Educational Services

Professional Learning Community (PLC)

Formative Assessment

Multitudes

September 30, 2026

One Goal, One Team
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Agenda

- Professional Learning Community (PLC)
- i-Ready
- Formative Assessment
- Multitudes
- Benchmark/Adelante
- Illustrative Mathematics

LCAP Goal 3

By June of 2027, all RCSD students will increase at least 4% annually in ELA and Math on i-Ready, the district's local assessment program.
English learner students in grades 3-8 will increase in meeting or exceeding the standard on the CAASPP:

- **ELA: increase to 20%**
- **Math: increase to 16%**

i-Ready Reading Growth 2025-2026			
2023-2024 **Spring - Baseline**	**2024-2025** ***Spring***	**2025-2026** **Winter**	**2026-2027** **Goal**
District wide: 54% **EL's**: 49% **LTEL's:** 50% **African American**: 48%	**District wide:** 57% **EL's:** 54% **LTEL's:** 52% **African American:** 35%	**District wide:** 60.7% **EL's:** 60.8% **LTEL's:** 58.3% **African American:** 63.8%	**District wide:** 66% **EL's: 59%** **LTEL's:** 62% **African American:** 60%

i-Ready Math Growth 2025-2026			
2023-2024 **Spring - Baseline**	**2024-2025** Spring	**2025-2026** **Winter**	**2026-2027** **Goal**
District wide: 46% **EL's:** 42% **LTEL's:** 47% **African American:** 50%	**District wide:** 47% **EL's:** 43% **LTEL's:** 46% **African American:** 45%	**District wide:** 56.4% **EL's:** 57.7% **LTEL's:** 55.3% **African American:** 35%	**District wide: 58%** **EL's:** 54% **LTEL's:** 57% **African American:** 64%

CAASP 2025-2026 ELA Data LCAP goal: **English learner students in grades 3-8** will increase in meeting or exceeding the standard in ELA to 20%			
2023-2024 **Baseline**	**2024-2025**	**2025-2026** **As of 6/5/2026** **99% release**	**2026-2027** **Goal**
District wide: 45.2% **EL's**: 5.3% **LTEL's:** 1.2% **African American**: 32% **SWD:** 16.4%	**District wide:** 49.2% **EL's:** 8.8% **LTEL's:** 3.4% **African American:** 26.3% **SWD:** 16.1%	**District wide: 50.6%** **EL's: 8.1%** **LTEL's: 5.0%** **African American: 35%** **SWD: 16.2%**	**District wide:** 59.7% **EL's**: 20% **LTEL's:** 18.3% **African American**: 46.1% **SWD: 31%**

CAASP 2025-2026 Math Data LCAP goal: **English learner students in grades 3-8** will increase in meeting or exceeding the standard in Math to 16%			
2023-2024 **Baseline**	**2024-2025**	**2025-2026** **As of 6/5/26** **97% release**	**2026-2027** **Goal**
District wide: 37.2% **EL's:** 7.2% **LTEL's:** 0% **African American:** 25% **SWD:** 14.3%	**District wide:** 39.6% **EL's:** 7.2% **LTEL's:** 0.4% **African American:** 15.8% **SWD:** 15.1%	**District wide:** 43.7% **EL's :** 2.6% **LTEL's:** 3.1% **African American:** 26.3% **SWD:** 14.9%	**District wide:** 46% **EL's:** 16% **LTEL's:** 12% **African American:** 33% **SWD:** 23%

RCSD Assessments

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TYPE OF ASSESSMENT	How often	Cycle of Inquiry	Purpose
i-Ready ELA and Math	Beginning of Year and January	Goal Setting Conference and School Analysis	Identify student gaps and who benefits from additional supports
Math Test	During the Unit as daily checkpoints, End of week, and Unit Test	Grade level PLC Analysis and Goal Setting	Identify student gaps and who benefits from additional supports
Benchmark Assessments	End of Unit Test, Interim Assessment (2-3 times)	Grade level PLC Analysis and Goal Setting	Identify student gaps and who benefits from additional supports
BPST/IWT Aprendo	As often as needed to monitor student progress. District collect three times a year for comparison	Foundational skills analysis; Goal Setting for K-2	Identify student gaps and who benefits from additional supports
Oral Reading Fluency (ORF)	Nov. Feb/Mar, and May	Fluency and Comprehension	Identify student gaps and who benefits from additional supports
Designated ELD K-5 benchmark 6-8 Ellevation	Two assessment: End of September and December	Grade Level PLC Analysis	Target ELPAC prep, Measure Language Proficiency
SBAC/ ELPAC	Once a year ELPAC (End of Feb/ Mar) SBACK May	School Analysis	D-ELD groups for new school year, RFEP identification, Advance Math and ELA placement
Multitudes	Once a year 1st & 2nd in Oct., Kinder in Jan.	Grade Level PLC Analysis	Identify student gaps and who benefits from additional supports

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Professional Learning Community (PLC)

IMPACT

- Improved Tier 1 instruction
- Faster response to student needs
  - Interventions
  - Enrichment
- Collective responsibility for all learners
- Sustainable systems that support equity
- The purpose of an assessment is to affect instructional practices.
- Lesson design needs to:
  - Differentiate or supplement
  - Intensive support
    - ELs
    - SWD

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PROFESSIONAL LEARNING COMMUNITY

GOALS:

To improve teaching practice and student learning through **intentional, collaborative, and ongoing inquiry.**

At their core, PLCs shift professional development from **one-time trainings** to **continuous improvement** embedded in teachers' daily work.

PLC IN ACTION: A CONTINUOUS CYCLE

1. COLLECT & ANALYZE DATA
Use multiple sources of data to understand student learning.

2. COLLABORATE & INQUIRE
Engage in professional dialogue to identify needs and set goals.

3. PLAN INSTRUCTION
Plan evidence-based strategies and learning experiences.

4. IMPLEMENT & MONITOR
Implement instruction and monitor student progress.

5. REFLECT & ADJUST
Reflect on results and adjust instructional moves to improve outcomes.

Use data to inform instructional moves to **address all students' needs** and drive **equitable** outcomes for every learner.

WE IMPLEMENT UNIVERSAL DESIGN FOR LEARNING (UDL)

to support students' learning by providing:

Multiple Means of Engagement
to motivate and sustain learning

Multiple Means of Representation
to present information in different ways

Multiple Means of Action & Expression
to demonstrate learning in multiple ways

WE COLLABORATE. · WE INQUIRE. · WE IMPROVE. · WE EMPOWER STUDENTS.

Professional Learning Community

Difference between a PLC and Grade Level Meeting		
	PLC	**Grade Level Meeting**
Purpose	Improve student learning through collaborative inquiry and data driven decision making	Coordinate logistics and operations, Management and planning of grade level needs
Use of data	Essential: Formative assessments, student work, progress monitoring	Minimal- may use PLC data to plan lessons to meet students needs
Typical Activities	Analzing student work Reviewing formative data Adjusting instruction Planning targeted supports or extensions	Organize: Fieldtrips, Parent communication, School Events Planning for centers in Math or ELA Planning for integrated Unit
Instructional Planning	Focused on what to teach next based on evidence	Focused on when and how task occur
Outcome	Improve instructional practices and student achievement	Common grade level practices or operations
Facilitated	Structured, guided norms and protocols	Informal, led by team leader

Five Year Plan of Implementation

Shared with all staff on January 2026

Professional Learning Community (PLC) Timeline

School Year	PLC Structure	Focus	Key Features
2024-2025	3 PLC cycles	Building Foundations • Learning to write SMART Goals • Establish norms and expectations	Data-focused PLCs
2025-2026	3 Focused PLC cycles	Implementation and Monitoring • Principal identifies school wide focus • Alignment across PLC teams	Built-in progress monitoring
2026-2027	**Monthly PLCs**	**Site-based Collaboration** • **Monthly Meetings** • **Focus on data planning and alignment**	**Grade-level PLCs**
2027-2028	Weekly PLCs	Response to Instruction • Formative Monthly meetings • Teacher choice of weekly focus	Weekly review of student work
2028-2029	Weekly PLCs	Sustained Collaboration • Instructional adjustments week to week • Common planning time built into schedule on minimum day	Ongoing collaboration and planning

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PROFESSIONAL LEARNING COMMUNITY TIMELINE

Strategic schedule of goals, assessments, and progress monitoring for the 2026-2027 academic year

CYCLE 1 AUGUST – OCTOBER	August	Create long-term SMART goal & 1st short-term goal
		Grade-level consensus on common assessment & progress monitoring
	Sept. 10 / 17	ELA or Math Progress Monitoring
	Oct. 15 & 22	Review Performance and data Collaborate and create 2nd short-term goal based on data.
CYCLE 2 NOVEMBER – JANUARY	Nov. 12	ELA focus progress monitoring
	Dec. 10	Math focus progress monitoring session
	Jan. 14 & 21	Close cycle 2 & review data Create 3rd short-term goal
CYCLE 3 FEBRUARY – APRIL	Feb. 25	ELA progress monitoring
	March 11	Math Progress monitoring
	April 1 & 8	Final progress monitoring
	End of Cycle	End 3rd PLC Cycle

Through collaboration. Focused on data. Committed to growth.

2026-2027 Timeline

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Professional Learning Community

2025–2026
Partnership with Solution Tree

RCSD contracted with Solution Tree to strengthen Professional Learning Community (PLC) practices across the district.

- Supported administrators and school teams in deepening their understanding and implementation of the PLC process.
- Provided site-based support focused on data analysis, with areas of focus varying based on each school's needs.
- Developed district-aligned PLC documents and resources to create greater consistency across school sites.

2026–2027
Continued Partnership with Solution Tree

The goal to deepen PLC implementation by strengthening administrators' capacity to lead effective, data-driven PLCs at their school sites.

Eight schools are receiving targeted Solution Tree coaching support:

- On-site and virtual coaching: Kennedy, Henry Ford, and Garfield
- Virtual coaching: McKinley, Roosevelt, Hoover, Adelante, and Orion

Coaching will support administrators in strengthening PLC structures, using student data to guide instructional decisions, monitoring progress toward team goals, and building greater consistency in PLC practices across the district.

i-Ready Tools used for assessments

i-Ready assessment is used for instruction.

- Provides teachers information as to where students have gaps in their learning.
- Allows teachers to intervene earlier and target areas students need support on.

Other formative assessments that we are using besides diagnostic assessment.

- i-Ready provides groupings of students who may need the same support in a classroom.
- Teachers can teach a standard and then assess by using i-Ready Standards Mastery Assessment.
- Reading Fluency practice (2nd will use this year.) 3rd will use for any student not at grade level.
- Rapid Automatized Naming (RAN) will be used for students who are identified on Mutlitudes needing this practice.

As students improve in i-Ready we expect that they would improve on CAASPP as well.

Does i-Ready directly correlate to CAASP?

As students improve in i-Ready we expect that they would improve on CAASPP as well.

In i-Ready, **Expected Growth** is best understood as the amount of academic progress a student is expected to make during the school year based on where the student started.

i-Ready commonly uses two growth measures:

- **Typical Growth** — The average annual growth expected for students who started at a similar grade and placement level.
  - "***Is the student making the amount of progress we would normally expect in one year?"***

- **Stretch Growth** — A more ambitious growth target designed to help students who are below grade level make accelerated progress toward grade-level proficiency.
  - ***"Is the student growing fast enough to begin closing the achievement gap?"***

As students improve in i-Ready we expect that they would improve on CAASPP as well.

i-Ready Literacy Report: New 2026-2027

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Baseline School	Enrolled Students	i-Ready Inform					
		Assessed	Mid or Above Grade	Early On Grade	1 Grade Below	2 Grades Below	3+ Grades Below
All Schools	5,813	4,705	21%	14%	27%	15%	23%
ADELANTE SELBY SPANISH IMMERSION	580	255	18%	18%	31%	17%	16%
Clifford Elementary School	615	534	19%	18%	32%	12%	20%
Garfield Elementary School	227	149	2%	4%	23%	33%	38%
HENRY FORD ELEMENTARY SCHOOL	377	311	12%	11%	37%	25%	14%
HOOVER ELEMENTARY SCHOOL	590	459	3%	5%	22%	23%	47%
KENNEDY MIDDLE SCHOOL	839	789	17%	13%	20%	12%	39%
MCKINLEY MIDDLE SCHOOL	284	280	5%	8%	20%	10%	58%
NORTH STAR ACADEMY	543	542	65%	20%	11%	3%	1%
Orion School	500	375	30%	21%	39%	9%	2%
ROOSEVELT ELEMENTARY SCHOOL	299	247	4%	8%	36%	35%	16%
ROY CLOUD ELEMENTARY	674	589	24%	23%	34%	9%	10%
TAFT ELEMENTARY SCHOOL	285	175	5%	8%	35%	28%	25%

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i-Ready English Learner Baseline 2026-2027

School	# EL/ # SPED TESTED	At or above grade level	1 year below	2 or more years below
Adelante Selby	205/ 39	35%	31%	34%
Garfield	136/ 23	6%	23%	71%
Henry Ford	105 /36	23%	37%	40%
Roosevelt	122/ 26	12%	36%	52%
Orion Alternative	38/12	50%	39%	11%
Taft	140/ 35	13%	35%	56%
Clifford	105/ 33	37%	32%	32%
Hoover	338/ 71	8%	22%	70%
Roy Cloud	27/ 14	47%	67%	19%
North Star	4/ 0	85%	11%	4%13%
Kennedy	197/ 79	29%	20%	51%
McKinley	103 /42	13%	20%	68%

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Formative Assessments

Foundational Skills Assessment

- Basic Phonics Skills Test (BPST)
- Aprendo
- Multitudes

Reading Comprehension

- Benchmark Assessment
- ORF. (Literably)

Children who enter school with poor knowledge of letter names and sounds face a far higher risk of reading delay and disability."
(Adams, 2013)

School and Number of students assessed 2025-2026

SCHOOL	K	1st	2nd	Assessment Type
Clifford	68	77	80	BPST
Roy Cloud	73	71	80	BPST
Henry Ford	69	63	75	BPST
Orion	99	93	87	BPST
Roosevelt	69	37	53	BPST
Taft	English 26 Spanish 25	English 26 Spanish 26	English 27 Spanish 18	English class BPST Bilingual class Aprendo
Garfield	English 17 Spanish 20	English 0 Spanish 48	English 0 Spanish 43	English class BPST Bilingual class Aprendo
Hoover	English 25 Spanish 25	English 23 Spanish 25	English 25 Spanish 47	English class BPST Bilingual class Aprendo
Adelante	106	102	92	Aprendo

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Unduplicated Pupil Count 2025-2026

SCHOOL	Total Number	Unduplicated	Percentage
Clifford	663	311	46.91%
Roy Cloud	667	115	17.24%
Henry Ford	449	287	63.92%
Orion	548	135	24.64%
Roosevelt	345	248	71.88%
Taft	319	298	**93.42%**
Garfield	262	252	**96.18%**
Hoover	648	628	**96.91%**
Adelante	625	395	63.20%

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Components of Common Core Foundational Skills Standards

For K–2, foundational skills are the building blocks students need to become accurate, fluent readers who can focus their attention on understanding what they read.

California Common Core State Standards for ELA/Literacy addressed by Reading Foundational Skills (RF) standards.

Hear the Sounds → Connect Sounds to Letters → Blend/Decode Words → Read Words Automatically → Read Text Fluently → Comprehend

By end of 2nd grade:
Strong foundation to independently decode grade-level words and read connected text accurately and fluently.

Instruction should increasingly shift from learning how to read words toward ***using reading to build meaning and knowledge.***

K-2 Foundational Reading Skills

Foundational Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Print Concepts	Understand print carries meaning; left-to-right/top-to-	Understand basic organization/features of print	Expected to be mastered	Expected to be mastered
Phonological Awareness	Rhyme; syllables; onset-rime; blend/segment	Blend and segment single-syllable words; isolate sounds;	Expected to be largely mastered	Expected to be mastered
Letter–Sound Knowledge	Produce primary/common sounds for	Know common consonant digraphs and vowel patterns	Apply increasingly complex sound-spelling patterns	Apply knowledge automatically when decoding
Phonics & Decoding	Connect letters to sounds; begin decoding simple	Decode regularly spelled one-syllable words; final-e and	Decode two-syllable words; long/short vowels; common	Decode multisyllabic words
High-Frequency Words	Read common high-frequency words	Recognize common irregular words	Recognize grade-appropriate irregular words	Increasingly automatic
Word Analysis	—	Use basic word parts/endings	Prefixes, suffixes, common word patterns	Meaningful word parts, affixes, roots
Fluency	Emergent reading with purpose and understanding	Accuracy, appropriate rate and expression	Increasing accuracy, rate and expression	Fluent grade-level reading supporting comprehension

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Basic Phonics Skills Test (BPST)

Improving foundational skills for Tk-2

BPST is a formative assessment that is used to monitor students foundational skills.

Basic Phonics Skills Test (BPST) Continuum

	Kindergarten	First Grade	Second Grade
1	Consonant sound	Consonant diagraphs	Additional common vowel teams
2	Five short vowel sounds and letter names	Consonant Blends Decode regularly spelled one-syllable words	Reading words with long and short vowel sounds in regular, one syllable words
3	Five long vowel sounds an there common Spelling	Inflections endings (e.g. d.es.ing.,ed)	Identify words in inconsistent but common spellings (e.g. Old, told, godl)
4	Reading CVC words	Final e and common long vowel teams	Decode regularly spelled two-syllable words with long vowels.
5	NONE	Two-Syllable words that follow basic patterns	Decode words with common prefixes and suffixes
6	High Frecuency site words (both regular and irregular)	Grade appropriate irregular sight words	Grade appropriate irregular sight words

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Spanish Assessments

Improving foundational skills for Tk-2

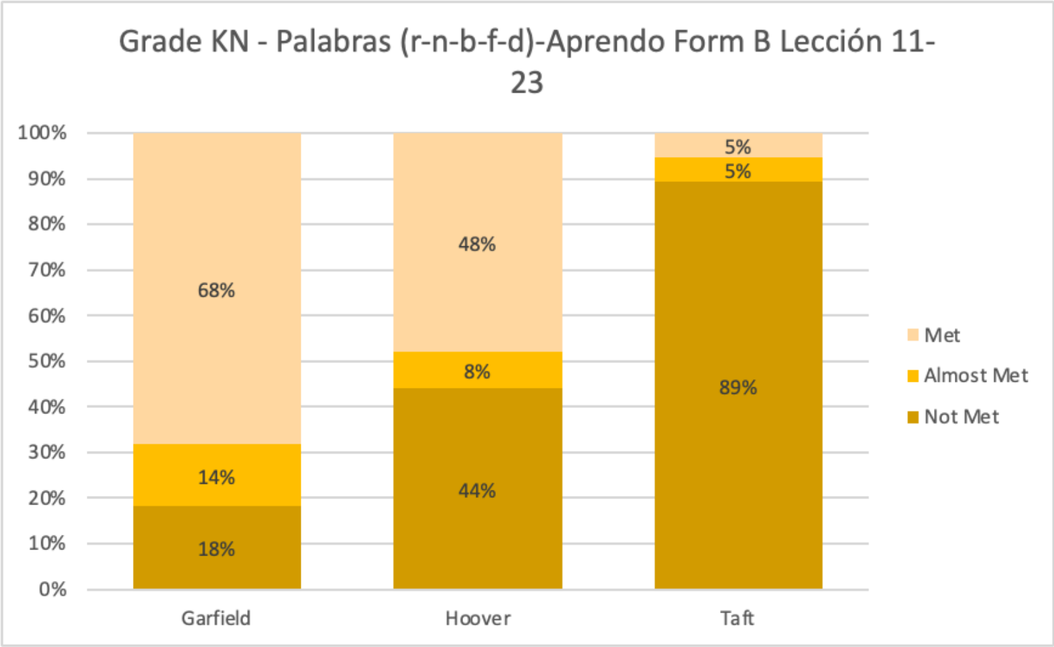
Aprendo curriculum is explicitly designed to teach reading and writing in Spanish through a phonetic syllabic approach.

This approach is grounded in evidence-based instruction principles and has proven effective since it follows the New Science of Reading.

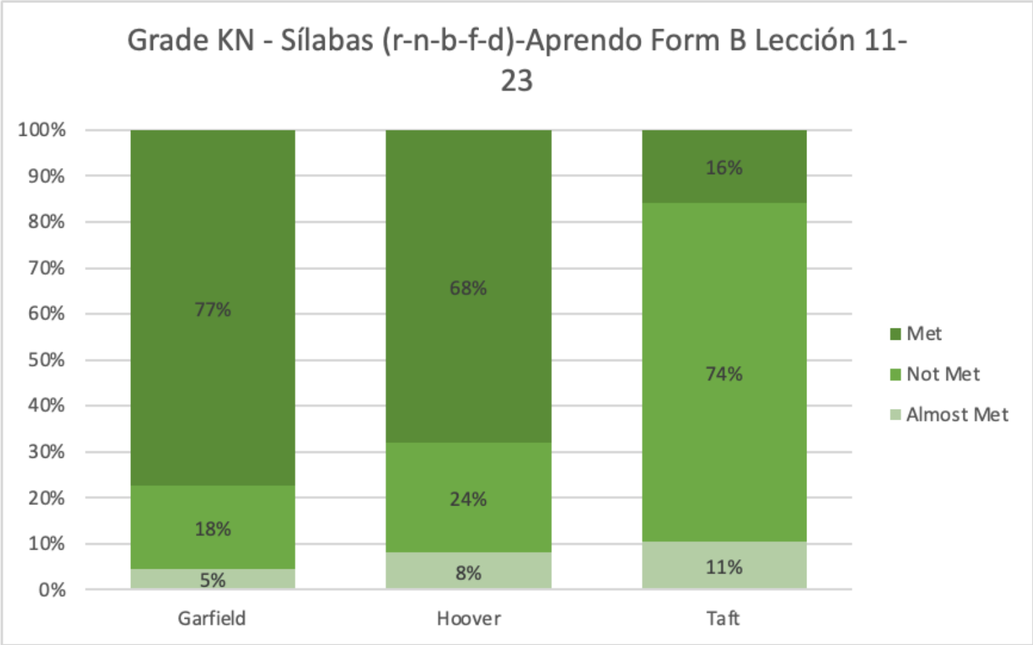
- Explicit Phonemic Awareness Instruction
- Explicit Phonics instruciton
- Practice reading and writing syllables and words to develop automaticity and fluency.

Aprendo: Kindergarten

SYLLABLES WITH R-N-F-D



WORDS WITH R-N-F-D



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Goal for end of year for each grade in foundational skill.

- End of Kindergarten: Students should have strong letter-name/letter-sound knowledge, understand print concepts, demonstrate phonemic awareness, blend and segment simple words, recognize common high-frequency words, and begin decoding simple regularly spelled words.

- End of Grade 1: This is a critical decoding year. Students should be able to segment and blend phonemes, decode regularly spelled one-syllable words, distinguish long and short vowels, use final-e and common vowel teams, decode two-syllable words following basic patterns, recognize common irregular words, and read grade-level text with developing fluency.

- End of Grade 2: Students should demonstrate increasingly automatic decoding, distinguish additional vowel patterns, decode regularly spelled two-syllable words with long vowels, use prefixes and suffixes, recognize inconsistent but common spelling-sound correspondences, and read grade-level text accurately and fluently.

- End of Grade 3: Students should apply grade-level phonics and word-analysis skills automatically, identify common prefixes and derivational suffixes, decode multisyllabic words, read irregularly spelled words, and read grade-level text with enough accuracy, rate, and expression to support comprehension.

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Formative Assessments

Improving foundational skills for K-2

Multitudes(Reading Difficulty Screener)
Assessed only once a year

- 1st and 2nd in October
- Kinder in 2025-2026 were assessed in December
  - Kinder will assess in January for 2026-2027 per state mandate 91 days in school.

Multitudes Assess

Elision Receptive

- It measures a child's ability to hear, isolate, and mentally manipulate individual sounds or syllables within spoken.
- Receptive task: A student listens to an audio prompt where a sound is removed (elided) from a word and identifies or clicks on the correct matching visual option on a screen.

Expressive Voacabulary

- Students sees a picture and names it.

Letter name Fluency

- The ability to quickly and accurately say the names of uppercase and lowercase letters on a page, usually timed for one minute.

Rapid Automatized Naming (RAN) objects

- A speed test where a child looks at a grid of familiar everyday objects repeated in random order and names them aloud as fast as possible.

Letter Sound Fluency

- The ability to look at a series of letters and rapidly produce their corresponding phonemes (sounds) rather than their names within a time limit.

Word Reading

- The ability to look at printed, whole words and decode or recognize them correctly and rapidly

Rapid Automatized Naming (RAN) Letters

- A rapid naming speed test that uses alphabet letters instead of objects, requiring a child to name a randomized grid of letters as fast as they can.

Spelling

- The ability to translate speech sounds into written words using letter-sound knowledge, spelling patterns, and memory of word structures.

Multitudes

MULTITUDES Assessment	Kindergarten	First	Second
Ellson Receptive	✓		
Expressive Voacabulary	✓	✓	✓
Letter Naming Fluency	✓		
Ran Objects	✓	✓	
Letter Sound Fluency		✓	
Word Reading		✓	✓
RAN Letters			✓
Spelling			✓

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Multitudes

SKILL AREA	WHAT THE STUDENT IS BEIGN ASKED TO DEMONSTRATE	WHY IT IS IMPORTANT
Phonological/ Phonemic Awareness	Hear, identify, blend, segment, and manipulate sounds in spiken words	Foundation for learing to decode
Letter Knowledge	Recognize letters and connect letters with their corresponding sounds	Established the alphabnetic principle
Phonics/Decoding	Use letter-sound relationships to read unfamiliar words	Shows shether students can apply toe code rather than memorize words
Word Recognition	Accurately and efficiently recognize/read words	Supports Automaticiy
Rapid Automatized Naming (RAN)	Quickly name familiar visual items such as letters, nnumbers, colors, or objects	Measueres speed of retrieving familiar verbal informationl associated with reading fluency
Oral Language	Deomonstrate aspects of vocabulary/ language knowledge	Oral Lnague supports later reading comprehension
Reading Fluency/ Efficiency	Read or process print accurately and efficiently as developmentally appropriate	Helps determine whether decoding is becoming automatic

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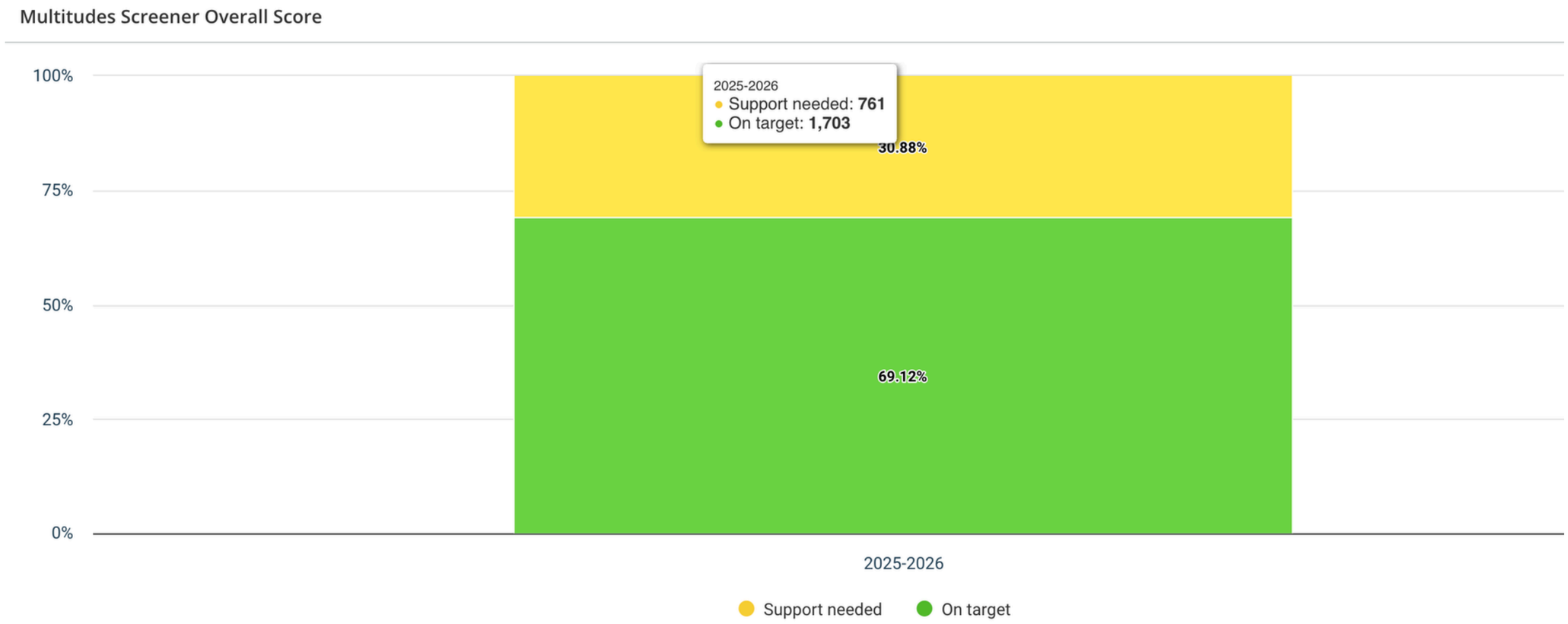
Baseline Data: Multitudes



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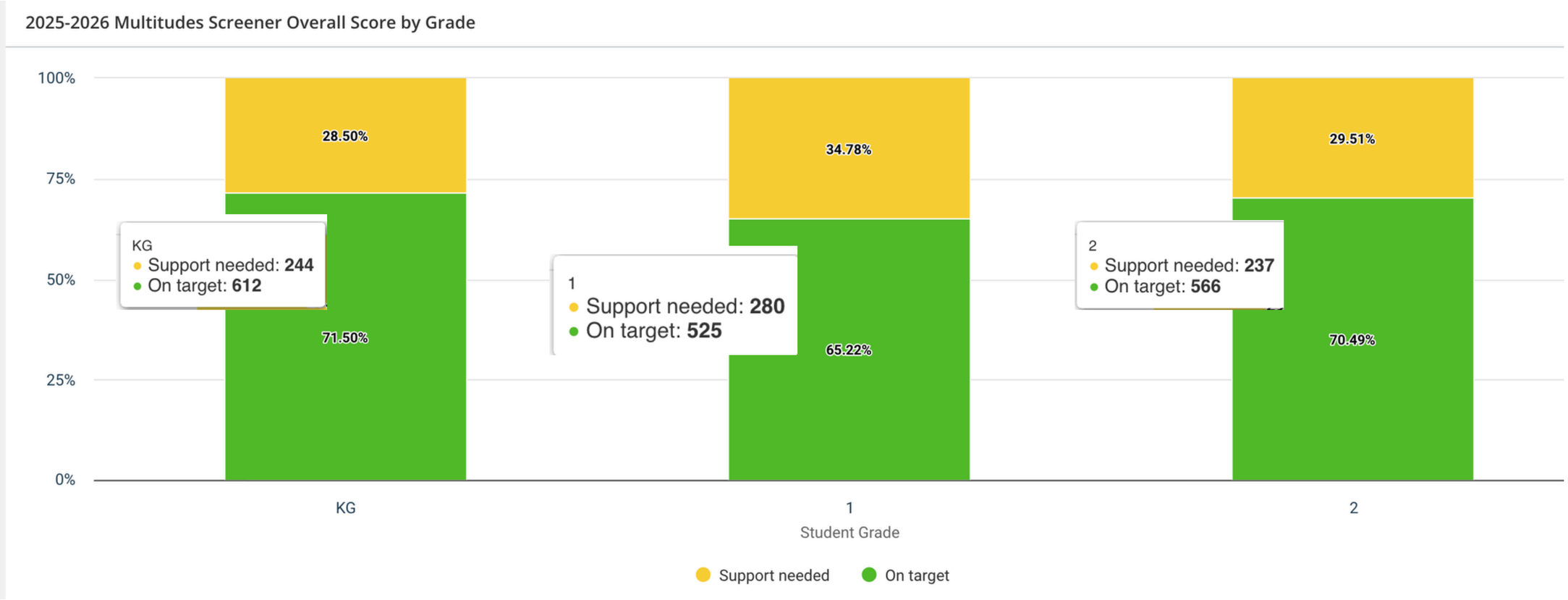

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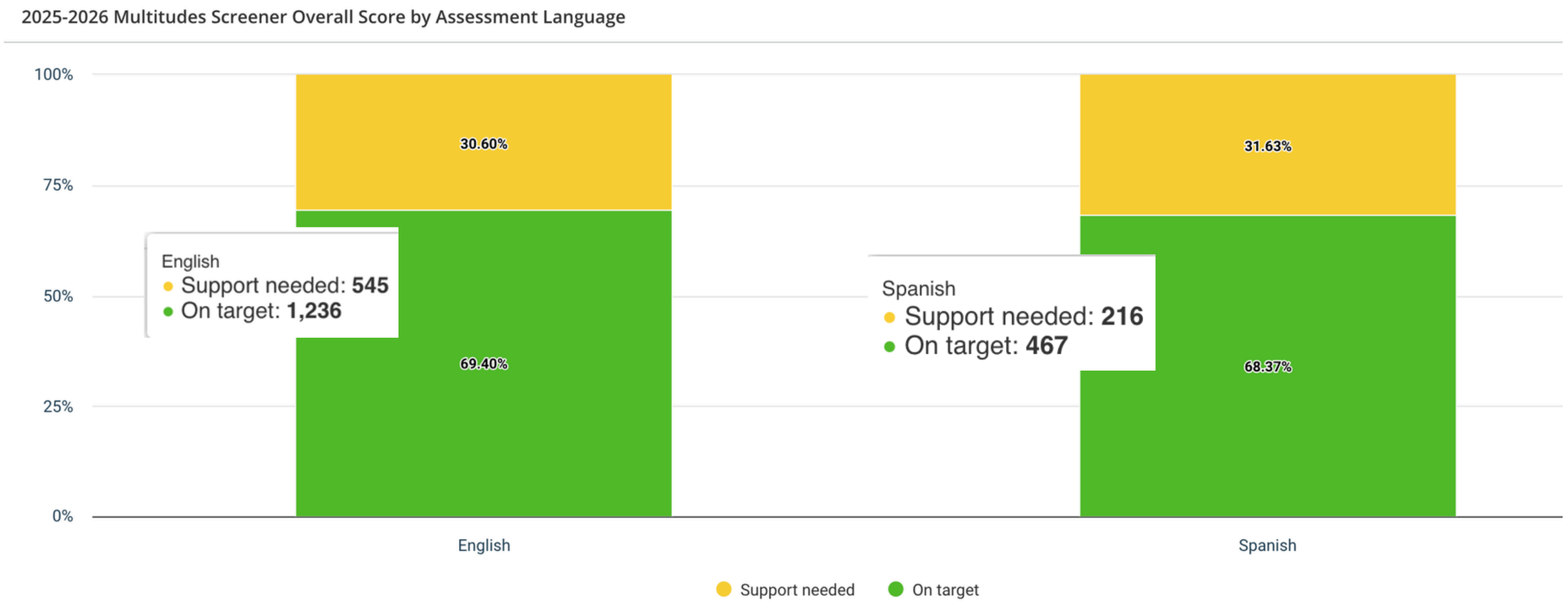

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Multitudes vs. BPST

Two Tools. Different Purposes. A Stronger System for Early Literacy.

Right Data.
Right Instruction.
Brighter Readers.

Multitudes
Literacy Screener

A universal **screener** that quickly identifies students who may be at risk for reading difficulties in K–2.

"Who may be at risk?"

BPST
Basic Phonics Skills Test

A **diagnostic assessment** that examines specific phonics and decoding skills to determine what a student has or has not mastered.

"What skills does the student need?"

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Multitudes vs. BPST

Feature	Multitudes Literacy Screener	BPST
Primary Purpose	**Screening:** Identify students who may be at risk for reading difficulties.	**Diagnostic/instructional:** Determine specific phonics and decoding skills.
Grades	K–2	K–2
Scope	Broad early-literacy indicators	In-depth look at phonics and decoding
Phonological/ Phonemic Awareness	✓ Assesses important sound-awareness skills	Limited/not the primary focus
Letter Knowledge	✓ Letter/sound-related early literacy skills	✓ Assesses letter-sound correspondences
Phonics	✓ Samples decoding-related skills	✓ Assesses specific phonics patterns
Decoding	✓ Identifies potential difficulty	✓ Pinpoints specific decoding skills
Real Words	May be incorporated depending on grade	✓ Uses real word reading to examine phonics
Nonsense/Pseudowords	Screening tasks may include	✓ Useful for determining application of phonics (rather than memorization)
Specific Phonics Patterns (e.g., short vowels, blends, long vowels, vowel teams, r-controlled, multisyllabic)	Not designed to diagnose every individual pattern	✓ Assesses specific patterns (CVC, blends, digraphs, silent-e, vowel teams, r-controlled vowels, multisyllabic words, etc.)
Rapid Automatized Naming (RAN)	✓ Assesses naming/processing speed (as a broader predictor of reading development)	Not a focus
Oral Language / Vocabulary	✓ Assesses aspects of oral language	Not a focus
Reading Fluency	✓ Developmentally appropriate measure(s)	May include word reading for accuracy
Instructional Planning	Tells you **who needs a closer look.**	Tells you where to begin instruction/intervention.

Multitudes vs. BPST

How They Work Together

1. Multitudes
Universal Screener
Identify students who may be at risk.

→

2. Review Additional Data
Consider classroom performance, prior assessments, and teacher observations.

→

3. BPST
Diagnostic Assessment
Identify the specific phonics/decoding skill gap.

→

4. Instruction & Intervention
Provide targeted Tier 1 differentiation or Tier 2 support based on the identified skill.

→

5. Progress Monitor
Determine whether the student is responding to instruction.

Key Takeaways

- **Multitudes** and BPST are complementary, not interchangeable.
- A **Multitudes** "targeted support" result does not automatically mean a student needs Tier 2 intervention.
- Use BPST to pinpoint the specific skill(s) that need instruction.
- Always consider multiple data sources when making instructional decisions.

Our Goal

Use the right tool for the right purpose so every K–2 student receives the instruction they need to build strong foundational reading skills.

Early Data. Targeted Support. Lifelong Readers.

ASSESS • ANALYZE • INSTRUCT • MONITOR • HELP EVERY CHILD SUCCEED

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Goal for use of Multitudes Results

- Multitudes → identifies WHO may be at risk.
- BPST/other diagnostic data → helps identify WHAT specific foundational skill is missing.
- Instruction/intervention → addresses the identified skill.
- Progress monitoring → tells us whether the intervention is working.
- So, if a student is flagged by Multitudes, I would not automatically conclude that the student needs reading intervention. The next question for the teacher should be:
  - “What foundational skill is creating the difficulty?”
  - Then look more closely at **phonemic awareness → letter-sound correspondence → decoding/phonics → word recognition → fluency**, depending on the student's grade and screening results.

Literably

2025-2026

An online reading assessment system used in 1st -3rd

- Oral reading fluency: Measures how many words a student reads correctly per minute.
- Comprehension checks: Asks questions to see if the student understands the text.

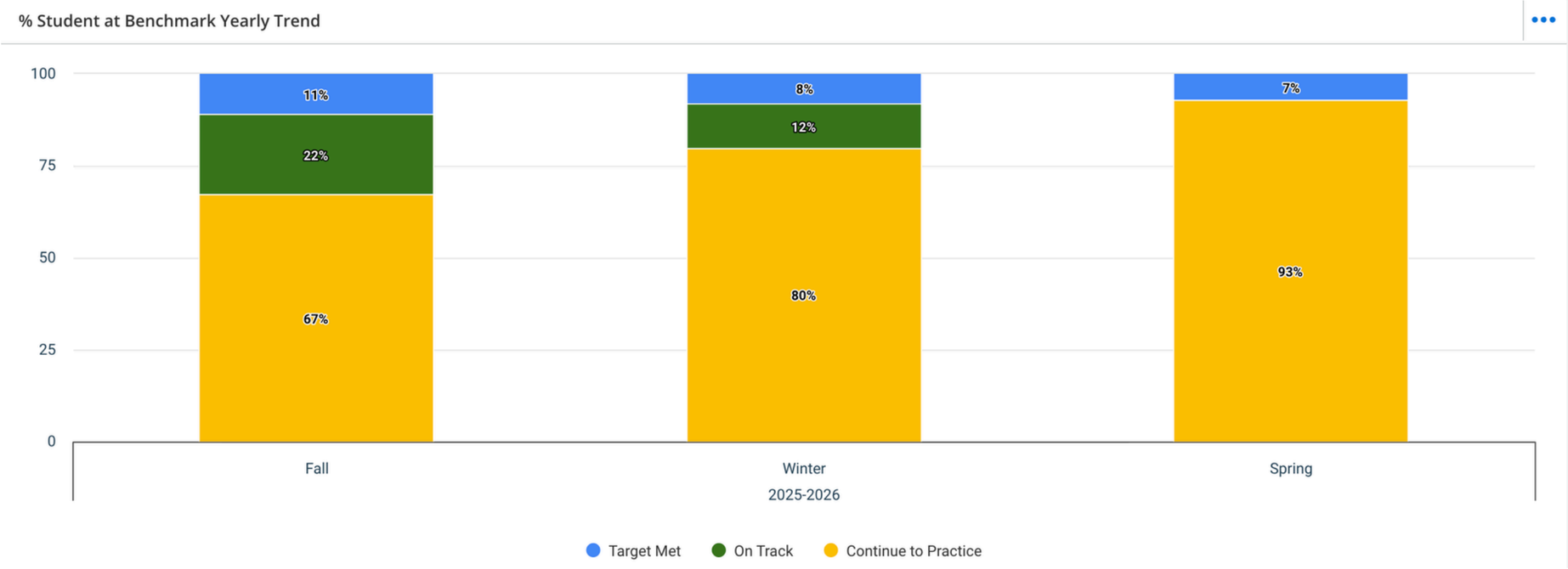
Students in 2nd and 3rd grade who demonstrate reading comprehension on i-Ready and are proficient did not take the test.

Literably was bought by Heggerty and is currently is discontinued.

2026-2027
i-Ready Oral Reading Fluency will be used for 2nd and 3rd graders this year.

Literably

ORAL READING FLUENCY (ORF)



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Benchmark/ Adelante Curriculum

Assessments in Benchmark Adelante Curriculum

Interim Assessments

- Benchmark's Interim Assessments are administered during the year to measure standards taught acroos the year.
- Beginning-of-year pre-assessment and an end-of-year post-assessment.

Formative/Progress Monitoring:

- Quick Checks and Weekly Assessments tell teachers whether students are mastering the skills currently being taught and help determine reteaching, intervention, or enrichment.

Unit Assessments

- Measure understanding of the content and standards taught across the unit
  - Read a passage and answer question

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Interim Assesment

Example

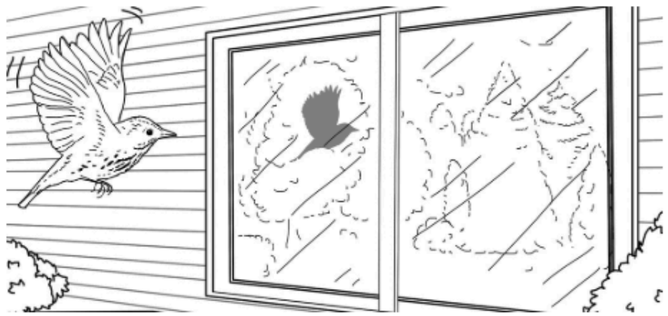
- *Features are similar to state assessment*
  - *(scrolling)*
- *Examples are multiple choice*
- *Paragraphs are numbered*
- *Performance task for writing*

Back | Question 2 | Next | Pause Test | End Test | Create Customization | Tools | Settings | Help

To the Rescue

Read the passage and answer the questions that follow.

To the Rescue



1. "Bam!" Something slammed against the picture window, so Brad and Evie ran outside to see what it was. A small bird lay still on the grass.

2. "It's hurt," Evie whispered as she bent down to pet the bird, but Brad held back her hand. "Don't touch it. We could hurt it more."

3. The bird was smaller than a robin. Its feathers were olive green and light brown, and its breast was white with brown specks. Evie began to feel anxious. "We have to do something," she warned. "If we leave it here, a cat or a dog will get it. Let's ask Mom because she'll know what to do."

4. Mom came out and peered down at the tiny creature. Then she smiled and said, "It's an ovenbird. It's a kind of warbler that nests on the ground."

5. "Why did it fly into the window?" Brad asked.

6. "It must have seen the reflection of the trees on the glass and thought it was flying into the woods," Mom explained.

7. Mom put a shoebox on the ground. Then she told Evie, "Reach down from behind the bird so you won't scare it. Pick it up by putting your hand around its upper wings, keeping the wings against its body. Pick it up gently!"

Question 2 of 29

2. The following item has two parts. Answer Part A and then answer Part B.

Part A What **best** describes how Mom brings about a good ending to the story?

- **A.** She tells Evie how to pick up the bird.
- **B.** She tells the children that it's an ovenbird.
- **C.** She tells the children where they can get help for the bird.
- **D.** She tells Evie that she will get a shoebox for the bird.

Part B Which detail from the passage supports the answer to Part A?

- **A.** "Mom came out and peered down at the tiny creature. Then she smiled and said, 'It's an ovenbird.'"
- **B.** "Then she told Evie, 'Reach down from behind the bird so you won't scare it.'"
- **C.** "Evie picked up the bird carefully, and Mom said, 'Great, Evie, now put it in the box so we can carry it.'"
- **D.** "Mom smiled and said, 'No, we don't know how, but there are people who do. We'll take it to the wildlife refuge.'"

+ Expand All

Skills/Standards

Standards
Reading Standards for Literature:
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Depth of Knowledge/DOK
DOK Levels:
DOK.2 DOK Level 2 - Skill/Concept
DOK.3 DOK Level 3 - Strategic Thinking

Claims and Targets
ELA.G3.C1.T5 Target 5. Analysis Within or Across Texts: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point

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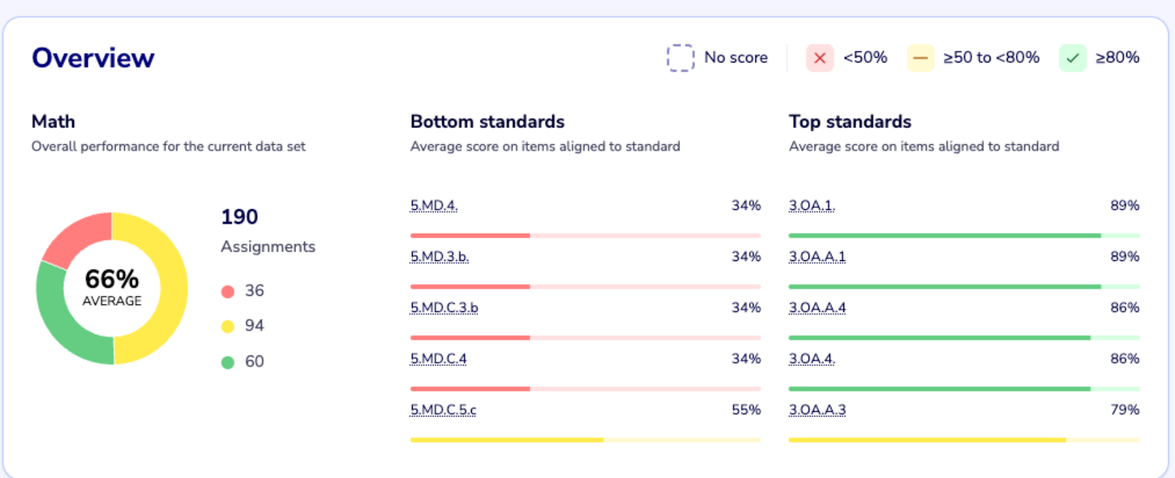
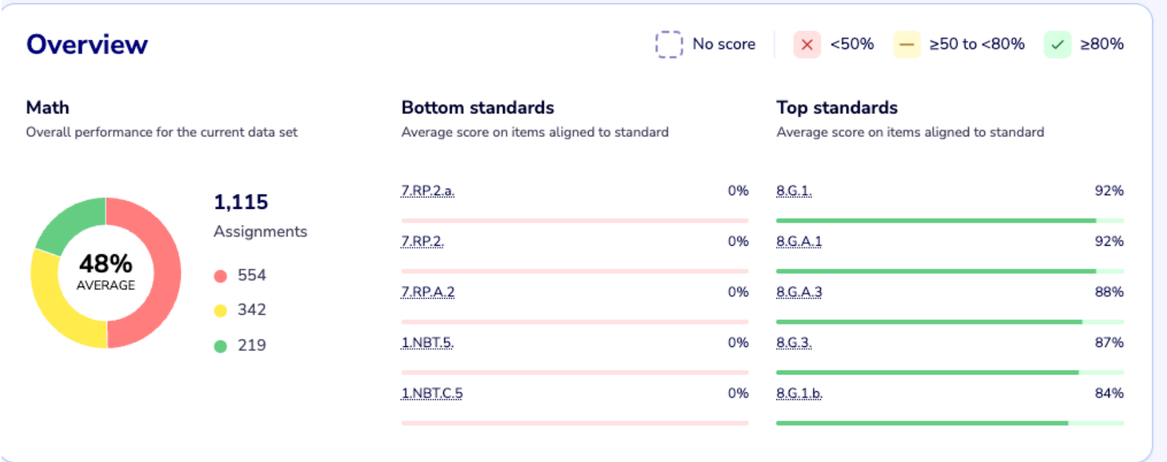
Math ILC Dashboard Data

Administrators and teachers are able to see where students are in terms of state standards on class assignments and on assessments if they are using the digital tools in ILC.

RCSD School site 3rd grade



District: 7th grade overall



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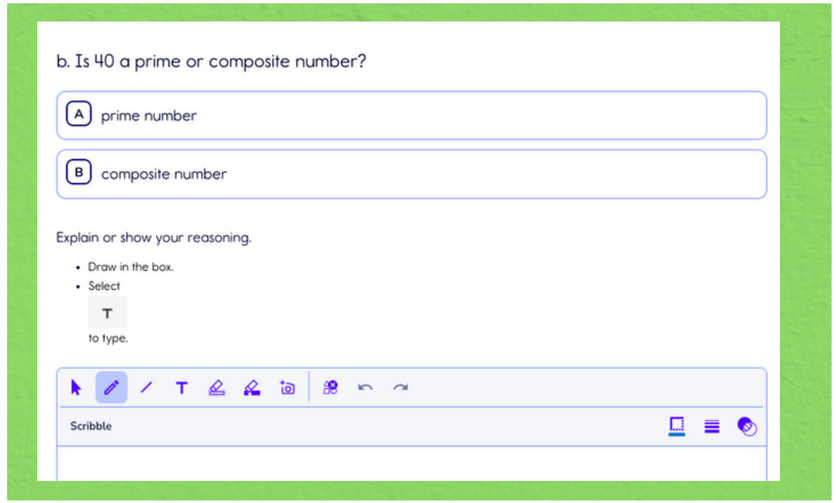
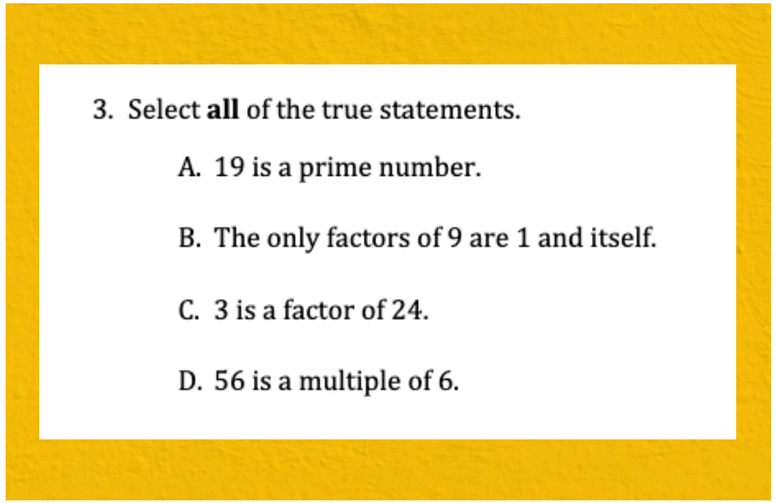
Math Assessments:

Students are assessed daily through a Cooldown once a lesson is complete.
Mid Unit there is a checkpoint assessment
Then when a unit is completed there is an end of unit test.

Cool Down for each lesson



Check point



3. Select **all** of the true statements.

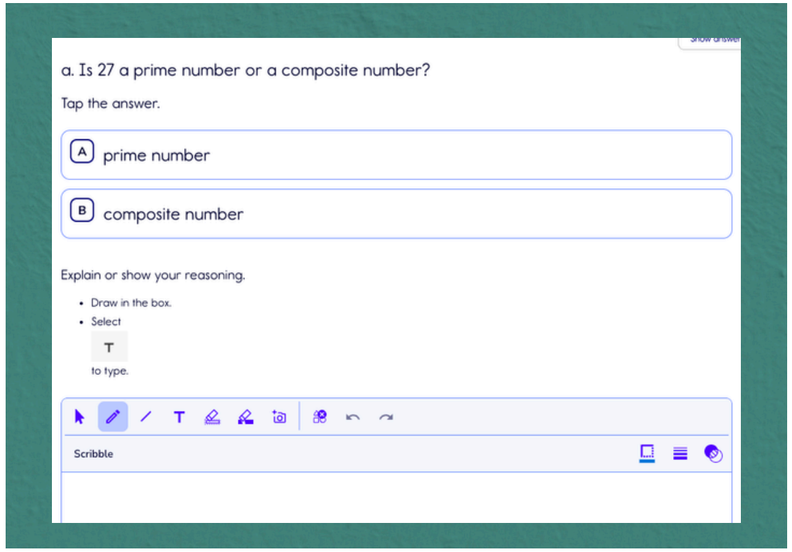
A. 19 is a prime number.

B. The only factors of 9 are 1 and itself.

C. 3 is a factor of 24.

D. 56 is a multiple of 6.

End of Unit Test



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Take Aways

- **Continue to Strengthen the PLC implementation**
  - Grade-level teams to analyze common assessment data
  - Work with administrators to monitor progress toward SMART goals, and adjust instruction
  - Selected administrators will continue receiving targeted Solution Tree coaching to strengthen consistent PLC practices across schools.

- **Respond to Student Needs Through Tier 1 Instruction**
  - Teachers will use assessment results to determine which students need:
    - Reteaching
    - Targeted intervention
    - Enrichment

- **Continue Prioritize Foundational Literacy in K–2**
  - Use BPST/Aprendo and Multitudes results to identify specific foundational skill gaps and provide targeted instruction.
  - Reading Intervention support will be targeted to support 1-3 to close foundational skill gaps at designated sites.

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Take Aways

- **Monitor Growth, Not Just Grade-Level Status**
  - Monitor whether assessment data is actually resulting in changes to instruction.

- **Use Curriculum-Embedded Assessments More Intentionally**
  - Continue strengthening teachers' use of:
    - i-Ready Standards Mastery
    - Benchmark/Adelante assessments
    - Illustrative Mathematics checkpoints/unit assessments, and other formative measures so teachers receive actionable information during instruction—not only at the beginning or end of the year.

- **Monitor Implementation and Student Outcomes**
  - Monitor whether assessment data is actually resulting in changes to instruction
  - Work sith administators for consistent monitoring of data analysis and make sure that documentation is occurring consistently and accurately.

Our next step is not more assessment—it is stronger use of the information we already have.

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Any Questions