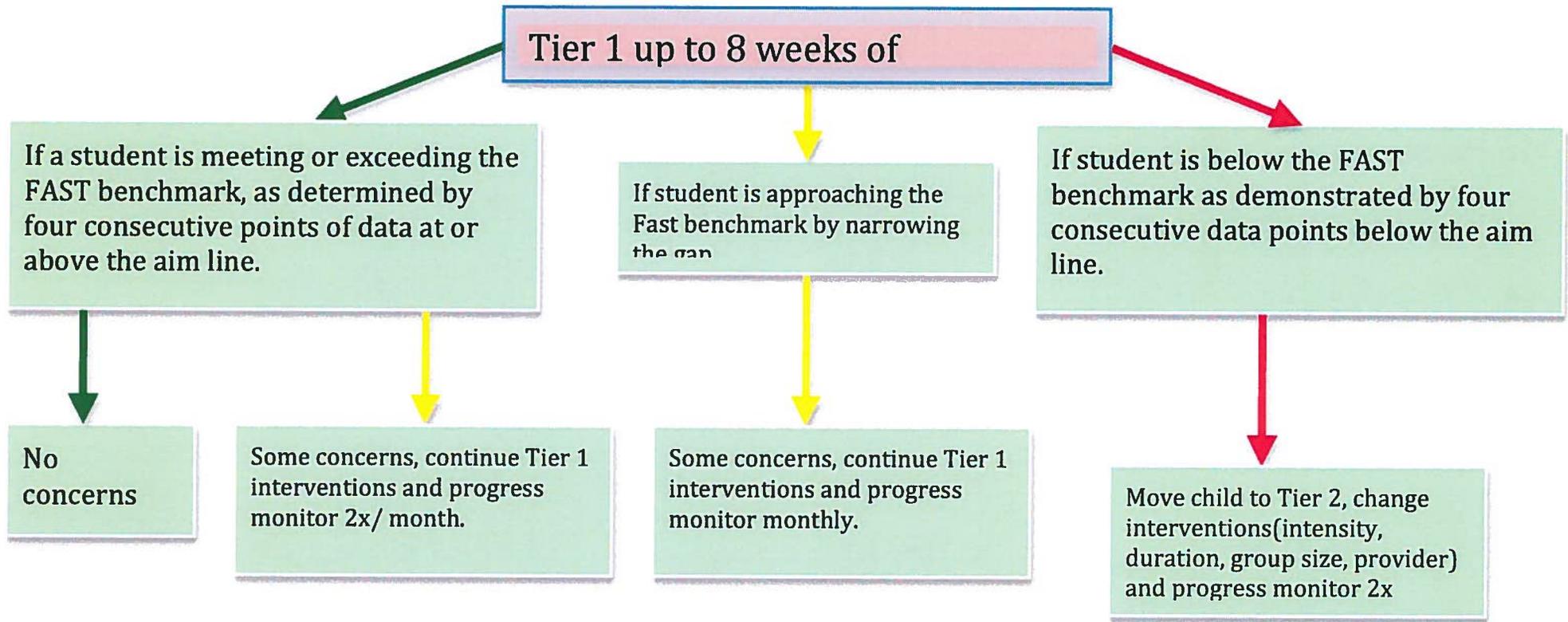
Response to Intervention Regulations

- Are we following the regulations? I.e. 5 to 10% of school population at Tier 2 & 1 to 5% of student population at Tier 3
- How long should students stay in AIS service? Flexible grouping timeline & exit criteria

# Flow Chart for RTI



# RtI Decision Tree-Tier 1



# RtI Decision Tree-Tier 2

Tier 2 up to 10 weeks of intervention.

If a student is meeting or exceeding the FAST benchmark, as determined by four consecutive points of data at or above the aim line.

No concerns

Some concerns, continue Tier 1 interventions and progress monitor 2x/ month.

If student is meeting or approaching the Fast benchmark by narrowing the gap but level of performance is still below grade level and RR is below grade level(2), maintain at tier 2

Continue Tier 2 intervention and increase/change goal or intervention and progress monitor 2X monthly.

If student is below the FAST benchmark as demonstrated by four consecutive data points below the aim line and RR is more than 2 levels below

change interventions (intensity, duration, group size, provider) and progress monitor 2x /month.

If after a total of 20 weeks in Tier 2, the students is...

Continue Tier 2 intervention and increase/change goal or intervention and progress monitor 2X monthly.

No improvement, provide Tier 3 intervention and progress monitor weekly.

# RtI Decision Tree-Tier 3

Tier 3 up to 20 weeks of intervention.

If a student is meeting or exceeding the FAST benchmark, as determined by four consecutive points of data at or above the aim line.

No concerns, move to Tier 1 and monitor progress monthly.

Some concerns, continue Tier 2 interventions and progress monitor 2x/ month.

If student is approaching the Fast benchmark by narrowing the gap but level of performance is still below grade level and little to no

Continue Tier 3 intervention and increase/change goal or intervention and progress monitor weekly.

If student is below the FAST benchmark as demonstrated by four consecutive data points below the aim line.

change interventions (intensity, duration, group size, provider) and progress monitor weekly.

If after a total of 20 weeks in Tier 3, the students is....

Still below benchmark, but making adequate growth, continue Tier 3 interventions and progress monitor weekly.

No improvement, CSE referral



# ORCHARD PARK CENTRAL SCHOOL DISTRICT

## Elementary Data Summary Sheet & IST Referral Form

### 3<sup>rd</sup> through 5<sup>th</sup> Grade

#### Section 1: Student Information

Student Name: _____	DOB: _____	Today's Date: _____
School Year: _____	Grade: _____	Teacher: _____

#### Section 2: Data Summary – for data meetings complete for the current grade level only.

Note: please report the instructional level of the Fountas & Pinnell Benchmark Assessment.

Assessment	Fall Score	Winter Score	Spring Score
3 <sup>rd</sup> grade FastBridge aReading (fall, winter, spring)			
3 <sup>rd</sup> grade FastBridge Reading CBM (fall, winter, spring)			
3 <sup>rd</sup> grade FastBridge aMath (fall, winter, spring)			
3 <sup>rd</sup> grade Fountas & Pinnell Benchmark Assessment (fall, winter, spring - if applicable)			
3 <sup>rd</sup> grade ELA Pre-Assessment (fall)		N/A	N/A
3 <sup>rd</sup> grade Math Pre-Assessment (fall)		N/A	N/A
3 <sup>rd</sup> grade Math fluency			
3 <sup>rd</sup> grade Math Common Assessment			
3 <sup>rd</sup> grade WTW Spelling Inventory (fall)		N/A	N/A
3 <sup>rd</sup> grade Close Read – Chunnel (winter)	N/A		N/A
3 <sup>rd</sup> grade Close Read – Great Wall (spring)	N/A	N/A	
3 <sup>rd</sup> grade NYS ELA exam score (fall, grade 4)		N/A	N/A
3 <sup>rd</sup> grade NYS Math exam score (fall, grade 4)		N/A	N/A
4 <sup>th</sup> grade FastBridge aReading (fall, winter, spring)			
4 <sup>th</sup> grade FastBridge Reading CBM (fall, winter, spring)			
4 <sup>th</sup> grade FastBridge aMath (fall, winter, spring)			
4 <sup>th</sup> grade Math fluency			
4 <sup>th</sup> grade Math Common Assessment			
4 <sup>th</sup> grade WTW Spelling Inventory (fall)		N/A	N/A
4 <sup>th</sup> grade Common Writing Piece – My Personal Wampum Belt (fall)		N/A	N/A
4 <sup>th</sup> grade Close Read – Standing Tall (winter)	N/A		N/A
4 <sup>th</sup> grade ELA Released Questions – Night the Bat Got In – 6 MC (winter)	N/A		N/A
4 <sup>th</sup> grade ELA Released Question – Longest, Tallest, Fastest Scream – Ex Response (winter)	N/A		N/A
4 <sup>th</sup> grade Parallel Task – Molly Pitcher (spring)	N/A	N/A	
4 <sup>th</sup> grade Close Read – Winn Dixie (spring)	N/A	N/A	
4 <sup>th</sup> grade NYS ELA exam score (fall, grade 5)		N/A	N/A
4 <sup>th</sup> grade NYS Math exam score (fall, grade 4)		N/A	N/A
5 <sup>th</sup> grade FastBridge aReading (fall, winter, spring)			
5 <sup>th</sup> grade FastBridge Reading CBM (fall, winter, spring)			
5 <sup>th</sup> grade FastBridge aMath (fall, winter, spring)			
5 <sup>th</sup> grade Math fluency			
5 <sup>th</sup> grade Math Common Assessment			
5 <sup>th</sup> grade WTW Spelling Inventory (fall)		N/A	N/A
5 <sup>th</sup> grade Common Writing Piece – Ecosystem Paired Psg (fall)		N/A	N/A
5 <sup>th</sup> grade ELA Released Question – Bugs for Dinner (winter)	N/A		N/A
5 <sup>th</sup> grade Close Read – Black Blizzard (winter)	N/A		N/A
5 <sup>th</sup> grade Close Read – Moon Landing (spring)	N/A	N/A	
5 <sup>th</sup> grade ELA Parallel Task – Lunch or Junk (spring)			

**STOP HERE!** If you are attending a Data Meeting, you only need to fill out the front of this form for the current grade level. **STOP HERE!**



**ORCHARD PARK CENTRAL SCHOOL DISTRICT  
IST Referral Form**

*Directions: Please complete this form to refer a student to IST. The appropriate sections of the front of this form (data summary) must be complete and up-to-date for the current grade level.*

**Section 3: Reason for Referral**

Academic: \_\_\_\_\_ Behavioral: \_\_\_\_\_ Physical: \_\_\_\_\_ Social/Emotional: \_\_\_\_\_  
 Describe the concerns surrounding the reason for referral: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Section 4: Additional Student Information**

Parent/Guardian: \_\_\_\_\_ Phone numbers: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Relevant Allergy or Medical information/concerns: \_\_\_\_\_  
 Has Student Repeated a Grade? YES NO If yes, which grade? \_\_\_\_\_  
 Other schools attended: \_\_\_\_\_  
 Student attendance (note any concerns): \_\_\_\_\_  
 Date Parent was Contacted Regarding IST Meeting: \_\_\_\_\_

**Section 5: Strengths & Strategies Applied in the Tier 1 Setting (i.e. Classroom setting)**

Please describe the strengths of the student. \_\_\_\_\_  
 \_\_\_\_\_  
 Explain previous interventions attempted. Comment on frequency, duration, and success rate. For example, Lydia sorted 15 words on flash card into word families 3x/week for 5 weeks. After 5 weeks, Lydia was able to support 3 words correctly.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Section 6: History of Intervention Services (previous years - note grade level service(s) were provided)**

AIS Reading \_\_\_\_\_ AIS Math \_\_\_\_\_ ENL \_\_\_\_\_ Speech \_\_\_\_\_  
 O.T. \_\_\_\_\_ P.T. \_\_\_\_\_ Counseling \_\_\_\_\_ Other \_\_\_\_\_  
 Service Provider(s) \_\_\_\_\_

**Section 7: Current Interventions & Their Frequency (current school year)**

AIS Reading \_\_\_\_\_ AIS Math \_\_\_\_\_ ENL \_\_\_\_\_ Speech \_\_\_\_\_  
 O.T. \_\_\_\_\_ P.T. \_\_\_\_\_ Counseling \_\_\_\_\_ Other \_\_\_\_\_  
 Service Provider(s) \_\_\_\_\_

**Section 8: Current Classification(s)**

Is the student currently classified and has an IEP? \_\_\_\_\_ If yes, what classification? \_\_\_\_\_  
 Does student currently have a 504 Plan? \_\_\_\_\_ If yes, who is the case manager? \_\_\_\_\_



# ORCHARD PARK CENTRAL SCHOOL DISTRICT

## Elementary Data Summary Sheet & IST Referral Form



### Kindergarten through 2<sup>nd</sup> Grade

#### Section 1: Student Information

Student Name: _____	DOB: _____	Today's Date: _____
School Year: _____	Grade: _____	Teacher: _____

#### Section 2: Data Summary – for data meetings complete for the current grade level only.

Note: please report the instructional level of the Fountas & Pinnell Benchmark Assessment.

Assessment	Fall Score	Winter Score	Spring Score
DIAL 4 motor (fall)		N/A	N/A
DIAL 4 concepts (fall)		N/A	N/A
DIAL 4 language (fall)		N/A	N/A
K Dolch sight words (winter, spring)	N/A		
K Fountas & Pinnell Benchmark Assessment (spring)	N/A	N/A	
K Orton Gillingham Assessment (spring)	N/A	N/A	
Kindergarten FastBridge earlyReading concepts of print (fall only)		N/A	N/A
Kindergarten FastBridge earlyReading letter names (fall only)		N/A	N/A
Kindergarten FastBridge earlyReading onset sounds (fall, winter)			N/A
Kindergarten FastBridge earlyReading letter sounds (fall, winter, spring)			
Kindergarten FastBridge earlyReading word segmenting (winter, spring)	N/A		
Kindergarten FastBridge earlyReading nonsense words (winter, spring)	N/A		
Kindergarten FastBridge earlyReading sight words (spring only)	N/A	N/A	
Kindergarten FastBridge earlyMath number identification (fall, winter, spring)			
Kindergarten FastBridge earlyMath match quantity (fall only)		N/A	N/A
Kindergarten FastBridge earlyMath number sequence (fall, winter, spring)			
Kindergarten FastBridge earlyMath decomposing (winter, spring)	N/A		
Kindergarten Math number recognition			
Kindergarten Math Common Assessment			
1 <sup>st</sup> grade Word Recognition from Skills Strand (fall)		N/A	N/A
1 <sup>st</sup> grade FastBridge earlyReading word segmenting (fall, winter, spring)			
1 <sup>st</sup> grade FastBridge earlyReading nonsense words (fall, winter, spring)			
1 <sup>st</sup> grade FastBridge earlyReading sight words (fall, winter, spring)			
1 <sup>st</sup> grade FastBridge earlyReading sentence reading (fall only)		N/A	N/A
1 <sup>st</sup> grade FastBridge earlyReading CBM reading (winter, spring)	N/A		
1 <sup>st</sup> grade FastBridge earlyMath number identification (fall only)		N/A	N/A
1 <sup>st</sup> grade FastBridge earlyMath number sequence (fall, winter)			N/A
1 <sup>st</sup> grade FastBridge earlyMath decomposing (fall, winter, spring)			
1 <sup>st</sup> grade FastBridge earlyMath place value (winter, spring)	N/A		
1 <sup>st</sup> grade FastBridge earlyMath visual story problems (spring only)	N/A	N/A	
1 <sup>st</sup> grade Math fluency			
1 <sup>st</sup> grade Math Common Assessment			
2 <sup>nd</sup> grade FastBridge aReading (fall, winter, spring)			
2 <sup>nd</sup> grade FastBridge Reading CBM (fall, winter, spring)			
2 <sup>nd</sup> grade FastBridge aMath (fall, winter, spring)			
2 <sup>nd</sup> grade Fountas & Pinnell Benchmark Assessment (fall, winter, spring)			
2 <sup>nd</sup> grade Dolch Sight Words (fall, winter, spring)			
2 <sup>nd</sup> grade Common Writing Piece, Domain 2 - Ancient Greek (winter)	N/A		N/A
2 <sup>nd</sup> grade Close Read – New York (spring)	N/A	N/A	
2 <sup>nd</sup> grade Math fluency			
2 <sup>nd</sup> grade Math Common Assessment			

**STOP HERE! If you are attending a Data Meeting, you only need to fill out the front of this form for the current grade level. STOP HERE!**



**ORCHARD PARK CENTRAL SCHOOL DISTRICT  
IST Referral Form**

**Directions:** Please complete this form to refer a student to IST. The appropriate sections of the front of this form (data summary) must be complete and up-to-date for the current grade level.

**Section 3: Reason for Referral**

Academic: \_\_\_\_\_ Behavioral: \_\_\_\_\_ Physical: \_\_\_\_\_ Social/Emotional: \_\_\_\_\_  
Describe the concerns surrounding the reason for referral: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 4: Additional Student Information**

Parent/Guardian: \_\_\_\_\_ Phone numbers: \_\_\_\_\_  
Address: \_\_\_\_\_  
Relevant Allergy or Medical information/concerns: \_\_\_\_\_  
Has Student Repeated a Grade? YES NO If yes, which grade? \_\_\_\_\_  
Other schools attended: \_\_\_\_\_  
Student attendance (note any concerns): \_\_\_\_\_  
Date Parent was Contacted Regarding IST Meeting: \_\_\_\_\_

**Section 5: Strengths & Strategies Applied in the Tier 1 Setting (i.e. Classroom setting)**

Please describe the strengths of the student. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Explain previous interventions attempted. Comment on frequency, duration, and success rate. For example, Lydia sorted 15 words on flash card into word families 3x/week for 5 weeks. After 5 weeks, Lydia was able to support 3 words correctly.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 6: History of Intervention Services (previous years - note grade level service(s) were provided)**

AIS Reading \_\_\_\_\_ AIS Math \_\_\_\_\_ ENL \_\_\_\_\_ Speech \_\_\_\_\_  
O.T. \_\_\_\_\_ P.T. \_\_\_\_\_ Counseling \_\_\_\_\_ Other \_\_\_\_\_  
Service Provider(s) \_\_\_\_\_

**Section 7: Current Interventions & Their Frequency (current school year)**

AIS Reading \_\_\_\_\_ AIS Math \_\_\_\_\_ ENL \_\_\_\_\_ Speech \_\_\_\_\_  
O.T. \_\_\_\_\_ P.T. \_\_\_\_\_ Counseling \_\_\_\_\_ Other \_\_\_\_\_  
Service Provider(s) \_\_\_\_\_

**Section 8: Current Classification(s)**

Is the student currently classified and has an IEP? \_\_\_\_\_ If yes, what classification? \_\_\_\_\_  
Does student currently have a 504 Plan? \_\_\_\_\_ If yes, who is the case manager? \_\_\_\_\_