

## GirlSMART Carver

### Benchmark 1 Report ~ 2014-15

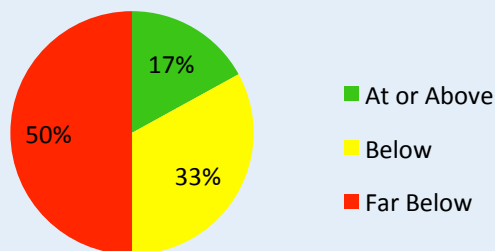
The GirlSMART Carver site uses the DIBELS Next, *CORE* and *Words Their Way* assessments to measure and diagnose student literacy needs. **Twenty-four first, second, and third grade** students who were identified by their school sites to be at-risk for literacy success were assessed in September – October 2014 in order to progress monitor academic performance in literacy.

#### First Grade

**Six first grade** students completed the **Letter Naming Fluency (LNF)**, **Phoneme Segmentation Fluency (PSF)**, **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)** measures as early literacy indicators. The **LNF** identifies students who are at-risk for success in literacy. The **PSF** measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently and has been found to be a good predictor of later reading achievement. The **NWF** measures alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and also assesses the ability to blend letters into words. The following table provides an overall composite of the basic literacy skills for the beginning first grade trimester.

First Grade	Letter Naming Fluency	Phoneme Segmentation Fluency	Nonsense Word Fluency-Correct Letter Sounds	Nonsense Word Fluency-Whole Words Read
Minimum Score	0	0	0	0
Maximum Score	110	74	143	50
Mean Score	50.3	40.3	36	4
Median Score	48.5	37	34	3
Mode Score	40	37	n/a	3
Benchmark Score	58	Not Defined	42	7

#### Letter Naming Fluency

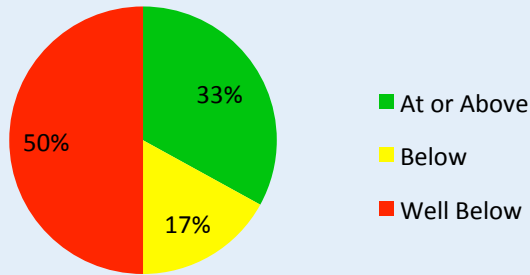


The **recommended goal** for the first trimester for the **LNF** measure is **58**. Analysis of the results of the **LNF** measure indicate that **17%** (n=1) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **33%** (n=2) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **50%** (n=3) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

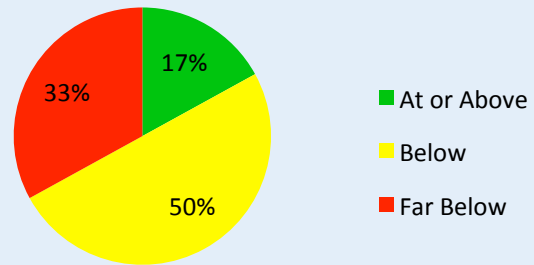
The **recommended goal** for the first trimester for the **PSF** measure is **not defined**.

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **42**. Analysis of the results of the **NWF-CLS** measure indicate that **33%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **17%** (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **50%** (n=3) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

## NWF - Correct Letter Sounds



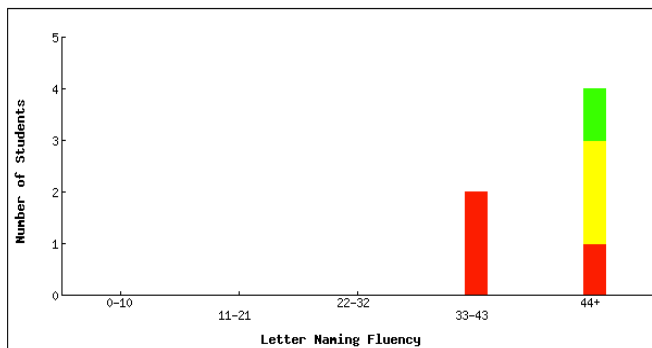
## NWF- Whole Words Read



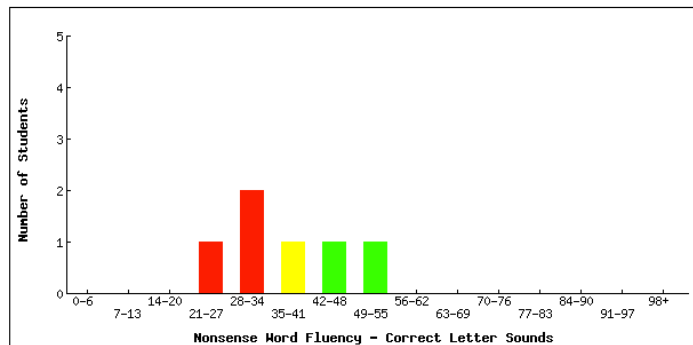
The **recommended goal** for the first trimester for the **NWF-WWR** measure is **7**. Analysis of the results of the **NWF-CLS** measure indicate that **17%** (n=1) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **50%** (n=3) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **33%** (n=2) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

The following bar graphs indicate the number of first grade students who are **Well Below Benchmark** (LNF, n=3; NWF-CLS, n=3; NWF-WWR, n=2) **Below Benchmark**, (LNF, n=2; NWF-CLS, n=1; NWF-WWR, n=3) and **At or Above Benchmark** (LNF, n=1; NWF-CLS, n=2; NWF-WWR, n=1) for the first trimester according to the *Recommended Goals* for the LNF, NWF-CLS, and NWF-WWR measures:

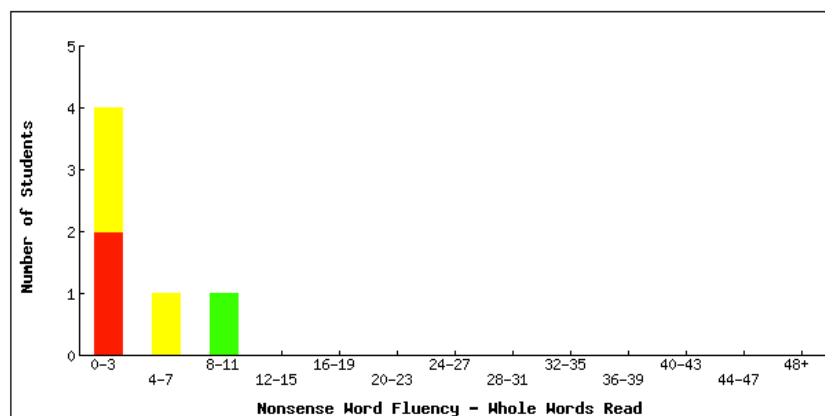
Letter Naming Fluency (LNF)



Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



Nonsense Word Fluency - Whole Words Read (NWF-WWR)



## Words Their Way Assessment

Seven first grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** on September 29, 2014. The results of the WTW PSI, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **early Letter Name-Alphabetic stage** and need continued review work on the features of **short vowels**. **Two girls still need review of the initial and final consonants** along with careful, **direct instruction on short vowels**.

First	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	5.1	5	3.9	1.3	0.9

Very few girls made **less than 2 errors past the early Letter-Name Alphabetic stage**, however all were give the entire test. The average placement of the girls in the **early Letter-Name Alphabetic stage** is confirmed by the low mean scores on more advanced features beginning with digraphs through inflected endings.

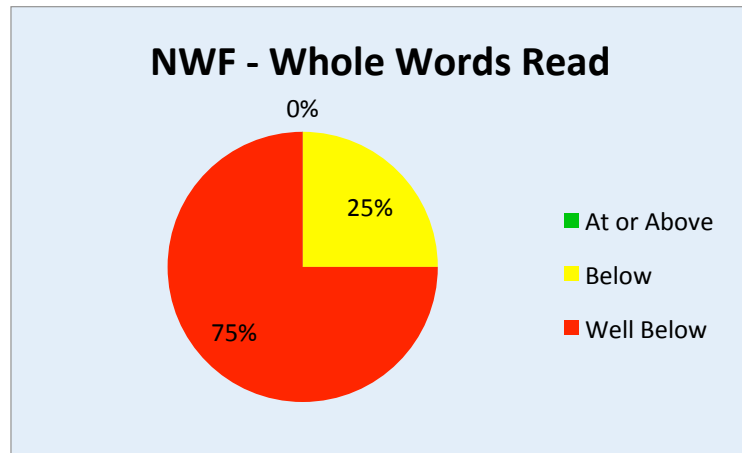
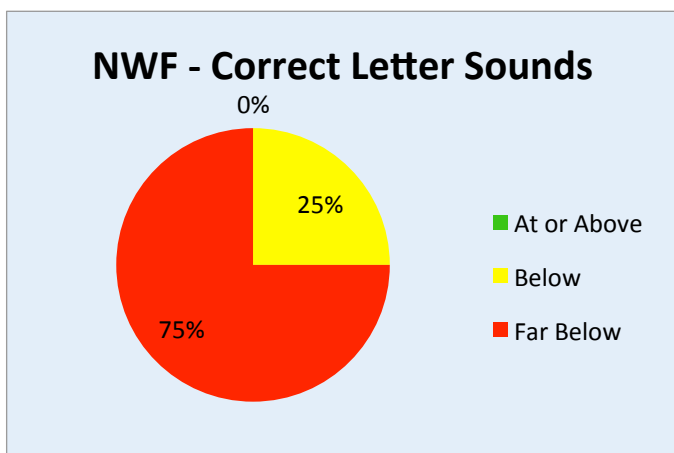
First	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	0.3	0	0	n/a

## Second Grade

Eight second grade students completed the **Nonsense Word Fluency-Correct Letter Sounds (NWF-CLS)**, and **Nonsense Word Fluency-Whole Words Read (NWF-WWR)**, **DIBELS Oral Reading Fluency-Words Correct (DORF-WC)**, and **DIBELS Oral Reading Fluency-Accuracy (DORF-Accuracy)** measures as early literacy indicators. The **NWF** measures alphabetic principle including letter-sound correspondence in which letters represent their most common sounds and also assesses the ability to blend letters into words. The **DORF** is a set of passages designed to identify students who may need additional instructional support and can be used to monitor progress toward instructional goals. The following composite score table provides an overall assessment of the basic literacy skills for the beginning second grade trimester.

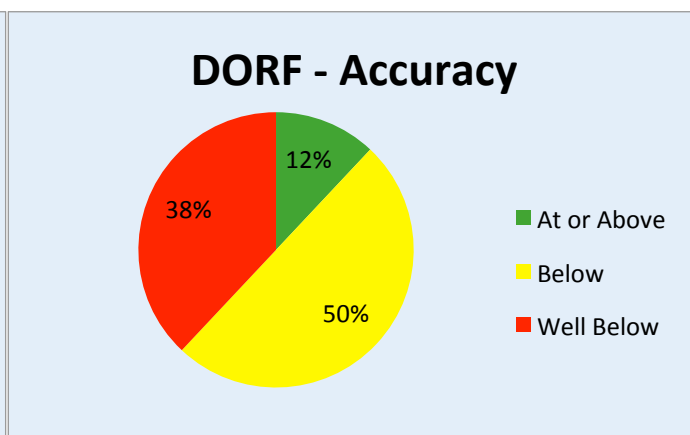
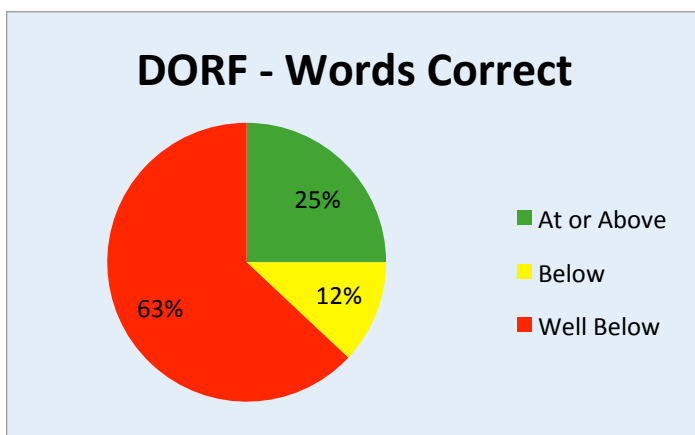
Second Grade	NWF-CLS	NWF-WWR	DORF-Words Correct	DORF-Accuracy
Minimum Score	0	0	0	0%
Maximum Score	143	50	275	100%
Mean Score	44.1	6.9	60.4	94.8%
Median Score	45	5.5	49	95.5%
Mode Score	n/a	0	34	92%, 96%
Benchmark Score	74	22	80	99%

The **recommended goal** for the first trimester for the **NWF-CLS** measure is **74**. Analysis of the results of the NWF-CLS measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **25%** (n=2) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **75%** (n=6) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



The **recommended goal** for the first trimester for the **NWF-WWR** measure is **22**. Analysis of the results of the **NWF-WWR** measure indicate that **0%** (n=0) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **25%** (n=2) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **75%** (n=6) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

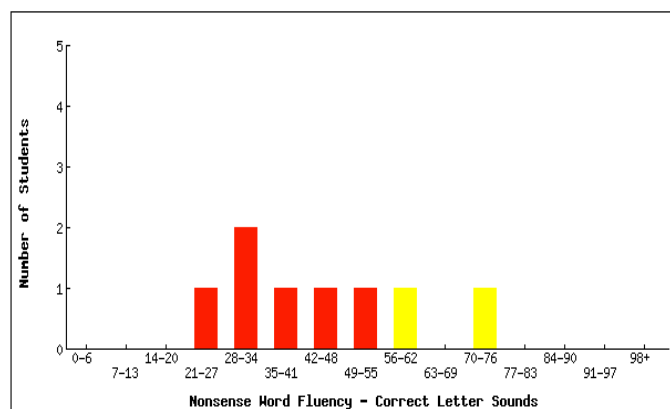
The **recommended goal** for the first trimester for the **DORF-WC** measure is **80**. Analysis of the results of the **DORF-WC** measure indicate that **25%** (n=2) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **12%** (n=1) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **63%** (n=5) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.



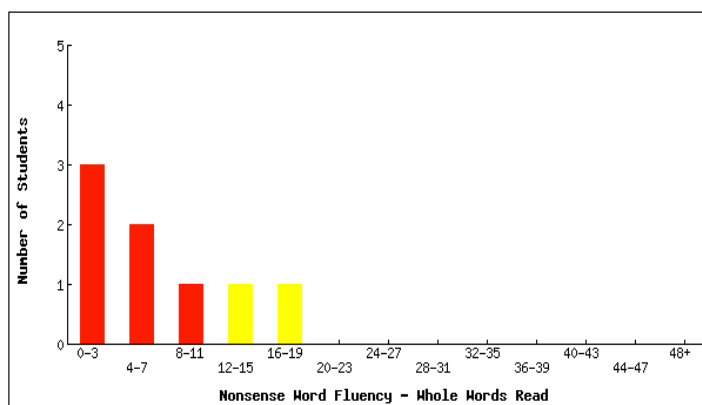
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99%**. Analysis of the results of the **DORF-Accuracy** measure indicate that **12%** (n=1) of the students who completed this subtest scored **At or Above Benchmark** and are *Likely to Need Core Support*, **50%** (n=4) scored **Below Benchmark** and are *Likely to Need Strategic Support* and **38%** (n=3) scored **Well Below Benchmark** and are *Likely to Need Intensive Support*.

The following bar graphs indicate the number of second grade students who are **Well Below Benchmark** (NWF-CLS, n=6; NWF-WWR, n=6; DORF-WC, n=5; DORF-AC, n=3), **Below Benchmark** (NWF-CLS, n=2; NWF-WWR, n=2; DORF-WC, n=1; DORF-AC, n=4), and **At or Above Benchmark** (NWF-CLS, n=0; NWF-WWR, n=0; DORF-WC, n=2; DORF-AC, n=1), for the first trimester according to the *Recommended Goals* for the NWF-CLS, NWF-WWR, DORF-WC and DORF-Accuracy measures:

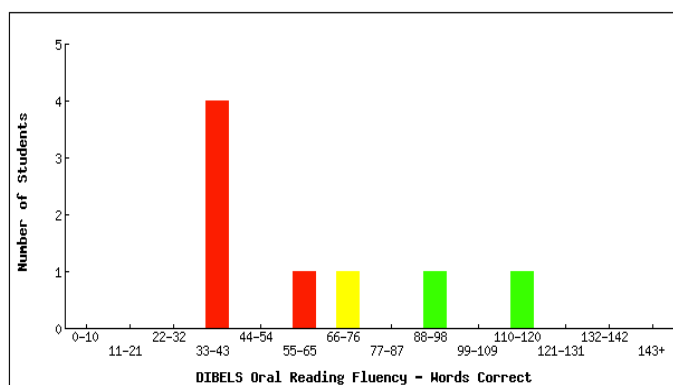
Nonsense Word Fluency - Correct Letter Sounds (NWF-CLS)



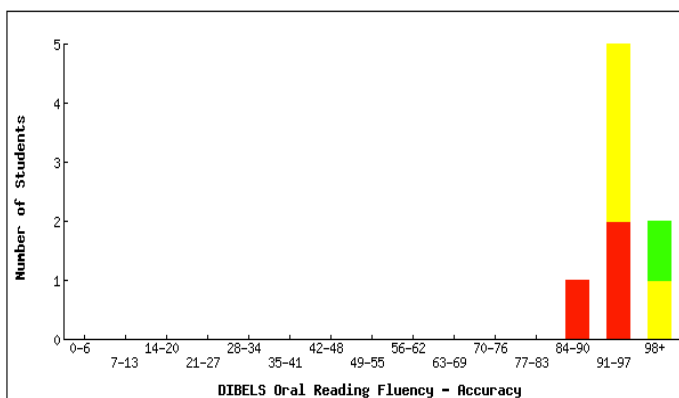
Nonsense Word Fluency - Whole Words Read (NWF-WWR)



DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



## Words Their Way Assessment

Nine second grade girls were administered the **Words Their Way (WTW) Primary Spelling Inventory (PSI)** on September 29, 2014. The results of the *WTW* PSI, based on the mean scores for each spelling feature, indicate that the majority of girls are in the **middle** of **Letter-Name Alphabetic stage** and need continued review work on the features of **digraphs** and careful, **direction instruction** on **blends**.

First & Second Grades	Initial Consonants	Final Consonants	Short Vowel	Digraphs	Blends
Minimum Score	0	0	0	0	0
Maximum Score	7	7	7	7	7
Mean Score	6.9	6.8	6	1.4	2.9

Only one girl made **less than 2 errors past the late Letter-Name Alphabetic stage**, however all were given the entire test. The girl that scored past late Letter-Name Alphabetic is in the **early Within Word Pattern Stage** and needs **direct instruction** on the features of **common long vowels**. The average placement of the girls in the middle of the **Letter-Name Alphabetic stage** is confirmed by the low mean scores on the features of digraphs through inflected endings.

First & Second Grades	Long Vowels	Other Vowels	Inflected Endings	Correct Spellings
Minimum Score	0	0	0	0
Maximum Score	7	7	7	26
Mean Score	1.1	0	0	5.9

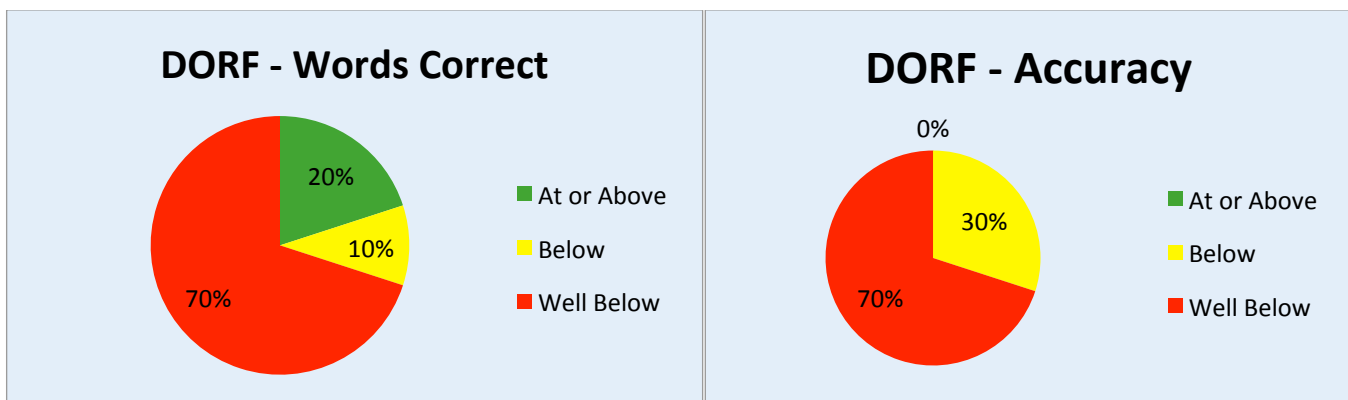
### Third Grade

Ten third grade students completed **DIBELS Oral Reading Fluency-Words Correct** (DORF-WC) and **DIBELS Oral Reading Fluency-Accuracy** (DORF-Accuracy) assessments as literacy indicators for the first trimester of the 2014-2015 school year. There was no data for the **DIBELS DAZE** which is normally administered to third graders. The **DORF** and **DAZE** are designed to identify students who may need additional instructional support and can be used to monitor progress toward instructional goals. The following composite score table provides an overall assessment of the basic literacy skills for the beginning third grade trimester.

Third Grade	DORF-Words Correct	DORF-Accuracy	DAZE-Adjusted
Minimum Score	0	0	0
Maximum Score	300	100%	51
Mean Score	61	93.4%	n/a
Median Score	52.5	95%	n/a
Mode Score	n/a	95%	n/a
Benchmark Score	97	99%	14

The **benchmark score** indicates the minimum score that meets acceptable literacy progress for the first trimester period.

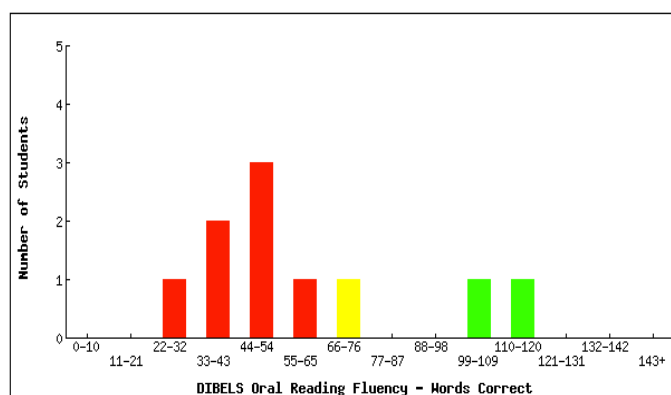
The **recommended goal** for the first trimester for the **DORF-WC** measure is **97**. Analysis of the results of the **DORF-WC** measure indicate that **20%** (n=2) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **10%** (n=1) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **70%** (n=7) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.



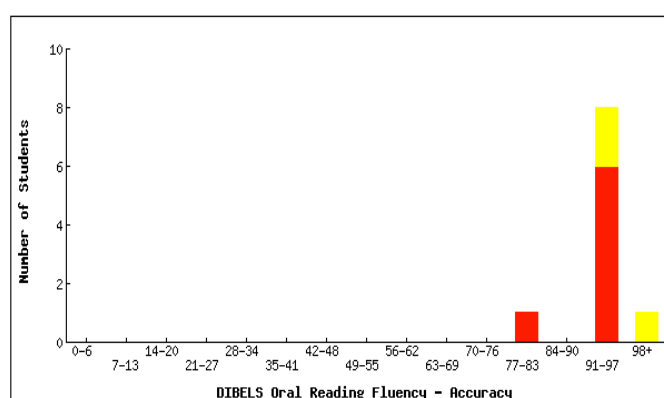
The **recommended goal** for the first trimester for the **DORF-Accuracy** measure is **99**. Analysis of the results of the **DORF-Accuracy** measure indicate that **0%** (n=0) of the students who completed this subtest scored *At or Above Benchmark* and are *Likely to Need Core Support*, **30%** (n=3) scored *Below Benchmark* and are *Likely to Need Strategic Support* and **70%** (n=7) scored *Well Below Benchmark* and are *Likely to Need Intensive Support*.

The following bar graphs indicate the number of third grade students who are *Well Below Benchmark* (DORF-WC, n=7; DORF-AC, n=7), *Below Benchmark* (DORF-WC, n=1; DORF-AC, n=3), and *At or Above Benchmark* (DORF-WC, n=2; DORF-AC, n=0) for the first trimester according to the *Recommended Goals* for the DORF-WC and DORF-Accuracy:

DIBELS Oral Reading Fluency - Words Correct (DORF-Words Correct)



DIBELS Oral Reading Fluency - Accuracy (DORF-Accuracy)



## Words Their Way Assessment

Ten third grade girls were administered the **WTW Elementary Spelling Inventory (ESI)** on September 29, 2014. The results of the **WTW ESI**, based on the mean scores for each spelling feature, indicate that about **half** of the girls are in the **early to middle Within Word Pattern stage** while several are in the **middle to late Within Word Pattern stage**. Those girls in the **early to middle Within Word Pattern Stage** need careful, **direct instruction in long vowels** while those in the **middle to late development** of this stage need **instruction in less common long vowel patterns**.

Third Grade ESI	Consonants	Short Vowel	Digraphs	Blends	Long Vowels
Minimum Score	0	0	0	0	0
Maximum Score	7	5	6	7	5
Mean Score	6.8	4.5	5.3	5.7	3.3

The average placement of the girls in the **Within Word Pattern stage** is confirmed by the low mean scores on the features of Other Vowels through Unaccented Final Syllables endings.

Third Grade ESI	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes
Minimum Score	0	0	0	0	0
Maximum Score	7	5	5	5	5
Mean Score	2.8	1.7	3.1	1.7	n/a

To best meet the developmental spelling needs of all girls, continued differentiated instruction following guidelines and activities found in **WTW** is recommended.

## OVERALL STRENGTHS

Analysis of the data from the Beginning DIBELS Benchmark measures indicate that the Carver GirlSMART program is supporting success of emerging literacy skills for the **twenty-four identified at-risk students** who are participating in the program. Overall, **half of first graders** were **at or above** benchmark for **NWF-CLS** and the **WTW assessment** results for these first graders placed the overwhelming majority **at or above** the **Early Letter-Name Alphabetic stage**. This stage is an **appropriate developmental spelling stage** for **first graders**.

**Twenty-five percent of second grade girls and 20% of third grade students met or surpassed benchmark goals on the DORF- Words Correct assessment. The assessment results for *Words Their Way* revealed that the majority of second and third grade girls were at an appropriate developmental spelling stage for their grade levels.**

### **Areas of Concern**

Based on **all DIBELS measures**, the **majority** of girls scored **below** or **well below benchmark**. Students in the early grades who score **below** and **far below benchmark** are at **risk of falling further behind** with each grade level. For example, the majority of **first graders** scored **below** or **far below benchmark** scores on **all measures: 83% for LNF, 67% for NWF-CLS and 83% for NWF-WWR. The negative trend** continues with each grade level. For **second grade**, **100%** of girls scored **below** or **far below benchmark** on the **NWF-CLS and NWF-WWR**, with **75% and 88%** scoring **below** or **far below benchmark** on the **DORF-WC and DORF-Accuracy** respectively. Of **great concern** is the **large percentage** of **third grade** girls who scored **below** or **far below benchmark** on the **DORF-Accuracy. Eighty percent** scored **below** or **far below benchmark** on the **DORF-WC** and **100%** scored in this same **at-risk range** for the **DORF-Accuracy**.

### **RECOMMENDATIONS FOR GROWTH**

The overwhelming majority of first and second grade girls scored below and far below benchmark on most DIBELS measures and need **intensive attention** through **one on one** or **small group instruction** in the area of **phonics instruction**. For all **phonics activities**, it is important to **emphasize the sound first and then the letter** that represents the sound. **Rhyming books, word family sorts** and other **WTW sorts** should be used regularly for the lower grades. **Speed sorts** and **blind sorts** should be used regularly and **more emphasis** should be placed on **WTW writing activities** for students at the end of grade 1 through 3. Teachers should consult the WTW book for activities that focus on **rapid word recognition** (automaticity) and **writing activities** (for end of grade 1 through 3).

The results from the **DORF-WC** and **DORF-Accuracy** for second and third graders indicate the overwhelming majority of girls do not have the literacy skills necessary to decode words and read fluently. Ample time each day should be devoted to increasing the number of literacy activities that support students' ability to **read accurately and fluently**. Activities such as **guided reading, shared reading, choral reading, independent reading, repeated readings, Reader's Theater** and other **"eyes on the page" activities** are needed to **improve students' fluency**. Students whose test results indicate that they are **below** and **far below benchmark** need **special support** via **one on one** or **small group instruction** using **choral reading** or **guided reading** to ensure that they are making gains in fluency. Giving girls **access to books at their independent reading level** during free time within the literacy hour, having them **record themselves reading**, and **sending books home** with them to read on their own or to others will also improve their fluency.

**Additional focus on comprehension and constructing meaning** needs to be incorporated in the **second and third grade** programs. This can be done through **guided reading, interactive and dialogic read alouds**, and **teacher read alouds** that incorporate **comprehension strategies** from *Strategies that Work* and asking **questions that elicit language**. Lastly, **post-reading** activities that include **discussion** and **writing activities** that allow students to show their comprehension of the text should also be implemented.

Analyzing the individual student's measures by visiting the DIBELS website under the **Reports** tab and clicking on the **Class Progress Summary (K-2)** and the **Grade List (3)** tabs or by using the Excel spreadsheet provided by the external evaluator would support increased opportunities for small group and individualized differentiation to meet the needs of the most at risk students.