



# Family Partnership: Reading Assessments to Inform Children's Assets and Needs

[mimtsstac.org](http://mimtsstac.org)

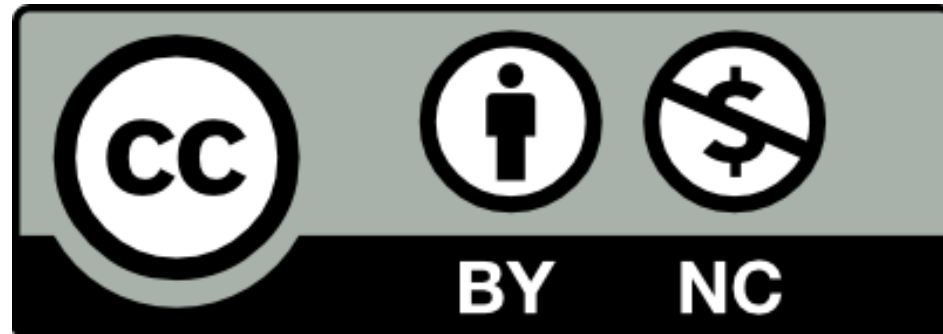


# Acknowledgments

The content for this training day was developed based on the critical work of colleagues at:

- National Center for Intensive Intervention (NCII)
- National Center on Improving Literacy (NCIL)
- National Association of School Psychologists (NASP)
- Michigan Department of Education
- Michigan Alliance for Families

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# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Participate in chat, breakout rooms, polls, reactions, unmute, ask questions



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# Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time-Keeper: keep track of time and bring the team back together

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# Purpose

- Welcome families of all configurations, cultures, and languages into a conversation around assessment
- Learn more about different types of assessment, why they are used, and how they can inform assets and needs
- Reflect on our experiences with assessment and our role



# Intended Outcomes

- Understand big ideas and types of assessment
- Articulate how assessments can be used to support children's strengths and needs
- Accurately share information with other parents, educators, and community members
- Reflect on own role in developing relationships, celebrating strengths, bidirectional communication, and lifting barriers



# Agenda

- 1.0 Big ideas in assessment
- 2.0 Different types of assessments and different purposes
- 3.0 How assessments can be used to support children's strengths and needs
- 4.0 Reflecting on role, relationships, bidirectional communication, and lifting barriers



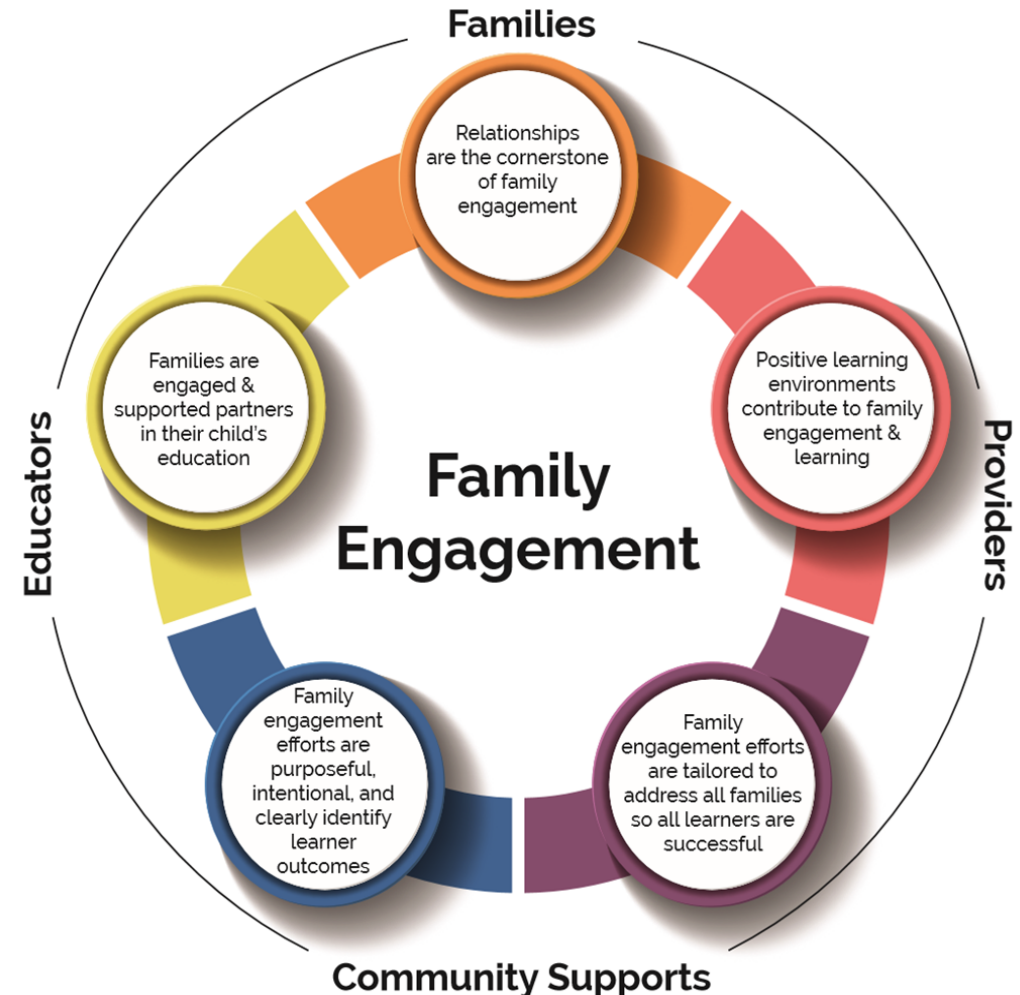
# Activity: Menti

- Directions:
  - Use the Menti link or
  - Use the QR code
  - Answer the questions

**Be Prepared to Share**

# Family Engagement Definition and Principles

- Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner
- <https://www.michigan.gov/mde/resources/family-engagement>



Michigan Department of Education, 2020

# 1. Big Ideas in Assessment

# Why is assessment important?



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# Big Ideas

- Validity
- Reliability
- Culturally responsive
- Efficient
- Lead to data-based decisions
- Ensure equitable outcomes



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## 2. Different Types of Assessment and Different Purposes



# What are the types and purposes of assessment?

Type	Purpose
Universal Screening	Who is on-track, at-risk of being off-track, or off-track?
Progress Monitoring	Is the support still needed or is different support needed?
Program Mastery	Is the intervention instruction working for the group or individual child? Are they accurate, automatic?
Diagnostic	If not responding, provides in-depth information; Why?

# Universal Screening

- Valid
- Reliable
- Brief
- Administered three times a year
- Fall, Winter, Spring
- Administered to all students

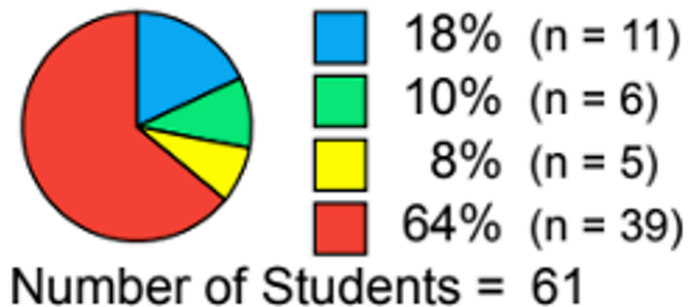


Photo Credit: Gabroska, K. (2025). Retrieved from Pexels: <https://www.pexels.com/4386467>

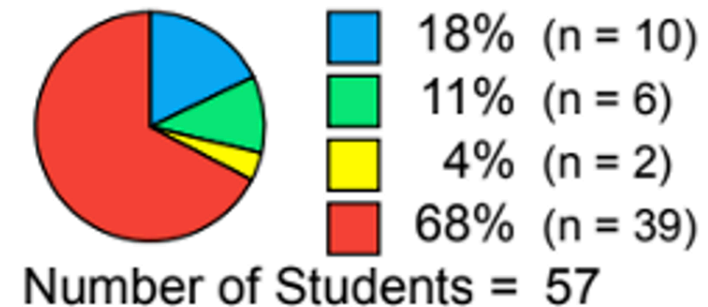
# Example: Universal Screening with Acadience 1<sup>st</sup> Grade

## Beginning of Year

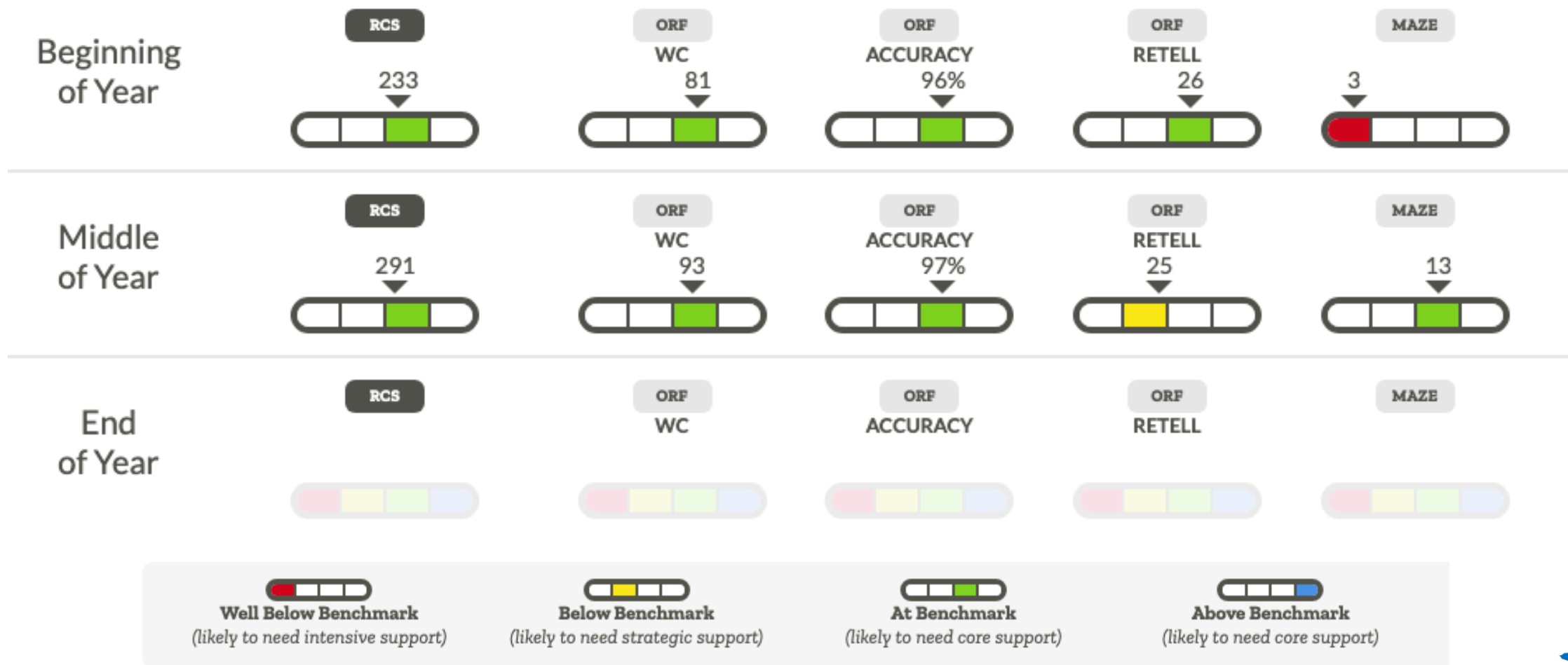
### Reading Composite Score



## Middle of Year



# Parent Report Acadience Example: Zach 3<sup>rd</sup> Grade



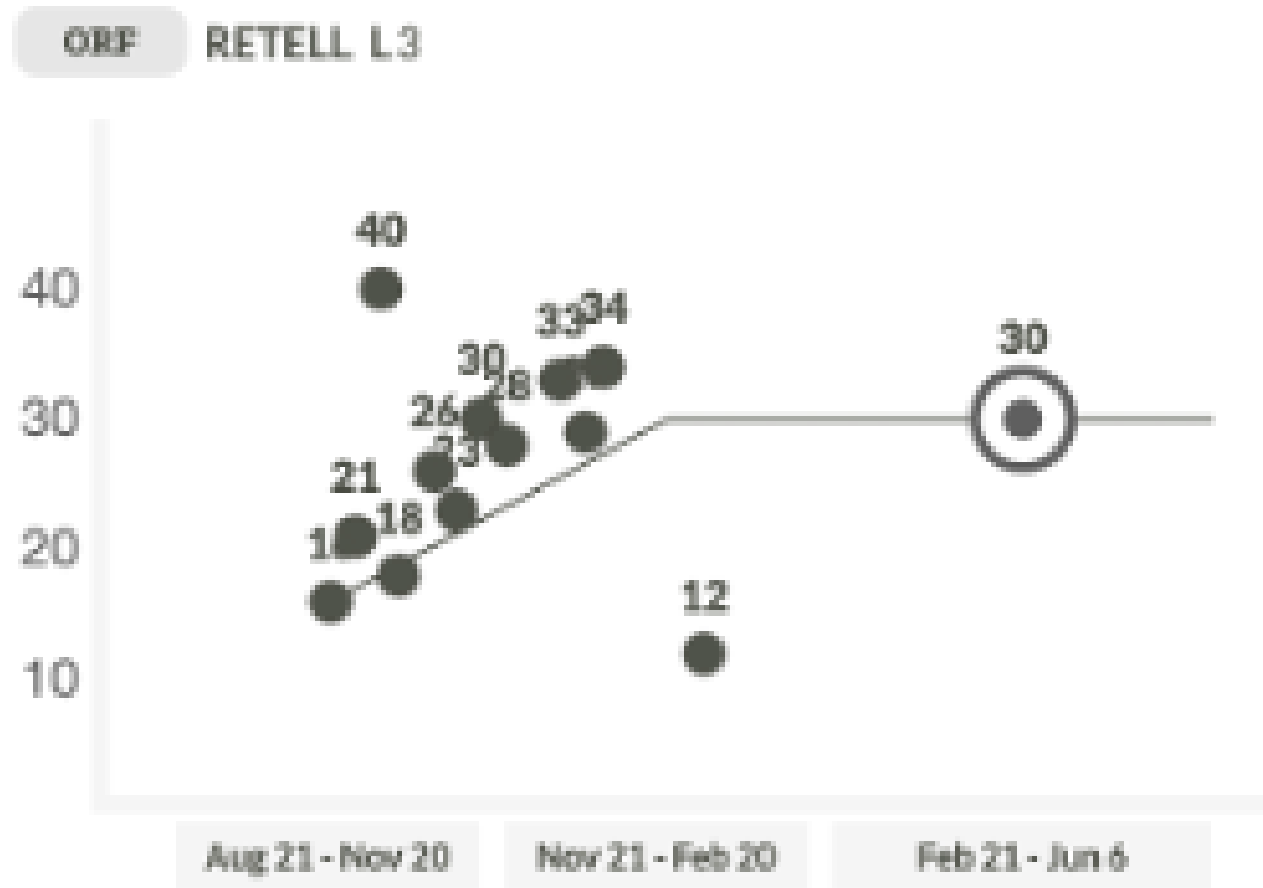
# Progress Monitoring

- Valid, Reliable, Brief
- For children at risk/off-track
- Frequent data collection (weekly)
- Is instruction helping to make progress?
- If yes, keep going.
- If no, may need to modify



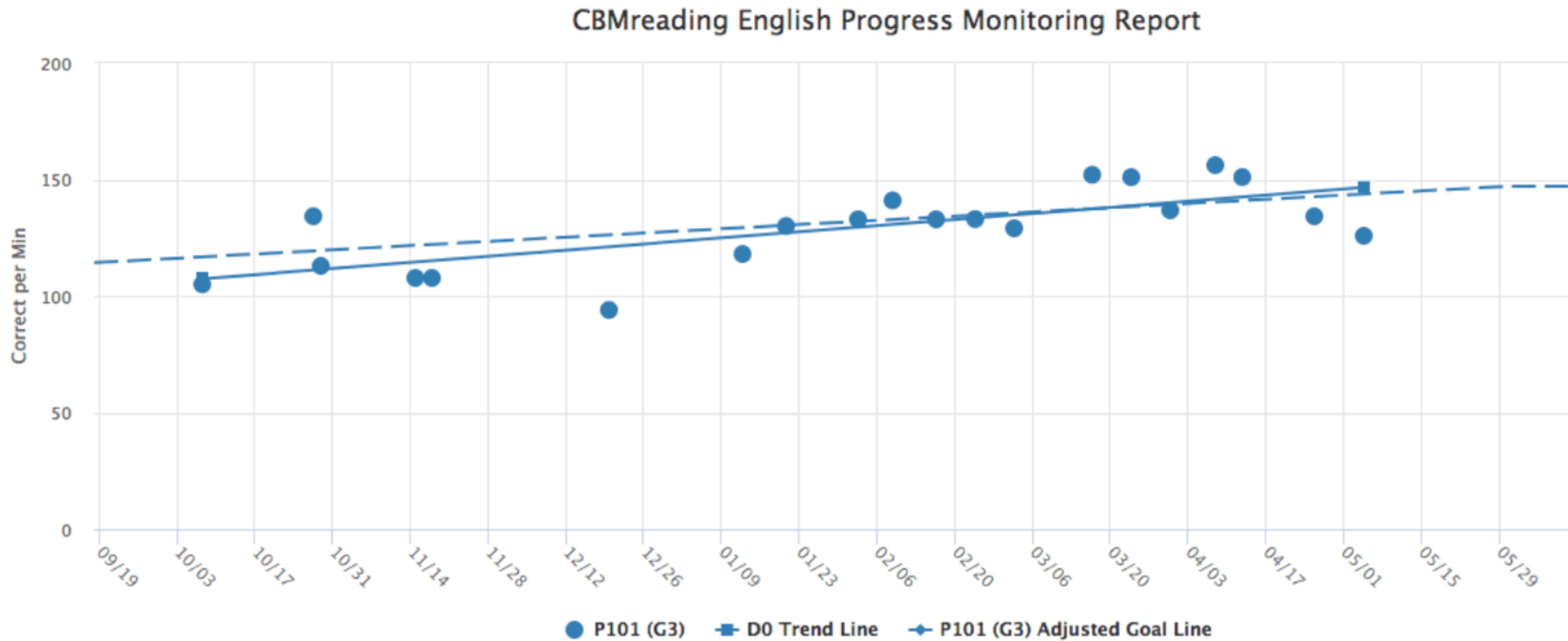
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# Example 1: Acadience Reading – 5<sup>th</sup> Grade Student Retell



Acadience Reading

# Example 2: Fastbridge Progress Monitoring Report – 3<sup>rd</sup> Grade Student





# Program Mastery

Example Student Data: REWARDS Secondary

Student	Multisyllabic Words (25 points)	Vocabulary (30 points)	Prefixes and Suffixes (15 points)	Spelling (15 points)	Total	DIBELS Progress Monitoring
1	25	12	24	13	74	Below Aimline
2	25	30	28	15	98	At or Above
3	20	27	21	15	83	At or Above
4	25	24	18	14	81	Below Aimline
5	25	30	30	14	99	At or Above
6	23	24	30	14	91	At or Above
7	25	27	30	14	96	At or Above
8	23	27	27	11	88	At or Above

- In program intervention data
- Collected weekly
- Helps determine if children are responding to the intervention instruction
- Informs adaptations

# Diagnostic



- May be informal or standardized
- For those who may not be responding
- Additional information is needed
- Need more information to understand how to intensify intervention instruction



## Activity 2.1: Review

Type	Purpose
Universal Screening	
Progress Monitoring	
Program Mastery	
Diagnostic	

## Activity 2.2: Feedback

Type	Purpose
Universal Screening	Who is on-track, at-risk of being off-track, or off-track?
Progress Monitoring	Is the support still needed or is different support needed?
Program Mastery	Is the intervention instruction working for the group or the individual child? Are they accurate and automatic?
Diagnostic	If they are not responding, in-depth information; Why are they not responding?



## Activity 2.3: Breakout

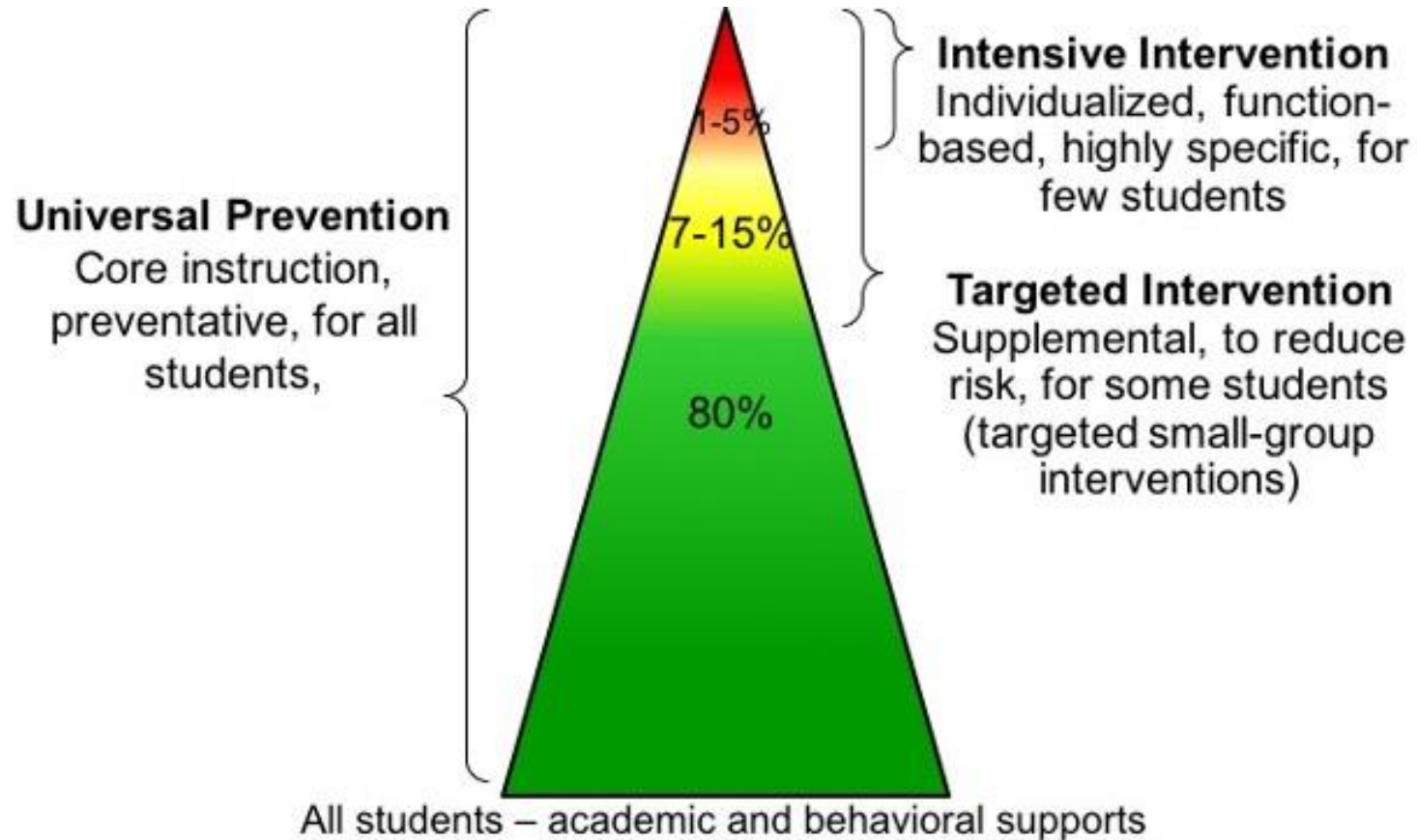
- Directions:

- Read the scenario.
- Jot your individual response referencing each type of assessment.
- In the breakout, assign roles and use the checklist to ensure each type of assessment was discussed.

- Scenarios

- Scenario 1: A parent says, “I am so confused about the different assessments in my son’s classroom. I’m getting letters about them. Why so many? What is the reason for using all of them?”
- Scenario 2: A parent says, “I get why the school gathers screening data three times a year. My child is now getting weekly assessments, too. Why weekly?”

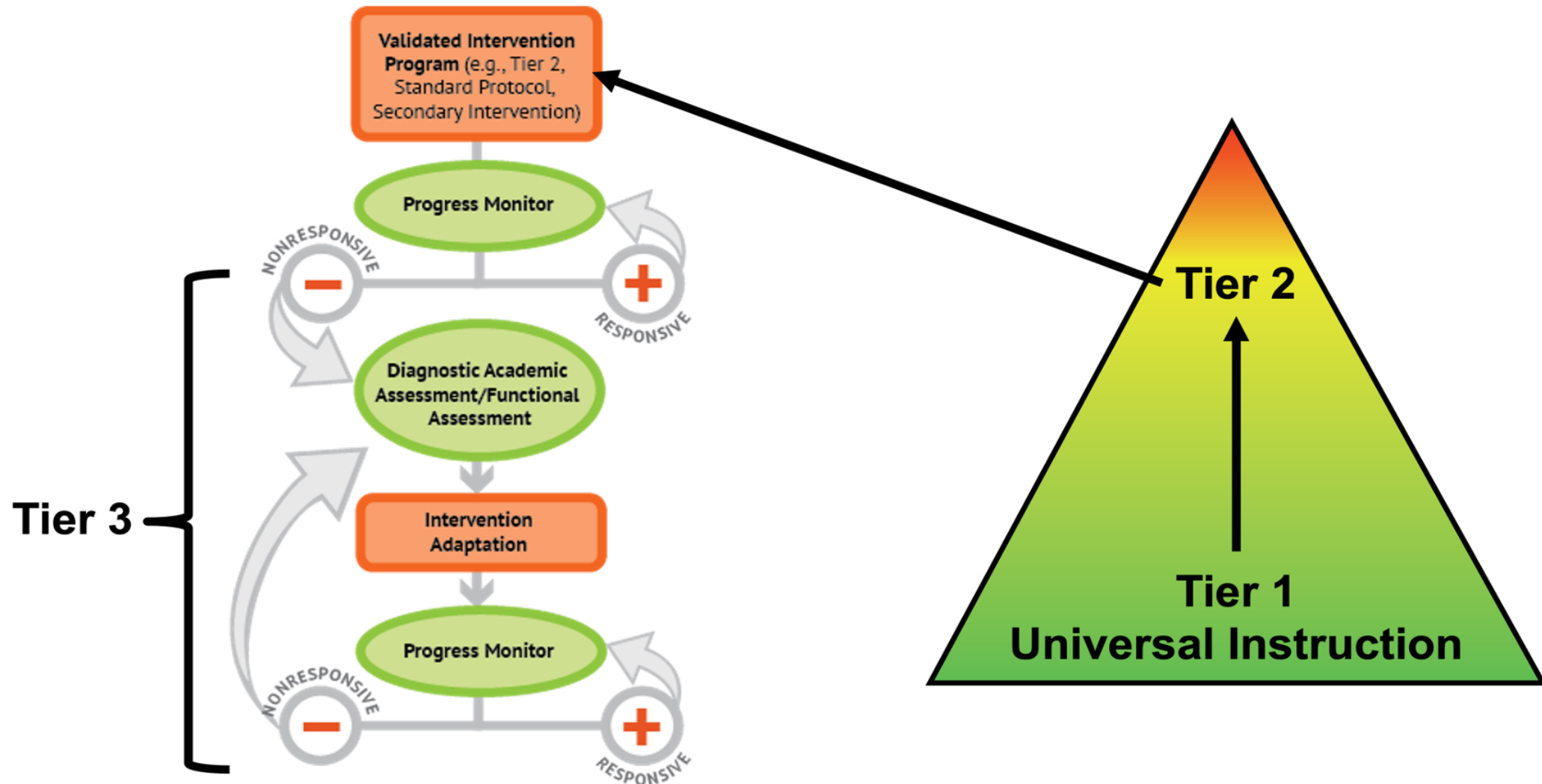
### 3. Using Data to Support Children's Strengths and Needs



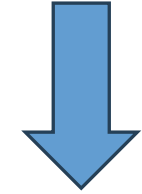
## Tiered Delivery System



# Supporting the Advanced Tiers



# Example Intervention Platform



Critical Reading Skills	Intervention Program or Practice Name	Entrance Criteria	Progress Monitoring Guidelines	Family/Caregiver, Student Voice and Permissions
Phonemic Awareness	<a href="#">Phonological Awareness Training</a>	Kindergarten or First Grade students performing below benchmark expectations on First Sound Fluency or Phoneme Segmentation Fluency	Phoneme Segmentation Fluency	(Insert the relevant school/district permission if needed.)
Basic Phonics	Phonics for Reading 1-2	Follow Phonics for Reading Placement Test guidelines	Content Mastery: Phonics for Reading Lesson Check-Up  General Outcomes: Acadience (every other week for students receiving Tier 2 intervention; weekly	(Insert the relevant school/district permission if needed.)

# Example Intervention Platform Continued

Multi-Syllabic Decoding	REWARDS Intermediate	Passed the Phonics for Reading Level 3 Placement Test	Content Mastery: REWARDS Unit Check-Up  General Outcomes: Acadience (every other week for students receiving Tier 2 intervention; weekly for students receiving Tier 3 intervention)	(Insert the relevant school/district permission if needed.)
Word Reading Automaticity (Fluency)	<a href="#">Repeated Reading</a> <a href="#">Repeated Reading Activities</a>	Student scores on Phonics for Reading and Rewards Placement test indicate that student has mastered foundational decoding skills—but ORF score is still below grade level expectations	Grade Level ORF	(Insert the relevant school/district permission if needed.)
Vocabulary	<a href="#">Semantic Mapping</a> <a href="#">Additional Word Building Activities</a>	Adjusted MAZE score and retell are below expectations on-track fluency  -and vocabulary diagnostic indicates need related to	Informal mastery assessment  e.g., Teacher created vocabulary assessment from words included in semantic maps.	(Insert the relevant school/district permission if needed.)

## Increasing Communication

- What do you **notice** at home? What do you see or hear?
- What **data** might you have to share?
- What do our assessments and **observations** tell us about **strengths and needs**? What additional information do we need?
- What do we notice about spelling/writing compared to reading?
- Based on our data, what **skills** should be emphasized?
- What is our next step? What can we do at **home** and at **school**?
- How can we continue **two-way** partnership and communication?

# Activity 3.1: Breakout Resource Review

## Intensive Intervention

### An Overview for Parents and Families

Are you concerned that your child is not making progress in school? Have you noticed that your child is not meeting his or her Individualized Education Program (IEP) goals? Is your child acting out or struggling with behavioral problems and motivation?

Intensive intervention may be able to help.



### WHO?

For students *with and without disabilities* who are struggling with reading, math, and/or behavior despite receiving high-quality instruction and intervention.

For students with disabilities, intensive intervention may be helpful if they are not making progress on their IEP goals.



### WHAT?

Intensive intervention is a team-based process that uses student data to help teachers figure out when and how to change and intensify instruction (more practice, feedback, structure, focus) to help students be more successful.

In some schools this may be called **Tier 3**.



### WHERE?

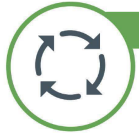
The location of the intervention may vary, but intensive intervention often occurs in small groups of one to three students. The intervention is led by a specialist or expert (reading specialist, special educator, math specialist, behavioral specialist, school psychologist, school counselor).



### WHEN?

Intensive intervention often includes more frequent intervention — more times per week, more minutes per session or day, or more total sessions.

Teachers also need to collect student data more often. Quick (less than 5 minutes) skill checks may happen daily or weekly so that teachers can learn sooner if they need to make a change to instruction.



### HOW?

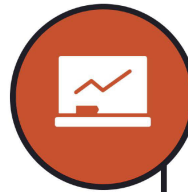
A team of teachers and specialists goes through your child's data to:

- Determine **WHEN** a change should be made to instruction.
- Figure out **HOW** to make that change.
- Develop a **PLAN** that matches his or her needs.
- Continue collecting **DATA** to see if the changes are working.

Intensive intervention is not a one-size-fits-all approach or a quick fix. It may take time and changes before the student makes progress.

## Intensive Intervention

Questions parents and families can ask when talking to their child's school about intensive intervention



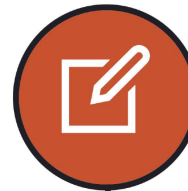
### Monitoring Progress

- How will the team be monitoring my child's progress?
- How will I be informed about my child's progress?
- How frequently will I receive updates?
- What happens when my child is not making enough progress?

## Sharing Information



- What information should I share about my child?
- How can I best share information?
- Will I be invited to participate in data meetings?
- Are there other ways to be involved if I can't be there in person?



### Understanding the Intervention Plan

- What is my child's intervention plan?
- Who is responsible for implementing the plan?
- How long does each intervention take?
- How can I support my child's plan at home?

## How Can You Support Intensive Intervention? TIPS FOR FAMILIES

Is your child struggling with academic or behavioral challenges? Has he or she made slow progress? Have you noticed that your child is not meeting his or her Individualized Education Program (IEP) goals? Intensive intervention may be able to help. With intensive intervention your child's teacher uses data to determine **WHEN** and **HOW** supports can be changed to better meet your child's individual needs. Here are some tips to help you get started.



### Celebrate Your Child's Growth

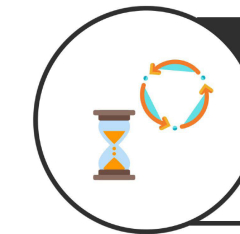
Intensive intervention is customized to address your child's unique needs. As a result:

- Each child's intervention plan will look different.
- Each child's progress is compared to his or her own individual goals, not other students.
- Parents should provide encouragement and celebrate success, even small improvements.



### Communicate!

- Share openly about your child. You may know things that the school doesn't.
- Confused about the data, tests, or interventions? Ask for clarification when you don't understand.
- Ask about ways you can support your child at home.



### Be Patient and Persistent

- Intensive intervention is *not a quick fix*. It takes time and effort to see progress.
- Intensive intervention is a *problem-solving process*. If we are not seeing progress, we have not yet found the right approach and we will keep trying.



## Activity 3.2: Breakout Electronic Materials

- [Example Assessment Letter for Families](#)
- [Example Student Profile Template](#)
- [Example Secondary Intervention Platform](#)
- [Example Elementary Intervention Platform](#)

## 4. Reflecting on Roles, Relationships, Communication, and Barriers



# Opportunities for Families

- From Home to School
  - Collaborate to ensure successful literacy experiences
  - Ask questions about assessments
  - Share information about your child
  - Ask about parent roles on teams
  - Ask about school goals/reports
  - Ask about routines for home
  - Respond to surveys
- At Home
  - Celebrate strengths and effort
  - Keep positive statements high
  - Celebrate small steps, early success, and growth over time
  - Celebrate accuracy and fluency
  - When learning, mistakes and errors happen!
  - Read together frequently

St. Martin, et. al. (2023); NCII (n.d.); MDE, 2020

# Opportunities for Schools

- From School to Home
  - Share about MTSS with parents
  - Share information on assessments used (Who, What, When, Where, Why), results, goals, and effectiveness across groups
  - Ask for input from families, including perception data
  - Ask about communication frequency, barriers
- Getting Input from Families
  - Formal communication plan
  - Expectations for sharing data, goals and objectives
  - Share about MTSS, assessments, interpretation
  - Share about MTSS supports
  - Ensure all populations/groups can provide input

St. Martin, et. al. (2023); MDE, 2020

## Closing Review

- Today, we learned about different types of assessment and their purpose, saw examples of different types of assessment data and results, discussed the use of data in MTSS and for informing decision-making, and visited ways to increase bi-directional (to and from) communication.
- **Chat: I used to think \_\_\_\_\_ now I know \_\_\_\_\_.**
- **Chat: I can accurately share information with other parents**
- **Chat: I can reflect on my own role and take next steps**

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# References Further

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