



# Parent Forum: Elementary Schools

*April 11, 2019*

# Where have we been? Where are we going?

- December: Lexia Core5 and resources to support students and provide targeted information for teachers
- February: LBUSD promotion/ retention policy
- Today: Lexia RAPID and the development of a reading profile

# Reading Profile

A **reading profile** is a picture of a student's reading ability from a variety of assessments. It is used to communicate and inform instructional next steps throughout the year.

# Types of Assessment

<b>Diagnostic (Pre-Assessment)</b>	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<ul style="list-style-type: none"><li>● To identify what students already know, understand and are able to do relative to Unit Goals</li><li>● Allows for planning for the range of student needs in the class</li></ul>	<ul style="list-style-type: none"><li>● To help understand how each student is progressing</li><li>● Allows for clarity in planning next steps for all students</li></ul>	<ul style="list-style-type: none"><li>● To determine students' mastery</li><li>● Allows for understanding in how to move learning forward</li></ul>

# What is RAPID?



Inform district, school, and whole-class instructional priorities three times per year

RAPID  
FALL

RAPID  
WINTER

RAPID  
SPRING

SCHOOL YEAR

Ongoing *Core5* Instruction in  
Fundamental Literacy Skills with  
Embedded Progress Monitoring

## Components of the Screener

**Word Recognition**

**Academic Language**

**Reading Comprehension**

# RAPID Screener Tasks K - 2

	Task Description	K	1	2	Average Time	Teacher-Led
Word Recognition	<b>Phonological Awareness (Blending):</b> the student hears words through the computer audio that have been broken into word parts or letter sounds and says the word by blending the parts into one word	■			2-3 min.	✓
	<b>Letter Sounds:</b> the student views letters and common consonant digraphs on the screen and says the sound the letters make	■ <i>(fall, winter)</i>			2-3 min.	✓
	<b>Word Reading:</b> the student views individual words on the screen and reads them aloud	■ <i>(spring)</i>	■	■	2-3 min.	✓
	<b>Spelling:</b> the student hears words through the computer audio and spells each one using a keyboard			■	3-4 min.	
Academic Language	<b>Vocabulary Pairs:</b> the student views three pictures and/or words on the screen as the computer audio reads the words aloud and selects the two words that go together best based on their meaning	■	■	■	3-4 min.	
	<b>Following Directions:</b> the student views pictures on the screen while listening to directions through the computer audio and follows the directions by selecting and/or moving pictures on the screen		■	■	3-4 min.	



# K-2 Reading Comprehension Tasks

	Task Description	K	1	2	Average Time	Teacher-Led
Reading Comprehension	Sentence Comprehension (Listening): the student listens to sentences spoken aloud by the computer and selects the picture that best matches the sentence from an array of four choices	■ <i>(fall and winter)</i>			2-4 min.	
	Passage Comprehension (Reading): the student reads a passage aloud and answers five comprehension questions	■ <i>(spring)</i>	■	■	Reading time varies	✓

Optional for Additional Information

# RAPID Screener Tasks Grades 3 - 5

	Tasks	Description	Average Time
	Word Recognition	The student listens to a word and selects its correct spelling from three choices.	1-3 min.
	Vocabulary Knowledge	The student reads a sentence and chooses which of three morphologically related words best completes the sentence.	2-4 min.
	Syntactic Knowledge	The student listens to a sentence and chooses which word best completes the sentence based on questions of text cohesion (e.g., use of connective words).	2-4 min.
	Reading Comprehension	The student reads between 1-3 passages and answers implicit and explicit questions based on deep understanding of connected text.	10-20 min.

# Data Reported

1

## Reading Success Probability

The likelihood that a student will achieve grade level success by the end of the year.

RSP of: ■ 70% or higher ■ 31%–69% ■ 30% or lower

63

Jan 2015

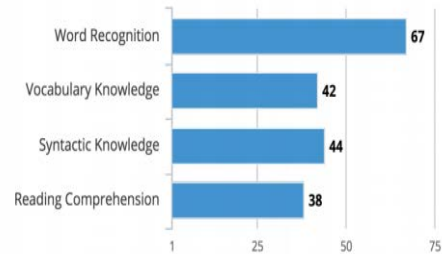
***Is your student likely to demonstrate strong reading skills?***

The higher the number, the more likely that your student will demonstrate strong grade-level reading skills by the end of the year.

2

## Student Profile

Percentile Ranks for April 14, 2015



***What are your student's areas of strength? Areas of weakness?***

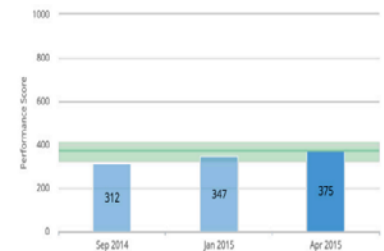
3

## Skill Development

An estimate of student abilities (Performance Score) in each skill.

■ 25th-75th Percentile — 50th Percentile

### Word Recognition



***How is your student developing in different reading and language skills? How are your student's skills changing over time?***

# Possible Uses of Data

- Holistic view of each student's progression towards grade level reading
- Suggests instructional strategies for whole group reading instruction
- Provides lexile levels to determine Guided Reading groups

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