

PIEDMONT UNIFIED SCHOOL DISTRICT

M E M O R A N D U M

TO: Board of Education

FROM: Dr. Donald Evans, Interim Superintendent
Dr. Cheryl Wozniak, Assistant Superintendent

DATE: October 12, 2022

SUBJECT: DISTRICT READING BENCHMARK ASSESSMENTS AND FALL READING DATA

PURPOSE: To educate the community about the benchmark reading assessments used to assess reading and to present the fall reading data

BACKGROUND:

State reading assessments are objective measures created by state policymakers for accountability purposes and measure the effectiveness of programs and curriculum. California's state reading assessment results become available the school year after they are administered; therefore, they are less relevant for classroom teachers and are not used to respond to the students you are teaching in the current year. District reading benchmark assessments assess students' progress toward end-of-year learning targets, inform teachers' instruction, and provide valuable data for teachers and specialists to design intervention and extension lessons for students.

District Reading Benchmark Assessments

1- Heggerty- assesses phonological awareness skills: onset fluency, blending and segmenting sounds (phonemes), isolating final and medial phonemes; adding, deleting, and substituting phonemes—administered in kindergarten and first grade.

2- Fountas and Pinnell Benchmark Assessment- assesses decoding accuracy, oral fluency, and comprehension; determines students' instructional and independent reading levels—administered in first through third grade.

3- Reading Inventory (SRI)- a computer-adaptive reading assessment that measures students' level of reading comprehension and reports it using the Lexile Framework® for reading. A lexile level refers to the measure of students's reading ability and is determined by word frequency

and sentence complexity—administered in fourth through twelfth grade.

Fall Reading Data

Data collection is an essential part of the process for providing intervention for students not meeting grade-level benchmarks. Using a multi-tiered system of supports (MTSS), teams of educators at each school site are able to develop a plan for how to support students and ensure they make the appropriate progress each year. PUSD is in its second year of developing systems of support districtwide and reading is the area of focus for 2022-23. The district has a total of 4.0 FTE teachers on special assignment (TOSAs) to support the development and implementation of MTSS across all levels. District and site administrators, along with TOSAs and our secondary reading specialist, will present the fall reading benchmark assessment results and share how school site personnel are providing intervention for students and support for teachers in implementing MTSS.

FISCAL IMPACT

No fiscal impact

ATTACHMENTS

[Lexile Framework for Reading](#)- a scientific approach to measuring students' reading ability
[California's Multi-Tiered System of Support \(MTSS\)](#)- an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.