

Think Through Math, DIBELS, and IXL

PTA AREA COUNCIL PRESENTATION

April 20, 2017

THINK THROUGH MATH

Think Through Math at PTMS

- ▶ Think Through Math (now known as Imagine Math) combines live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system that is proven to help students learn—and love—math.



- ▶ Sample student log-in and demonstration from Ms. Jill Kern, 7th grade PTMS Math teacher.

THINK THROUGH MATH

- Teachers notify students of the number of lessons to be completed for each 9 week period, along with the long-term deadlines. Students are given flexibility for when they can best complete the lessons, but are consistently reminded of the deadlines.
- As of April 10:
 - 1830 / 2042 below grade level lessons passed (90%)
 - 11116 / 11775 on grade level lesson passed (94%)
 - 12946/13817 total lessons passed (94%) -
WOW!!!! GREAT JOB!!!!



**KEEP
CALM
WE'RE
HERE TO
HELP**

- ▶ What supports are available for students? (We know that it is challenging - that is why we chose it.)
 - ▶ In school
 - ▶ Classroom teachers
 - ▶ RTII Math during homeroom
 - ▶ Through the program
 - ▶ It will read the problem aloud to students
 - ▶ Sequenced hints
 - ▶ Live teacher support

- ▶ **Motivation goals:** Students can earn points and commit them to classroom goals.
- ▶ **Pizza Party Progress** (percent of 600,000 needed points as of April 10th):
 - ▶ Collins - Period 10 - 90%
 - ▶ Koda -Period 2 - 78%
 - ▶ Kern - Periods 5-6 - 71%



Moving forward . . .

- ▶ Utilizing benchmarking features more extensively and the standards reports to even better understand where each student is
- ▶ Continuing to explore ways to support students and individualize the way we implement the program

Questions?

DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

- ▶ What is DIBELS?
- ▶ What is the purpose of DIBELS?
- ▶ Who takes DIBELS?
- ▶ How is each DIBELS testing measure assessed?
- ▶ What do we do with the results?
 - ▶ RTII/MTSS/HIVE Time
 - ▶ Reading Intervention Menu
- ▶ How are DIBELS scores reported?
- ▶ How are we doing?

What is DIBELS?

- ▶ Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - ▶ Dynamic - measures change over time to match the developmental progression of in early reading.
 - ▶ Indicators - subtests that provide an indication of a students performance and progress in attaining a larger literacy skill.
 - ▶ Basic - assessed skills are basic in that they are early to develop and critical to fluent reading and comprehension.
 - ▶ Early - early to assess skills critical to reading.
 - ▶ Literacy - skills critical to early reading.
 - ▶ Skills - indicators that are targeted are the key underlying skills necessary for learning to read.
- ▶ Series of short assessments (usually 1 minute)

What is the purpose of DIBELS?

- ▶ DIBELS is a screening measure.
 - ▶ It identifies which students are at risk for reading difficulty and need additional intervention.
- ▶ DIBELS is a progress monitoring measure.
 - ▶ It determines if students are making adequate progress or need more intervention to achieve grade-level reading outcomes.
- ▶ DIBELS is an outcome measure.
 - ▶ It provides an evaluation of the effectiveness of the reading system in the school.

Who takes DIBELS?

Big Idea (Critical area of beginning reading)	What is it? Why is it Important?	DIBELS Measures	K	1	2	3	4	5	6
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF)	√						
		Phoneme Segmentation Fluency (PSF)	√	√					
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√				
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√	√
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words he or she reads. Vocabulary knowledge is very important to a student's ability to read and comprehend what is read.								
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	DIBELS Maze (Daze)				√	√	√	√

Test of Related Early Literacy Skills

	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. This skill is a strong predictor of future reading success in young children.	Letter Naming Fluency (LNF)	√	√					
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TESTING MEASURES:

Letter Naming Fluency (LNF) - K

- ▶ One Minute Assessment
- ▶ Students identify as many letters as possible
- ▶ Strong predictor in future reading success
- ▶ [Letter Naming Fluency Video](#)

TESTING MEASURES:

First Sound Fluency (FSF) - K

- ▶ Assessment that measures a student's ability to recognize the initial sound in a word
- ▶ Takes approximately 3 minutes
- ▶ [First Sound Fluency Video](#)

TESTING MEASURES:

Phoneme Segmentation Fluency (PSF) - K and 1

- ▶ Assessment that measures a student's awareness of the sounds that make up words
- ▶ One minute assessment
- ▶ cat - /c/ /a/ /t/
- ▶ [Phoneme Segmentation Fluency Video](#)

TESTING MEASURES:

Nonsense Word Fluency (NWF) - K, 1, and 2

- ▶ Assesses a student's ability to blend together sounds represented by letters to make words
- ▶ One minute assessment
- ▶ [Nonsense Word Fluency Video](#)

TESTING MEASURES:

Oral Reading Fluency (ORF) - 1,2,3,4,5,and 6

- ▶ Assessment that measures how fluently and accurately children can read a passage at their grade level
- ▶ One minute assessment
- ▶ Retell Fluency
- ▶ [Oral Reading Fluency and Retell Fluency Video](#)

TESTING MEASURES: DAZE - 3, 4, 5, 6

- ▶ Assesses a student's reading comprehension
- ▶ Group administered assessment
- ▶ Students read a passage individually where every seventh word is left blank. Students must determine which word is correct from a choice of three words.

After playing in the dirt, Sam went

home
summer
was

to wash her hands.

What do we do with the results?

- ▶ Closely analyze student assessment results
 - ▶ Grade level view
 - ▶ Are students meeting benchmarks?
 - ▶ Common strengths or weaknesses at each grade level?
 - ▶ Individual Student View
 - ▶ Error pattern analysis
 - ▶ Individual strengths/weaknesses
 - ▶ Homogeneous intervention groupings

Prescriptive Intervention Menu - RTII/HIVE TIME

▶ Sondag

- ▶ Pre-reading skills (phonics using vowels, vowel pairs, and blends)

▶ Wilson Reading Foundations - K, 1, 2

- ▶ Phonics and phonemic awareness
- ▶ Word study
- ▶ Reading fluency
- ▶ Comprehension strategies

Prescriptive Intervention Menu - RTII/HIVE TIME

- ▶ Just Words (4,5,6)
 - ▶ Program focusing on decoding and spelling automaticity
 - ▶ Paired with literature (Supercharged and Power Readers)
- ▶ Corrective Reading (2,3,4,5,6)
 - ▶ Program for readers who struggle with accuracy, decoding, and comprehension
- ▶ Read Naturally (1,2,3,4,5,6)
 - ▶ Fluency, comprehension and vocabulary

How are DIBELS scores Reported?

DIBELS MEASURE	SCORE LEVEL	BENCHMARK	STUDENT SCORE
<p>Letter Naming Fluency</p> <p>A measure that assesses a student's fluency at naming letters. *DIBELS Next does not identify benchmarks for this measure; however the district has identified 15 as a goal.</p>	At or Above Benchmark	*50 +	
	Well Below Benchmark	0-49	
<p>Phoneme Segmentation Fluency</p> <p>Phonological awareness assessment that measures the student's ability to break down 3 or 4 phoneme words into their individual phonemes (sounds) fluently.</p>	At or Above Benchmark	40 +	
	Below Benchmark	25-39	
	Well Below Benchmark	0-24	
<p>Nonsense Word Fluency – Correct Letter Sounds</p> <p>Measure of the alphabetic principle and basic phonics. Assesses student knowledge of blending basic letter sounds into nonsense words.</p>	At or Above Benchmark	27 +	
	Below Benchmark	18-26	
	Well Below Benchmark	0-17	
<p>Nonsense Word Fluency – Whole Words Read</p> <p>Assesses the student's ability of blending basic letter sounds to reading nonsense words.</p>	At or Above Benchmark	1 +	
	Below Benchmark	0	
	Well Below Benchmark		
<p>Composite Score</p> <p>A combination of the multiple DIBELS scores. It provides the best overall estimate of the student's early literacy skills and/or reading proficiency.</p>	At or Above Benchmark	113 +	
	Below Benchmark	97 – 112	
	Well Below Benchmark	0 -96	

How are we doing?

TESTING MEASURE	GRADE LEVEL	% ACHIEVING BENCHMARK FALL	%ACHIEVING BENCHMARK WINTER	DISMISSALS
FIRST SOUND FLUENCY	K	81%	95%	19 Students
PHONEME SEGMENTATION FLUENCY	K	Not Assessed in Fall	93%	
NONSENSE WORD FLUENCY - CLS	K	Not Assessed in Fall	91%	
PHONEME SEGMENTATION FLUENCY	1	88%	Not Assessed in Winter	15 Students
NONSENSE WORD FLUENCY - CLS	1	79%	91%	
NONSENSE WORD FLUENCY - WWR	1	69%	92%	
ORAL READING FLUENCY	1	Not Assessed in Fall	84%	
ACCURACY	1	Not Assessed in Fall	79%	

How are we doing?

TESTING MEASURE	GRADE LEVEL	% ACHIEVING BENCHMARK FALL	%ACHIEVING BENCHMARK WINTER	DISMISSALS
NONSENSE WORD FLUENCY - CLS	2	88%	Not Assessed	9 Students
NONSENSE WORD FLUENCY - WWR	2	88%	Not Assessed	
ORAL READING FLUENCY	2	83%	90%	
RETELL	2	66%	84%	
ACCURACY	2	89%	89%	
ORAL READING FLUENCY	3	89%	89%	15 Students
RETELL	3	82%	91%	
ACCURACY	3	82%	84%	
DAZE	3	90%	94%	

How are we doing?

TESTING MEASURE	GRADE LEVEL	% ACHIEVING BENCHMARK FALL	%ACHIEVING BENCHMARK WINTER	DISMISSALS
ORAL READING FLUENCY	4	82%	87%	26 Students
ACCURACY	4	80%	87%	
DAZE	4	90%	91%	
ORAL READING FLUENCY	5	76%	83%	15 Students
ACCURACY	5	83%	92%	
DAZE	5	93%	90%	
ORAL READING FLUENCY	6	89%	93%	10 Students
ACCURACY	6	87%	97%	
DAZE	6	90%	97%	

Questions?

IXL English Language Arts and Math

IXL: 8th Grade Available Skills

Punctuation, Parts of Speech, Grammar, Roots, Reading Skills, Tone, Homophones, Point of View, Analogies...

Commas

- ||| **A.1** Commas with series, dates, and places
- ||| **A.2** Commas with compound and complex sentences
- ||| **A.3** Commas with direct addresses, introductory words, interjections, and interrupters
- ||| **A.4** Commas with coordinate adjectives
- ||| **A.5** Commas: review

Restrictive and nonrestrictive elements

- ||| **B.1** What does the punctuation suggest?
- ||| **B.2** Commas with nonrestrictive elements

Semicolons, colons, and commas

- ||| **C.1** Use semicolons and commas to separate clauses
- ||| **C.2** Use semicolons, colons, and commas with lists

Apostrophes

Vague pronoun references

- ||| **V.1** Identify vague pronoun references
- ||| **V.2** Identify all of the possible antecedents

Inappropriate shifts in verb tense

- ||| **W.1** Identify and correct inappropriate shifts in verb tense

Parallel structure

- ||| **X.1** Use parallel structure

Misplaced and dangling modifiers

- ||| **Y.1** Misplaced modifiers with pictures
- ||| **Y.2** Select the misplaced or dangling modifier
- ||| **Y.3** Are the modifiers used correctly?

Redundancy

- ||| **Z.1** Remove redundant words or phrases

Analogies

- ||| **MM.1** Analogies
- ||| **MM.2** Analogies: challenge

Shades of meaning

- ||| **NN.1** Describe the difference between related words
- ||| **NN.2** Positive and negative connotation

Synonyms and antonyms

- ||| **OO.1** Choose the synonym
- ||| **OO.2** Choose the antonym

Context clues

- ||| **PP.1** Determine the meaning of words using synonyms in context
- ||| **PP.2** Determine the meaning of words using antonyms in context
- ||| **PP.3** Find words using context
- ||| **PP.4** Use context to identify the meaning of a word
- ||| **PP.5** Determine the meaning of domain-specific words with pictures

Apostrophes

- **D.1** Identify and correct errors with plural and possessive nouns
- **D.2** Identify and correct errors with compound and joint possession

Dashes

- **E.1** Use dashes

Ellipses

- **F.1** Decide whether ellipses are used appropriately

Hyphens

- **G.1** Use hyphens in compound adjectives

Capitalization

- **H.1** Correct capitalization errors

Titles

- **I.1** Capitalizing titles
- **I.2** Formatting titles
- **I.3** Formatting and capitalizing titles: review

Addresses

- **J.1** Formatting street addresses

Quotations and dialogue

Active and passive voice

- **AA.1** Identify active and passive voice
- **AA.2** Rewrite the sentence in active voice

Subject-verb agreement

- **BB.1** Correct errors with subject-verb agreement
- **BB.2** Correct errors with indefinite pronoun-verb agreement
- **BB.3** Use the correct verb – with compound subjects

Nouns

- **CC.1** Form and use plurals: review
- **CC.2** Form and use plurals of compound nouns
- **CC.3** Identify plurals, singular possessives, and plural possessives
- **CC.4** Form the singular or plural possessive

Pronouns

- **DD.1** Identify pronouns and their antecedents
- **DD.2** Use the pronoun that agrees with the antecedent
- **DD.3** Choose between subject and object pronouns
- **DD.4** Compound subjects and objects with "I" and "me"
- **DD.5** Compound subjects and objects

Prefixes

- **QQ.1** Words with pre-
- **QQ.2** Words with re-
- **QQ.3** Words with sub-
- **QQ.4** Words with mis-
- **QQ.5** Words with un-, dis-, in-, im-, and non-

Suffixes

- **RR.1** Words with -ful
- **RR.2** Words with -less
- **RR.3** Words with -able and -ible

Greek and Latin roots

- **SS.1** Use Greek and Latin roots as clues to the meanings of words
- **SS.2** Use words as clues to the meanings of Greek and Latin roots
- **SS.3** Determine the meanings of Greek and Latin roots
- **SS.4** Determine the meanings of words with Greek and Latin roots

Reference skills

- **TT.1** Use dictionary entries
- **TT.2** Use dictionary definitions
- **TT.3** Alphabetical order
- **TT.4** Use guide words
- **TT.5** Use thesaurus entries

Quotations and dialogue

- **K.1** Formatting quotations and dialogue

Usage errors

- **L.1** Correct errors with signs
- **L.2** Correct errors in everyday use

Sentence types

- **M.1** Is the sentence declarative, interrogative, imperative, or exclamatory?

Subject and predicate

- **N.1** Identify the complete subject or complete predicate of a sentence
- **N.2** Identify the simple subject or simple predicate of a sentence
- **N.3** Identify the compound subject or compound predicate of a sentence

Direct and indirect object

- **O.1** Is it a direct object or an indirect object?

Sentences, fragments, and run-ons

- **P.1** Is it a complete sentence or a fragment?
- **P.2** Is it a complete sentence or a run-on?
- **P.3** Is it a complete sentence, a

- **DD.5** Compound subjects and objects with pronouns
- **DD.6** Choose between personal and reflexive pronouns
- **DD.7** Use reflexive pronouns
- **DD.8** Is the pronoun reflexive or intensive?
- **DD.9** Use relative pronouns: who and whom
- **DD.10** Use relative pronouns: who, whom, whose, which, and that

Verbs

- **EE.1** Irregular past tense: review
- **EE.2** Simple past, present, and future tense: review
- **EE.3** Form the progressive verb tenses
- **EE.4** Form the perfect verb tenses
- **EE.5** Identify transitive and intransitive verbs
- **EE.6** Identify linking verbs, predicate adjectives, and predicate nouns

Adjectives

- **FF.1** Identify adjectives
- **FF.2** Order adjectives
- **FF.3** Form and use comparative and superlative adjectives
- **FF.4** Good, better, best, bad, worse, and worst

Adverbs

- **GG.1** Identify adverbs
- **GG.2** Form and use comparative and

Phrases and clauses

- **Q.1** Is it a phrase or a clause?
- **Q.2** Identify prepositional phrases
- **Q.3** Identify appositives and appositive phrases
- **Q.4** Combine sentences using relative clauses

Verbals

- **R.1** Identify participles and what they modify
- **R.2** Identify gerunds and their functions
- **R.3** Identify infinitives and infinitive phrases

Simple, compound, complex, and compound-complex sentences

- **S.1** Identify dependent and independent clauses
- **S.2** Is the sentence simple, compound, complex, or compound-complex?

Sentence creation

- **T.1** Create a sentence based on the model

Inappropriate pronoun shifts

- **U.1** Correct inappropriate shifts in pronoun number and person

Figurative language

- **UU.1** Use personification
- **UU.2** Interpret the meaning of allusions
- **UU.3** Identify the source of allusions
- **UU.4** Classify figures of speech
- **UU.5** Interpret figures of speech
- **UU.6** Analyze the effects of figures of speech on meaning and tone

Sensory details

- **VV.1** Identify sensory details

Author's purpose and tone

- **WW.1** Identify author's purpose
- **WW.2** Compare passages for tone
- **WW.3** Which sentence is more formal?
- **WW.4** Identify appeals to ethos, pathos, and logos in advertisements

Point of view

- **XX.1** Identify the narrative point of view

Planning and organizing writing

- **YY.1** Order topics from broadest to narrowest
- **YY.2** Determine the main idea
- **YY.3** Organize information by main idea
- **YY.4** Match causes with their effects
- **YY.5** Identify text structures

- **GG.3** Well, better, best, badly, worse, and worst
- **GG.4** Transitions with conjunctive adverbs

Adjectives and adverbs

- **HH.1** Choose between adjectives and adverbs
- **HH.2** Is the word an adjective or adverb?

Correlative conjunctions

- **II.1** Use the correct pair of correlative conjunctions

Multiple-meaning words

- **JJ.1** Which sentence matches the definition?
- **JJ.2** Which definition matches the sentence?

Homophones

- **KK.1** Use the correct homophone

Frequently confused words

- **LL.1** Use the correct frequently confused word
- **LL.2** Correct errors with frequently confused words

Claims and evidence

- **ZZ.1** Distinguish facts from opinions
- **ZZ.2** Identify thesis statements
- **ZZ.3** Choose evidence to support a claim
- **ZZ.4** Identify supporting details in informational texts
- **ZZ.5** Identify supporting details in literary texts
- **ZZ.6** Classify logical fallacies

Research writing

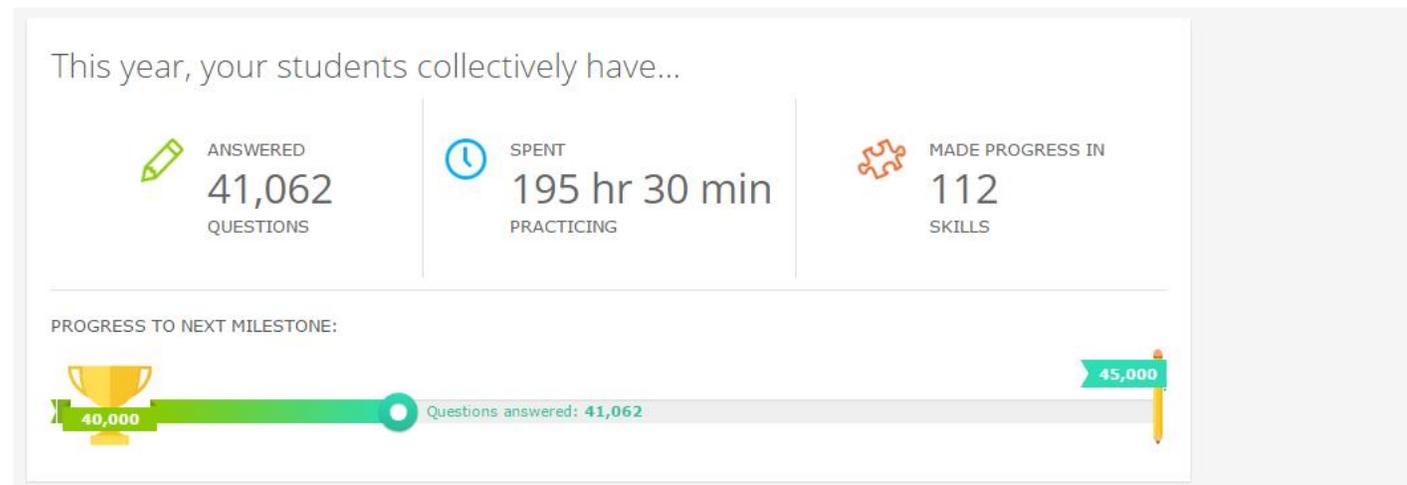
- **AAA.1** Recognize the parts of a Works Cited entry (MLA 7th edition)
- **AAA.2** Recognize the parts of a Works Cited entry (MLA 8th edition)
- **AAA.3** Use in-text citations with MLA formatting
- **AAA.4** Identify plagiarism

Peer review

- **BBB.1** Suggest appropriate revisions

2016-2017 8th Grade Usage

- ▶ Brown: 40,000+ questions answered by 115 students
- ▶ Mitchell: 80,000+ questions answered by 120 students
- ▶ McCue: 54,000+ questions answered by 117 students



Benefits for Students

- ▶ Remediation and enrichment by doing different grade levels
- ▶ Students describe it as easy and quick
- ▶ Students have individualized extra practice

SKILL	TIME SPENT	QUESTIONS	SCORE IMPROVEMENT
▼ 6TH GRADE			
▼ Capitalization			
6-E.1 Correct capitalization errors	5 min	15	0 
▼ 8TH GRADE			
▼ Commas			
8-A.2 Commas with compound and complex sentences	5 min	11	0 
▼ Semicolons, colons, and commas			
8-C.1 Use semicolons and commas to separate clauses	13 min	22	0 
▼ Dashes			
8-E.1 Use dashes	1 hr 2 min	70	0 
▼ Quotations and dialogue			
8-K.1 Formatting quotations and dialogue	21 min	20	0 
▼ Sentences, fragments, and run-ons			
8-P.1 Is it a complete sentence or a fragment?	4 min	9	0 
8-P.2 Is it a complete sentence or a run-on?	2 min	9	0 
8-P.3 Is it a complete sentence, a fragment, or a run-on?	3 min	8	0 

Benefits for Teachers

- ▶ Questions to use for assessment
- ▶ Monitors “Trouble Spots”
- ▶ Easy to differentiate and grade

TROUBLE SPOTS 

STUDENT: All students 

Ways to help 60 or more students at once...

8-R.2 Identify gerunds and their functions  63

MISSED QUESTIONS FROM THIS ITEM TYPE

What is the grammatical function of the gerund phrase?

In 1993, to meet demand for better fuel economy, the automobile company Toyota began **developing the hybrid car now known as the Prius.**

It is a subject.

It is an object of a verb.

It is an object of a preposition.

STUDENTS STUCK ON THIS ITEM TYPE

Item ID	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
COMMAS																							
A.1 Commas with series, dates, and places						66													72				
A.2 Commas with compound and complex...	72	100	100	100	70	100	72	72	73	71	72	70	72	73	100	100	79	73	71	100	73		
A.3 Commas with direct addresses, introd...																							
A.4 Commas with coordinate adjectives																							
A.5 Commas: review																				100			
RESTRICTIVE AND NONRESTRICTIVE ELEMENTS																							
B.1 What does the punctuation suggest?																							
B.2 Commas with nonrestrictive elements																							
SEMICOLONS, COLONS, AND COMMAS																							
C.1 Use semicolons and commas to separ...	51	54	53	72	57							52	55	50	55	52	52	55	51	55	55	52	50
C.2 Use semicolons, colons, and commas...																							
APOSTROPHES																							
D.1 Identify and correct errors with plura...																				56			
D.2 Identify and correct errors with comp...																							
DASHES																							
E.1 Use dashes	55	100	52	100	55	53	52	50	59	53	52	53	52	52	50	51	73	40	55	52	52		
ELLIPSES																							
F.1 Decide whether ellipses are used appr...																							
HYPHENS																							

IXL Math Demonstration

▶ [IXL MATH](#)

Questions?