Overview of Monitoring and Assessing Student Progress with *Magnetic Reading Foundations*

Assessment That Supports Learning

The Science of Reading has established that students learn to read by mastering an increasingly complex series of foundational literacy skills. The *Magnetic Reading Foundations* scope and sequence helps you systematically build and reinforce these skills, using what you know about students' progress to ensure your learners receive teaching, practice, and reinforcement that propels them along the path to reading. This guide will introduce the various ways you can measure student learning, equipping you with the tools you need for success.

Assessments in *Magnetic Reading Foundations* measure your students' progress in the following literacy domains:

- **Phonological Awareness:** Hearing and manipulating the sounds that make up words
- **Phonics:** Connecting sounds to the letters that stand for them
- **Encoding:** Leveraging students' new phonological awareness and phonics skills to write words
- **High-Frequency Words:** Reading and spelling some of the most frequently used words in the English language
- **Fluency:** Reading connected text naturally and with meaningful phrasing

You will have the greatest impact on your students' reading journey when you stay attuned to their progress across these domains.
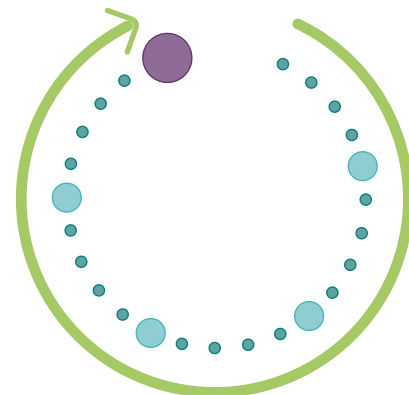
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Leveraging Formal and Informal Insights

To inform your instruction, you may utilize a combination of **formal** and **informal** insights, including:

- Observational Data
- Formative Assessments (Student Work)
- Formative Assessments (Weekly Assessments)
- Summative Assessments (Unit Assessments)

Observational Data

How can this type of data be gathered?

Across a week or unit of instruction, you will have many opportunities to gather observations about what skills students are mastering:

- Student responses during whole class or small group instruction
- Observations you make while a student reads connected text
- Behaviors and skills you notice during conferences with students as they read or write

You can utilize observational data to respond in the moment, giving students support as soon as they demonstrate a need. Additionally, you can plan follow-up small group or whole class instruction based on these observations.

What might it look like?

A teacher observes that several students inaccurately segment words into phonemes during the "Listen Up!" portion of a session. Noticing this helps the teacher understand that the students will have difficulty with more complex skills requiring accurate phoneme segmentation, such as encoding.

How can this inform instruction?

In the previous example, the teacher recognizes that students who do not correctly identify all the sounds in a spoken word will not be able to accurately represent those sounds with letters or graphemes in their writing. As a result, she makes sure to offer additional feedback and practice in the moment to support these students as they work to break spoken words into their individual sounds. She considers planning targeted small group instruction. Additionally, she keeps a close eye on their writing for evidence that they are hearing and representing all sounds in simple words.

Formative Assessments

How can this type of data be gathered?
Magnetic Reading Foundations includes a variety of formative assessments, including:

- Weekly Assessments
- Student practice in the Student Worktext
- Instruction with Alphabet Books and Magnetic Readers

Formative assessments provide you the opportunity to notice student needs during a unit of instruction so you can address the needs before the unit draws to a close, empowering students to forge ahead in their foundational skills learning.

What might it look like?
A teacher administers the Weekly Assessment during Session 5 to help determine how each of his students is progressing across many literacy domains—including skills like phonological awareness and word reading that are difficult to measure through a traditional written or multiple-choice assessment.

How can this inform instruction?
In the previous example, the teacher analyzes results from Weekly Assessments in order to identify the Instructional Next Steps recommended for each student who did not demonstrate mastery. The teacher uses these Instructional Next Steps to make a plan for small group reteaching and additional practice in the coming week.

Summative Assessments

How can this type of data be gathered?
Unit Assessments are the summative assessments included at the end of each *Magnetic Reading Foundations* unit. These assessments allow you to evaluate how well your readers are applying the skills of a unit to authentic literacy practice, such as reading connected text.

What might it look like?
A teacher administers the Unit Assessment to all students in the class at the end of a unit to check for mastery of the unit's skills.
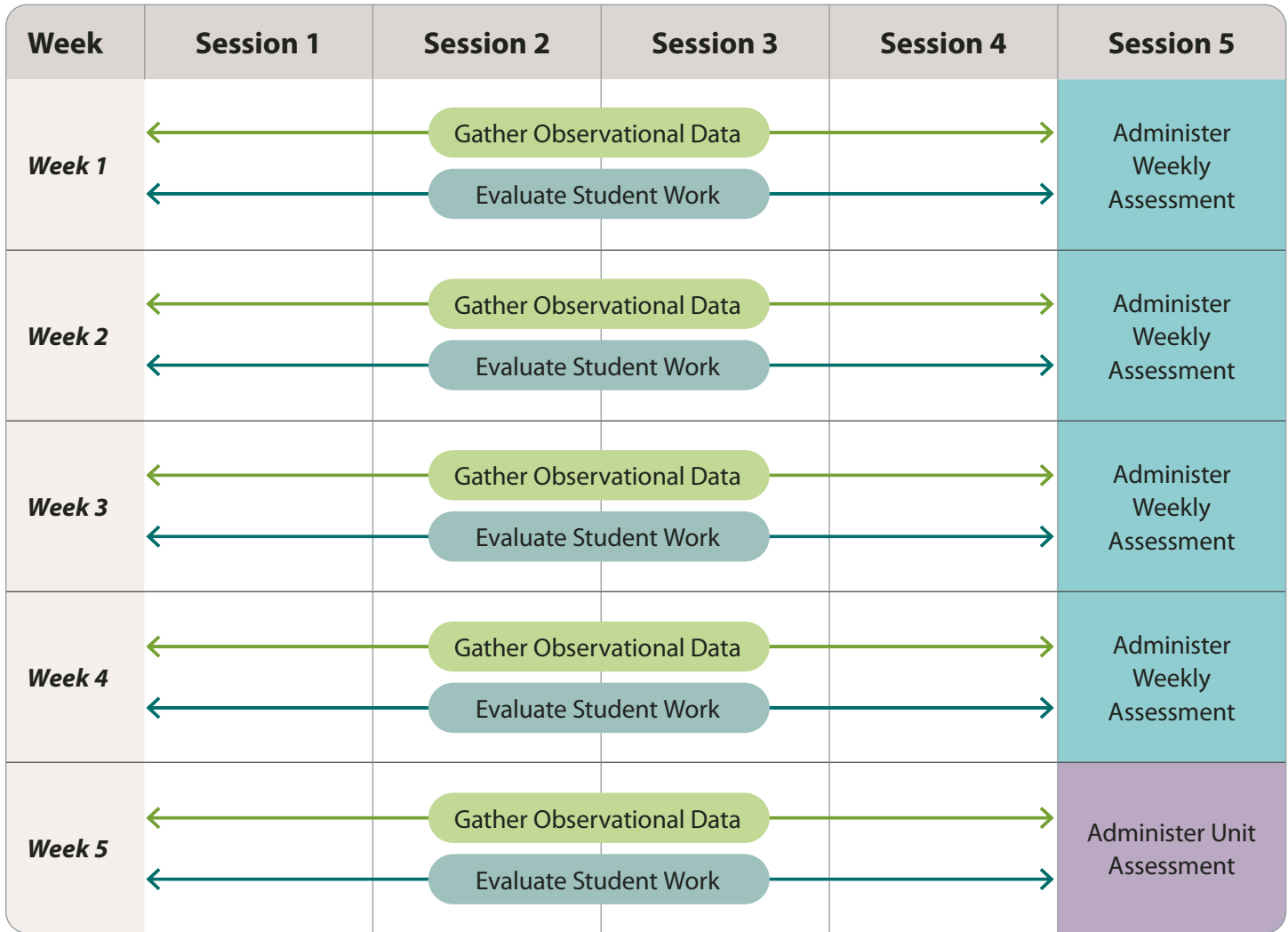
How can this inform instruction?
Because the Unit Assessment reflects the cumulative learning of the last five weeks, the teacher uses the results to inform decisions about reteaching, targeted intervention, and RTI/MTSS support.
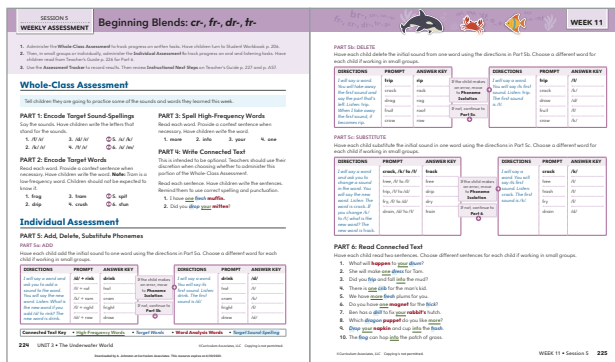
Weekly and Unit Assessments

In each unit, you will administer the **formative Weekly Assessment** at the end of Weeks 1–4. At the end of Week 5, you will administer the **summative Unit Assessment**.

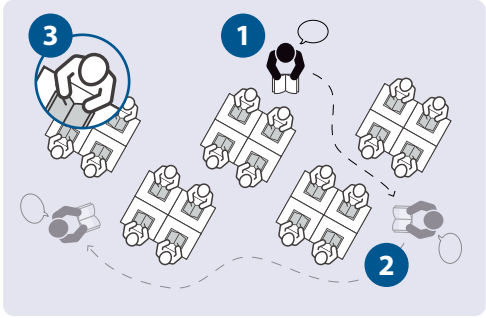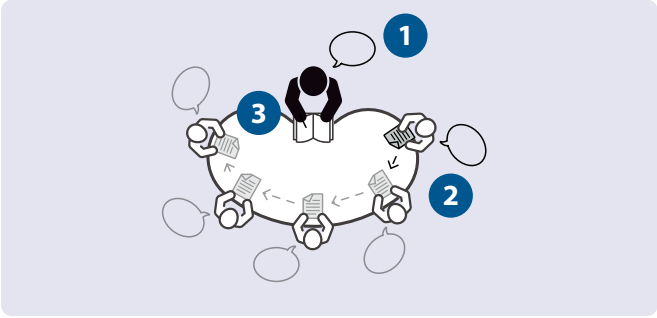| Week	Session 1	Session 2	Session 3	Session 4	Session 5
Week 1		Gather Observational Data / Evaluate Student Work			Administer Weekly Assessment
Week 2		Gather Observational Data / Evaluate Student Work			Administer Weekly Assessment
Week 3		Gather Observational Data / Evaluate Student Work			Administer Weekly Assessment
Week 4		Gather Observational Data / Evaluate Student Work			Administer Weekly Assessment
Week 5		Gather Observational Data / Evaluate Student Work			Administer Unit Assessment

↻ *Repeat Process throughout the Year*

Both assessments follow the same structure and require approximately the same amount of time to administer, but each serves a different purpose.

Weekly Assessments allow you to regularly gauge student progress in isolated literacy skills in order to adjust your instruction during a unit.

Unit Assessments require students to complete authentic literacy practice, allowing you to evaluate how well your readers are applying the skills taught in a unit.

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Both Weekly and Unit Assessments follow a two-step process: a Whole-Class Assessment and an Individual Assessment. The following table compares the Whole-Class and Individual portions of the Weekly and Unit Assessments:

	Whole-Class Assessment	**Individual Assessment**
Purpose	Students demonstrate their mastery of sounds and letters taught during the week/unit.	Allows you to measure skills that are difficult to capture in a traditional written or multiple-choice assessment, such as phonological awareness or reading fluency.
Duration	10–15 minutes	30–45 minutes (one to three minutes per student)
Administration	 1. The teacher reads all the prompts under Whole-Class Assessment from Session 5 in the Teacher's Guide. 2. The teacher circulates around the room, repeating each prompt as necessary so that all students may hear and see. 3. Students record their answers in the Student Worktext.	 The teacher works with one student or a small group of students. 1. The teacher reads the directions aloud, then presents one or two prompts to each student from each subsection of the Individual Assessment. 2. Each student answers the prompt verbally. 3. The teacher notes student responses in the Assessment Tracker (found in Teacher Toolbox or the back of the Teacher's Guide).
Tips for Success	• Consider using the Cumulative Review, located in the back of the Student Worktext, to reteach or prepare students prior to administering the Whole-Class Assessment. • As you walk around the room, make sure all students are filling out their answers in the correct location in their Student Worktexts.	• Administering the Individual Assessment in small groups can save time, but some students may need the privacy of a one-on-one administration in order to show what they know. Before Session 5, think carefully about which students in your class might benefit from an individual assessment administration. • When assessing students in a small group setting, be sure to use different prompts for each student.
Number of Questions per Student	Every student completes all questions.	Each student is only presented with one to two prompts from each subsection of the Individual Assessment unless the Teacher's Guide specifies otherwise.
Instructional Next Steps	Instructional Next Steps for Whole-Class Assessments are printed in the back of the Teacher's Guide. Although the assessment is administered to the entire class, the Instructional Next Steps should be considered for each student based on the student's responses.	Instructional Next Steps for Individual Assessments are printed in Session 5 each week.

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Gathering Data Flexibly

Each week in Session 5, *Magnetic Reading Foundations* includes the time and tools you need to monitor students' progress. Ideally, you'll assess every student during Session 5. However, if you find that you consistently don't have time to administer the Individual Assessment portion to each student, consider these flexible alternatives for regularly gathering formative assessment data:

Target Specific *Students*	Target Specific *Skills*	*Alternate* Students Weekly
	Skill A ✔ Skill B ✔ Skill C	
		Week 1 Week 2

To learn about these flexible alternatives for gathering formative assessment data, see
Setting Up for Success with *Magnetic Reading Foundations* Assessments.

Additional Assessments

Magnetic Reading Foundations also includes some optional assessment opportunities designed to meet your classroom needs. You may choose to use them based on your knowledge of skill proficiency of the children in your class or based on whether you or your district implement other more formal assessments.

Concepts of Print Assessment (Grade 1)	Letter Formation Assessment (Grade 1)	Fluency Practice and Formative Assessments (Grades 1 and 2)

Concepts of Print Assessment (Grade 1)

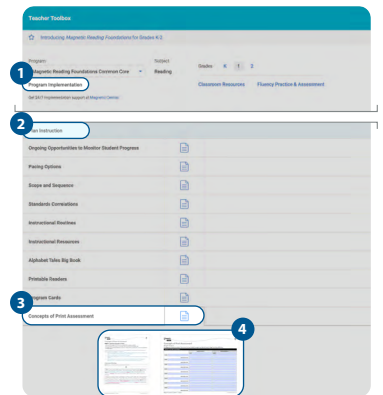|	
Why Assess in Grade 1?	Concepts of print are assessed as part of the Unit Assessments in the *Magnetic Reading Foundations* program in Grade K. Students typically demonstrate mastery of concepts of print by the end of Grade K. However, some students may continue to need support with concepts of print during Grade 1. This assessment meets the need to assess Grade 1 students in mastery of concepts of print after they have reviewed those concepts.
When to Assess	In Grade 1, Unit 1 of *Magnetic Reading Foundations* includes review of concepts of print covered in Grade K. If you observe during instruction in Unit 1 that any students are struggling with concepts of print, make a note of those students and consider giving them the Concepts of Print Assessment at the end of Week 5. If the assessment shows the students continue to struggle with concepts of print, use the Instructional Next Steps located within the assessment.
Locating the Assessment	Access the Teacher Toolbox. - Navigate to the **Program Implementation** tab. - Locate the **Plan Instruction** section. - Select the **Concepts of Print Assessment**. - Print the teacher-facing **Concepts of Print Assessment** and corresponding **tracker**. - Locate a book (such as a read-aloud book) within your classroom to use while administering the assessment *(not pictured)*.

Letter Formation Assessment (Grade 1)

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Why Assess in Grade 1?	Letter formation is assessed as part of the Weekly and Unit Assessments in the *Magnetic Reading Foundations* program in Grade K. Students typically demonstrate mastery of letter formation by the end of Grade K. However, some students may continue to need support with letter formation during Grade 1. This assessment meets the need to assess Grade 1 students in mastery of letter formation after they have finished reviewing those skills.
When to Assess	Units 1–3 of *Magnetic Reading Foundations* Grade 1 include review of letter formation covered in Grade K. If you observe during instruction that any students are struggling with letter formation, make a note of those students and consider giving them the Letter Formation Assessment at the end of Week 15. If the assessment shows students continue to struggle with letter formation, use the Instructional Next Steps located within the assessment.
Locating the Assessment	Access the Teacher Toolbox. - Navigate to the **Program Implementation** tab. - Locate the **Plan Instruction** section. - Select the **Letter Formation Assessment**. - Select and print the **teacher- and student-facing materials**. - Follow the administration instructions within the assessment *(not pictured)*.
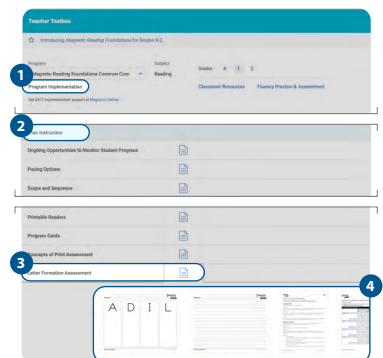
Fluency Practice and Formative Assessments (Grades 1 and 2)

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Why Assess in Grades 1 and 2?	Fluency builds a bridge between word recognition and comprehension, so students who read fluently can more readily comprehend text. Fluency is one of the most useful indicators when evaluating a student's overall reading ability. Screening early and often allows educators to gauge how a student is progressing as they transition from learning to read to reading to learn.
When to Assess	The Fluency Practice and Assessment Packs contain two assessment resources. The first resource, Benchmark Assessment, is given three times per year (i.e., fall, winter, and spring). The second assessment resource is Formative Assessments, which are embedded in Day 4 of the Fluency Practice Packs. Fluency Practice is made for students in Grade 1 (beginning in Unit 4) and for the entirety of Grade 2. These resources may be used one to two times per unit. For more information, see the FAQ: How do the Fluency Practice & Assessment Packs enhance fluency instruction?.
Locating the Assessment	Access the Teacher Toolbox. 1. Navigate to the **Fluency Practice & Assessment** tab, located to the right of Classroom Resources. 2A. If assessing a *specific fluency skill*, find the skill under **Fluency Practice and Formative Assessment Resources**. Open the pack and locate Day 4. 2B. If assessing for a *Benchmark*, select the proper season's administration under **Fluency Benchmarking**.
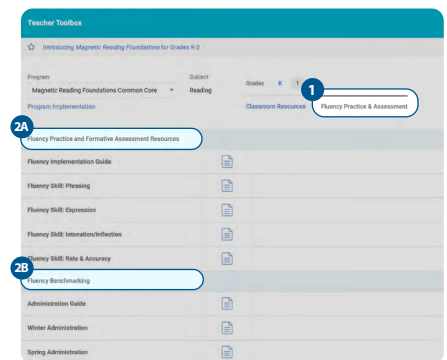
Already an *i-Ready* user?

If you're interested in learning more about leveraging the literacy assessments available through *i-Ready*, see *i-Ready* Literacy Assessments.