

Using a Graded Assessment to Inform Instructional Next Steps

After students have assessed on Literably, teachers will receive an email notification with information about the student’s accuracy, comprehension, WCPM and the recommended next assessment level. Once teachers have reviewed the email notification or reviewed their student’s results on their dashboard, teachers may find it helpful to consider the below steps to further analyze a student’s Literably assessment.

Selecting an assessment for analysis

After students have assessed on Literably, the teacher dashboard will be populated with student assessment results. Once an assessment round has ended, teachers will need to make decisions about which student assessments to analyze first. There are many different ways to approach selecting a student’s assessment for further analysis. The below suggestions are a starting point for this kind of analysis and are not the only criteria for prioritizing a student’s Literably assessment to review.

Primary columns to sort	What to examine initially	Student groups to consider analyzing further
Instructional Level	Use the grade-level expectations for instructional levels as a guide to review instructional levels	<ul style="list-style-type: none"> • Students approaching or below grade-level expectations • Students above grade-level expectations
Score	Use the grade-level expectations for WCPM as a guide to review fluency scores	<ul style="list-style-type: none"> • Students approaching or below grade-level expectations • Students above grade-level expectations
Accuracy and Comprehension	Review accuracy and comprehension scores for each student	<ul style="list-style-type: none"> • Students whose accuracy and/or comprehension scores are low • Students whose accuracy and comprehension scores show a discrepancy (e.g.,, accuracy score is higher but comprehension score is lower or vice versa)

[Click here](#) for more information on how to sort data on the dashboard.

Analyzing an assessment

Once a student's assessment has been selected for further analysis, the chart below outlines a potential process for analyzing the assessment. Please note that the below information is intended as a starting point to begin data analysis. Each school and district utilizing Literably may have their own curricula and data analysis process. The below process is not intended to replace these systems. Rather, the below steps serve as suggestions and can be used in conjunction with a school's or district's current curriculum.

Teacher Actions	Questions to consider	Possible next steps
1. Listen to the student recording and compare to their graded running record	<ul style="list-style-type: none"> ● Is the student reading with appropriate expression and intonation? ● Are there specific words, phrases, or sentences that the student struggles with throughout the reading? ● If the student struggled, which phonics or decoding skills did the student use or not use? 	<ul style="list-style-type: none"> ● Use observations from the recording and running record to identify growth areas in oral reading fluency (e.g., intonation, expression) ● Identify a next reading strategy(s) to (re)teach the student and record in the Notes section of the graded assessment page ● Identify phonics or decoding skills to be reviewed or retaught to the student and record in Notes section of the graded assessment page ● Identify sight words to be reviewed or retaught to the student and record in Notes section of the graded assessment page
2. Review the comprehension questions	<ul style="list-style-type: none"> ● Which question types (e.g., detail, main idea, chronology), did the student perform well on or have trouble with? ● Were there specific question stems (e.g., Why does..., What happens..., How do the characters...) that the student did well on or had trouble with? 	<ul style="list-style-type: none"> ● Review or (re)teach underlying skills (e.g., how to organize a story into a beginning, middle, and end) that are needed to answer certain question types ● Identify question types (e.g., detail, main idea, chronology) the student struggled with and provide the student with additional practice on these question types ● Identify question stems (e.g., Why does...What happens... How do the characters...) the student struggled with and provide the student with additional practice with those question stems
3. Review the retell	<ul style="list-style-type: none"> ● Did the student explain the story's events in the correct sequence? ● Did the student include the beginning, middle, and end? ● Did the retell demonstrate the student has a strong understanding of the text? 	<ul style="list-style-type: none"> ● (Re)teach the components of writing and/or verbalizing a retell (beginning, middle, end) based on the student's performance
4. Decide if reassessment is necessary to determine the student's instructional level (and estimated independent level) in this assessment round	<ul style="list-style-type: none"> ● Do I feel confident that I have found the student's instructional (and estimated independent) level? 	<ul style="list-style-type: none"> ● If I do not feel confident I have found the student's reading levels, review (and potentially adjust) the Next Assessment column level and consider reassessing the student ● If I feel confident I have found the student's reading levels, consider stopping assessing the student for this assessment round and begin instruction