Michigan Senate Education Committee
House Bill 4822

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Talking Points from Wendy Miller's Testimony
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Diagnostic Assessments

- A clear definition of what a diagnostic assessment is must be defined
- There are no common diagnostic assessments across the state of MI
- The following components must be included in an effective and comprehensive diagnostic assessment
    - Phonemic Awareness
        - Segmentation
        - Blending
        - Sound Manipulation (Deletion & Substitution)
    - Phonics
        - Decode (reading)
        - Encode (spelling)
    - Fluency
        - Reading Rate
        - Accuracy
        - Expression
        - Automaticity
    - Comprehension
        - Non-Fiction
        - Fiction

Progress Monitoring

- This is a critical piece that must be tied in to the diagnostic component
- The above reading components must be monitored consistently and coupled with research based interventions and strong Tier 1 instruction
- MSTEP scores are not reported out till 1 year later so what proficiency measure are you going to use in 3rd grade for retention???
- Progress Monitoring should occur 2x a month
- Progress monitoring must be designed to monitor the reading skills found within the diagnostic assessment

Accountability

- Title 1 Audits- these audits hold schools accountable for spending money on literacy related materials, personnel and initiatives
- Title 1 Audits- do **not** have a check system to verify that the materials being used are reliable and valid
- Literacy Audit- should we institute a state wide system to hold schools accountable for the authenticity of the components in the bill

  Ex- a rubric is created in order for schools to check if their diagnostic assessments meet the minimum requirements
- Incentives vs. penalties based on implementation of the bill

Retention

- Retention will bring awareness to parents, teachers and students about the urgency for reading proficiency**- the question is when should this urgency be felt?**
- Many schools have a prekindergarten/kindergarten program
- Students take a developmental test to ensure kindergarten readiness
- We should be communicating the progression of a child's reading skills throughout kindergarten
- If a child is not ready to enter first grade then they would simply repeat kindergarten
- This would not necessarily be considered retention as they could have been placed in prekindergarten and would have been on a 2 year track prior to first grade

Teacher Preparation

- Teachers must be given the opportunity to be placed in a "clinical" type setting to better understand all of the nuances found within reading instruction (1-2 reading classes does not allow them to do this)
- I believe and have seen, first hand, that when teachers better understand where their students are they become empowered to teach them- this is where reading passion begins to take its roots!!

  Ex.- think of this in terms of math- a teacher can look at a long division problem and see where the breakdown occurred and how

the wrong answer was given/ they can then design a plan to help them get to the right answer

Ex- think of this in terms of reading- a teacher simply listens to a child read and determines they are struggling because their fluency rate is low and they can't answer comprehension questions..where do they go from here? - ***NO WHERE*** *if they don't have a diagnostic assessment that that allows them to see where the break down is occurring- the diagnostic assessment is like the written out work in a long division problem.*