

# Using Phonics Assessment Data to Inform Instruction

April 1, 2021

Pivot works with educators to  
**ensure academic rigor** for all  
students through support for great  
teaching, proactive intervention,  
and aligned district systems.

# Webinar Tips



Close all programs  
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## Today's Presenters

**Dr. Michelle Hosp**

Associate Professor of Special Education,  
University of Massachusetts Amherst



**Dr. Louisa Moats**

President,  
Moats Associates Consulting, Inc.



# What we'll share today

1

**How to Select a  
Phonics Assessment**

2

**How to Use Your  
Phonics Data to Guide  
Instruction**

3

**What Teachers Need to  
Know in Order to  
Teach Phonics**

# Why do we need to assess & teach phonics?

EVIDENCE (Adams, 2008; Brady, 2020; Petscher et al., 2020)

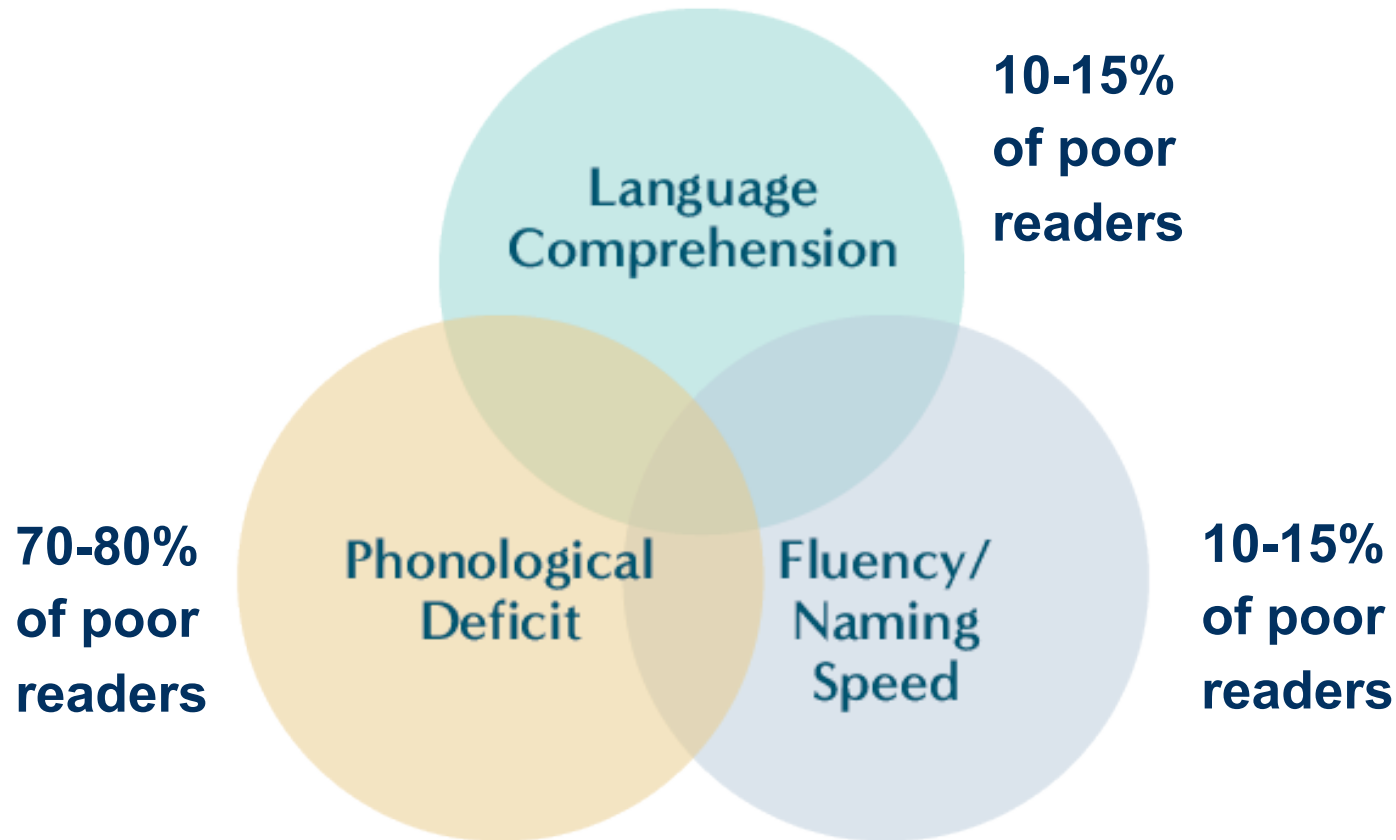
- › Decoding ability, as measured by nonword reading measures, is strongly associated with both reading fluency AND reading comprehension
- › By the middle grades, decoding ability is strongly correlated with “sight” word reading — automatic recognition of most words as we read
- › Automaticity depends on establishing high quality mental representations in memory that include interconnections between the word’s sounds, meanings, and spellings
- › And studies of instruction have ALWAYS shown superiority for code-emphasis in comparison to “literature emphasis” approaches; kids learn to read better, faster, and more independently when they know phonics

# But why teach? Don't kids just learn from exposure?

- A very high percentage of kids with reading difficulties have not developed good decoding or automatic word recognition (Fletcher, Lyon, Fuchs, & Barnes, 2019)
- The brain is not wired at birth with the pathways necessary to match print and speech (Dehaene, 2009)
- Teaching phonics enables kids to build a mental support structure for reading new words with ease – which is the way we build our sight vocabularies (e.g., orthographic mapping) (Adams, 2008; Ehri, 2004; Kilpatrick, 2015)

# Recognized Subtypes of Poor Readers

(Fletcher et al. 2019; Aaron, Joshi et al., 2008)



Moats, L, & Tolman, C (2019). Excerpted from *Language Essentials for Teachers of Reading and Spelling (LETRS)*, 3rd Edition. Dallas: Voyager Sopris Learning, Inc.

# Different Ways to Assess Phonics

<u>Type</u>	<u>Pros</u>	<u>Cons</u>
<b>General Outcome Measure (GOMs)</b>	<ul style="list-style-type: none"> <li>• Provides an overall measure of skill</li> <li>• Take 2 – 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Does NOT inform specific instruction</li> </ul>
<b>Computer Adaptive Assessments</b>	<ul style="list-style-type: none"> <li>• Provides a measure of specific skills</li> <li>• Informs specific instruction</li> <li>• Students can be tested at the same time</li> <li>• Adjusts to student's skill level</li> </ul>	<ul style="list-style-type: none"> <li>• Responses are at the identification level</li> <li>• Students answer different questions</li> <li>• Assumes student skills without testing them</li> <li>• Takes 15 – 60 minutes</li> </ul>
<b>Survey</b>	<ul style="list-style-type: none"> <li>• Provides a measure of specific skills</li> <li>• Informs specific instruction</li> <li>• Takes 2 - 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• May not match your curriculum</li> </ul>
<b>Diagnostic</b>	<ul style="list-style-type: none"> <li>• Identifies specific strengths &amp; weakness</li> <li>• Informs specific instruction</li> <li>• Take 2 – 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• May not match your curriculum</li> <li>• Does not assess retention of skills</li> </ul>
<b>Informal Inventories</b>	<ul style="list-style-type: none"> <li>• Teacher made: Customizable</li> <li>• Can Inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reliability and validity unknown</li> <li>• Takes time to build</li> </ul>



# How to Select a Phonics Assessment

Checklist for Selecting a Phonics Assessment		
Critical Features	YES	NO
Reliable and Valid	<input type="checkbox"/>	<input type="checkbox"/>
Student Reads Aloud	<input type="checkbox"/>	<input type="checkbox"/>
Quick and Efficient to Administer (≤ 5 minutes per student)	<input type="checkbox"/>	<input type="checkbox"/>
Uses Nonsense Words	<input type="checkbox"/>	<input type="checkbox"/>
Grades 1 – 5+	<input type="checkbox"/>	<input type="checkbox"/>
Measures Common Phonics Patterns:		
Short Vowels (e.g., hat, mad)	<input type="checkbox"/>	<input type="checkbox"/>
Long Vowel with Silent e (e.g., bike, make)	<input type="checkbox"/>	<input type="checkbox"/>
Vowel Teams (e.g., paid, void)	<input type="checkbox"/>	<input type="checkbox"/>
R-Controlled Vowels (e.g., her, car)	<input type="checkbox"/>	<input type="checkbox"/>
Digraphs (e.g., this, ship)	<input type="checkbox"/>	<input type="checkbox"/>
Blends (e.g., stir, crawl)	<input type="checkbox"/>	<input type="checkbox"/>
Prefixes (e.g., repay, unwrap)	<input type="checkbox"/>	<input type="checkbox"/>
Suffixes (e.g., tallest, actionable)	<input type="checkbox"/>	<input type="checkbox"/>
Single and Multisyllabic Words (e.g., cat, catnip)	<input type="checkbox"/>	<input type="checkbox"/>
Scored at the Error Level	<input type="checkbox"/>	<input type="checkbox"/>
Provides Multiple Opportunities Per Pattern	<input type="checkbox"/>	<input type="checkbox"/>
Student is Asked to Read EVERY Word	<input type="checkbox"/>	<input type="checkbox"/>
Customizable to Program's Phonics Scope and Sequence	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions at the Student Level:		
Which students are at-risk for word reading?	<input type="checkbox"/>	<input type="checkbox"/>
Which specific phonics skills does a student need help with?	<input type="checkbox"/>	<input type="checkbox"/>
Are phonics skills improving for a student?	<input type="checkbox"/>	<input type="checkbox"/>
Answers Questions for Grade and Class Level:		
Is the entire grade or class demonstrating mastery of phonics skills they have been taught?	<input type="checkbox"/>	<input type="checkbox"/>
Are phonics skills improving across the year for a grade or class?	<input type="checkbox"/>	<input type="checkbox"/>
Which phonics skills should be taught whole class vs. small group?	<input type="checkbox"/>	<input type="checkbox"/>
Provides Instant Reports		
Student Level	<input type="checkbox"/>	<input type="checkbox"/>
Class Level	<input type="checkbox"/>	<input type="checkbox"/>
Grade Level	<input type="checkbox"/>	<input type="checkbox"/>

This checklist was developed by Dr. Michelle Hosp. For more information about using this checklist to select a phonics assessment that will provide valuable, actionable data to inform reading instruction, watch the on-demand webinar, [Using Phonics Assessment Data to Inform Instruction](#), featuring Dr. Hosp and Dr. Louisa Moats.

Pivot Learning refers to both Pivot Learning and our subsidiary, the Consortium on Reaching Excellence in Education (CORE).

**Pivot Learning** **CORE** [pivotlearning.org](http://pivotlearning.org) | [corelearn.com](http://corelearn.com)

Assessment	Reliable & Valid	Student Reads Aloud	≤ 5 minutes Per student	Uses Nonsense Words	Grades 1 - 5+
CORE Phonics Survey	✓	✓	✓	✓	✓
DIBELS 8 <sup>th</sup> Nonsense Word Fluency	✓	✓	✓	✓	
Acadience Nonsense Word Fluency	✓	✓	✓	✓	
AIMSweb Nonsense Word Fluency	✓	✓	✓	✓	
FastBridge Nonsense Word Fluency	✓	✓	✓	✓	
KeyPhonics	✓	✓	✓	✓	✓

Assessment	Short Vowel	Long Vowel silent e	Vowel Team	R-Control	Digraph	Blend	Prefix	Suffix	Multi syllable
CORE Phonics Survey	✓	✓	✓	✓	✓	✓		✓	✓
DIBELS 8 <sup>th</sup> Nonsense Word Fluency (Benchmark 3 <sup>rd</sup> BOY)	✓	✓		✓		✓			✓
Acadience Nonsense Word Fluency	✓								
AIMSweb Nonsense Word Fluency	✓								
FastBridge Nonsense Word Fluency	✓								
KeyPhonics	✓	✓	✓	✓	✓	✓	✓	✓	✓

Assessment	Scored at Error Level	Multiple Opportunities Per Pattern	Student Reads EVERY WORD	Customizable Phonics Scope and Sequence
CORE Phonics Survey	✓	✓	✓	
DIBELS 8 <sup>th</sup> Nonsense Word Fluency	✓	✓		
Acadience Nonsense Word Fluency	✓	✓		
AIMSweb Nonsense Word Fluency		✓		
FastBridge Nonsense Word Fluency		✓		
KeyPhonics	✓	✓	✓	✓

Assessment	Which <u>students</u> are at-risk For word reading?	Which specific phonics skills does a <u>student</u> need help with?	Are phonics skills improving for a <u>student</u> ?	Is the entire <u>grade or class</u> demonstrating mastery of phonics skills they have been taught?	Are phonics skills improving across the year for a <u>grade or class</u> ?	Which phonics skills should be taught <u>whole class vs. small group</u> ?
CORE Phonics Survey	✓	✓	✓			
DIBELS 8 <sup>th</sup> Nonsense Word Fluency	✓		✓		✓	
Acadience Nonsense Word Fluency	✓		✓		✓	
AIMSweb Nonsense Word Fluency	✓		✓		✓	
FastTBridge Nonsense Word Fluency	✓		✓		✓	
KeyPhonics	✓	✓	✓	✓	✓	✓



Assessment	Instant Reports at Student Level	Instant Reports at Class Level	Instant Reports at Grade Level
CORE Phonics Survey			
DIBELS 8 <sup>th</sup> Nonsense Word Fluency			
Acadience Nonsense Word Fluency			
AIMSweb Nonsense Word Fluency			
FASTBridge Nonsense Word Fluency			
KeyPhonics	✓	✓	✓

# How to use your phonics data to guide instruction at the student level

## Questions:

- Which students are at-risk for word reading?
  - Which specific phonics skills does a student need help with?
  - Are phonics skills improving for a student?
- 
- Step 1: Score your assessment at the error level
  - Step 2: Look for patterns to help determine strengths and weaknesses
  - Step 3: Teach and monitor progress

# CORE Phonics Survey

Which students are at-risk for word reading?

Which specific phonics skills does a student need help with?

Are phonics skills improving for a student?

## CORE Phonics Survey — Teacher Record Form

PAGE  
1

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

### SKILLS SUMMARY

#### Alphabet Skills and Letter Sounds

- \_\_\_\_/26 A. Letter names—uppercase
- \_\_\_\_/26 B. Letter names—lowercase
- \_\_\_\_/21 C. Consonant sounds
- \_\_\_\_/5 D. Long vowel sounds
- \_\_\_\_/5 Short vowel sounds

#### Reading and Decoding Skills

- \_\_\_\_/15 E. Short vowels in CVC words
- \_\_\_\_/15 F. Consonant blends with short vowels
- \_\_\_\_/15 G. Short vowels, digraphs, and *-tch* trigraph
- \_\_\_\_/15 H. *R*-controlled vowels
- \_\_\_\_/15 I. Long vowel spellings
- \_\_\_\_/15 J. Variant vowels
- \_\_\_\_/15 K. Low-frequency vowel and consonant spellings
- \_\_\_\_/24 L. Multisyllabic words

Skills to review: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Skills to teach: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

# CORE Phonics Survey

Which specific phonics  
skills does a student  
need help with?

~~e~~   ~~i~~   a   o   u

~~sip~~   mat   ~~let~~   bun   hog

rut   ~~fit~~   bat   hot   ~~set~~

nop   sut   ~~dit~~   ~~pem~~   fap

Student needs help with /i/ and /e/

# Acadience Nonsense Word Fluency

Which students are at-risk for word reading?

Which specific phonics skills does a student need help with?

Are phonics skills improving for a student?

## 1 Acadience Nonsense Word Fluency Grade 2/Benchmark 1

															CLS	WWR						
▶	d	i	l		k	a	j	<del>o</del>	s		w	e	l	<del>h</del>	u	n	12 <sup>/14</sup> (14)	3				
	d	<del>u</del>	j		t	e	k		v	o	l		i	j		d	a	g	13 <sup>/14</sup> (28)	4		
	w	<del>u</del>	j		k	e	t		v	a	b		<del>l</del>	o	m		h	i	v	13 <sup>/15</sup> (43)	3	
	<del>o</del>	p			d	e	v		w	a	n		s	i	b		s	u	s	13 <sup>/14</sup> (57)	4	
	a	k			v	e	p	]		r	o	l		b	i	c		s	u	v	5 <sup>/14</sup> (71)	2
																	56	16				

2nd Grade

Beginning of Year Benchmark

- Correct Letter Sequence 54
- Whole Words Read 13

Student met benchmark

BUT they need help with /o/ and /u/



# How to use your phonics data to guide instruction at the grade and class level

## Questions:

- Is the entire grade or class demonstrating mastery of phonics skills they have been taught?
  - Which phonics skills should be taught whole class vs. small group?
  - Are phonics skills improving across the year for a grade or class?
- 
- Step 1: Compare what has been taught to phonics data at the class and grade level
  - Step 2: Determine where to intervene: grade, class, or small group level
  - Step 3: Examine grade and class data over time (within and across year(s))

# DIBELS 8 Nonsense Word Fluency

Is the entire class demonstrating mastery of phonics skills they have been taught?

Which phonics skills should be taught whole class vs. small group?

Student	LNF		PSF		NWF			
	Score	Status	Score	Status	CLS	Status	WRC	Status
Benchmark Goals	42		31		30		5	
R, Amy	30	Intensive	17	Intensive	18	Intensive	0	Intensive
J, Dsavanna	40	Strategic	17	Intensive	20	Intensive	0	Intensive
G, Jaylah	44	Core	18	Intensive	20	Intensive	0	Intensive
I, Jaslene	40	Strategic	38	Core	22	Intensive	0	Intensive
K, Eliana	48	Core	35	Core	20	Intensive	0	Intensive
Y, Carolina	40	Strategic	29	Strategic	25	Strategic	0	Intensive
A, Ansley	42	Core	39	Core	29	Strategic	2	Strategic
Y, Myla	45	Core	43	Core	40	Core	0	Intensive
P, Adalyn	52	Core	42	Core	34	Core	3	Strategic
Q, Yuliana	43	Core	30	Strategic	35	Core	4	Strategic
R, Maria	46	Core	26	Strategic	25	Strategic	3	Strategic
I, Katelyn	48	Core	22	Strategic	34	Core	2	Strategic
E, Averi	55	Core	50	Core^	42	Core	12	Core
N, Jane	52	Core	45	Core	40	Core	14	Core
S, Norah	60	Core	53	Core^	47	Core^	20	Core^
Mean:	45.7		33.6		30.1		4.0	

Legend  Core^ Support  Core Support  Strategic Support  Intensive Support

33%

47%

80%

# KeyPhonics

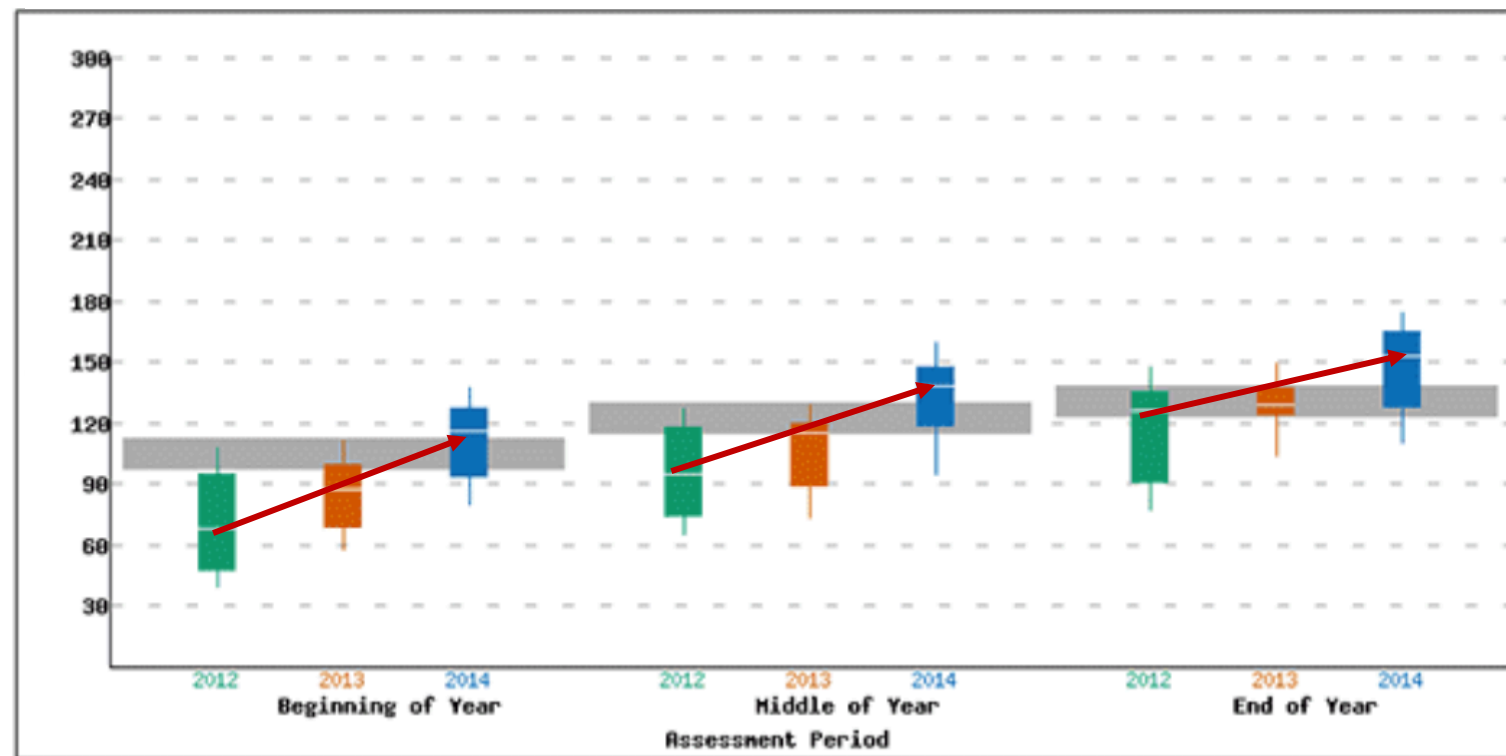
Is the entire class demonstrating mastery of phonics skills they have been taught?

Which phonics skills should be taught whole class vs. small group?

Screener Classroom Matrix: Phonics Categories by Student MOY												
Number Correct												
<div> <div></div> Red - 0,1           <div></div> Yellow - 2           <div></div> Green - 3         </div>												
Phonics Categories	Taught							Being Taught			Not taught	
	Con't	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
Teach whole class if categories that should be mastered are below 60%	73%	64%	45%	64%	64%	55%	36%	45%	36%	18%	0%	0%
Student Name By Rank												
Student 1	3	3	3	3	3	3	3	3	3	3	2	0
Student 2	3	3	3	3	3	3	3	3	2	3	2	1
Student 3	3	3	3	3	3	3	2	3	3	1	2	1
Student 4	3	3	3	3	2	3	3	3	1	2	2	1
Student 5	3	3	3	3	2	2	2	3	2	1	2	1
Student 6	2	3	2	3	3	3	3	2	3	2	1	0
Student 7	3	3	2	2	3	2	2	2	2	2	2	0
Student 8	3	2	1	1	3	3	2	1	1	1	2	0
Student 9	3	2	1	3	3	2	1	1	0	0	1	0
Student 10	1	2	1	2	2	1	1	0	1	0	0	0
Student 11	2	1	1	1	0	2	1	1	3	0	0	1

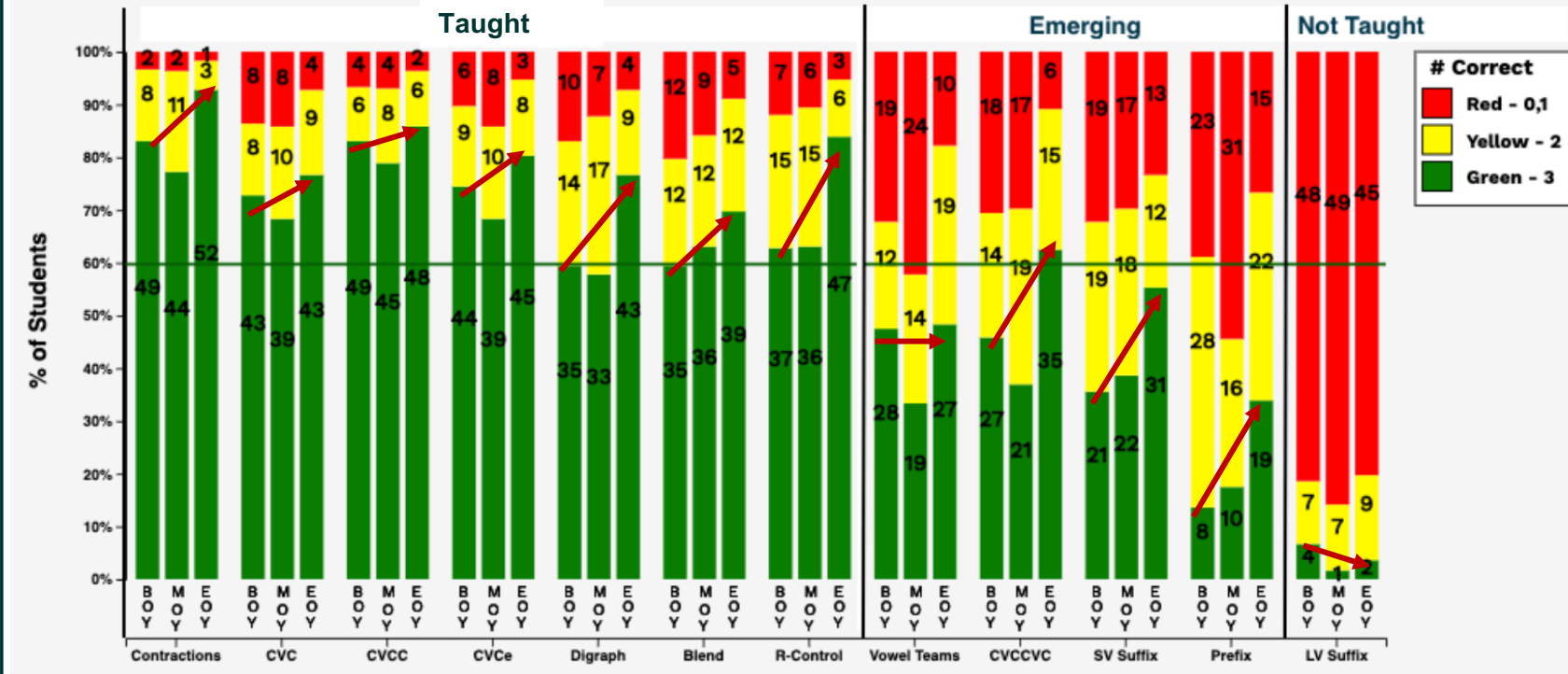
# DIBELS 8 Nonsense Word Fluency

Are phonics skills  
improving across the  
year(s) for a grade or  
class?



# KeyPhonics

Are phonics skills improving across the year for a grade or class?



# What teachers need to know in order to teach phonics

- The **speech sounds** of English and which ones can be confused
  - Many reading problems originate with underdeveloped phoneme awareness
  - Explicit awareness of phonemes provides the mental “anchor” for mapping speech to print and securing words in memory – so phoneme awareness should be included in the phonics lesson routines
- The concept of a **grapheme** as that which represents a phoneme
- The common patterns and conventions of letter use (**orthography**)
- Knowledge of **morphology** and how English represents it
- **Etymology** – the affect of word origin on word spelling

# English Uses graphemes to represent phonemes

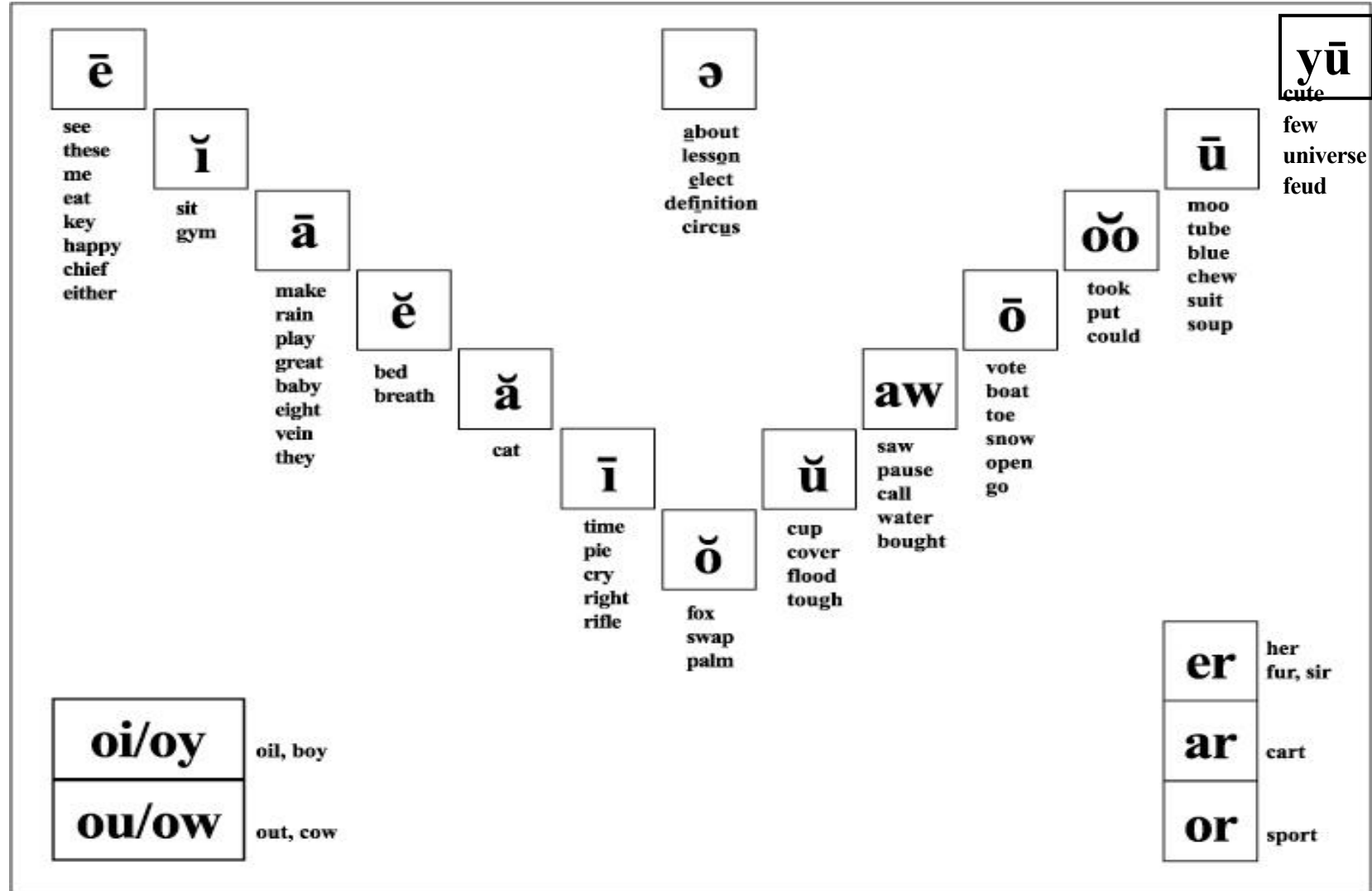
so <u>o</u>	sl <u>ow</u>	jo <u>ke</u>	beau <u>u</u>	th <u>ough</u>	
he <u>e</u>	see <u>ee</u>	rea <u>d</u>	happy <u>y</u>	thes <u>e</u>	pie <u>ce</u>
mut <u>a</u> nt	mut <u>e</u>	few <u>ew</u>	euphony <u>y</u>	cue <u>ue</u>	
ru <u>b</u> y	roo <u>t</u>	ru <u>d</u> e	tru <u>e</u>	sui <u>t</u>	che <u>w</u>
	so <u>u</u> p	throu <u>gh</u>			

# Common Orthographic conventions in English

- Which letters can never end a word?
  - V (have)                  j (judge)                  l (pie, cry)                  u (cue, chew)
- When do we use –ck?
  - Immediately after a stressed short vowel (deck, flock, truck, pack)
- Why does “title” have one t in the middle, and “little” has two?
  - Title begins with an open syllable; little begins with a closed syllable, and the final syllable is “tle” or a “consonant-le final syllable”



# The Vowel Spelling Chart (Moats & Tolman, 2019)



# English orthography is **morphophonemic**: It represents sound, meaning, and function

- Inspire, inspiration
- define, definition, definitive, indefinite
- Reparation, parity, incomparable
- virus, virulent, viral (NOT virile), virulence

# Etymology - Language history

What language did these words come from?

- › Character, chorus, chlorophyll, orchestra
  - › Greek
- › Church, chin, rich, such
  - › Old English
- › charade, chagrin, machine, cache
  - › French

# Next Up: Q&A with Michelle & Louisa



Look for an email tomorrow afternoon that will link to the recording, slides, and certificate of attendance



Have questions or want to learn more?  
Send a note to [info@pivotlearning.org](mailto:info@pivotlearning.org).

# Pivot Learning supports visionary education leaders to...

1

## Use Great Curriculum

Choose and use high-quality instructional materials so all students are taught rigorous academic content.

2

## Support Every Learner

Improve systems to provide proactive support for students based on their learning and social-emotional needs.

3

## Lead on the Issues

Learn from excellent work in districts and explore ways to improve student outcomes and achieve educational justice.

# How we can help close word reading learning gaps and ensure equitable outcomes for all students

## **Design & Implement MTSS**

to improve outcomes for all students

## **Strengthen Policies & Systems**

to better identify and support students with learning disabilities

## **Improve Compliance**

related to special education

## **Align the Delivery of General & Special Education**

to ensure all students achieve learning goals and have the supports needed to do so

## **Build Capacity for Excellent First Instruction**

through the selection of high-quality curricula and implementation of evidence-based instruction



# What Questions Do You Have?



[pivotlearning.org](https://pivotlearning.org) | [corelearn.com](https://corelearn.com)



# Join Dr. Michelle Hosp April 15 to learn more about KeyPhonics

FREE WEBINAR:

Using KeyPhonics to Support Targeted  
Reading Instruction for All Students

April 15th

4:00 p.m. ET • 1:00 p.m. PT

*Look for the registration link in your email!*