Reading Horizons Discovery® Software Session 1 Workbook

Updated May 2022

Reading Horizons Discovery® Software

## Software Benchmark Assessments

RH DISCOVERY READING ASSESSMENT

The *RH Discovery* Reading Assessment is an optional assessment that provides a Lexile® measure for students and can be given multiple times per year. This assessment is not turned on by default and needs to be assigned to students. The assessment begins with pictures and progresses to cloze sentences, complete sentences, and finally passages. It typically takes between 5–15 minutes for kindergarten and 5–30 minutes for first through third grades but will terminate early after five errors.
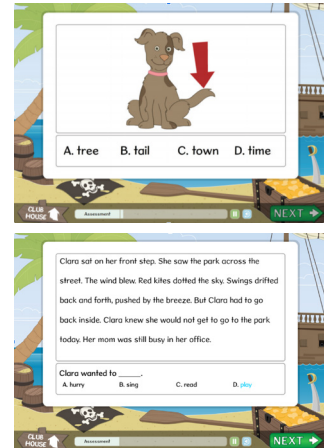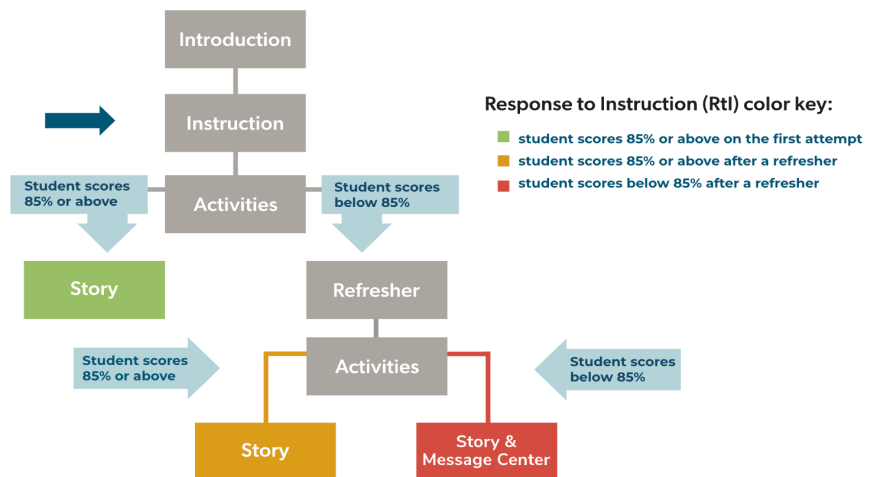
SPELLING AND WORD RECOGNITION ASSESSMENT

This growth assessment sets a prescriptive path for students in the software. It is used as a benchmark assessment to determine if students are on track based on the skills they should know at the appropriate time of the year. It is given automatically at the beginning, middle, and end of a student's sequence. For first through third grades there is also an option to choose specific testing windows. The assessment is given only once in kindergarten, at the end of the sequence.
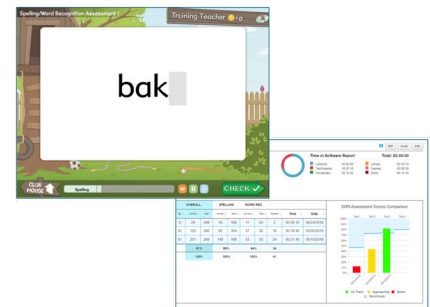
Lesson Flow

If a student shows proficiency with a skill on the Spelling and Word Recognition assessment, *Instruction* will be skipped in the lesson sequence.

Response to Instruction (RtI) color key:

- student scores 85% or above on the first attempt
- student scores 85% or above after a refresher
- student scores below 85% after a refresher

Introduction

Instruction

Activities

Student scores 85% or above → Story

Student scores below 85% → Refresher

Refresher → Activities

Student scores 85% or above → Story

Student scores below 85% → Story & Message Center

The _____ Assessment must be assigned, and the _____ Assessment sets a prescriptive path for each student.

Assessment Preparation

PREPARATION

- **Demonstrate the assessment** using Preview Content. (See below.)
- Prevent test fatigue by giving **breaks** approximately every 15 minutes.
- Make sure students know how to change answers and use **backspace**.
- Ensure **headphones** are working and students can hear well.
- Assess students in **small groups** to ensure focus.

TIPS SPECIFIC TO THE SPELLING AND WORD RECOGNITION ASSESSMENT

- Do a quick review or **spelling game** to prime students' brains, such as Panic.
- Offer **scratch paper** or a whiteboard and marker.

ADVICE FOR STUDENTS

- When you log in, you are going to receive an assessment.
- The assessment may take a while; ask for a break if you need one.
- You can stop at any time and pick up where you left off.
- If you don't know, guess. The spelling portion will give you partial credit.
- Take your time, and take it seriously.
- The better you do, the less you will have to do in your lessons.
- These assessments help me to know what you know.
- Teachers, principals, and others use your scores to make decisions.
- Try your best.

PREVIEW CONTENT

1. Select **Preview Content** on the left.
2. Select **Track** for the grade level.
3. Select **Spelling/Word Recognition Assessment 1** or **Reading Assessment 1**.
4. Click **Play**.
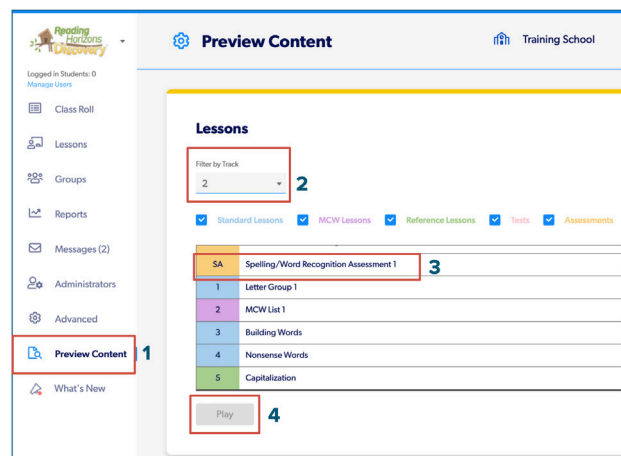
Class Roll

The Class Roll is the first place you land when you log into the *RH Discovery* Software. There is a variety of useful information available here, such as the dates students last logged in and the current lessons they are on. Looking at the *Current Lesson* is key to knowing if your students have finished their initial benchmark assessments. If it still lists an assessment as current, it is in progress. However, if the *Current Lesson* is Letter Group 1, (or another lesson in the sequence) you will know they have completed their assessments.

Message Center

It is important to monitor the Message Center daily. It is like getting email from students to let you know where they are struggling. When you log in, if there is a message waiting, *Messages* will be bold to get your attention. The messages give you details about where your students struggled. You will then have an opportunity to *Clear* the flag, if the student demonstrated proficiency with the skill when you intervened. You can also *Reset* the lesson, if you need the student to go through the lesson again. Deleting messages once they have been resolved will simplify ongoing monitoring. Addressing issues immediately helps to diminish student frustration and allows them to move on with skill proficiency and confidence.

The most important tab you can access to get daily progress for students is the _____ tab.

Retrieval Practice: Two Things

Write down two key takeaways about the *RH Discovery* Software.

_____

_____

Reading Horizons

Software Activity: Using Data to Differentiate Instruction

Reading Horizons Discovery® Activity

PURPOSE

Practice analyzing data to drive instruction and small-group intervention.

Part A: Reviewing Messages in the Message Center

> Important Notes about the Message Center
>
> It is important to monitor the Message Center daily to ensure a timely response to notifications. Review new messages and create an intervention plan based on the data. Consider deleting messages once they have been resolved to simplify ongoing monitoring. Addressing issues immediately helps to diminish student frustration and allows them to move on with skill proficiency and confidence.

1. Log in to *Reading Horizons Discovery®* Software as an Admin at www.rhdiscovery.com.
   Email: training@readinghorizons.com   Password: reading4all

2. Select *Messages* on the left and answer the following questions:

   a. Ray Olsen struggled with which Chapter Test?

   _____

   b. Ray Olsen may need intervention with which skill from the test?

   _____

   c. Several students struggled with which lesson?

   _____

   d. What are the students' names?

   _____

   _____

Part B: Analyzing the Group Lesson Report

> Whenever lessons are flagged in the Message Center, it is helpful to run the Group Lesson Report to identify students to pull for small-group intervention.

Click on *Reports* on the left.

3. Toward the top of the Group Reports section, click *View* for the Group Lesson Report.

4. Use the dropdown menu under the report title to choose the lesson you identified in question 2c above. Hint: Start typing the name of the lesson to search by lesson name.

5. Click on the % column header to sort by the score students achieved for this lesson.

6. Which students would you add to your intervention group (in addition to the ones you identified in question 2d above)?

    _____

7. Would you add Ray Olsen to your group? Why or why not?

    _____

    _____

8. What does Ray's yellow RtI dot tell you about his performance in this lesson?

    _____

    _____

9. Looking at the Class Average at the bottom of the report, are student scores stronger with this skill in *Isolation* or in *Context*? What activities could you do to improve the weaker of the two areas?

    _____

    _____

10. What intervention activities would you prepare for your small group for this lesson?

    _____

    _____

    _____

11. Where can you get ideas for differentiation for your students?

    _____

    _____

    _____

12. Which students are particularly excelling with this same lesson?

    _____

13. What activities might you prepare for your excelling students?

_____

_____

_____

14. Think about what drove you to the *Group Lesson Report* in this activity. How and when would you use the *Group Lesson Report*?

_____

_____

_____

Part C: Analyzing the Check-Ups Report

Another way to identify students who are struggling and would benefit from intervention is to use Check-Ups to guide instruction. Unlike a typical software lesson, Check-Ups are assigned by a teacher to see how students are responding to direct instruction. Check-Ups are formative assessments that help us gauge student proficiency. They are generally given as quick (three to five questions) exit tickets. They can also be used to pre-assess skills that may have been taught in a previous grade.

15. Assume you have just completed whole-class instruction for Phonetic Skill 4.

16. Use the following steps to see how your students did on the Check-Up you assigned.

17. Click on *Reports* on the left.

18. Toward the bottom of the Group Reports section, click *View* for the Check-Ups Report.

19. Use the dropdown menu for Filter by Check-Up to choose Phonetic Skill 4.
    Hint: Start typing the name of the lesson to search by lesson name.

20. Click on the % column header to sort by the score students achieved for this Check-Up.

21. Which students might you add to your intervention group for Phonetic Skill 4?

_____

_____

22. How can you gather a whole picture of your students beyond the Check-Ups Report? What *other* formal and informal data about this lesson might you use to help build an intervention group?

_____

_____

_____

23. How does data from a Lesson Report vary from that in a Check-Ups Report? What is the difference in what they are telling you about the student? What is the difference in how and when the data insights are collected?

_____

_____

_____

_____

24. Notice the scores for students on this Check-Up. If there are only three questions on this Check-Up, how did the students receive such varied scores? Why are the scores not 0%, 33%, 66%, and 100%?

_____

_____

25. How and when would you use Check-Ups?

_____

_____

_____