

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

SFN 2053 (2/85) 5M



ROLL NUMBER

DESCRIPTION

1378

2005 HOUSE EDUCATION

HB 1378

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. **HB 1378**

House Education Committee

Conference Committee

Hearing Date **26 January 05**

Tape Number	Side A	Side B	Meter #
1		x	0 - end
2	x		0 - 877
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened the hearing on HB 1378.

Rep. Sitte introduced the bill. (Testimony attached.)

Rep. Norland: I haven't had a chance to look at all this stuff you handed out. My question is, if the research is all here about testing students in the school system and we already know that 60% about three years behind. If that is a fact and we put this in law the teacher has to set up an educational plan with the parent for that student. Who's actually going to teach the other students. If it's true that we have that many students who are so lacking in reading proficiency, then I don't where the teacher is going to find time to work with the parents of those children to bring them up to speed and still handle all the other classroom functions. I'm not saying it's not the teacher's responsibility, I'm just saying this might be one big job.

Laurie Matzke, director of Title 1, DPI, testified in favor of the bill. (Testimony attached.)

Rep. Norland: Do you have an idea of what percent of the students in ND are being served by Title 1 IEPs, or just receiving special services of what kind or another?

Matzke: I don't have the exact figures right now but I will get them for the committee. It's hard to get accurate figures on Title 1 because of the popularity of school wide programs where all kids in the school are considered Title 1. When they report their numbers, every child in the building is reported as a Title 1 child. We have to go back and look closely at those figures.

Rep. Haas: When you did your fiscal note did you take into consideration the variety of tools that would be necessary to measure these five components? Or does this reflect one testing tool?

Matzke: It just reflects the Gates-MacGinitie, but as Rep. Sitte said, the DIBELS is free. The Gates-MacGinitie addresses four components and you can pick up the fluency with the DIBELS

Rep. Wall: If this bill is passed how would it effect the ND standards which were recently written.

Matzke: It is somewhat of a concern of the Department, we have very specific standards and assessments in place that align to NCLB. We see this as separate from that. This is simply another tool to assist teachers in identifying who is not proficient so we can develop that plan and get them up to proficiency.

Rep. Haas: There is quite a difference in the fiscal note and the information from Rep. Sitte that is about half of what you estimate is. How do you explain that?

Matzke: I'm looking at it from DPI's view and being concerned about unfunded mandates. We want to make sure that if we have administration costs, even mailing can be costly. It could be done at less cost than what we indicated in the fiscal note. There are a variety of things that we

could do to get the cost down and make this a doable bill. If passed in its current format, these are costs the Department could incur so we must make sure they are covered.

Rep. Hawken: In our current test, which of those components addressed are key in literacy. You can't do math unless you can read.

Matzke: I don't know off hand, but the Oregon on their web site has taken most of the assessments out there and they have charted which of the components they measure. Most good tests do measure all components.

Rep. Hawken: We have content standards and know what we want to test, we shouldn't have to go to Oregon to see what results we want here. What are you currently testing for reading.

Matzke: The testing results are not broken out in these five components.

Rep. Hawken: What do we tell the parents.

Chairman Kelsch: On the assessment that comes back to the parents it doesn't say where they are not proficient.

Matzke: I defer to Mr. Gallagher who is more familiar with the reports that the parents get.

Rep. Hawken: One of the concerns I have on this and the last bill as well, I would hope that within DPI you would looking at what things are the best for education in ND and including those in your budget. We know reading is one of the most important things in the whole world. This shouldn't even have to be here, it should be coming from you.

Chairman Kelsch: At the beginning of your testimony we should look at testing the first four grades at least for starting off the program. What do you envision for a fiscal not for that.

Matzke: There are a number of options that could be looked at for amending this bill. We could start small and just go K - 3, or use the state assessment, since we're testing anyway, for

grades 3 - 8. There are a number of things we could do to lessen the cost and not double test. There are certainly options open. The thing that really caught me on this bill, was the literacy test. As Rep. Hawkens and several administrators have said, this should be something that is being done already, we don't need a bill to do this. That is not true. This is something that should be being done, but it's not. If they don't qualify for Title 1 or Special Ed, they fall through the cracks. We need to be more accountable for all students in our school.

Chairman Kelsch: Have we considered some sort of pilot program? Just to see what happens. Do we actually have the number of ND students attending ND universities who have to have remedial reading?

Matzke: Yes, a pilot program is a possibility. I'm not sure about the numbers?

Chairman Kelsch: Mike, it seems at one interim you had some information you provided to us that told us that.

At a later time the NDUS Fall 2003 Remediation Report was furnished to the Committee and is attached hereto.

Rep. Sitte: The Reading First program is in place and could be seen as a pilot project. **(Copy attached.)** I did have a math component in this bill. The Iowa Test Basic Skills used to publish one and would publish again. That's being used by some states. I would suggest a closed door session to have all of you look at these tests.

Billy Demairee, principal of Myhre Public School, spoke in opposition to the bill. Myhre School has the Reading First program. So much emphasis is on reading, but math is equally important and we have a ways to go in that area. In order to meet the requirements of Reading First and to assess all the areas you talked about, we have four tests. Some are done twice

yearly, some weekly. That's a lot of time. Assessment helps guide education. In Myhre school the teachers' salary on an average day is \$12,000. Although assessment is important, schools need to design what is most appropriate to them. This is not going to be free or low cost. We talk about different testing being low cost, but someone has to score them. The Gates-MacGinitie costs \$18.95 per student to score. We could have the teachers score it themselves, but they would have to hand chart them and do something on some kind of parent report. That \$18.95 includes scoring, charting and parent report. If the teacher has to do all those things it costs: some planning time, some inservice time, some extra stress on their instruction. The DIBBLE test is done frequently and we keep a running progress on them on our Palm Pilots. The results are entered and synchronized and we have the results. This service costs \$15 a student. Do we want the teachers to spend their time to do additional scoring and inputting the stuff into the computer and then getting the report. It might be low cost, but teachers cost a lot of dollars a day. It's not going to be free. I'm very much in favor of assessment, but I would rather let individual districts pick a course that works best for them.

Rep. Haas: You say this isn't done in every school district so parents don't know how their students are performing in reading on those five different categories. If this bill were made more generic and put the requirements in but left the details of implementation to the school district, would that be more acceptable.

Demairee: That's one of my issues. But if the school is doing these things, it might not exactly what you have in statute, but if you make the statute, then I have to do exactly that. We need to have to some flexibility. If I get too much information to some parents, they may not look at it

because it's confusing. If it's something short and sweet they may address it and if they want more detailed information we can make it available to them.

Rep. Mueller: It sounds like your school has done a nice job in assessment and you should be commended. My question is, who's paying for it?

Demairee: It's a combination, some is district and some is federal. When we do a requirement, we have to do it for all children so I have to do accommodation for special needs students. We also want to give the children their best chance to do their best. So we may have to take some children and do it individually. It takes time and can be a burden.

Rep. Sitte: It is not our intention to add an extra burden. Parents feel so out of the loop so by having discussions with parents, the parent is then able to see what the school is working on and this encourages them to work on the same items at home. It develops a team effort. It's important to show growth so we must all use the same test. We could do the scoring at a state level a lot cheaper than \$18.95 per student.

Demairee: We felt it important not to stress out the teachers so contracted for that scoring.

Doug Johnson, ND Council of Educational Leaders, testified in opposition to the bill. This bill adds assessment that subtracts from instructional times. It may also be redundant in that it is similar to the test required by the state. A fiscal note may have to come from the school districts and is another unfunded mandate.

Bev Nielson, ND Assn. of School Boards, testified in opposition to the bill. Although literacy is critical, we are going in all different directions. This bill "piles on." If we are going to add another mandatory test, we need to look at what test we can get rid of. If we keep adding these mandatory tests, we are going to have to start asking for a "Test Day" for our teachers. If all of

us can get together and agree which tests are best for our kids and give us the most information at the best time of the year to improve our students' skills, and then we decide those are the assessments we give to our kids.

Dan Hennenkemp, of the NDEA, testified in opposition to the bill. Grand Forks recently negotiated with their staff to extend the school day. The intent was to have more instructional time for the kids--time on task. Now it's become--time on test. He listed the tests his wife, a teacher administers and the time it takes. In total she spends 8 - 10 instructional days.

Mike Hillman, vice chancellor for Academic and Student Affairs for the NDSU, discussed the remediation report at ND's universities distributed earlier. Testing is different at several universities. For instance, BSC has every student who scores lower than the national average on the ACT English sub test is placed in a composition skills course. NDSU and UND mainstream those students.

Chairman Kelsch: Is the ACT test required and is it used for placement.

Hillman: It is used for placement, some campuses also have their own placement that goes beyond the ACT especially in the math area.

Rep. Herbel: What percentage of our students in the University System come from out of state? Is it close to half?

Hillman: I don't have that but would be happy to get that. It's less than half, perhaps in the 30% range.

Rep. Norland: Is it not true that with ACT there were many times there are students who do well in class but did not do well in the ACT test. They could fall into that when actually they are

pretty good students. The ACT is not always reliable. They could end in a remedial test, but opt out or CLEP out. Not all the time is that ACT valuable or an indicator of the student's ability.

Hillman: I think the ACT is used as one of the assessments, there is no mandatory placement based on the ACT.

Rep. Sitte: In most cases when students are taking these classes, they are paying tuition but not getting transferable credits?

Hillman: These are typically not counted as credit towards a degree.

Chairman Kelsch closed the hearing on HB 1378.

2005 HOUSE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO **HB 1378**

House Education Committee

Conference Committee

Hearing Date **2 February 2005**

Tape Number	Side A	Side B	Meter #
2		X	300 - 574
Committee Clerk Signature <i>Jan Prindle</i>			

Minutes:

Chairman Kelsch opened discussion of HB 1378. This is the basic reading literacy testing bill.

Rep. Norland: I move Do Not Pass

Rep. Hanson: I second.

The question was called.

A roll call vote was taken.

Yes: 10 No: 4 Absent: 0 The motion passed.

Chairman Kelsch will carry the bill.

FISCAL NOTE
Requested by Legislative Council
01/14/2005

Bill/Resolution No.: HB 1378

1A. State fiscal effect: *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2003-2005 Biennium		2005-2007 Biennium		2007-2009 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$2,005,872	\$0	\$2,005,872	\$0

1B. County, city, and school district fiscal effect: *Identify the fiscal effect on the appropriate political subdivision.*

2003-2005 Biennium			2005-2007 Biennium			2007-2009 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

HB 1378 proposes the administration of a basic reading literacy test, the annual administration of which will identify those students for whom an individualized learning plan will need to be developed. As prescribed in HB 1378, the basic reading literacy test has specific criteria, including:

- Measurement of reading fluency, comprehension, vocabulary, phonemic awareness, and phonics
- Appropriate for use in screening, progress monitoring, diagnostics, and outcome results
- Coverage for grades 1 through 8, and grade 10
- Reliable, valid, and uniform
- Demonstrates grade level achievement

In addition, it assumed that such an instrument could be administered in a relatively short amount of time (i.e., one hour or less), and have a quick turn-around time for scoring (i.e., within one month). An initial survey of currently available instruments revealed that each met some, but not all, of the criteria established in HB 1378.

The state assumes the full fiscal impact from HB 1378. The appropriation amount indicated includes estimates provided by Riverside Publishing for the Gates-MacGinitie test, although this test only covers four of the five measurement criteria specified. The total cost includes amounts for the test booklet, answer sheet, and scoring sheet. The amount was calculated for all public school students in grades one through eight and ten. If the test would be made available to private school and BIA students, those figures would need to be added.

Riverside Publishing indicated that a discount could be available for a large purchase. State procurement procedures require that a Request for Proposal procedure be followed. Additional costs or savings may result from that process.

There will also be other miscellaneous costs associated with the bill including data management, RFP process, reporting, and distribution costs. These miscellaneous costs have been included in the total appropriation. The department has referenced current contracts with other assessment vendors to reach estimations of these ancillary costs.

3. State fiscal effect detail: *For information shown under state fiscal effect in 1A, please:*

- A. Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and*

fund affected and any amounts included in the executive budget.

Not Applicable.

B. Expenditures: *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

Non-consumable test booklets - 67,867 students* X \$3.00 = \$203,601
Consumable answer sheet - 67,867 students* X \$1.00 = 67,867
Scoring/Student sheet - 67,867 students* X \$4.00 = 271,468

Sub Total Per Year = \$542,936

*The number of students indicated does not include BIA and private school students.

Based on existing contracts, the department anticipates annual biennium costs in the following product and service line items:

1. distribution costs for test administration and reporting -\$270,000
 2. data management, including vendor to state data exchanges and research and technology development costs - \$150,000
 3. technical assistance and training - \$100,000
 4. development, including costs to meet all five criteria identified in HB 1378 - \$400,000
- Sub Total for the biennium - \$920,000

Total Cost Per Biennium 2005-2007 2007-2009
2,005,872 2,005,872

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

HB 1378 will require an appropriation of state funds. An estimated amount of \$2,005,872 for the 2005-2007 biennium and \$2,005,872 for the 2007-2009 biennium will be needed.

Name:	Laurie Matzke	Agency:	Public Instruction
Phone Number:	328-2284	Date Prepared:	01/21/2005

Date: 2 Feb 03
Roll Call Vote #: 1

2005 HOUSE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 1378

House Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken do Not Pass

Motion Made By Norland Seconded By Hanson

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓		Rep. Hanson	✓	
Vice Chairman Johnson	✓		Rep. Hunsakor	✓	
Rep. Haas	✓		Rep. Mueller		✓
Rep. Hawken	✓		Rep. Solberg	✓	
Rep. Herbel	✓				
Rep. Horter		✓			
Rep. Meier		✓			
Rep. Norland	✓				
Rep. Sitte		✓			
Rep. Wall	✓				

Total (Yes) 10 No 4

Absent 0

Floor Assignment Kelsch

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE (410)
February 2, 2005 5:41 p.m.

Module No: HR-22-1750
Carrier: R. Kelsch
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

HB 1378: Education Committee (Rep. R. Kelsch, Chairman) recommends DO NOT PASS
(10 YEAS, 4 NAYS, 0 ABSENT AND NOT VOTING). HB 1378 was placed on the
Eleventh order on the calendar.

2005 TESTIMONY

HB 1378

Testimony on House Bill 1378—Basic Literacy Act

Madame Chairperson and Members of the Committee, my name is Representative Margaret Sitte, from District 35 in Bismarck. House bill 1378 would ensure that parents and teachers are accurately informed of the reading levels of students in this state.

Note the headline in this month's issue of *School Reform News*: "False Rigor: 8th-Grade Math Test Requires Only 3rd-Grade Skills." The article discusses a Brookings Institution study showing that 58 percent of the 8th grade National Assessment of Educational Progress (NAEP) test questions required 3rd grade skills or less and 90.7 percent of the questions required 5th grade skills or less. The norm, the set standard we assumed was part of every test, is sometimes dumbed down.

During the interim we learned that the 11th grade North Dakota Reading Assessment was actually written at a 7th to 9th grade reading level. Jean Newborg, who is director of assessments in the Department of Public Instruction, met with me last week to check the reading levels of three passages of the 4th, 8th and 11th grade North Dakota State Assessments. We used the Fry Readability scale, considered a standard by English teachers, in assessing reading levels. The 4th grade assessment varied between 1st and 3rd grade reading level, with the 1st grade passage including much dialogue. In 8th grade, we didn't check any passages with dialogue, preferring to find the passages that looked most challenging. The 8th grade assessment varied up to the 12th grade level, although one passage contained several long yet easy words that could have distorted the

scale, such as Mississippi, expedition, and Sacagawea. We found that the 11th grade assessment was written at a 6th to 8th grade reading level.

When parents receive the results of these assessments, they believe that they are receiving the results of rigorous tests that tell how well prepared their children are for the next grade level, for college and for life. Instead, parents receive a nebulous result of "Advanced," or "Partially Proficient" with little comparative tie to reality. Parents trust the assessment. Little do they realize that the test is written at a grade level several years lower than their child's actual grade in school. Obviously, the state assessments are concerned with leaving no child behind, with making a test easy enough for everyone.

Some states, including Colorado with its "Basic Literacy Act," and Oklahoma with its "Reading Sufficiency Act" have begun taking basic literacy seriously. They have started testing students' reading abilities and reporting them to parents each year.

In 1997, Congress asked the Director of the National Institute of Child Health and Human Development to consult with the Secretary of Education and to convene a national panel that would assess the research-based knowledge on the effectiveness of various approaches to teaching children to read. The National Reading Panel issued its report in 1999, and a summation is provided in this book provided, *Put Reading First: The Research Building Blocks for Teaching Children to Read*.

The National Reading Panel found five key components to reading progress: phonemic awareness, phonics, fluency, comprehension, and vocabulary. Laurie Matzke, director of Title I, who helped enormously in the formation of this bill, informed me that there are four basic types of reading tests: screening for potential problems, diagnosis of weaknesses, monitoring of reading progress, and overall reading results. In trying to find a single test that would check all five key components and would provide information in the four basic areas, we settled on a combination of two tests: The Gates-MacGinitie Reading Test, a one-hour test that could be self scored and is reusable from year to year, and the DIBELS, a one-minute oral test, used to check fluency.

By testing in the spring of the year, rather than the fall, as is done with the state assessment, parents and teachers will have an idea of the progress their students are making. If a child is tested in March of first grade, the seventh month, the child's grade level is 1.7. The parents would learn that their child is reading at a 1.3 grade level or a 2.1 grade level, so that they have an objective way of ascertaining their child's reading level.

If a child's reading literacy skills are more than five months below his or her grade level, the teachers, parents and reading specialists will work together to write an individual literacy plan for the student. Not a new bureaucratic nightmare, the individual literacy plan is a simple form to be kept at the school and with the parent, ensuring that the teacher and parent are aware of the reading difficulties and are helping the child before he or she falls further behind his or her peers.

According to an article by J. Lerner in the *Journal of the American Academy of Children and Adolescent Psychiatry*, approximately 80 percent of children with a learning disability have difficulty primarily with reading. Poor readers often lag behind in other subject areas, and they cycle through academic frustration, feelings of inadequacy, and loss of motivation. The *Report of the National Reading Panel* documented that many reading problems would have been preventable if the children had received effective reading instruction in the early grades.

The inflated fiscal note differs widely from the cost estimate I supplied the Department of Public Instruction. The cost is \$4.28 per test and answer sheet for the Gates-MacGinitie. The DIBELS is available free online. These test booklets are reusable, but the answer sheets run \$1.13 each. The software to score up to 20,000 students per grade is available for \$475. In contrast, the North Dakota State Assessment costs \$51.78 per student.

The parents of North Dakota deserve to know how well their children read. The cost of time and money is small compared to the benefits of helping children develop this lifetime gift of reading.

Individual Learning Plan – ILP Reading

Student Name _____ Grade Level _____ Reading Level _____

Teacher _____ District _____ School _____

Name of Test _____

Definition of Testing Results

- | | |
|--|--|
| <input type="checkbox"/> Advanced (A) – students who exceed their academic grade and month level by more than five months | <input type="checkbox"/> Partially Proficient (PP) – students who are below their academic grade and month level by five to nine months |
| <input type="checkbox"/> Proficient (P) – students who meet or are within five months of their academic grade and month | <input type="checkbox"/> Novice (N) – students who are below their academic grade and month level by more than nine months |

Key Reading Components

Results

Strengths and Concerns

Fluency – The ability to read a text accurately and quickly.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Comprehension – Understanding the meaning of what one is reading.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Vocabulary – Understanding the words one knows to communicate effectively.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Phonemic Awareness – The ability to notice, think about, and work with the individual sounds in spoken words.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Phonics – Understanding the relationships between letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	

Individual Student Goals

Activities to Obtain Goal

Timeline

Individual Responsible

<input type="checkbox"/>			

Teacher Signature _____

Parent Signature _____

Sitte, Margaret A.

From: James_Pound@hmco.com
Sent: Tuesday, January 04, 2005 9:33 AM
To: msitte@state.nd.us
Subject: Cost estimate for Gates-MacGinitie

Margaret,

I have had the opportunity to correspond with individuals at Riverside who have authority to approve discounts on large purchases of test materials.

They have assured me that Riverside would be able to arrange a discount beyond the catalog large purchase discount of 15%. How much beyond the 15%, I would need to negotiate, once I have more exact numbers. I would anticipate the discount to be in the area of 25%. As you and I discussed, there are a variety of options available for scoring depending on what will be most efficient in both cost and the turn-around time to return results. Local scoring would be the most economical and it could be accomplished at either a state, regional or district level. The software score conversion package available through Riverside is currently being used in a system to scan and score 20,000 students per grade at grades 4 - 8. The current price for the software is \$ 475.00.

The current catalog price for a package of 25 test booklets is \$ 78.75. The price for a package of 100 answer documents is \$ 113.50. An estimate to test a statewide grade level of 8000 students would be:

Test Booklets	(Packages of 25)	320 @ \$ 78.75	=	
				25,200.00
Answer Documents	(Package of 100)	80 @ \$ 113.50	=	9,080.00

Materials Total				\$ 34,280.00
25% Discount				8,570.00
=====				
Materials Total				\$ 25,710.00
			Estimated	

The test booklets are non-consumable and thus are a one time cost. These tests are available in two forms for each grade from 2 - 6, and two forms each for the combined grades of 7 - 9 and 10 - 12. This allows for pre - post testing at a grade level, for those who would want to do additional research studies.

I, of course, would be available to assist in any manners of implementation, from assisting in the coordinating of materials shipments to the individual schools to providing test interpretation workshops.

Please let me know if I can be of further assistance.

Sincerely, Jim

James L Pound
Senior Assessment Consultant
763-587-9565 (Office)
763-442-5700 (Cell)
763-588-4353 (Fax)

DISCOVERY SCHOOL'S

KATHY SCHROCK'S GUIDE FOR EDUCATORS

Fry's Readability Graph and Directions reproduced with permission from:

Fry, Edward. *Elementary Reading Instruction*. ©1977. The McGraw-Hill Companies. All rights reserved.

Directions for Use

- Randomly select three 100-word passages from a book or an article.
- Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material.
- Choose more passages per book if great variability is observed and conclude that the book has uneven readability.
- Few books will fall into the solid black area, but when they do, grade level scores are invalid.

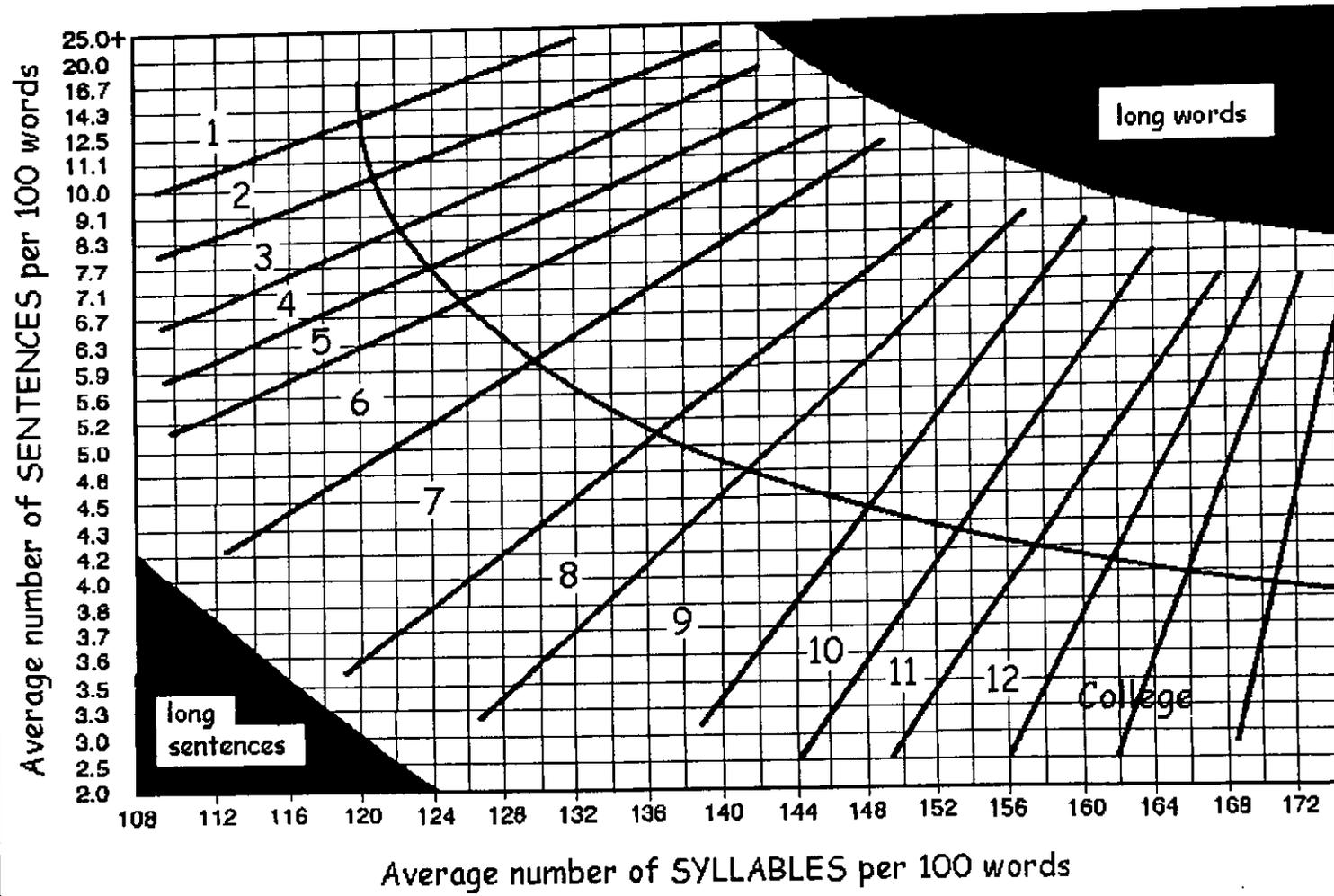
Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words beginning with the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word, then, when you get to the end of the passage, count the number of marks and add 100.
- Enter graph with average sentence length and number of syllables; plot dot where the two lines intersect. Area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

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Fry Graph for estimating Reading Ages (grade level)



Sitte, Margaret A.

From: James_Pound@hmco.com
Sent: Tuesday, January 25, 2005 5:57 PM
To: Sitte, Margaret A.
Subject: RE: Cost estimate for Gates-MacGinitie

Margaret,

My apologies for not being able to reach you sooner. I am traveling and that makes it more difficult to have on-line access. I will try to reach you again by phone, in the event you might have some follow-up questions.

Much of what is presented in the expenditures are expenses of which I would have little control. However, having worked with the Gates-MacGinitie Reading Test for some time, it would seem the projections for distribution, training, data management, research and technology are beyond the norm or at least at the extreme high end. But, that would require more information to determine whether those costs are true. As regards the cost for materials and actual scoring of the tests, the numbers indicated are accurate for the pricing. There are though, three significant factors that would greatly impact the costs:

1. Non-consumable booklets for grades 4 - 8 & 10 is a one time cost. This would reduce the second year cost by approximately \$ 65,000.00
2. There are no answer sheets for grades 1 - 3 where a consumable test book is used. This would reduce the two year cost by approximately \$ 50,000.00.
3. The \$ 4.00 per student scoring cost would be the top end cost to have it scored by Riverside Publishing. Alternate means of scoring for a project this size could be reduced to one-half the cost projected. This would reduce the two year cost by approximately \$ 270,000.00.

As was indicated in the Narrative, a discount would be expected for a materials purchase of this amount. This would reduce the cost by approximately \$ 175,000.00

I would project the materials and scoring for grades 1 - 8 & 10 to be in the area of \$ 525,000.00 for the biennium, rather than that amount annually.

Jim
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TESTIMONY ON HB 1378
HOUSE EDUCATION COMMITTEE
January 26, 2005
by Laurie Matzke, Director of Title I
328-2284
Department of Public Instruction

Madam Chairman and Members of the House Education Committee,

My name is Laurie Matzke and I am the Director of Title I for the Department of Public Instruction. I am here on behalf of the Department to provide testimony on HB 1378.

This bill pertains to the administering of a basic reading literacy test that would report the scores to parents and the Department of Public Instruction and would involve the development of an individual literacy plan.

There are many wonderful and commendable parts of this bill that I would like to elaborate on. These components include addressing student proficiency in reading, ongoing parent notification, correlation to the special education law, inclusion of all students, and alignment to the Title I student selection requirements.

Addressing student proficiency in reading

HB 1378 aligns nicely with one of the goals of the No Child Left Behind Act (NCLB), which is to have all students proficient in reading. If a student's reading literacy skills, as determined by a state test, are more than five months below the student's grade level, an individual literacy plan will be developed for the student which will remain in effect until the student's reading literacy skills are determined to be within five months of the student's grade level. This bill will help ensure that all students are proficient in reading as required by federal law and takes action for those who are not proficient.

Ongoing parent notification

Another strong component in the NCLB Act is parent notification. The NCLB Act recognizes the importance of parent involvement and requires schools to communicate regularly with parents regarding student achievement. Again, this bill aligns nicely with this

requirement. Parents are not only informed of their child's reading ability, but are also included in the development of a literacy plan, if needed. I get calls frequently from parents, especially after report cards are released, concerned because their child is struggling in school. For most parents that I talk to, they are surprised to find out at report card time that their child is not proficient. We need to do a better job of communicating with parents regarding student progress on a regular basis. This bill would help promote that communication.

Correlation to Special Education law

HB 1378 also aligns to one of the goals in Special Education. On December 3, 2004, President Bush signed into law and passed the reauthorization of the Individuals with Disability in Education Act (IDEA). The newly reauthorized bill addresses the national issue of over identifying students for special education because of reading deficiencies. The new law requires schools to implement various interventions for students who are not at grade level before identifying them for Special Education. If enacted, and a literacy plan is developed for students below grade level, this may enable students to show progress and lessen the number of Special Education identifications.

Inclusion of all students

HB 1378 would require an individual literacy plan to be developed for all students who score more than five months below grade level on a uniform state test. One important aspect about this bill is that it refers to all students in grades one through eight and ten in all schools in North Dakota. The intent of the Title I and Special Education programs are to develop a plan to enable identified students to succeed. However, the number of students eligible for Title I and Special Education is relatively small when compared to all students statewide. Those students who don't qualify for Title I and Special Education often fall through the cracks. In addition, many schools in North Dakota do not receive Title I funds. This bill would address the needs of all students who are not proficient in the identified grades.

Alignment to Title I student selection requirements

HB 1378 also aligns nicely to several of the requirements in the Title I law, especially student selection regulations. School districts may not use Title I funds to test

students for the purpose of identifying which students are below grade level and subsequently are in need of Title I services. The federal law states that it is a district's responsibility to identify at-risk students. This bill would require that all students in grades one through eight and ten be given a uniform test in reading and therefore, would meet the Title I regulation for identifying students who are not proficient, thereby assisting schools with this requirement.

The department has also identified some components of the bill that may be problematic and need to be addressed. These issues include the identification of specific reading content, the determination of achievement levels, the capacity of any test to measure identified components, the sole focus on reading, and the oversight responsibility for the individual learning plan.

Reading content should reference the reading state standards

HB 1378 requires the assessment of reading fluency, comprehension, vocabulary, phonemic awareness, and phonics. To specifically prescribe content for any state reading assessment violates state protocols for assessment design. Rather, we reference the content of a reading test to the state's content standards, which are authorized under current state law (NDCC 15.1-09-33; 15.1-21-08). Our state content standards define the current best-practices of what North Dakota students should know and be able to do.

Reading achievement standards should not be prescribed in law

HB 1378 defines specific achievement levels in terms of grade level equivalency. The state, by policy (NDCC 15.1-21-08), has made a decision to measure student performance in terms of state standards. HB 1378 reintroduces an antiquated method, grade level equivalency, a norm-referenced model, as the measure of performance. Any norm-referenced model is incompatible with state standards and, thus, does not align with the state's assessment protocols and the intent of current state law. It is current practice to have qualified educators set achievement levels through an agreeable process rather than through State law.

Capacity of any test to measure identified components

HB 1378 requires the assessment of reading fluency, comprehension, vocabulary, phonemic awareness, and phonics. The Department of Public Instruction has conducted an initial inventory of reading assessments compiled by the University of Oregon. This survey has revealed that no current assessment tool can sufficiently assess all of the five identified content areas identified in HB 1378. Reading fluency is particularly problematic and requires assessment methods that are more demonstration-based and difficult to score reliably. It is not uncommon for any individual assessment tool to show deficiencies in its ability to assess all standards of learning. Certain knowledge or skills require specialized measurement methods. No assessment can do it all. HB 1378 could possibly be revised to include a combination of tests to measure the five components. Currently, this is the practice used in Reading First programs in North Dakota.

Sole focus on reading

HB 1378 focuses solely on the content area of reading. The NCLB Act measures student achievement in both reading and math and places equal importance in both content areas. In addition, reading scores in general were actually higher than scores in math. Therefore, we raise as an issue the appropriateness of focusing solely on reading.

Oversight responsibility for an individual plan

HB 1378 does not reference administrative responsibilities for the oversight regarding the individual literacy plan for all students who are found to be below grade level. The bill further states that the plan must be reviewed at least annually. The Department has concerns regarding who would review the plans, the ramifications if plans were not developed, and the logistics of who would oversee this whole process.

Madam Chair and Members of the House Education Committee, the department commends the intent of this bill, supports many aspects of the bill as stated and in addition brings to the attention of the committee concerns that need to be addressed before this bill is considered for passage.

Madam Chair, this completes my testimony. I am available to address any questions from the Committee. Thank you.

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An Overview of Teaching Strategies for SBRR

Scientifically Based Reading Research



Fluency

Comprehension

Vocabulary

Phonemic Awareness

Phonics



Information for this guide was taken directly from the following sources:

Put Reading First: The Research Building Blocks for Teaching Children to Read by Armbruster, Lehr, and Osborn, published in September 2001 by the *Partnership for Reading*. It is available for download online at http://www.ed.gov/offices/OESE/reading_resources.html.

How Now Brown Cow: Phoneme Awareness Activities for Collaborative Classrooms by Patricia J. Edelen-Smith *Intervention in School and Clinic* Volume 33, Number 2, pp. 103-111, Copyright by PRO-ED, Inc. Available online at www.ldonline.org.

Information from the website www.earlyreading.info.

Completed by the North Dakota Department of Public Instruction Title I Office.

Fluency: *The ability to read a text accurately and quickly. Fluent readers read aloud effortlessly and with expression. Readers who have not yet developed fluency read slowly, plodding word by word.*

Teaching Ideas:

- Prereading and Rereading:** Provide students with many opportunities to read the same passage several times. This aligns perfectly to Title I instruction. Prereading and rereading the actual reading selections from the classroom is a great way to provide supplemental services and increase a child's reading fluency.
 - Repeated Oral Reading:** Have students read and reread passages as they receive guidance and feedback. Again, this would work well in a Title I program.
 - Tape-Assisted Reading:** Allow students to practice oral reading using audiotapes. Have students read along in their books as they hear a fluent reader read the book on an audiotape.
 - Student-Adult Reading:** Have other adults read aloud to students. Have incentives for parents to read aloud to their children at home or have volunteers read with students at school.
 - Readers' Theatre:** Have students rehearse and perform before an audience from a dialogue-rich script derived from a book.
 - Choral Reading:** In choral, or unison, have students read along as a group with a fluent adult reader.
 - Partner Reading:** Have paired students take turns reading aloud to each other. Have more fluent readers paired with less fluent readers.
 - Model Fluent Reading:** First, read aloud to students; then have students read the selection.
 - Reading Level:** Fluency develops by reading with success. Therefore, have student's practice oral reading from books that are a reasonably easy reading level for them. Use books at a child's independent level of reading ability.
 - Text Length:** Short reading selections work effectively. Poetry is well suited to fluency practice because poems are short and contain rhythm, rhyme, and meaning.
-

Vocabulary: *The words we must know to communicate effectively.*

Teaching Ideas: _____

- Reading aloud to students can increase student vocabulary. Students of all ages can learn words from hearing text read aloud to them.
 - Use word parts to help teach vocabulary (i.e., prefixes, suffixes, base words, root words).
 - Do a lesson on the four most common prefixes (*un, re, in, dis*), which will give them clues about the meaning of unfamiliar words.
 - Specifically discuss the meaning of vocabulary words before reading a story.
 - Have students use each of the vocabulary words in a sentence.
 - Encourage the students' use of context clues to determine word meanings.
 - Do lessons on using the dictionary to learn the meaning of new words.
 - Have the students listen for and find in print (magazines, newspapers, etc.) vocabulary words when they are outside of the classroom.
 - Review key vocabulary words in stories before reading them. This could be done in the Title I room or the regular classroom.
 - Extended instruction in vocabulary improves word learning. For example, playing a game like "Bingo" or "Around the World" with the vocabulary words after the lesson.
 - Repeated exposure to vocabulary aids word learning. For example, review the vocabulary words every day, or have the vocabulary words for the week up on the wall, or send a list home for students to review with parents.
-

Text Comprehension: *Understanding the meaning of what one is reading.*

Research has identified six comprehension strategies:

- Monitoring Comprehension:** Help students learn to monitor their own comprehension. Students can learn to “fix up” what they don’t understand as problems arise.
- Using graphic and semantic organizers:** Use texts that provide graphic organizers such as maps, graphs, and charts, or have students create their own. Graphic organizers provide students with tools to help them better comprehend what they read.
- Answering questions:** Use question-answer instruction, which enables students to learn more as they read and so better comprehend reading selections. For example, have students look back in the text and find answers to questions that they can’t answer after the initial reading. Another example of this strategy is having students answer the questions in a science book at the end of the text unit.
- Generate questions:** Teaching students to ask their own questions improves comprehension. For example, students can be taught to ask main idea questions that relate to important information in a text.
- Recognizing story structure:** Teach students to learn to identify the categories of content (i.e., setting, characters, plot, events of the story). Instruction in the organization of stories improves students’ comprehension.
- Summarizing:** Provide lessons on summarizing the important ideas in a text. When students summarize a text and put it in their own words, they are much more likely to comprehend it.

Ideas for Teaching Comprehension Strategies:

In order for students to comprehend what they read, they need to be taught the above comprehension strategies. This can be done by:

- The teacher providing a **direct explanation** of a strategy.
 - The teacher **modeling** how to apply the strategy.
 - The teacher providing **guided practice** as students apply the strategy.
 - The teacher helping students **practice the application** of a strategy until they can do it independently.
 - The teacher using **cooperative learning** by having students work together as partners while they apply the strategy.
-

Phonemic Awareness: *The ability to notice, think about, and work with the individual sounds in spoken words.*

Teaching Ideas

Targeted Skill	Strategy	Example
Phoneme Isolation	Have students identify individual sounds in a word.	Sammy snake says "-----." (/s/)
Phoneme Identity	Have students practice selecting the same sounds in different words.	What is the same in "fix," "fall," and "fun?"
Phoneme Categorization	Have students practice selecting words, which do not begin like the others in a group.	Which one doesn't belong? (weed, bead, pill, seed)
Phoneme Blending	Have students combine phonemes to form words, i.e., using dictation where the teacher says a word and students, independently or as a group, write the sounds.	What word is /b/ /i/ /g/? /b/ /i/ /g/ is "big." Now let's write the sounds in "big:" /b/ write "b"; /i/ write "i"; /g/ write "g." Now we're going to read the word "big."
Phoneme Segmentation	Have students break a word apart saying each sound that they hear.	What sounds do you hear in the word "ball?" Say each one.
Phoneme Deletion	Have students practice recognizing a word when a phoneme is removed.	Say hotdog without the "dog." What sound do you hear in "meat" that is in "eat?" What word would be left if you take the /n/ off "moon."
Phoneme Addition	Have students add a phoneme to an existing word.	What word do you have if you add /s/ to "park?" (spark)
Phoneme Substitution	Have students practice substituting one phoneme for another to make new words.	The word is "bug." Change /g/ to /n/. What is the new word? (bun)

Phonics Instruction: *Teaching children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.*

Teaching Ideas

Targeted Skill	Strategy	Example
Synthetic Phonics	Instruction in how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.	Have students practice making new words by extrapolating different sounds from words they know to create new words. For example, if a student wants to write the word "book" and he/she knows how to spell and use the word "look," have the student use "look" to create "book."
Analytic Phonics	Instruction in how to analyze letter-sound relationships in previously learned words so they don't pronounce sounds in isolation.	Have students practice reviewing previously taught sounds (e.g. "oa" in "boat") in words that they know so that they will recognize that sounds in other words when they read.
Analogy-based Phonics	Instruction in how to use parts of <i>word families</i> that students know in order to identify words they don't know that have similar parts.	Have students practice clustering words together from the same word family to show how they can make an analogy and figure out a word that has the same ending of a word they already know.
Phonics Through Spelling	Instruction in how to segment words into phonemes to make words by writing letters for phonemes.	Use journal writing and spelling to teach phonics. This reinforces having students make words by writing letters for sounds they hear.
Embedded Phonics	Instruction in recognizing letter-sound relationships during the reading of connected text.	Teach lessons using stories where certain sounds are embedded in the text. An example could be a tongue-twister like "Peter Piper picked a peck of pickled peppers" where the text is connected by certain sounds. By using context clues, the student can determine the sound of a word he/she doesn't know.
Onset-rime Phonics Instruction	Instruction in identifying the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and sound of the remaining part of the word (the rime).	Teach lessons using word families. For example, the word wheels. /f/ /m/ at /b/ Students identify the sound of the first letter then the remaining part of the word.

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False Rigor: 8th-Grade Math Test Requires Only 3rd-Grade Skills

by Krista Kafer

The dramatic gains in student test scores on a national math exam over the past decade are being called into question by an analysis from the Brookings Institution's Brown Center, which found questions on fourth-grade and eighth-grade tests to be "extraordinarily easy" since they tested mainly third-grade skills.

The report also found a significant number of middle school math teachers did not major in math in college, do not hold a teaching certificate in the subject, and are not receiving adequate professional development to build subject mastery.

The National Assessment of Educational Progress (NAEP) is an exam given to a sample of students across the nation for the past 30 years to gauge the level of student proficiency over time. Since 1990, the NAEP math test has reflected the recommendations of the National Council of Teachers of Mathematics (NCTM).

"The good news is that NAEP scores have risen dramatically in mathematics over the past decade," noted Tom Loveless, director of the Brown Center

"The good news is that NAEP scores have risen dramatically in mathematics over the past decade."

TOM LOVELESS, DIRECTOR
BROWN CENTER ON EDUCATION POLICY

on Education Policy. NAEP test scores indicate today's eighth-graders know about as much math as a typical tenth-grader in 1990, and today's fourth-graders are about two years ahead of their 1990 counterparts, too.

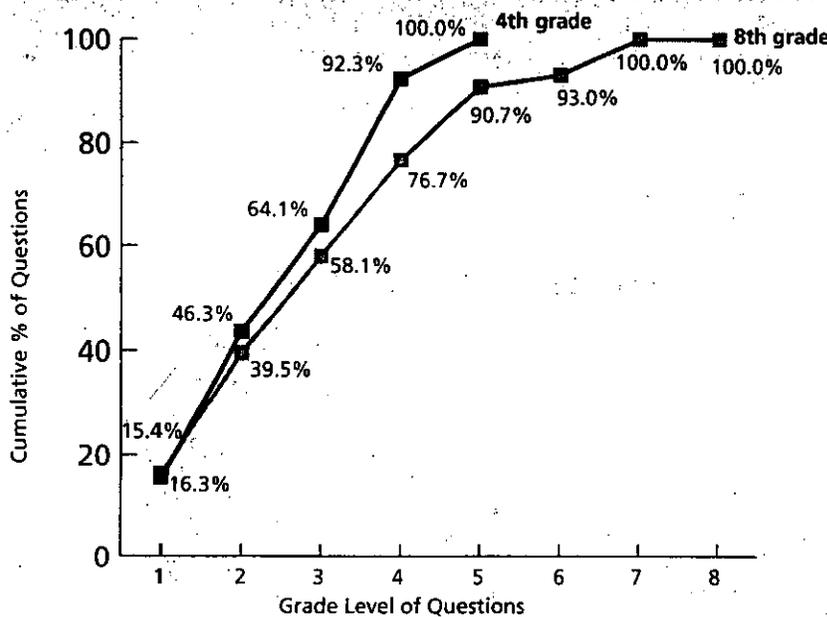
However, Loveless questioned whether the gains were real, pointing out that most of today's eighth-graders are not even enrolled in the higher math courses—Algebra I, Algebra II, and geometry—that many of the tenth-graders in 1990 had completed. To address this concern, he examined the publicly released questions posed in NAEP exams to determine the level of mathematical skill actually tested. His results are reported in the *2004 Brown Center Report on American Education: How Well Are American Students Learning?*

Loveless discovered that most of the

arithmetic required to solve the average question on the fourth-grade and eighth-grade NAEP math tests is taught by the end of third grade. Even though the mathematics required to answer many NAEP questions is "extraordinarily easy," he found students at both grade levels had trouble getting the right answers.

For both the fourth- and eighth-grade tests, the accompanying chart shows the cumulative percentage of questions on the NAEP math test that require the math skills taught through a given grade level. Thus, 64.1 percent of the fourth-grade NAEP test questions require only third-grade skills or less. Remarkably, 58.1 percent of eighth-grade NAEP test questions also require only third-grade skills or less—and 90.7 percent of the eighth-grade NAEP test questions require only fifth-grade skills or less. A bare 9.3 percent of the questions on the eighth-grade test probe skills beyond those required for the fourth-grade test.

Cumulative percentage of exam questions that test skills at the grade level or below



Few Correct Answers

Loveless's analysis also broke down how well students scored on questions at each grade level:

- About half of fourth-graders answered questions at a first- and second-grade level correctly.
- About half of eighth-graders answered first- and second-grade level questions correctly.
- Thirty-one percent or fewer of fourth-graders were able to answer questions at a third- through fifth-grade level correctly.
- Less than one-third of eighth-graders answered questions requiring seventh-grade skills correctly.

The study found whole-number arithmetic predominated in the questions at fourth and eighth grade, with few prob-

Test Yourself: NAEP's "Hard" 8th-Grade "Algebra and Functions" Questions

The National Assessment of Educational Progress Web site offers the following questions as examples of "hard" eighth-grade "algebra and functions" problems. Answers are on page 18.

1. The lowest point of the St. Lawrence River is 294 feet below sea level. The top of Mt. Jacques Cartier is 1,277 feet above sea level. How many feet higher is the top of Mt. Jacques Cartier than the lowest point of the St. Lawrence River? Show your work.

2. If the pattern shown in the table were continued, what number would appear in the box at the bottom of column B next to 14?

A	B
2	5
4	9
6	13
8	17
14	?

- a) 19
- b) 21
- c) 23
- d) 25
- e) 29

3. The length of a rectangle is 3 more than its width. If L represents the length, what is an expression for the width?

- a) $3/L$
- b) $L/3$
- c) $L \times 3$
- d) $L + 3$
- e) $L - 3$

4. While she was on vacation, Tara sent 14 friends either a letter or a postcard. She spent \$3.84 on postage. If it costs \$0.20 to mail a postcard and \$0.33 to mail a letter, how many letters did Tara send? Show what you did to get your answer.

5. Evaluate the expression: $3^3 + 4(8 - 5) / 6 \neq ?$
- a) 6.5
 - b) 11
 - c) 27.5
 - d) 29
 - e) 34.16

lems requiring students to use fractions, decimals, and percentages. Failure to grasp these basic mathematical concepts has repercussions since proficiency in the use of non-whole numbers is needed to solve higher-level mathematics such as algebra.

"Really knowing algebra means being able to solve equations that contain more sophisticated forms of numbers than whole numbers," noted Loveless. "Calling these items algebra is conveying a false sense of rigor, making very simple math seem more sophisticated than it actually is."

Students will be able to solve only "mathematically trivial" problems if they cannot handle fractions, decimals, and percents, cautions the report.

The report recommends the following steps for improving the teaching and testing of U.S. students:

- Raising the level of arithmetic skill required in NAEP exams by including more test questions involving the manipulation of non-whole numbers.
- Assessing arithmetic skills of students in fourth and eighth grades, since computation is especially important for algebra readiness.
- Replacing easy "algebra" questions with appropriate grade-level math problems.
- Eliminating calculator use at fourth-grade level and restricting its use in eighth grade.

Teacher Qualifications

The report also examined the subject mastery of middle school math teachers. To do this, the Brown Center surveyed 252 middle school math teachers across the nation. Of those responding to the survey, only 22 percent majored in math in college, and only 41 percent held a teaching certificate in mathematics.

Most of the teachers surveyed indicated they had received professional development on four or more topics, while 44 percent received development on four to seven topics. Although most viewed the training they had received in the past two years as somewhat or very helpful, a majority also believed that they and their colleagues needed additional training.

"Professional development for middle school mathematics needs to be focused on the core knowledge and skills teachers must master in order to teach their students effectively," Loveless recommended.

Krista Kafer (krista.kafer@heritage.org) is senior policy analyst for education at The Heritage Foundation.

INTERNET INFO

The November 2004 publication, *2004 Brown Center Report on American Education: How Well Are American Students Learning?* by Tom Loveless, is published by The Brookings Institution Press and available online at http://www.brookings.edu/gs/brown/bc_report/2004/2004report.htm.

Sample questions from the National Assessment of Educational Progress are available online at <http://nces.ed.gov/nationsreportcard/itmrls>.

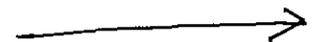
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26 Jan 05



Put Reading First

*The Research Building Blocks for
Teaching Children to Read*

KINDERGARTEN THROUGH GRADE 3.



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The findings described in this document were drawn from the report of the National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction—Reports of the Subgroups*. A complete copy of the NRP report can be read, downloaded, or ordered at no cost from the NRP website at www.nationalreadingpanel.org.

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