7 data-powered strategies for literacy development

nwea

When it comes to helping young readers develop their literacy skills, teachers rely on the right supporting data. Understanding words correct per minute (WCPM) as a metric is an essential starting point—and with MAP® Reading Fluency™ with Coach, teachers get that information. They also can see the specific skills and content areas where students have the biggest growth opportunities and, with the addition of Coach, have a tech-powered reading tutor that uses NCII-approved literacy assessment to place students into personalized reading instruction.

This guide explores how data can inform action in the classroom. You'll see how teachers are using MAP Reading Fluency and research-informed strategies to support their young readers and how your own students might benefit from similar approaches.
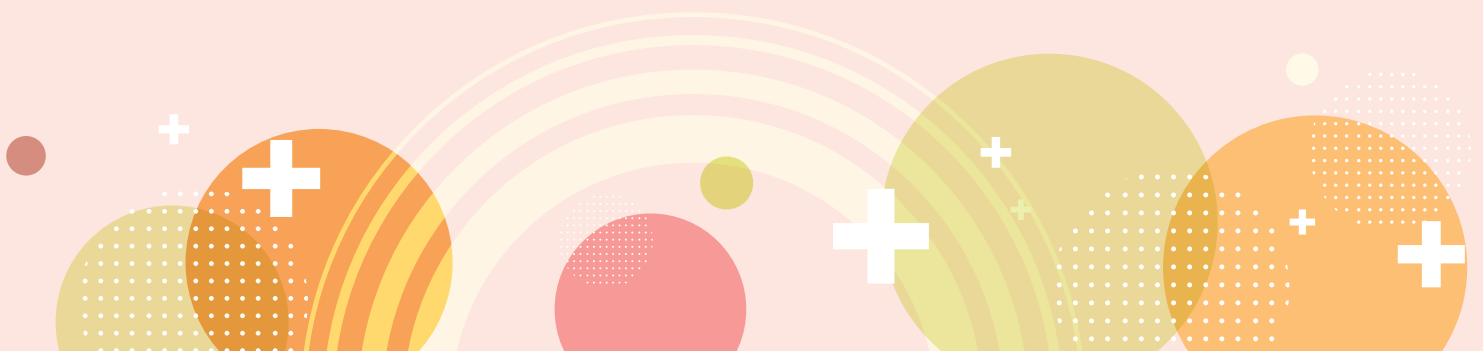
Strategy #1: Spot the reading areas where students need help and create a targeted instructional plan to support them

At the start of every school year, Ms. Jones can count on two things: She's going to love her first-graders, and they're all going to have different literacy learning needs. Some of them have strong reading skills on day one, while others are emerging readers.

Ms. Jones starts by examining MAP Reading Fluency data to see how they're each developing. Her overall goal is to create groups and targeted instructional plans that meet each of them where they are and move them further along in their journey to reading proficiency. She wants to make sure she's maximizing their individual growth opportunities.

Ms. Jones's question for the data: "What instructional areas should I target based on my class's data?"

Once students have tested, she looks for patterns in student performance and instructional needs. One report that supports this type of analysis is the Instructional Planning report, which groups students by zone of proximal development (ZPD) level for phonological awareness and phonics/word recognition, and by similar performance for language comprehension. The ZPD locates where each student is working in a progression of skills.

Phonics/Word Recognition	1st Grade			Hide Students and Resources ∧
ZPD	Level 1 and Below **Letters & Sounds**	Level 2 **Letters in Words**	Level 3 **Decodable: CVC**	Level 4 and Above **Decodable: One-syllable**
STUDENTS	At Level 1	Phillips, Peter • Robertson, Tommy • Diaz, Pamela • Sharp, Louise • Lewis, Benjamin	Oliver, Sophie • Pittman, Eleanor • Wood, Rebecca • Lucas, Myron • Parker, Kevin • Jennings, Eddie • Carter, Ralph	At Level 4
	Below Level 1			Above Level 4 • Henderson, Lucia • Diaz, Irene • Watson, Jessica • Brown, Chelsea
INSTRUCTIONAL RESOURCES	✎ In Class Activities Alphabet Tiles Name Sort Alphabet Borders	✎ In Class Activities Medial Phoneme Spin Letter-Sound Train	✎ In Class Activities Say It Now Word Steps	✎ In Class Activities At level 4 Canned Sort Vowel Slide ✎ In Class Activities Above Level 4 (Multisyllabic) Picture It In Syllables Compound Concentration

Ms. Jones is confident that the area of phonics and word recognition is the right place to focus. She knows that research indicates it's best to address phonemic awareness in the context of reading and spelling and now wants to identify focus areas for small-group instruction.

Looking at the report, Ms. Jones sees one group of students working on isolating letter sounds in words (ZPD Level 2, Letters in Words), which is below the expectation for where students are expected to be working for the time of year. Another group of students is working on reading and spelling CVC words, which is the expectation for where they should be working for the time of year (ZPD Level 3, CVC Words). Finally, a third group of students is working above reading and spelling one-syllable words; their ZPD is Level 5, but it is referred to as Above Level 4 in this report. This level suggests that these students may be ready to move on to multisyllabic word reading. Ms. Jones compares this data with other sources, including classroom formative assessments and her observations, and confirms these instructional focus areas. Next, Ms. Jones starts designing lessons for the groups. She is all set for focused instruction!

Strategy in action

One of the groups for whom Ms. Jones designs lessons is for those scoring below benchmark for the time of year. The next step is for them to learn to read and spell CVC words through daily instruction and practice.

Ms. Jones sees this group of students for 20 minutes a day across the week, so she has to make sure their short time together counts. She employs a lesson structure that integrates phonemic awareness, decoding, encoding (spelling), and fluency. (To view the lesson structure, click here, and see pages 5-6 for a lesson that Ms. Jones creates for this group.) Using this approach, she's engaging with students in a fun way—one that's focused on the specific area that can help them grow and improve toward grade-level expectations.

Over the next few days, Ms. Jones uses formative practices to check students' accuracy and fluency with CVC word reading and spelling; this gives her the chance to make sure everyone is on track and to see if any students need additional one-on-one support.

Strategy #2: Spot opportunities to scaffold a group of second-grade learners to improve their reading rate

One of Mr. Washington's routines is to look at the MAP Reading Fluency data for his second-grade students through the lens of proficiency: How are they doing in terms of their proficiency goals? He has a few kids in class who he suspects might benefit from some extra help, and he wants to consult the data to confirm that. Then he'll make a plan to start creating the right scaffolds for this group.

Student	Tested Grade	...sion	FOUNDATIONAL SKILLS Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	ORAL READING Oral Reading Rate↑	Accuracy	Oral Reading Level*	Literal Comprehension
Wood, Samantha	2					A 15/20	A 36	M 95%	475L	A
Sanchez, Elizabeth	2					A 15/20	A 36	M 95%	475L	A
Faulk, Jennefer	2					A 15/20	A 45	M 97%	515L	M
Boone, Peter	2					A 16/18	M 54	M 98%	500L	A
Peterman, Brian	2					M 20/22	M 70	A 93%	510L	B
Santiago, Pamela	2					M 18/20	M 78	A 93%	400L	A
Crouse, Donn	2					M 25/25	M 79	A 90%	530L	M

Mr. Washington's question for the data: "Which of my learners are on track for reading accuracy but might need additional support to improve their reading rate?"

Mr. Washington understands that accuracy is the foundation for fluency, but for students to devote their cognitive energy to extracting and constructing meaning from text, they must have the space available in their brain. This requires reading with automaticity, i.e., reading accurately and with appropriate speed for their grade level.

Mr. Washington sorts the data in the Oral Reading Rate column on the Benchmark Matrix report to identify students not yet meeting expectations. He then checks to ensure those students' accuracy does meet expectations. After identifying students, Mr. Washington implements synergistic fluency instruction with them—instruction that integrates modeling fluent reading, assisted reading, repeated reading, and word study.

He spends 20 minutes each day focusing instruction with them:

- First, he previews his lesson plans and selects a grade-level text.
- On Monday, using the framework of the Fluency Development Lesson (Rasinski, Padak, Linek & Sturtevant, 1994), Mr. Washington presents the text and models fluent reading. The students discuss the author's purpose, review phonics and syntax rules, define vocabulary, and identify any figures of speech. These activities require a great deal of scaffolding.
- On Tuesday, he rereads the text and reviews components of fluency (i.e., rate, accuracy, and prosody). Students chorally read the text, then smaller groups of students read specific sections or paragraphs.

- On Wednesday, students chorally read the text, then engage in partner reading. Partners are trained to provide feedback on the components of fluency. Students will volunteer to read the text for the class.

- On Thursday, students chorally read and self-evaluate. Volunteers read for the class. Since reading and writing are synergistic, Mr. Washington asks his students to complete a writing activity in response to the text.

- On Friday, students perform reader's theater, reading the text for different school audiences. They invite special guests, like the principal and school custodian.

Mr. Washington's students take the MAP Reading Fluency Oral Reading Progress Monitoring test to monitor the effectiveness of the instruction. He checks for progress in the areas of decoding accuracy and rate, as well as literal comprehension.

Strategy #3: Help third-grade students with unfinished learning improve their reading of multisyllabic words

In Mrs. Patel's third-grade class, students are reading texts with more "big" words. She wants to make sure that as her students learn to become better readers, they continue to understand what they are reading.

Mrs. Patel has noticed that one student, Whitney, can fluently read and understand texts that are composed of mostly monosyllabic words. However, Whitney has less success with word recognition and extracting and constructing meaning from grade-level texts containing a majority of multisyllabic words. Mrs. Patel needs to identify Whitney's opportunity for meaningful growth so that she can support her progress on her journey to reading proficiency.

> **Mrs. Patel's question for the data: "What are Whitney's strengths in reading, and how can I use them to support her learning?"**

Mrs. Patel's class took the MAP Reading Fluency benchmark assessment for more insights. Whitney's results mirror much of what has been observed in the classroom. For example, when Mrs. Patel listened to the MAP Reading Fluency recordings of Whitney's oral reading, she noticed that Whitney often mumbled or didn't attend to all parts of multisyllabic words.

Mrs. Patel thinks Whitney has a growth opportunity in developing morphological awareness as it builds students' capacity to read multisyllabic words and understand text.

Strategy in action

Focus on base words, prefixes, and suffixes to help Whitney read longer words more accurately and better understand what she's reading.

Mrs. Patel forms a small group with Whitney and other students with similar needs. She implements a 15-minute instructional routine that focuses on building students' morphological awareness through flexible syllabication and explicit morpheme instruction. (To view the lesson structure, as well as instructional strategies, click here.)

Over the next six weeks, Mrs. Patel will continue to monitor Whitney's classroom performance via informative assessments and make any adjustments along the way.

Strategy #4: Help all students successfully connect with grade-level text

As his students are learning to read and improve their skills, Mr. Ochoa needs to keep track of their progress in relation to grade-level standards. He'll use this information to guide where to go next. The metric he works with is the students' ability to read grade-level text with accuracy and good rate, which is necessary so that students can free up space in their brain to focus on extracting and constructing meaning from text. It's critical to give each student the opportunity to work on grade-level text—but it's also challenging to provide the right scaffolds to an entire class at the same time.

| Student | Tested Grade | FOUNDATIONAL SKILLS | | | | ORAL READING | | | | |
		sion	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency	Oral Reading Rate	Accuracy	Oral Reading Level*	↑ Literal Comprehension
Frank, Gerard	3					M 15/17	A 75	B 89%	500L	B
Walsh, Robert	3					M 15/17	B 58	B 75%	510L	B
Watson, Randy	3					M 15/17	A 75	B 89%	510L	B
Rodgers, Ron	3					M 18/20	B 57	B 75%	520L	B
Ward, Amy	3					M 18/19	B 55	B 89%	520L	A
Taylor, Wanda	3					M 18/20	A 75	B 89%	590L	A
Russell, Anthony	3					M 22/24	M 91	A 93%	600L	A
Boone, Whitney	3					M 18/19	M 100	M 96%	610L	E
Miller, Willie	3					M 28/28	M 91	M 96%	620L	M
Herrera, Tyler	3					M 22/24	M 91	A 93%	640L	M
Bailey, Larry	3					M 22/24	M 91	M 95%	650L	M

After his students take the MAP Reading Fluency assessment, Mr. Ochoa looks at their data on the Benchmark Matrix report and notices that they have a range of oral reading levels from 500L to 720L.

> **Mr. Ochoa's questions for the data: "Are my students ready for the difficulty of our grade-level texts? How do I know if students' scores are below grade-level expectations? And how does the Lexile oral reading measure differ from the Lexile reading measure?"**

Mr. Ochoa starts with the last question because understanding the difference between the Lexile measures will help him better see his students' needs.

The Lexile Framework for Reading from MetaMetrics offers a scientific, objective silent reading comprehension measure by placing both student ability to understand text and text complexity on the same scale. This results in a Lexile reading measure for a student. This is the Lexile measure

found in MAP Growth™ reports, and it answers the question, "What text difficulty levels can a reader likely comprehend independently?"

The Lexile Framework for Oral Reading is a fairly recent addition to MetaMetrics's Lexile measures. The framework measures both student oral reading performance and the oral readability of text on the same scale. A text's oral readability shows how difficult it is to read that text's words aloud with good rate and accuracy. A student's accuracy and rate and the oral readability of the text determine their Lexile oral reading measure, also called an oral reading level. This is the Lexile measure found in MAP Reading Fluency reports, and it answers the question, "What text difficulty levels can a reader likely read aloud independently"? The measure also serves as an indicator of overall fluency health and whether a student may need scaffolding to read grade-level text.

A text with a higher oral readability level is more challenging to read aloud and may cause a student to read at a slower rate and/or with less accuracy in comparison to a text at a lower oral readability level. Comprehension is not a factor in the Lexile oral reading measure; however, if a student's cognitive energy is being spent on decoding words, there will be little to no energy available to focus on making meaning.

Strategy in action

Help students read grade-level text by planning supports informed by both Lexile measures.

Mr. Ochoa examines the MAP Reading Fluency individual student report of a third-grader named Larry. Larry's Lexile oral reading measure is 650L. This suggests that he is likely able to independently read aloud texts that have an oral readability measure of 650L. It's typical for third-graders to read aloud texts that have an oral readability in the range of 640L to 850L. So Larry's measure is in the range of what is typical for his grade level.

← Back to report	Larry Bailey - 3rd Grade (Tested Grade)			

Benchmark	Progress Monitoring

ORAL READING RATE

M Meets grade level
Larry meets grade level expectation.

Fall expectation: 83 wcpm (scaled)

ORAL READING LEVEL ⑦

Larry's Lexile® oral reading measure is 650L.

Oral reading materials in 3rd grade typically have Lexile oral readability measures from 640L to 850L.

PROFILE & NEXT STEPS

Larry reads with good rate and shows understanding. However, Larry's accuracy is not yet at a level that supports deeper comprehension.

Building decoding accuracy, for readers with good rate

─── Test Details and Results ───

Passage Title	Lexile® Text Measure ❷	WCPM (Scaled) ❷	Accuracy	Comprehension	Actions	
Popcorn Science	520L	91	95%	6/6 (100%)	Review Audio	▶
Vanilla	620L	89	95%	5/6 (83%)	Review Audio	▶
Tides	510L	FIELD TEST	-	-	Review Audio	▶

Mr. Ochoa also examines Larry's MAP Growth data to find his Lexile reading measure, which is 165L–315L. This suggests that Larry is likely able to independently read, typically silently, and understand text in this range.
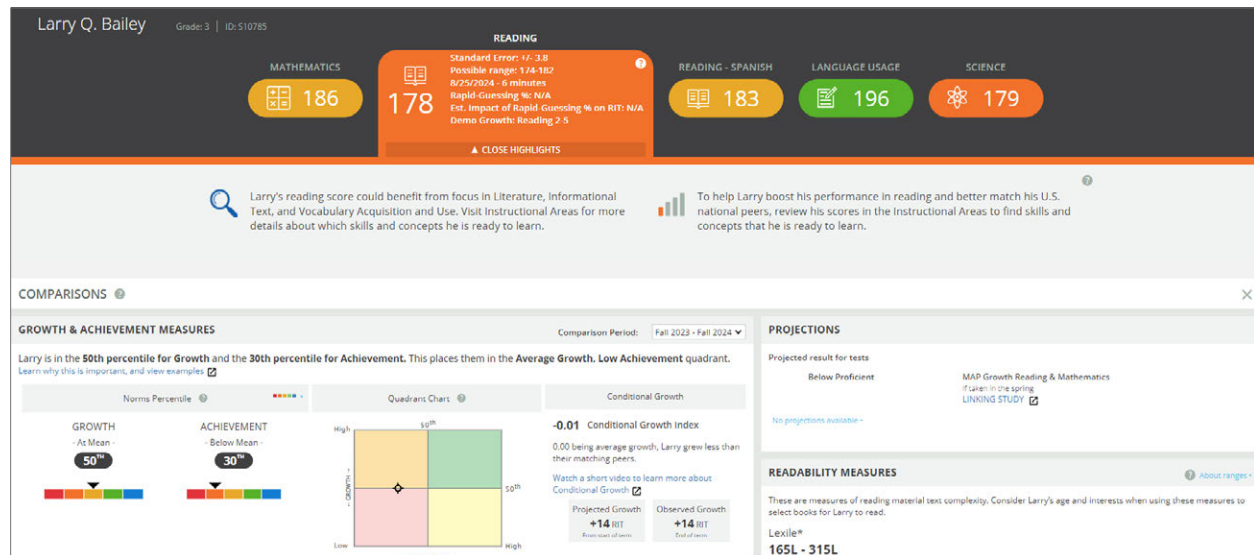
Mr. Ochoa compares the two measures and observes that Larry's Lexile oral reading measure is higher than his Lexile reading measure. What Larry can read aloud is different than what he can understand. Mr. Ochoa also compares the measures for other students and categorizes them based on their profile.

Profiles of students based on Lexile measures

1. When a student's Lexile oral reading measure (from MAP Reading Fluency) is higher than their Lexile reading measure (from MAP Growth), the student may be reading with good rate and accuracy but not attending to meaning. This student likely needs more focus on reading for comprehension. The teacher may need to focus on knowledge-building and vocabulary.

2. When a student's Lexile oral reading measure (from MAP Reading Fluency) is lower than their Lexile reading measure (from MAP Growth), the student may have strength in language comprehension and background knowledge, but they may struggle with quick and accurate oral reading when they are first given a text. The difference in measures may indicate the student is reading very slowly but does comprehend what they are reading. This student likely needs more focus on oral reading fluency. The teacher may need to work with the student on word recognition or fluency strategies focused on automaticity.

3. If a student's Lexile oral reading measure and Lexile reading measure are both low, this may indicate the student needs focus on decoding to improve automaticity, evidenced by increases in rate and accuracy. Good automaticity allows attention to comprehension.

Some of Mr. Ochoa's students may need additional support in word recognition and fluency, so he employs the tools mentioned in Strategies 2 and 3 above with them. Because all students benefit from instruction that builds their knowledge and vocabulary, Mr. Ochoa uses conceptually coherent text sets and implements a lesson structure to teach students to build both their world knowledge and word knowledge, which will enable them to extract and construct meaning from text. (To view the lesson structure, click here.)

To monitor the impact of his instruction, Mr. Ochoa's administers informative assessments and constantly mines the data to learn about his students as readers and plan how he can deliver even more responsive instruction. In addition, on the next MAP Reading Fluency and MAP Growth benchmark assessments, he'll once again compare the students' Lexile measures to gauge improvements.

Strategy #5: Help Spanish-speaking emergent bilingual students build word recognition and language comprehension in English and Spanish.

Reading instruction for emergent bilingual classrooms varies widely by district. Some educators work to build English proficiency while others work to build biliteracy.

For this example, we'll be talking about a first-grade teacher who works at a school with a two-way dual-language program. Our teacher, Ms. Barnes, has four Spanish-speaking emergent bilingual students; the rest of her students are monolingual English speakers. Ms. Barnes had already planned for her entire class to take the MAP Reading Fluency Foundational Skills assessment in English and Spanish. In order to learn more about her Spanish-speaking students' existing reading skills, she homes in on their results to make informed decisions about instruction.

Ms. Barnes's questions for the data: "What do my Spanish-speaking emergent bilingual students already know how to do in their native language? How can I leverage their existing skills while helping them build new ones? Are there specific aspects of learning to read in English and Spanish for which this particular group of students might need additional support?"

Benchmark Matrix Spanish results

Benchmark Matrix English results

After the students test, Ms. Barnes accesses their reports. She notices that two of her emergent bilingual students scored much higher in listening comprehension and picture vocabulary on the Spanish form than on the English one, while the remaining two students scored at or above grade level on both forms. This tells Ms. Barnes that the two students who scored higher in Spanish would likely benefit from speaking and listening activities that allow them to build vocabulary in English.

Ms. Barnes also notices differences in the students' phonological awareness and phonics/word recognition scores. One of the students scored at or above grade level in both English and Spanish, two of the students scored at or approaching grade level in Spanish and below grade level in English, and the remaining student, Alex, scored below grade level in both languages. Ms. Barnes knows that in Spanish, there is a much higher rate of one-to-one alignment between letters and sounds than in English (e.g., Spanish has five distinct vowel sounds while English has approximately twenty). This means that students learning to read in Spanish can often decode earlier and with more accuracy than students learning to read in English. Ms. Barnes makes a plan to include cross-linguistic instruction. She can help her students make connections from the sounds in their primary language to English as they are learning new English-specific phonemes and word patterns. She will also monitor Alex, the student who scored below grade level in both languages, and ensure that explicit instruction is provided in their dominant language so they can begin to make connections across languages.

Strategy in action

Help emergent bilingual students improve their phonics, word recognition, and vocabulary skills in English by focusing on phonemes and word patterns they're less familiar with. This will allow them to better understand what they are and reinforce Spanish sounds that can transfer to English, supporting acquisition of both languages.

Ms. Barnes's overall goal is to help these students develop not just their reading accuracy and speed but also their comprehension. She knows the next step after getting a sentence right is understanding what it means—and the path to this goal is to help students develop automaticity. In other words, Ms. Barnes is helping her students accurately decode in both languages and continue to build language comprehension so her students can engage in stronger comprehension of text they are hearing and reading.

Ms. Barnes takes two approaches:

Integrating phonemic awareness and word recognition skills into existing lessons and daily practices in both languages. Ms. Barnes starts to make calling out phonemes a habit, focusing most heavily on sounds she knows occur in English but not in Spanish. When the class encounters a new word together, she pauses and asks them to repeat the sound, or she reviews other English words in which they've heard the sound and discusses if this sound exists in Spanish. Similarly, as they proceed through English and Spanish reading material, she asks the class to raise their hands every time they hear a specific phoneme sound. By doing this, the class gets in the habit of identifying sounds in a variety of contexts, so they get multiple practice opportunities each day.

Dedicating class time to phoneme isolating, matching, and segmenting in both languages. Ms. Barnes creates a lesson plan that gives her thirty minutes on Mondays, Wednesdays, and Fridays with her emergent bilingual students who need additional support in phonemic awareness in both languages. She selects isolating, matching, and segmenting because it helps her focus on their immediate need—understanding and reading specific new sounds.

- On Mondays, she lets them pick out a [phoneme-isolating activity from the Florida Center for Reading Research,](#) like "See It-Sound It," where students pull objects out of a box and work together to name the objects and say their initial sounds. In Spanish, students can use a phoneme-isolating activity like ["Separando palabras en fonemas"](#) from the University of Texas, where they are listening to words and using manipulatives to isolate each phoneme they hear.

- On Wednesdays, the group picks a phoneme-awareness matching game, like "Phoneme Go Fish," using words in both languages.

- On Fridays, they focus on phoneme segmenting with a game they can play outside: "Phoneme Hopscotch." Students take turns with new English and Spanish words, breaking them down into sounds that translate to hopscotch squares.

Along the way, students should also receive opportunities to practice decoding those same specific phonemes in words and short phrases of connected English text.

To check in on her class's progress, Ms. Barnes follows up by giving the same assessments again and comparing scores. Specifically, she looks to see how her emergent bilingual learners are growing in both languages. If there are any students who are not meeting the grade expectation at the next testing term, she will continue to provide explicit opportunities to practice foundational skills in both languages.

Benchmark Matrix English results

Strategy #6: Drive gains in reading with practice and targeted feedback

In examining his class's data on the Benchmark Matrix report, Mr. Jackson observes that students are at different points in their literacy learning journey. For example, some students are working on foundational skills and have needs in decoding and/or language comprehension. Some are working on building their fluency and have needs in word recognition and/or automaticity. Some have solid word recognition skills and have freed up space in their brains to focus on extracting and constructing meaning from text. Mr. Jackson plans and delivers instruction that is explicit, sequential, systematic, diagnostic, prescriptive, and cumulative in all key areas of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. However, he knows that high-quality, rich, and robust instruction is only one of the two major types of action required to rewire the brain to become a reading brain. Also required is abundant practice in reading that is prescriptive for each student.

Student	Tested Grade	FOUNDATIONAL SKILLS				Sentence Reading Fluency	ORAL READING				
		Listening Comprehension	↑ Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition		Oral Reading Rate	Accuracy	Oral Reading Level*	Literal Comprehension
Scott, Johnny	2	B 53%	A 60%	A Phonemic Manipulation	B Decodable: CVC	A 10/11				
Moore, Heather	2	M 87%	M 100%	A Phonemic Manipulation	A Decodable: One-syllable	A 14/18				
Ball, Horace	2	M 100%	M 100%	B Blending & Segmenting	A Decodable: One-syllable	A 12/15				
Boone, Peter	2					A 16/18	M 54	M 98%	500L	A
Bryant, Carlos	2					M 23/25	M 82	M 96%	575L	M
Crouse, Donn	2					M 25/25	M 79	A 90%	530L	M
Davis, Samuel	2					M 25/26	E 127	E 98%	570L	E
Estrada, Casey	2					M 20/21	M 79	M 95%	475L	M
Faulk, Jennefer	2					A 15/20	A 38	B 71%	375L	B
Garcia, Lawrence	2					M 22/23	E 90	E 98%	500L	M
James, Brian	2					M 23/25	E 118	M 96%	550L	E
King, Clarence	2					A 21/24	E 87	M 97%	515L	M
Lopez, Inez	2					M 20/21	M 79	M 95%	420L	M
Patterson, Jack	2					M 20/20	M 79	E 98%	580L	E
Peterman, Brian	2					M 20/22	M 70	A 93%	510L	B
Sanchez, Elizabeth	2					A 15/20	A 36	A 71%	375L	B

Mr. Jackson's question for the data: "What type of practice does each student need to support their reading growth?"

Mr. Jackson's school is implementing Coach, the latest iteration of the MAP Reading Fluency assessment from NWEA®. Coach uses students' MAP Reading Fluency assessment data to place them into personalized, one-on-one tutoring pathways.

Strategy in action

Students interact with a friendly, automated reading tutor named Coach Maya who delivers scaffolded reading practice and feedback that is personalized based on each student's specific needs. As students practice, Coach Maya actively listens to them and detects errors, then provides corrective feedback in the form of microinterventions that are informed by Scarborough's Reading Rope. For example, based on the error, Coach Maya may determine that the appropriate microintervention might be a phonemic lip sync, where a student sees a video of an adult articulating the sounds in a word and then the student is asked to blend the sounds into a word. In yet another type of microintervention, Maya helps a student bridge from Spanish to English by showing them the Spanish cognate for the English word on which they erred; students can practice in English and Spanish. There are more than 60 microinterventions.

In addition to providing students with abundant practice to support their reading growth, Coach provides robust data insights via five reports. Mr. Jackson looks at the reports to answer questions like, "What skills are students developing? What skills have they mastered?" "How does student performance compare to national norms?" "How can I celebrate reading growth?" "How can practice results inform the other major type of activity students' brains need—instruction?"

Mr. Jackson and his colleagues find value in the integrated solution because skill-aligned assessment results become skill-aligned instruction and practice for students. They realize that Coach is a force multiplier of the amount of individualized reading practice that can occur at any given time in a classroom.

# Strategy #7: Use data to determine when and how to provide more intensive intervention

Horace, a second-grade student, has been receiving reading intervention for part of the year. Mr. Simpson, the interventionist with whom Horace works twice weekly, created a phonics/word recognition goal for the student in the new goal-setting feature within MAP Reading Fluency's foundational skills progress-monitoring reports. He is concerned about how Horace is progressing toward the goal.

Mr. Simpson's question for the data: "Is Horace growing enough to meet his goal by the middle of the year?"

Horace is progress monitored in phonics/word recognition weekly. After administering six probes, Mr. Simpson examines the data to identify a trend line and analyze progress.

Strategy in action

Use data to determine Horace's response to intervention.
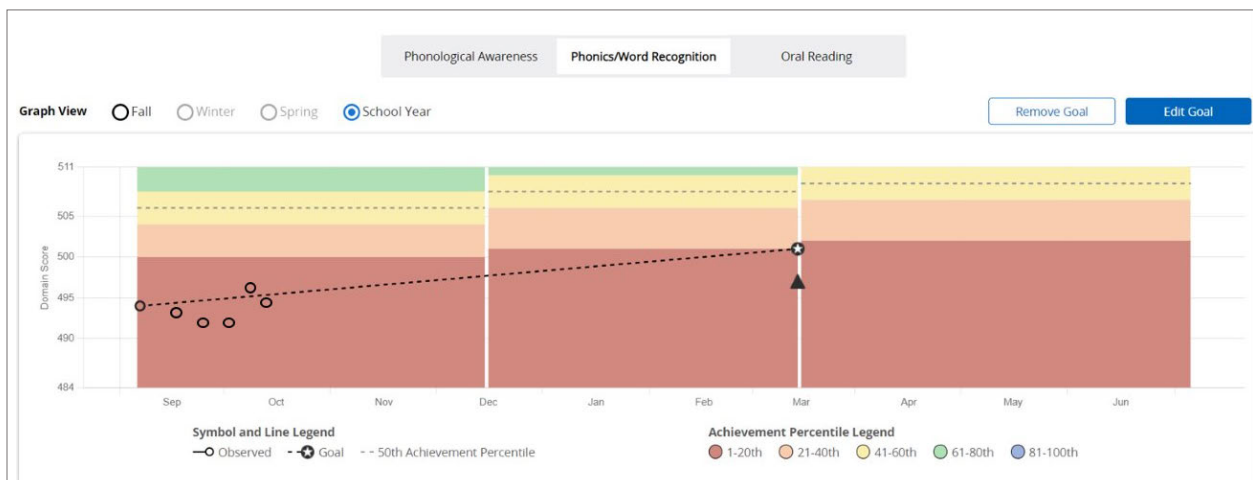
Mr. Simpson observes that Horace is not making progress toward the goal, as the trend in the data is below the goal line.

Mr. Simpson's school implements data-based individualization (DBI), "a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies." Selecting, evaluating, and intensifying interventions within the DBI process can be done through the seven dimensions of the Taxonomy of Intervention Intensity to determine next steps.

Mr. Simpson and other members of the school's problem-solving team use diagnostic data to develop a hypothesis about why Horace is not responding to intervention. Their analysis and

discussion point to the fact that two of the dimensions of the Taxonomy of Intervention Intensity are especially helpful for Mr. Simpson right now:

1. **Dosage:** The number of opportunities the student has to respond and receive feedback from the teacher

2. **Alignment:** How well the intervention matches the targeted academic skills or behaviors of concern, as well as incorporates grade-appropriate standards or behaviors we would expect for a particular context

The team determines that Horace's intervention should be intensified by increasing the number of times Horace meets with Mr. Simpson each week (dosage). Further, because the intervention addressed skills Horace had already mastered—not his skill gaps—it was adjusted to focus on what Horace needs to learn (alignment).

Mr. Simpson will continue progress monitoring to measure the effectiveness of the adjusted intervention.

About our contributors

For this guide, we consulted with expert practitioners, including classroom teachers, library media specialists, literacy experts, and researchers. While Ms. Jones, Mr. Washington, Mrs. Patel, Mr. Ochoa, Ms. Barnes, Mr. Jackson, and Mr. Simpson are fictional, their data-powered strategies help children learn to read and improve their reading skills. Many thanks to the educators who contributed to this text.

- Sharron D. Stroman
- Yolanda Wallace
- Katheleen Smith
- Tiffany Peltier

nwea