In this tutorial, you’ll learn about ReadyGEN®’s Baseline Assessment and how it is linked to instruction so that you can teach thoughtfully and responsively.
1.2 Comprehensive Assessment System

ReadyGEN®’s comprehensive approach to assessment provides multiple opportunities to monitor student progress toward college and career readiness.

ReadyGEN®’s Assessment for Instruction plan includes three steps: a beginning-of-the-year Baseline Assessment; daily formative assessments for every lesson and a Performance-Based Assessment for every module; and summative, end-of-unit assessments.

Let’s talk in more detail about how to determine the instructional needs of your students at the beginning of the year.
Entry-level assessments provide you with an opportunity to begin instruction for students with information about what they know and what they need to know. The more you know about your students at the beginning of the school year, the better equipped you are to maximize their learning experiences to ensure that they achieve continuous growth in a variety of skill areas. Use the ReadyGEN® Baseline Assessment and the Beginning-of-Year Fluency Test and Running Record in concert to help you determine your students’ instructional needs at the outset of the year.
The Baseline Assessment evaluates student proficiency in foundational skills, listening and reading comprehension, vocabulary, and writing.

Each grade level has its own Baseline Assessment, although the assessments across the grades share some common characteristics. In this third grade sample, students demonstrate grade-appropriate foundational skills as well as respond to three passages, both fiction and non-fiction. Then, they answer selected-response comprehension and vocabulary questions. These questions often have a two-part format. Part A poses questions about the text, while Part B requires students to closely reread portions of the passage to identify information that supports the answer to Part A.

In Grades 2 through 6, the Baseline Assessment includes constructed-response and extended-response item types. These writing prompts compel students to cite textual evidence from the passages to substantiate the information, opinions, and ideas they set forth in their written responses. Extended-response items require students to support their responses with details from both the second and third passages.

Click your grade level to learn more about the Baseline Assessment for your grade and see a sample.
1.5 Administering the Assessment

You may choose to administer the Baseline Assessment in several parts. The chart offers suggestions for how to administer the test over two or three days. Use your professional judgment to determine which administration option best suits the needs of your students.

The time required for each part of the assessment will vary depending on how long it takes students to complete the Phonics items, read the passages, answer the related Comprehension and Vocabulary questions, and write their constructed and extended responses. Some variation may also depend on students’ previous experience with selected-response tests and writing in response to prompts.
Detailed scoring information for the Baseline Assessment is located in the Assessment Book Teacher’s Manual for your grade level. You’ll find information for scoring the selected-response, constructed-response, and extended-response items. Record point totals for each student on the Baseline Assessment Class Record Chart provided in the manual.

Click each item type for more information and to view a sample question.
1.7 Beginning-of-Year Fluency Test and Running Record

The Beginning-of-Year Fluency Test and Running Record provide students’ oral reading rate and oral reading accuracy. This information can help identify a student’s potential strengths and weaknesses in reading and language development. It can also help you tailor your instruction during whole-group and small-group instruction to ensure all students experience success.

You can use the results of these assessments to establish a “starting point” for each student in your class and to identify individuals who are on grade level, those who need more support, and those who could benefit from additional challenge.
1.8 Administering the Fluency Test

A fluency test measures a student’s reading rate, or the number of words read correctly per minute, on grade-level text the student has not seen before.

To administer the test, provide the student with a Student Copy of the passage and make a copy of the Teacher Copy for yourself. The Teacher Copy has a scale of running numbers to make it easier for you to know how many words the student read during the fluency check, while the passage on the Student Copy does not have the numbers.

Make sure you have entered the student’s name and the test date at the top of your copy of the passage.

Have a watch or clock with a second hand available for timing the reading.

Have the student read the text aloud. Do not have the student read the title as part of the fluency reading; it is not included in the running word count. Stop the student at exactly one minute and note precisely where the student stopped. In addition, you may want to tape-record the student’s reading for later evaluation.

TIP: Tape-record the student’s reading for later evaluation.
As the student reads orally, mark any miscues or errors the student makes during the reading on your copy of the passage. Your grade-level Baseline Assessment Answer Key provides a helpful chart of miscues and errors and their notations. Click the miscues and errors on this Grade 3 fluency test for a description of each.
1.10 Scoring the Fluency Test

To score the fluency test, count the total number of words the student read in one minute. Then subtract any words the student read incorrectly. Record the words correct per minute, or WCPM, score on the test.

Therefore, the formula for words correct per minute is the total number of words read minus the number of errors.

\[ \text{WCPM} = \text{total number of words} - \text{number of errors} \]
Once you have administered the Baseline Assessment and the Beginning-of-Year Fluency Test and Running Record, you can use the results to inform your instruction. It's important to identify students who are on grade level, those who need more support, and those who could benefit from greater challenge in reading and language development.

Click your grade level for suggested guidelines to help you modify your instruction to meet every student’s needs.
1.12 Use All Available Information

Keep in mind that instructional decisions for any particular student can best be made by combining the data from the Baseline Assessment with all other available information about the student’s ongoing progress. This includes your own observations as well as feedback from the formative assessments in the ReadyGEN® program. The information you gather from sources such as the Reader’s and Writer’s Journal, the Text Talk Practice/Apply exercises, the Writing Keystone Checklists, and the Foundational Skills Check Progress exercises will be vital to informing your decisions about the student’s instructional needs.
What are the benefits of administering the Baseline Assessment and end-of-unit assessments online? Large-scale assessments have been developed in an effort to determine students’ college and career readiness. Portions of the Baseline Assessment are modeled after expectations evaluated in these tests. Online test administration helps students become familiar with the types of items they will encounter on large-scale assessments, and also allows for automatic scoring and comprehensive reporting. You can learn more about the different types of ReadyGEN® reports and how to generate them at My Savvas Training.
1.14 Technology-Enhanced Items (TEIs)

In the Baseline Assessment for Grades 2 through 6, Technology-Enhanced Items require student responses that go beyond the traditional multiple-choice item. Click each type to see a sample item.
1.15 Class and Student Data

The DATA tab of Savvas Realize™ provides class and student data, including overall progress and time on task. You can also view data individually by student from the class assignment list.
1.16 Instructional Support for Assessment

ReadyGEN® provides assessment instructional support via a variety of resources. Click each resource to find out more details.
During this tutorial, you learned about ReadyGEN®'s comprehensive assessment system and how you can use the beginning-of-year assessments to inform your instruction.

Thank you for joining me for this tutorial.
2.1 Digital Resources

(Drag and Drop, 10 points, 2 attempts permitted)

Savvas Realize™ provides digital access to the ReadyUP! Intervention Teacher’s Guide that corresponds with your grade level. The Teacher’s Guide is found under Teacher Resources within the Printable Resources tab. The Teacher Pages, Student Pages, and Checkpoint Assessments are available in PDF format to download and print. The Teacher’s Guides for all other levels must be purchased separately as print copies.