

Data Analysis Guidance

Note: This document is to be used with the Unit Assessment Trackers (Grade 3 Skills).

Dictation Pretest and Posttest

The Unit Assessment Tracker has been populated with the individual sound and morpheme spellings for each item in the unit dictation pretest and posttest. Before administering the pretest, the teacher can populate the first column of the Unit Assessment Tracker with the names of each student in the class. As the unit dictation pretests are scored, the teacher should place an “x” or other marking under all spellings that were incorrectly written for each of the students. A sample of a completed tracker is provided.

The completed Unit Assessment Tracker provides valuable information for the teacher by assessing individual student knowledge as they begin the unit. This information identifies current learning gaps to assist in planning to address those gaps at the individual student level. The teacher can then target the specific lessons on which to focus for particular students, based on the error analysis.

If helpful, a teacher can use the information to quickly see which students would benefit from targeted small group instruction based on an error pattern analysis. The teacher can group students who have the same skill gaps (e.g., students who have a hard time with the sound spelling /i/ > ‘i’ or the suffix -less). The teacher can then match specific lessons from the unit to the error patterns of the group. More than one student grouping may be necessary, depending on the patterns of errors.

The Unit Assessment Tracker can also quickly identify whole class trends which are useful in planning for the rest of the unit. For example, if all or most students know how to read and spell specific sound spellings, the teacher may choose to either skip or quickly review the parts of the lessons that pertain to that skill to accelerate learning for the entire group. If all or most students show the same error pattern, the teacher should spend more time on the parts of the lessons that teach or review that sound spelling.

The Unit Assessment Tracker can be utilized again after the unit dictation posttest at the end of the unit. After each student’s errors are identified on the tracker, the teacher should use any remaining errors to plan for reteaching individual students, as necessary. If there are remaining patterns of errors for small groups or the whole class, the teacher can quickly determine which spellings need additional review.

Encoding Dictation Review

Students complete a daily dictation assessment in their individual dictation journals. Students spell and write nine words and two sentences that address the day’s lesson spelling and morpheme targets. They also write a sentence of their own using one of the words from the dictation activity. The teacher is encouraged to go over student responses and provide feedback either at the time of the assessment or at the beginning of the next day’s lesson.

At the end of each week of instruction (Lessons 5, 10, 15, and 20, when applicable), students complete a weekly review dictation assessment that covers the sound spellings and morpheme targets taught during that week of instruction. These points of data can be used for progress monitoring purposes.

The Progress Monitoring Tracker has been populated with the individual sound and morpheme spellings for each item in the weekly review dictation assessment. Before administering the first weekly assessment, the teacher can populate the first column of the Progress Monitoring Tracker with the names of each student in the class. As the weekly review dictation assessments are scored, the teacher can place an “x” or other marking under all incorrect spellings for each of the students. A sample of a completed tracker is provided.

The completed Progress Monitoring Tracker provides valuable information for the teacher by assessing individual student knowledge as each week of instruction is completed. Identifying remaining learning gaps provides timely information to assist the teacher in planning to address those gaps at the individual student or group level throughout the rest of the unit. By intervening early through the analysis of weekly assessments and providing targeted instruction, the teacher can monitor each student’s progress to ensure that they will be successful by the end of the unit assessment. The teacher can identify lessons to review with particular students or small groups, based on the error analysis.

As with the Unit Assessment Tracker, the information in this tracker can also be used to quickly see which students would benefit from targeted small group instruction based on an error pattern analysis of skills recently taught. This timely information can help the teacher identify groups of students who have the same skill gaps (e.g., students who have a hard time with the sound spelling /i/ > ‘i’ or the suffix *-less*). The teacher can then match specific lessons from the week of instruction to the error patterns of the group. More than one student grouping may be necessary, depending on the patterns of errors.

The Progress Monitoring Tracker can also quickly monitor whole class trends. For example, if many students showed error patterns for the targeted skills on the unit dictation pretest but all or most students were successful on the weekly assessment, the teacher will know that the instruction has been successful. If all or most students show the same error pattern, the teacher should spend more time on the parts of the lessons that teach or review that sound spelling. The teacher can also utilize additional resources to address gaps, if necessary.