

Module: ABRA Assessment

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.

These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.





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Introduction

Introduction

The LTK+ aims to support teachers in their use of the tools, and to facilitate the day-to-day classroom management. Teacher accounts have additional features that are not available in the learner accounts. One such feature is the ABRA assessment component. This gathers and displays all of your learners' interactions within ABRA. This report can be used to help you identify problems.

Note: This feature is not available in the abralite version.

Module Objectives

This module will help you understand how ABRA's built-in assessment feature can help you keep track and evaluate your learners' progress. At the end of this module, you will be able to:

- Navigate to the assessment feature within the LTK+.
- Identify what is tracked and displayed.
- Determine how it helps identify areas where your learners require additional support.

Pause and Think

Activity: Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- How do you normally evaluate whether your learners are attaining alphabetic, fluency, comprehension, and writing skills?
- How often do you track your learners' work?

Assessment Feature in ABRA

What is Formative Assessment?

The intent of formative assessment is to evaluate learner's attainment of the knowledge and skills targeted in your lessons. They are low-stakes analyses that are usually conducted while the child is still in the process of learning. They can help teachers modify lessons to focus on noted problems and improve learners' attainment of the skills. Some examples of formative assessment are informal strategic questioning, analyzing homework, exit cards (see *Appendix B*), process portfolios, and the ABRA assessment module.



In contrast, summative assessment occurs at the end of an instructional unit and evaluates learner's academic achievements. These types of assessments are graded. Examples of summative assessments are standardized tests or term projects.

Why Use ABRA's Assessment Feature?

The assessment feature provides several benefits. It allows you to quickly identify which activities your class or an individual learner has attempted. You can see how much time was spent in the activity, and how your learners are progressing. This information can inform your future early literacy lesson plans and help identify areas where differentiation is needed. For example, the error report will display where there are misunderstandings in each activity. This will aid you in determining if a few learners need support, or if you need to re-teach a subject.

In the [online version of this module](#), there is a video of one Kenyan teacher describing how she uses this feature in her classroom. You can watch the [video online](#).

How to Access the Tool

Access the LTK+ by entering its URL in your browser.


Tip: It is a good idea to bookmark this URL for future reference.

Sign in using your personal credentials.

Once signed in, you will be taken to the LTK+ lobby page. If you are not sure what your username or password is, ask your LTK+ contact to help you find this information.

Look for the ABRACADABRA logo. If you do not see ABRA on your lobby page, your account might not be set to level 1 or 2. To change your level, go to Manage > My Account > My ePEARL Account (follow the troubleshooting instructions below to see how this looks*). If ABRA is still not shown on the lobby page, please contact the system administrator as ABRA may be turned off at the administrator level.



Click on the cog  icon.



The ABRA Assessment feature will open in your browser.

Select your class from the dropdown menu.

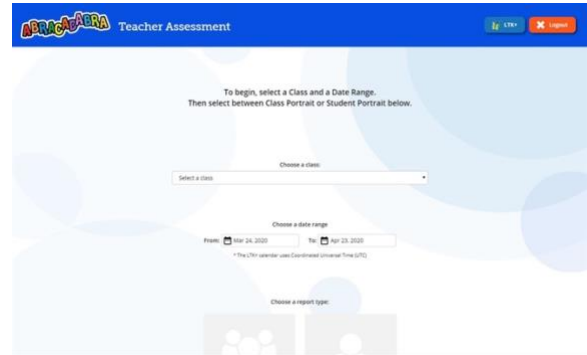
Choose a class:

Choose the date range you want to see data on. By default, the past month is selected. You can adjust this as desired.

Choose a date range

From: To:

* The LTK+ calendar uses Coordinated Universal Time (UTC)



Select whether you wish to see a class report or data on an individual learner. These buttons are inactive until a class is selected from the dropdown list.

Choose a report type:

Class Portrait

Student Portrait

* *Troubleshooting for ABRA*

To change your level:

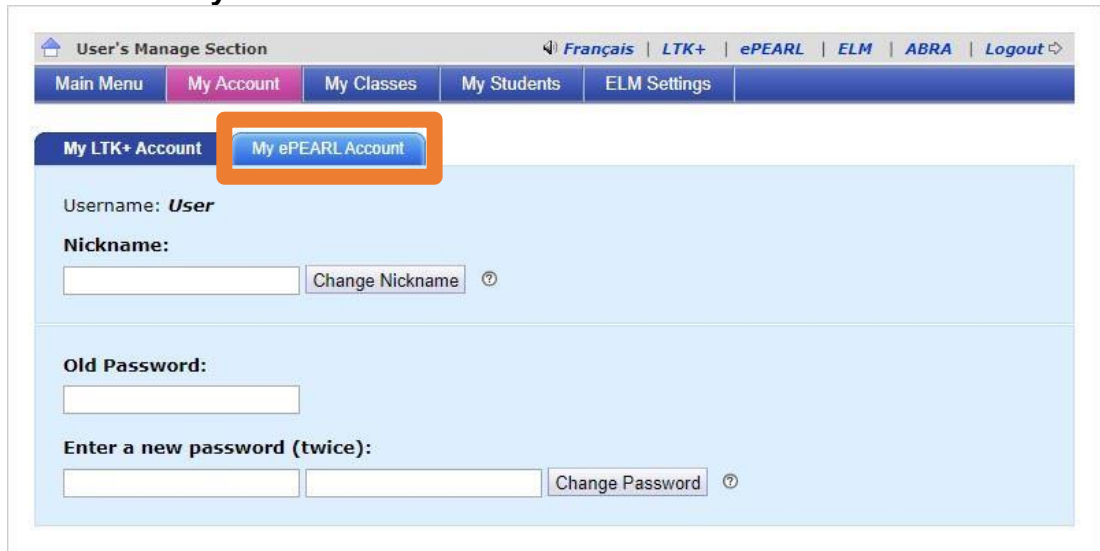
1. Click on **Manage** in the LTK+ Lobby.



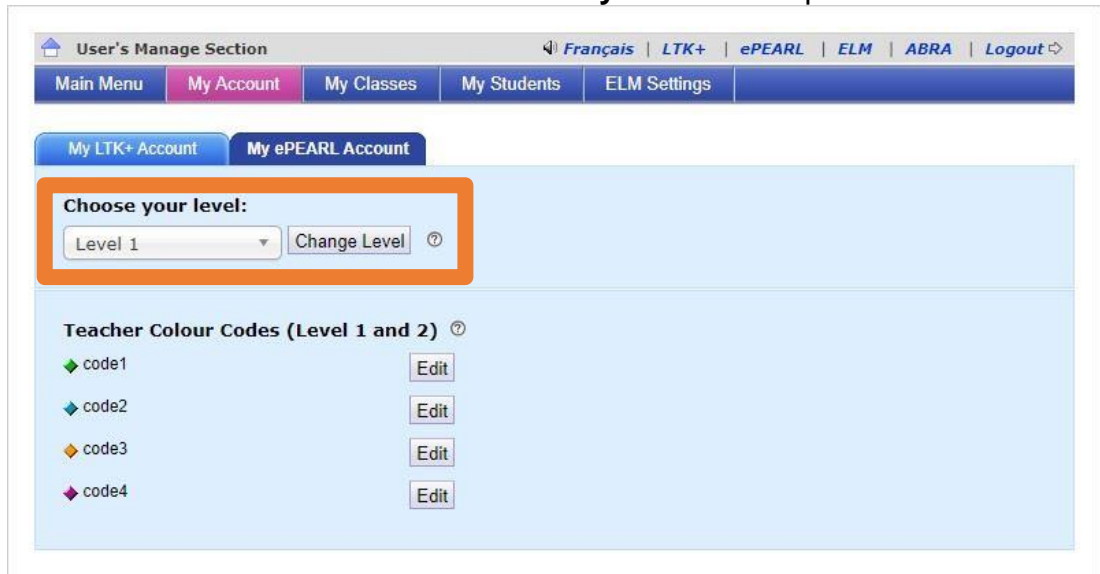
2. You should see the following screen. Click on **My Account**.



3. Click on the **My ePEARL Account** tab.



4. Select the desired level from the **Choose your level** dropdown.



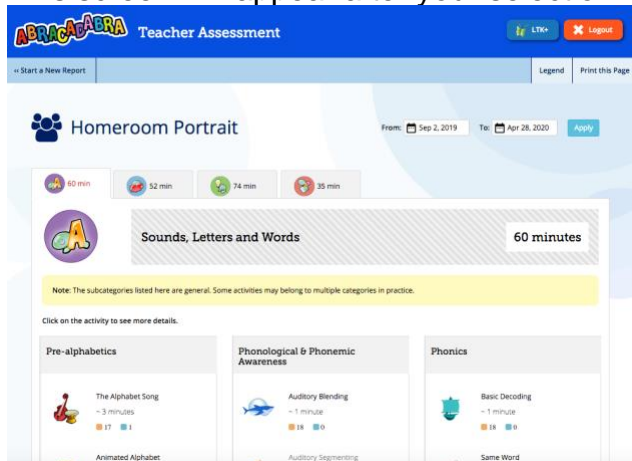
How to Access the Feature: Class Portrait

Click on Class Portrait (if active).


Choose a report type:





This screen will appear after your selection:




Select the category from the tabs at the top.











60 min


52 min


74 min


35 min

Choose the activity you're interested in by clicking on its name.


Pre-alphabets	Phonological & Phonemic Awareness	Phonics
<div style="margin-bottom: 10px;">  <p>The Alphabet Song - 3 minutes 17 1</p> </div> <div style="margin-bottom: 10px;">  <p>Animated Alphabet - 3 minutes 18 0</p> </div> <div>  <p>Letter Bingo 0 minutes 18 0</p> </div>	<div style="margin-bottom: 10px;">  <p>Auditory Blending - 1 minute 18 0</p> </div> <div style="margin-bottom: 10px;">  <p>Auditory Segmenting 0 minutes 18 0</p> </div> <div>  <p>Blending Train - 2 minutes 18 0</p> </div>	<div style="margin-bottom: 10px;">  <p>Basic Decoding - 1 minute 18 0</p> </div> <div style="margin-bottom: 10px;">  <p>Same Word - 2 minutes 18 0</p> </div> <div>  <p>Word Changing - 6 minutes 18 0</p> </div>

You will be taken to that activities' detail page. Learn more about what type of information is tracked in the [next section](#).


How to Access the Feature: Student Portrait

Click on Student Portrait (if active).

Choose a report type:



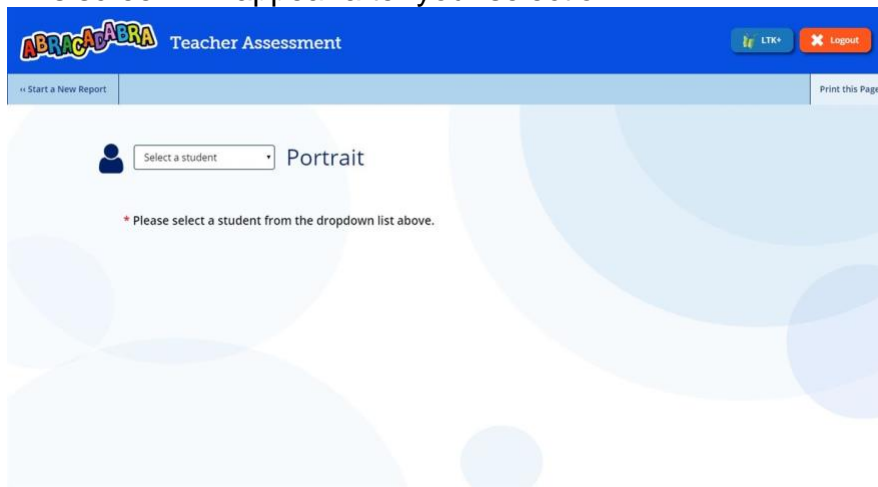
Class Portrait



Student Portrait



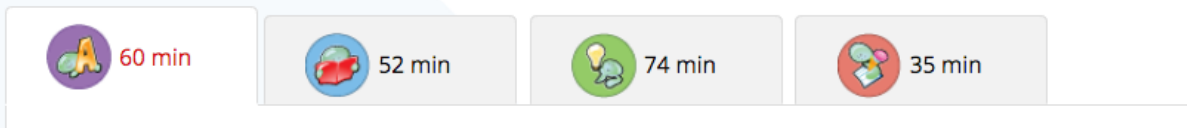
This screen will appear after your selection:



Use the dropdown menu to select the learner you want to see a report of.



Select the category from the tabs at the top.



Choose the activity you're interested in by clicking on its name.

Pre-alphabetics	Phonological & Phonemic Awareness	Phonics
The Alphabet Song 0 minutes L1 L2 L3	Auditory Blending - 1 minute L1 L2 L3 L4 L5 L6 L7	Basic Decoding - 1 minute L1 L2 L3 L4 L5 L6 L7
Animated Alphabet - 3 minutes L1	Auditory Segmenting 0 minutes L1 L2 L3 L4 L5 L6 L7	Same Word - 2 minutes L1 L2 L3
Letter Bingo 0 minutes L1 L2 L3	Blending Train - 2 minutes L1 L2 L3 L4 L5 L6 L7 L8	Word Changing - 6 minutes L1 L2 L3 L4
Letter Sound Search 0 minutes L1 L2 L3	Matching Sounds - 5 minutes L1 L2	Word Counting - 7 minutes L1 L2



You will be taken to that activities' detail page. Learn more about what type of information is tracked in the [next section](#).

If you do not see the learner you're looking for in the list, ensure that learner is linked to your class. Go to Manage > My Students > Link/Unlink > select your class from the dropdown menu > then click on the broken link icon (🔗) to assign that learner to the selected class. If the learner is not on the list at all, contact your administrator to generate an account for that learner.

What is Tracked?

There are two types of reports: Class Portrait and Student Portrait. There are some shared features between the two reports. For example, the overview page that lists all the activities is identical except for one feature. There is more variety between the activity detail pages as the ABRA's activities are different from each other.

Category Overview:

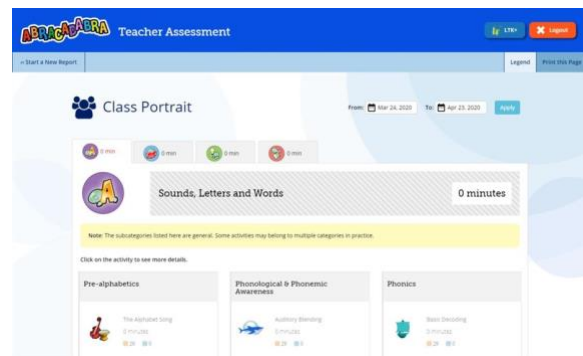
- Similarities
- Class Portrait
- Student Portrait

Activity Details

- Similarities
- Class Portrait
- Activities with Levels
- Activities with Correct/Incorrect Answers
- Stories

Category Overview: Similarities

Once you select which kind of report you want, you will be taken to the category overview page. This provides a brief recap of your learner(s)'s progress in all activities in that category. There are some differences between the class and student view, but there are many more similarities.



Layout: Both portraits are designed similarly in that the calendar is at the top and categories are chosen by tabs.

Classroom... Portrait

From: May 11, 2020 To: Jun 10, 2020 Apply

126 min 56 min 89 min 44 min

D. Osborne Portrait

From: May 11, 2020 To: Jun 10, 2020 Apply

22 min 13 min 15 min 8 min

Print: Allows you to print the current page.
 Tip: You can create PDF files of these page(s) for your learners' progress reports.

LTK+ Logout

Legend Print this Page

Legend: Provides an explanation for the symbols on the page.

Legend

- Incomplete Level
- Complete Level

L1 : Level 1, L2 : Level 2, L3 : Level 3, L4 : Level 4
 L5 : Level 5, L6 : Level 6, L7 : Level 7, L8 : Level 8

Date range: Displays the chosen date range. You can adjust either date from this page so you don't have to start over from the beginning.

From: Mar 25, 2020 To: Apr 24, 2020 Apply



Time Spent: The total amount of time your class or learner has spent on the category or individual activities.

Category Overview: Class Portrait

The main difference for the class portrait is the indication of how many of your learners have completed the whole activity at least once.

‘Complete’ in this case means all levels. If a level has multiple repetitions (for example, there are 5 questions to answer), the learner must complete all repetitions in the same run-through for the level to be considered complete.

To get details about which levels were completed, you will have to go to the activity’s details page.

Category Overview: Student Portrait

The differences in the student portrait, compared to the class portrait, are that the levels in each activity are listed, and there is an indication on whether the selected learner has completed those levels.

The level is only marked as complete if all repetitions in it were done in the same round. For example, if a level has 5 questions, all 5 were answered before the learner navigated away.

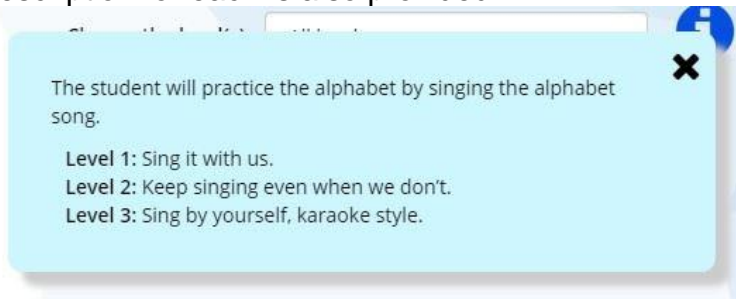
To get details about which levels were completed, you will have to go to the activity’s details page.



Activity Details: Similarities

Each activity has its own details page. The content that is displayed on these pages will vary based on activity. For example, some ABRA activities are connected to stories, or the learner is given multiple attempts to answer a question. Only relevant information is displayed. Still, there are some standard information that appears on all activity pages.

Activity Description: Clicking on the information icon ⓘ provides a description of the activity and its objective. If the activity has multiple levels, then a short description for each is also provided.



Activity Insights: This popup window lists other ABRA activities connected to the current one that help build or extend the targeted skills. Some activities also have a description of the skill targeted, how learners may struggle with an activity, and suggestions for supporting learners.

Access Statistics: This lists the total amount of time spent in the activity, number of times the activity was started, and the average amount of time they spend in the activity each time they access it. In the student portrait, the class average is provided underneath the learner's statistics as well.

Time Spent: ~ 14 minutes	Times Accessed: 9 times	Average Time/Access: 1.6 minutes
--------------------------	-------------------------	----------------------------------

Class Portrait

Time Spent: ~ 7 minutes	Times Accessed: 4 times	Average Time/Access: 1.63 minutes
Class Average Time Spent: ~ 1 minute	Class Average Times Accessed: 1 time	Class Average Time/Access: 1.6 minutes

Student Portrait

Activity Details: Class Portrait

On the class portrait activity detail pages, there is a complete/incomplete pie chart. This provides a quick indication of how many learners have completed the activity at least



once. If viewing the data for all levels, 'complete' would mean they have gone through each level at least once.

These do not appear on the student portrait activity details pages. Instead, many of these screens have a bar chart to compare your learner's correct/incorrect statistics to the class. Learn more in the [Activities with Correct/Incorrect Answers](#) section.

Activity Details: Activities That Have Levels

Some activities have multiple levels to gradually increase difficulty. Your learners' progress in each level is tracked separately so that you are able to filter data based on level. Use the dropdown menu to change the report from overall to a specific level.



Activity Details: Activities with Correct/Incorrect Answers

Some ABRA activities require the learners to input answers. Both their correct and incorrect attempts are tracked. ABRA presents this information in the following ways:

Correct/Incorrect Statistics: The assessment report provides a tally of how many attempts were answered correctly on the first attempt, correct on the second attempt, or incorrect. Not all of the activities provide a second attempt to answer the question, so occasionally this table will only list a correct or incorrect count.

Overall Statistics	Total
Correct	10
Incorrect	7

Error Report: Any learner that made an error, even if they corrected it on their second attempt, will have an error report. The error tables will look different in each activity as the type of errors vary from activity to activity.

In the class portrait, you would click on a learner's name to see details about their error(s). There is a button next to each learner's name that allows you to quickly navigate to that learner's individual portrait so only information relevant to that learner will display.

Error Report ▲

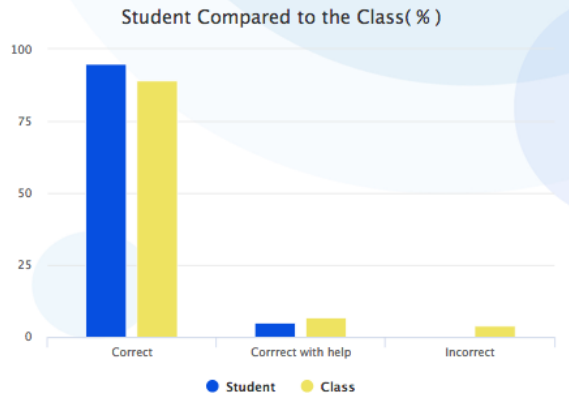
Story	Level	Date	Correct Answer	Student Answer
Little Red Hen	3	Apr 28, 2020	and	end
Little Red Hen	3	Apr 28, 2020	can	cam
Little Red Hen	2	Apr 28, 2020	they	thay

B. Dent mistake(s) 3 [Go to profile](#)

D. Osborne mistake(s) 2 [Go to profile](#)



Correct/Incorrect Class Comparison (in student portraits only): A bar graph provides a quick comparison between the learner and the class' average.



Activity Details: Stories

Some of the ABRA activities are connected to a story. There are potentially two related sections that appears on the report.

Stories Read: A list of the stories chosen are presented in a table. This section will list the frequency each book was chosen in relation to the current activity. In the class reports, there will also be a number indicating how many learners have chosen that book.

Selected Words: Several activities allow children to click on individual words in the story and get additional support from the computer. The software will read the word, and the learner can press an additional help button to have the software visually and auditorily decode and blend words, or explain it is a sight word.

Explore the Reports

Use your course notebook (see *Appendix A*), or sign in to ePEARL, to reflect on and answer questions about this scenario:

Ms. Akter has four learners in her class. She has asked them to complete the first level of the **Word Families** activity, read the books 'The Little Red Hen' and 'The Three Billy Goats Gruff' in **Tracking**, and then answer the questions for these books in **Story Elements**. Some learners have not completed this work, while others have done more than asked.



Word Families

Look at the following screen captures of the Word Families report. As a group, review these images and answer the following questions:

- What is your impression of the class achievement when viewing the class portrait of *Word Families*?
- Which learners, if any, require additional support from Ms. Akter to understand word families?
- Which learners, if any, may benefit from enrichment activities after doing the *Word Families* activity? What sort of activities would you suggest?

Class Portrait

Sounds, Letters, and Words > Word Families
See Activity Insights

Time Spent: ~ 28 minutes
Times Accessed: 14 times
Average Time/Access: 2.01 minutes

Overall Statistics	Total
Correct on first try	55
Correct on second attempt Help provided by the tool	6
Incorrect	1

Stories Read

Stories Read	# Times	# Students
Little Red Hen	12	4
The Three Billy Goats Gruff	2	1

Error Report ▲

S. Dewan	mistake(s) 3	Go to profile
M. Levy	mistake(s) 1	Go to profile
J. Sokoro	mistake(s) 5	Go to profile

Choose the level(s):

● Complete ● Incomplete



Fatima Nyakio Portrait



Sounds, Letters, and Words › Word Families

[See Activity Insights](#)

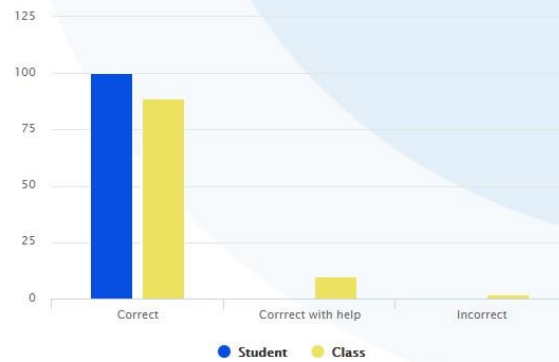
Time Spent: ~ 7 minutes	Times Accessed: 4 times	Average Time/Access: 1.83 minutes
Class Average Time Spent: ~ 7 minutes	Class Average Times Accessed: 4 times	Class Average Time/Access: 2.01 minutes

Overall Statistics	Total
Correct on first try	23
Correct on second attempt Help provided by the tool	0
Incorrect	0

Choose the level(s):



Student Compared to the Class (%)




Stories Read

Stories Read	# Times
Little Red Hen	2
The Three Billy Goats Gruff	2



Junior Sokoro Portrait



Sounds, Letters, and Words > Word Families

See Activity Insights

Time Spent: ~ 7 minutes
Times Accessed: 5 times
Average Time/Access: 1.47 minutes

Class Average Time Spent: ~ 7 minutes
Class Average Times Accessed: 4 times
Class Average Time/Access: 2.01 minutes

Overall Statistics	Total
Correct on first try	7
Correct on second attempt Help provided by the tool	2
Incorrect	1

Stories Read

Stories Read	# Times
Little Red Hen	5

Student Error Report ▲

Story	Level	Date	Word to make	Letter(s) to add	Student's Answer
Little Red Hen	1	Jan 27, 2020	win	w	r
Little Red Hen	1	Jan 27, 2020	back	b	p
Little Red Hen	1	Jan 27, 2020	back	b	d
Little Red Hen	1	Jan 27, 2020	bat	b	p
Little Red Hen	1	Jan 27, 2020	mat	m	n

Choose the level(s):

All levels


i

Student Compared to the Class (%)

Category	Student (%)	Class (%)
Correct	70	85
Correct with help	20	10
Incorrect	10	5



Manu Levy Portrait



Sounds, Letters, and Words > Word Families

See Activity Insights

Time Spent: ~ 6 minutes
Times Accessed: 2 times
Average Time/Access: 3.02 minutes

Class Average Time Spent: ~ 7 minutes
Class Average Times Accessed: 4 times
Class Average Time/Access: 2.01 minutes

Overall Statistics	Total
Correct on first try	10
Correct on second attempt Help provided by the tool	1
Incorrect	0

Stories Read

Stories Read	# Times
Little Red Hen	2

Student Error Report ▲

Story	Level	Date	Word to make	Letter(s) to add	Student's Answer
Little Red Hen	1	Jan 27, 2020	well	w	m

Choose the level(s):

Student Compared to the Class (%)

i

Category	Student (%)	Class (%)
Correct	90	85
Correct with help	10	10
Incorrect	0	5



Sophia Dewan Portrait



Sounds, Letters, and Words > Word Families

See Activity Insights

Time Spent: ~ 7 minutes	Times Accessed: 3 times	Average Time/Access: 2.48 minutes
Class Average Time Spent: ~ 7 minutes	Class Average Times Accessed: 4 times	Class Average Time/Access: 2.01 minutes

Overall Statistics	Total
Correct on first try	15
Correct on second attempt Help provided by the tool	3
Incorrect	0

Stories Read

Stories Read	# Times
Little Red Hen	3

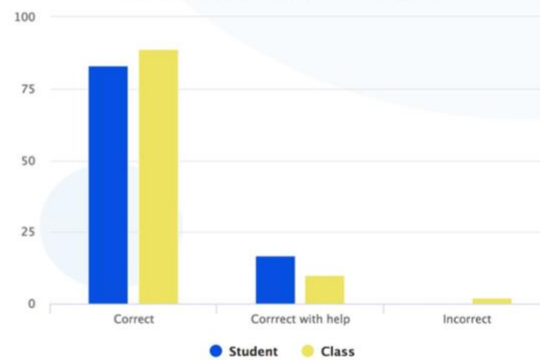
Student Error Report ▲

Story	Level	Date	Word to make	Letter(s) to add	Student's Answer
Little Red Hen	2	Jan 27, 2020	stick	st	s
Little Red Hen	1	Jan 27, 2020	yell	y	j
Little Red Hen	1	Jan 27, 2020	hat	h	n

Choose the level(s): All levels



Student Compared to the Class (%)



Tracking

Look at the following screen captures of the Tracking report. As a group, review these images and answer the following questions:

- What do the reports of *Tracking* tell you about Ms. Akter’s class?
- What suggestions do you have for how Ms. Akter can use the word list in the *Tracking* reports with her class/leaners?
- Which leaners, if any, should Ms. Akter meet with individually after she views the reports on *Tracking*?

Class Portrait

Reading > Tracking

See Activity Insights

Time Spent: ~ 66 minutes
Times Accessed: 11 times
Average Time/Access: 5.98 minutes

Stories Read i

Stories Read	# Times	# Students
Little Red Hen	4	4
The Three Billy Goats Gruff	4	3
The Frogs and the Well	1	1
Darryl! Don't Dawdle	1	1
Where Am I?	1	1

Words Requested Help With ▲

Story	Page	Word They Needed Help With
Little Red Hen	2	garden
The Three Billy Goats Gruff	3	bridge
Darryl! Don't Dawdle	3	delicious
Darryl! Don't Dawdle	3	delicious
The Frogs and the Well	4	mosquitoes
Darryl! Don't Dawdle	5	doomed
The Frogs and the Well	6	scampered
Little Red Hen	16	yeast
Little Red Hen	16	flour
Little Red Hen	16	yeast

● Complete ● Incomplete



Fatima Nyakio Portrait



Reading > Tracking

See Activity Insights

Time Spent: ~ 35 minutes	Times Accessed: 6 times	Average Time/Access: 5.78 minutes
Class Average Time Spent: ~ 16 minutes	Class Average Times Accessed: 3 times	Class Average Time/Access: 5.98 minutes

Stories Read



Stories Read	# Times
Little Red Hen	1
The Frogs and the Well	1
Darry!! Don't Dawdle	1
The Three Billy Goats Gruff	2
Where Am I?	1

Words Requested Help With ▲

Story	Page	Word They Needed Help With
Darry!! Don't Dawdle	3	delicious
Darry!! Don't Dawdle	3	delicious
The Frogs and the Well	4	mosquitoes
Darry!! Don't Dawdle	5	doomed
The Frogs and the Well	6	scampered



Junior Sokoro Portrait



Reading > Tracking

[See Activity Insights](#)

Time Spent: ~ 18 minutes	Times Accessed: 2 times	Average Time/Access: 8.88 minutes
Class Average Time Spent: ~ 16 minutes	Class Average Times Accessed: 3 times	Class Average Time/Access: 5.98 minutes


Stories Read



Stories Read	# Times
Little Red Hen	1
The Three Billy Goats Gruff	1




Manu Levy Portrait


Reading > Tracking
See Activity Insights

Time Spent: ~ 8 minutes
Average Time/Access: 4.03 minutes

Class Average Time Spent: ~ 16 minutes
Class Average Time/Access: 5.98 minutes

Stories Read




Stories Read	# Times
Little Red Hen	1
The Three Billy Goats Gruff	1

Words Requested Help With ▲

Story	Page	Word They Needed Help With
The Three Billy Goats Gruff	3	bridge
Little Red Hen	16	flour
Little Red Hen	16	yeast



Sophia Dewan Portrait


Reading > Tracking
See Activity Insights

Time Spent: ~ 5 minutes
Times Accessed: 1 time
Average Time/Access: 5.27 minutes

Class Average Time Spent: ~ 16 minutes
Class Average Times Accessed: 3 times
Class Average Time/Access: 5.98 minutes

Stories Read i

Stories Read	# Times
Little Red Hen	1

Words Requested Help With ▲

Story	Page	Word They Needed Help With
Little Red Hen	2	garden
Little Red Hen	16	yeast



Story Elements

Look at the following screen captures of the Story Elements report. As a group, review these images and answer the following questions:

- What is your impression of the class achievement when viewing the class portrait of *Story Elements*?
- Which learners, if any, require additional support from Ms. Akter to understand story elements?
- Which learners, if any, may benefit from enrichment activities after doing the *Story Elements* activity? What sort of activities would you suggest?

Class Portrait

Understanding the Story > Story Elements See Activity Insights

Time Spent: ~ 21 minutes Times Accessed: 7 times Average Time/Access: 2.93 minutes

Overall Statistics	Total
Correct on first try	28
Correct with help on 2+ attempts	4
Incorrect	0

Stories Read

Stories Read	# Times	# Students
Little Red Hen	4	4
The Three Billy Goats Gruff	3	3

Error Report

S. Dewan	mistake(s) 1	Go to profile
M. Levy	mistake(s) 2	Go to profile
J. Sokoro	mistake(s) 3	Go to profile

0.0% Complete 100.0% Incomplete



Fatima Nyakio Portrait



Understanding the Story › Story Elements

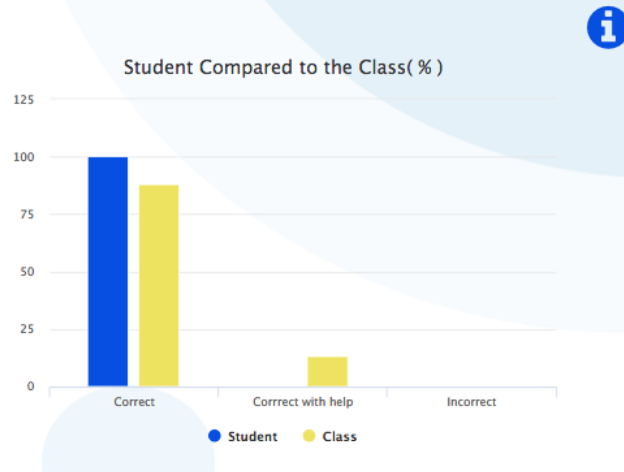
See Activity Insights

Time Spent: ~ 5 minutes	Times Accessed: 2 times	Average Time/Access: 2.26 minutes
Class Average Time Spent: ~ 5 minutes	Class Average Times Accessed: 2 times	Class Average Time/Access: 2.93 minutes

Overall Statistics	Total
Correct on first try	10
Correct with help on 2+ attempts	0
Incorrect	0

Stories Read

Stories Read	# Times
Little Red Hen	1
The Three Billy Goats Gruff	1



Junior Sokoro Portrait



Understanding the Story › Story Elements

See Activity Insights

Time Spent: ~ 5 minutes	Times Accessed: 1 time	Average Time/Access: 4.78 minutes
Class Average Time Spent: ~ 5 minutes	Class Average Times Accessed: 2 times	Class Average Time/Access: 2.93 minutes

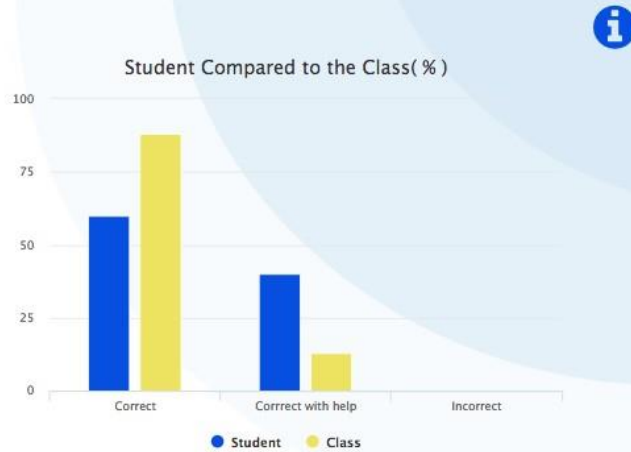
Overall Statistics	Total
Correct on first try	3
Correct with help on 2+ attempts	2
Incorrect	0

Stories Read

Stories Read	# Times
Little Red Hen	1

Student Error Report ▲

Story	Date	Question	Student Answer
Little Red Hen	Jan 27, 2020	What was the character's problem in the story?	Little Red Hen was not hungry
Little Red Hen	Jan 27, 2020	What was the character's problem in the story?	Little Red Hen did not like to work hard
Little Red Hen	Jan 27, 2020	When did the story take place?	During a school day



Manu Levy Portrait



Understanding the Story > Story Elements

See Activity Insights

Time Spent: ~ 6 minutes	Times Accessed: 2 times	Average Time/Access: 2.98 minutes
Class Average Time Spent: ~ 5 minutes	Class Average Times Accessed: 2 times	Class Average Time/Access: 2.93 minutes

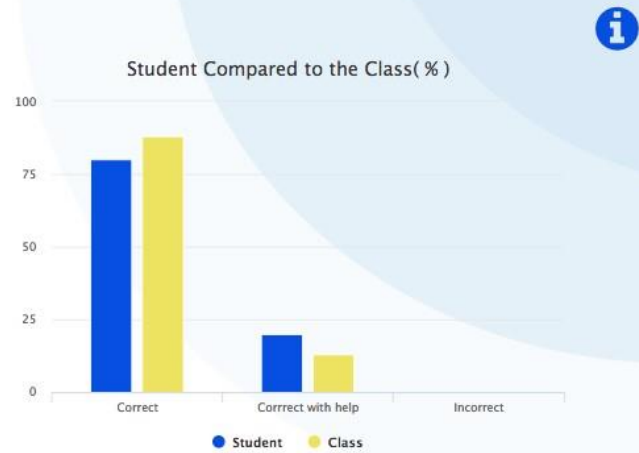
Overall Statistics	Total
Correct on first try	8
Correct with help on 2+ attempts	2
Incorrect	0

Stories Read


Stories Read	# Times
Little Red Hen	1
The Three Billy Goats Gruff	1

Student Error Report ▲

Story	Date	Question	Student Answer
The Three Billy Goats Gruff	Jan 27, 2020	Where did the story take place?	Deep in the forest
Little Red Hen	Jan 27, 2020	What was the character's problem in the story?	Little Red Hen did not like to work hard



Sophia Dewan Portrait


Understanding the Story > Story Elements
See Activity Insights

Time Spent: ~ 5 minutes
Times Accessed: 2 times
Average Time/Access: 2.63 minutes

Class Average Time Spent: ~ 5 minutes
Class Average Times Accessed: 2 times
Class Average Time/Access: 2.93 minutes

Overall Statistics	Total
Correct on first try	7
Correct with help on 2+ attempts	0
Incorrect	0

Stories Read

Stories Read	# Times
Little Red Hen	1
The Three Billy Goats Gruff	1

Student Error Report ▲

Story	Date	Question	Student Answer
The Three Billy Goats Gruff	Jan 27, 2020	Where did the story take place?	Deep in the forest

Student Compared to the Class (%)

Category	Student (%)	Class (%)
Correct	100	~85
Correct with help	0	~15
Incorrect	0	0

Final Questions

These questions are in your course notebook (see *Appendix A*). You can return to the previous sections to review the reports while using your course notebook as a reference for these questions.

- How does examining the class portrait help you assess learners' understanding?
- How does examining the individual learners' reports help you assess learners' understanding?
- What is your overall assessment of Fatima Nyakio?
- What is your overall assessment of Junior Sokoro?
- What is your overall assessment of Manu Levy?
- What is your overall assessment of Sophia Dewan?
- What should Ms. Akter's next steps be?



Using the Reports to Select Interventions

Use your observations from the previous activity to answer the following multiple-choice questions.

Question 1: Junior Sokoro is struggling with the Word Families activity. Which ABRA activities should he try that will best help him build the skills needed for Word Families?

- a) High Frequency Words & Speed.
- b) Same Word & Rhyme Matching.
- c) Prediction & Sequencing.
- d) None. Junior should just keep practicing this activity until he can move through without any errors.

Question 2: Fatima Nyakio has read more books than assigned. After seeing this in the assessment report, what should Ms. Akter do? Select all answers that apply.

- a) Suggest additional stories that she might find interesting.
- b) Scold her for not following directions.
- c) Ask her questions to make sure she understands the additional books.
- d) Do nothing. She is managing very well on her own.
- e) Create some extension activities for Fatima centered on the assigned books (ex: reflections, creative works, etc.).
- f) Follow up to ensure she understands the words she clicked on for additional help.
- g) Ask her to reread the story so she stays at the pace of the class.

Questions 3: The learners had difficulty identifying where the stories took place, and the main problem of the story. Which ABRA activities might they also struggle with if they continue to have difficulty with identifying story elements?

- a) Prediction & Summarizing
- b) Auditory Segmenting
- c) Spelling Words & Spelling Sentences

Question 4: Which ABRA activities can be used to help them develop the skills needed to understand story elements?

- a) Word Changing & Word Families.
- b) Accuracy, Reading Practice, and Tracking.
- c) Auditory Blending & Basic Decoding.



Answer Key

Question 1: Junior Sokoro is struggling with the Word Families activity. Which ABRA activities should he try that will best help him build the skills needed for Word Families?

- a) High Frequency Words & Speed
These two activities center on a child's fluency skills. Having a solid understanding of word families could later help improve Junior's fluency skills.
- b) Same Word & Rhyme Matching**
That's right! The ability to recognize words and rhymes will help Junior develop the foundational skills needed to identify a common pattern in some letters and sound.
- c) Prediction & Sequencing
These skills center on understanding a story. Practice and exposure to various word families could help Junior increase his vocabulary knowledge and in turn improve his ability to understand what he's read. However, more practice with these two ABRA skills won't directly help Junior improve his understanding of word families.
- d) None. Junior should just keep practicing this activity until he can move through without any errors.
The ABRA activities are interrelated. If a learner is struggling in one activity, you can recommend that they attempt a related activity to help build their skills.

Question 2: Fatima Nyakio has read more books than assigned. After seeing this in the assessment report, what should Ms. Akter do? Select all answers that apply.

- a) Suggest additional stories that she might find interesting.**
- b) Scold her for not following directions.
It is more important to encourage interest in reading. A better strategy would be to ask the child to alert you when she is ready to move on.
- c) Ask her questions to make sure she understands the additional books.**
- d) Do nothing. She is managing very well on her own.
Fatima is an advanced learner who would benefit from opportunities to explore a topic further in meaningful ways.
- e) Ask her to reread the story so she stays at the pace of the class.
While rereading is valuable, holding her back is not an appropriate solution.
- f) Create some extension activities for Fatima centered on the assigned books (ex: reflections, creative works, etc.).**
- g) Follow up to ensure she understands the words she clicked on for additional help.**

These are all potential ways Ms. Akter can provide Fatima support to explore and build her literacy skills and ensure Fatima has understood the activities. When assigning additional books and extension activities, it would be a good idea to allow Fatima some choices so that these activities are meaningful to her.



Questions 3: The learners had difficulty identifying where the stories took place, and the main problem of the story. Which ABRA activities might they also struggle with if they continue to have difficulty with identifying story elements?

a) Prediction & Summarizing.

That's right! Learners need a solid understanding of story elements in order to summarize what has happened. If they can pick up on the salient parts of a story, it will better support their ability to predict how the story might continue and justify their reasoning.

b) Auditory Segmenting.

If the child can read the words, then the child should be able to segment auditorily.

c) Spelling Words & Spelling Sentences.

A learner's inability to identify story elements is not directly connected to their ability to write words or sentences. They may have difficulty expressing their understanding in written format, or they can write incorrect answers about story elements.

Question 4: Which ABRA activities can be used to help them develop the skills needed to understand story elements?

a) Word Changing & Word Families.

These two activities will help learners understand word structure and parts of speech. This will help their vocabulary grow, and is important for developing strong readers. However, understanding what story elements are is related to their comprehension skills.

b) Accuracy, Reading Practice, and Tracking.

Yes! If learners are struggling with identifying story elements, a teacher can first check their skills with reading accurately and without skipping words. As learners build these skills, additional practice reading other stories can allow them to compare and extend their understanding of story elements.

c) Auditory Blending & Basic Decoding.

A solid understanding of alphabetic skills, such as blending and decoding, is needed to be a strong reader. However, understanding what story elements are is related to their comprehension skills.

Review the following documents to find out more about how ABRA's activities are interconnected:

- Connections: Sounds, Letters and Words (*Appendix C*)
- Connections: Reading (*Appendix D*)
- Connections: Understanding the Story (*Appendix E*)
- Connections: Writing (*Appendix F*)



Pause and Think

Activity: Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- What are your thoughts on formative assessment?
- Would you use this feature in your classroom? Why or why not?
- What is the most useful part of the assessment report for you? Why?

Your Teaching

Let's Go!: Tips and Techniques

Suggestions for Incorporating the ABRA Assessment in your Classroom.

Tips

- You can adjust the dates in the calendar to track and compare your learner/class' progress. For example, compare the first semester to the second semester.

Teacher Aids

Assessing Students: The CSLP has prepared a teacher aid that explains ABRA's assessment feature (see *Appendix G*).

Collaboration & Reflection

Suggested strategies on how teachers can learn from their own experiences, receive input from colleagues, and provide feedback to support their peers.

Tips

Here are some ideas to help you get started.

- Discuss with the learner(s) the activities the assessment feature identified as difficult for them. This could help you understand their thought process as they moved through an ABRA activity.
- Give your learners a pretest before starting on a new concept in your classroom. This will help you identify their strengths and where they need to improve. The ABRA assessment can later be used to help map their progress, and help learners boost their self-esteem by demonstrating how much they have learned.
- Use the assessment report to group learners based on who needs immediate attention, which learners need a different approach to learning the content, and which learners need enrichment exercises.
- If you want to pair learners based on their skills (such as their reading level), you can use the data in the assessment to help identify appropriate pairs.
- You can assign learners to work on an activity at home and the assessment feature will allow you to track their progress.



- Combine ABRA's assessment feature with other formative assessment, such as observations, conferences with learners, and reviewing learners' ePEARL reflections.

Collaboration and Reflection

Here are some ideas to help you get started.

As you use the ABRA assessment feature, take note of what problems you identified, your plan to address them, and the level success that intervention had for your learners. Consider working with a colleague to brainstorm and share ideas about successful interventions. Create handouts that can be shared with your peers, especially the teachers that are new to the ABRA software. You can use this intervention template (see *Appendix H*) to help you get started.

For ePEARL users, attach the handout and/or your personal notes to your ePEARL account. If you don't use ePEARL, write your reflections in your course notebook (*Appendix A*).

Send a copy to the LTK trainer for evaluation and this will contribute towards attaining a mastery certificate.

Summary

Summary

In this module you learned...

- The ABRA assessment feature can be used as a formative assessment tool.
- Both whole class and individual learner's progress is tracked and displayed in the ABRA assessment feature. Therefore, it is important to ensure each learner is properly signed in to their own account to ensure the reports are accurate.
- The assessment feature tracks and displays access statistics, error reports, stories read, and much more.





Appendices

- A: ABRA Assessment Course Notebook**
- B: Formative Assessment: Exit Cards**
- C: Connections: Sounds, Letters and Words**
- D: Connections: Reading**
- E: Connections: Understanding the Story**
- F: Connections: Writing**
- G: Assessing Learners**
- H: Successful Intervention Plan**





Reflect on Your Past Experiences

How do you normally evaluate whether your learners are attaining alphabetic, fluency, comprehension and writing skills?

How often do you track your learners' work?





Activity: Explore the Reports

What is your impression of the class achievement when viewing the class portrait of *Word Families*?

Which learners, if any, require additional support from Ms. Akter to understand word families?

Which learners, if any, may benefit from enrichment activities after doing the *Word Families* activity?





What do the reports of *Tracking* tell you about Ms. Akter's class?

What suggestions do you have for how Ms. Akter can use the word list in the *Tracking* reports with her class/leaners?

Which leaners, if any, should Ms. Akter meet with individually after she views the reports on *Tracking*?





What is your impression of the class achievement when viewing the class portrait of *Story Elements*?

Which learners, if any, require additional support from Ms. Akter to understand story elements?

Which learners, if any, may benefit from enrichment activities after doing the *Story Elements* activity?





How does examining the class portrait help you assess learners' understanding?

How does examining the individual learners' reports help you assess learners' understanding?

What is your overall assessment of Fatima Nyakio?

What is your overall assessment of Junior Sokoro?





What is your overall assessment of Manu Levy?

What is your overall assessment of Sophia Dewan?

What should Ms. Akter's next steps be?

ABRACADABRA

What are your thoughts on formative assessment?





Would you use this feature in your classroom? Why or why not?

Additional Notes

Write any questions or thoughts you have as you go through the module.



Formative Assessment

Assessment FOR Learning

What is it?

This type of assessment takes place while the learner is still mastering the material and serves as an informal evaluation of where the learner is in the learning process. The role of the teacher is to modify future learning activities in order to better serve the needs of the learner.

Some Examples:

Strategic Questioning

Engage with your learner(s) by asking questions that make them reflect on what they have learned.

Portfolio Assessment

Review learners' ePearl portfolios for evidence of their learning process.

ABRA Assessment Tool

Review learners' progress with the four main literacy skills in ABRA.

In-class Activity

Facilitate an in-class assessment immediately after a lesson to monitor learners' learning, i.e. : Exit Cards.

Exit Cards

An exit card has one or more questions about the objective of the lesson which can focus on one skill or concept that learners should have understood by the end of the day. The question can be asked in a multiple-choice format, short answer format or you can even ask learners to articulate their learning in a drawing.



With the information gathered from the *Exit Card*, the following lesson can be tailored to address the needs of individual learners or the whole class.



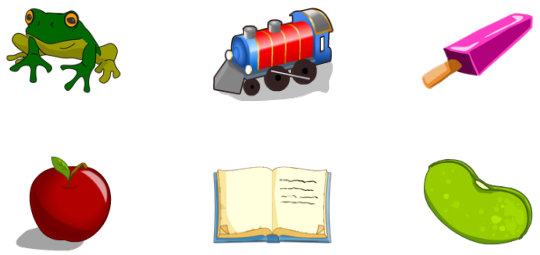
The Exit Cards on the following page are meant for learners who are in the process of mastering skills within the *Sounds, Letters, and Words* section of ABRA.

After spending some time on the activity *Syllable Counting* in ABRA, this activity aims to check learners' understanding of one syllable words.

Print out the cards and cut them out, each learner requires one card. For more accurate results, make sure learners work individually.

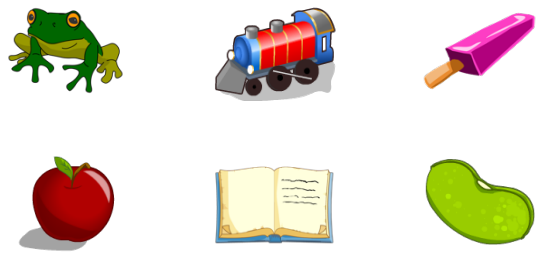
Print this page. Cut the cards, and give one to each child.

A Exit Card
Circle the one syllable words.




Name: _____

A Exit Card
Circle the one syllable words.




Name: _____

A Exit Card
Circle the one syllable words.



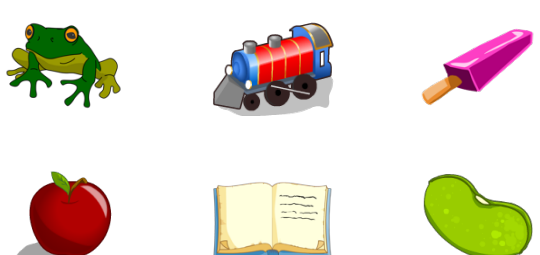
Name: _____

A Exit Card
Circle the one syllable words.



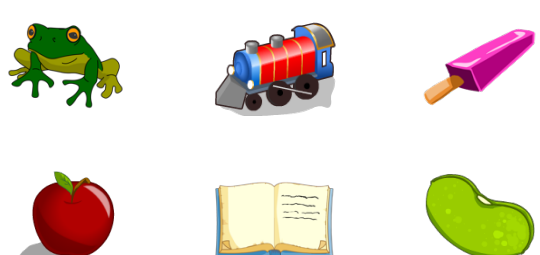
Name: _____

A Exit Card
Circle the one syllable words.



Name: _____

A Exit Card
Circle the one syllable words.



Name: _____



ABRACADABRA

HELPING STUDENTS BUILD THEIR READING SKILLS

SOUNDS, LETTERS, AND WORDS (Alphabetics)

The goals of literacy are to be able to construct meaning effectively from a written text and to encode written text accurately in writing. In order to do this, students need to master a number of skills. Activities in ABRACADABRA are inter-related, therefore, if you notice your student is struggling in one area, you may want to suggest doing another activity that focuses on the same broad skill. You could also use this list to determine where students can extend the practice of recently acquired skills. This allows them to practice and develop their mastery of these skills.

Alphabetics is the ability to associate sounds with letters and use these sounds to create words. Children need multiple opportunities, with a variety of phonetic and writing activities, to practice in order to build their fluency and comprehension skills.

ALPHABET SONG

- ◆ Animated Alphabet
- ◆ Letter Bingo
- ◆ Letter Sound Search

Pre-alphabetic

ANIMATED ALPHABET

- ◆ Alphabet Song
- ◆ Letter Bingo
- ◆ Letter Sound Search
- ◆ Matching Sounds

Pre-alphabetic

AUDITORY BLENDING

- ◆ Blending Train
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness

AUDITORY SEGMENTING

- ◆ Basic Decoding
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness

BASIC DECODING

- ◆ Auditory Blending
- ◆ Auditory Segmenting
- ◆ Letter Sound Search
- ◆ Word Changing

Phonics

BLENDING TRAIN

- ◆ Auditory Blending
- ◆ Rhyme Matching
- ◆ Same Phoneme

Phonemic Awareness



LETTER BINGO

- ◆ Alphabet Song
- ◆ Animated Alphabet
- ◆ Letter Sound Search

Pre-alphabetic

LETTER SOUND SEARCH

- ◆ Alphabet Song
- ◆ Animated Alphabet
- ◆ Letter Bingo

Pre-alphabets

MATCHING SOUNDS

- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness

RHYME MATCHING

- ◆ Matching Sounds
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Syllable Counting
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness



SAME PHONEME

- ◆ Rhyme Matching
- ◆ Syllable Counting
- ◆ Word Counting

Phonemic Awareness

SAME WORD

- ◆ Basic Decoding
- ◆ High Frequency Words
- ◆ Matching Sounds
- ◆ Same Phoneme
- ◆ Tracking

Phonics

SYLLABLE COUNTING

- ◆ Basic Decoding
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Word Changing
- ◆ Word Families

Phonemic Awareness

WORD CHANGING

- ◆ Accuracy
- ◆ Basic Decoding
- ◆ Matching Sounds
- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Word Families
- ◆ Vocabulary ESL

Phonics



WORD COUNTING

- ◆ Reading Practice
- ◆ Speed
- ◆ Spelling Sentences
- ◆ Syllable Counting
- ◆ Tracking

Phonics

WORD FAMILIES

- ◆ Basic Decoding
- ◆ Rhyme Matching
- ◆ Same Word
- ◆ Tracking
- ◆ Word Changing
- ◆ Word Matching

Phonics

WORD MATCHING

- ◆ Basic Decoding
- ◆ Matching Sounds
- ◆ Rhyme Matching
- ◆ Same Phoneme
- ◆ Same Word
- ◆ Syllable Counting
- ◆ Word Families

Phonics

ABRACADABRA

HELPING STUDENTS BUILD THEIR READING SKILLS

READING (Fluency)

The goals of literacy are to be able to construct meaning effectively from a written text and to encode written text accurately in writing. In order to do this, students need to master a number of skills. Activities in ABRACADABRA are inter-related, therefore, if you notice your student is struggling in one area, you may want to suggest doing another activity that focuses on the same broad skill. You could also use this list to determine where students can extend the practice of recently acquired skills. This allows them to practice and develop their mastery of these skills.

Fluency is the ability to read texts quickly and accurately, using proper speed and expression. Because fluent readers are able to decode words quickly, they can focus on the meaning of a text.

ACCURACY

- ◆ Basic Decoding
- ◆ High Frequency Words
- ◆ Tracking
- ◆ Word Families

EXPRESSION

- ◆ Accuracy
- ◆ Comprehension Monitoring
- ◆ Story Elements
- ◆ Student Stories

HIGH FREQUENCY WORDS

- ◆ Accuracy
- ◆ Reading Practice
- ◆ Speed
- ◆ Vocabulary
- ◆ Word Matching

READING PRACTICE

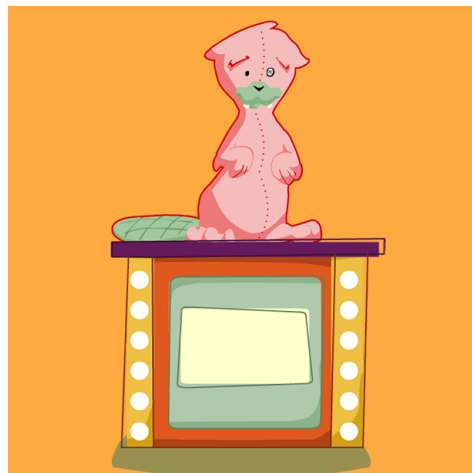
- ◆ Accuracy
- ◆ Speed
- ◆ Student Stories
- ◆ Tracking

SPEED

- ◆ Accuracy
- ◆ High Frequency Words
- ◆ Reading Practice
- ◆ Tracking

STUDENT STORIES

- ◆ Accuracy
- ◆ Expression
- ◆ Speed
- ◆ Reading Practice
- ◆ Summarizing
- ◆ Story Elements
- ◆ Story Response
- ◆ Tracking



TRACKING

- ◆ Accuracy
- ◆ Comprehension Monitoring
- ◆ Reading Practice
- ◆ Same Word
- ◆ Vocabulary

ABRACADABRA

HELPING STUDENTS BUILD THEIR READING SKILLS

UNDERSTANDING THE STORY (Comprehension)

The goals of literacy are to be able to construct meaning effectively from a written text and to encode written text accurately in writing. In order to do this, students need to master a number of skills. Activities in ABRACADABRA are inter-related, therefore, if you notice your student is struggling in one area, you may want to suggest doing another activity that focuses on the same broad skill. You could also use this list to determine where students can extend the practice of recently acquired skills. This allows them to practice and develop their mastery of these skills.

Comprehension, which is reading for meaning, is the goal of learning how to read. To fully comprehend a text, readers need many skills including word decoding, vocabulary recognition, reading strategies, and a set of experiences of the world.

COMPREHENSION MONITORING

- ◆ Accuracy
- ◆ Prediction
- ◆ Sequencing
- ◆ Speed
- ◆ Story Elements
- ◆ Story Response
- ◆ Student Stories
- ◆ Summarizing
- ◆ Vocabulary
- ◆ Vocabulary ESL

Comprehension Strategies

PREDICTION

- ◆ Accuracy
- ◆ Comprehension Monitoring
- ◆ Sequencing
- ◆ Story Elements
- ◆ Story Response

Comprehension Strategies

SEQUENCING

- ◆ Prediction
- ◆ Reading Practice
- ◆ Summarizing

Comprehension Strategies

STORY ELEMENTS

- ◆ Accuracy
- ◆ Prediction
- ◆ Reading Practice
- ◆ Summarizing
- ◆ Tracking

Comprehension Strategies

STORY RESPONSE

- ◆ Comprehension Monitoring
- ◆ Story Elements
- ◆ Summarizing
- ◆ Tracking
- ◆ Spelling Sentences

Comprehension Strategies

SUMMARIZING

- ◆ Prediction
- ◆ Reading Practice
- ◆ Story Elements
- ◆ Story Response
- ◆ Tracking

Comprehension Strategies

VOCABULARY

- ◆ Comprehension Monitoring
- ◆ Letter Sound Search
- ◆ Story Response

Vocabulary

VOCABULARY ESL

- ◆ Alphabet Song
- ◆ Animated Alphabet
- ◆ Letter Bingo

Vocabulary

ABRACADABRA

HELPING STUDENTS BUILD THEIR READING SKILLS

WRITING (Typing)

The goals of literacy are to be able to construct meaning effectively from a written text and to encode written text accurately in writing. In order to do this, students need to master a number of skills. Activities in ABRACADABRA are inter-related, therefore, if you notice your student is struggling in one area, you may want to suggest doing another activity that focuses on the same broad skill. You could also use this list to determine where students can extend the practice of recently acquired skills. This allows them to practice and develop their mastery of these skills.

When children write, they take their knowledge of speech sounds and translate those into written texts. Children usually begin scribbling before they begin to read. The process of learning how to write well and effectively requires time, instruction, and practice.



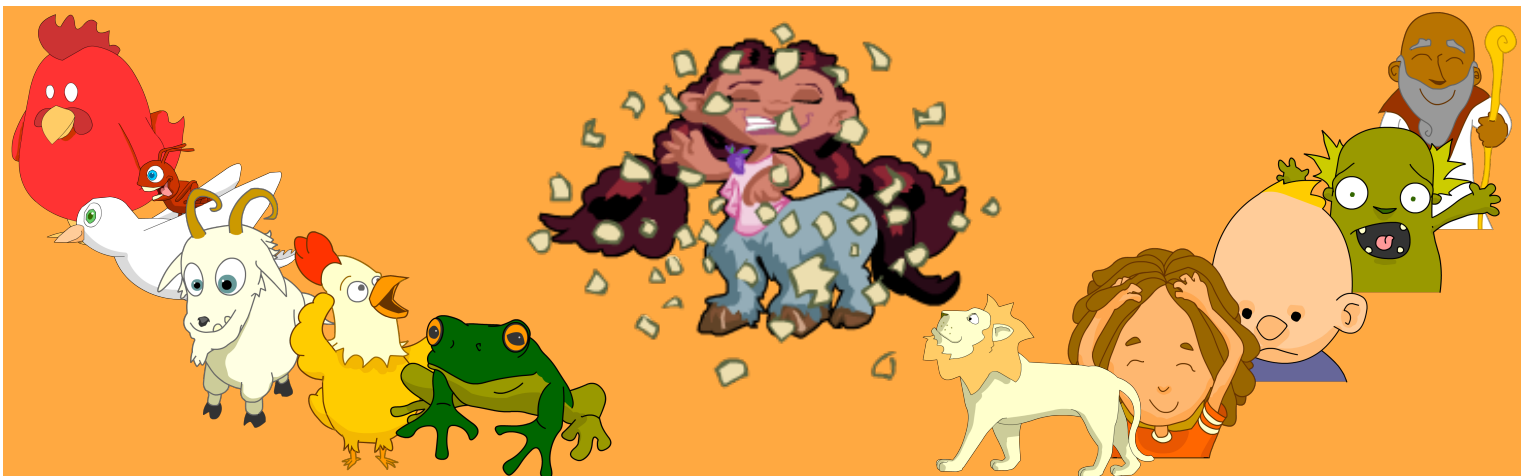
SPELLING SENTENCES

- ◆ Accuracy
- ◆ Basic Decoding
- ◆ High Frequency Words
- ◆ Spelling Words
- ◆ Word Counting
- ◆ Word Families
- ◆ Vocabulary
- ◆ Vocabulary ESL



SPELLING WORDS

- ◆ Basic Decoding
- ◆ Blending Train
- ◆ High Frequency Words
- ◆ Syllable Counting
- ◆ Word Changing
- ◆ Word Families
- ◆ Vocabulary
- ◆ Vocabulary ESL




ASSESSING LEARNERS

The Assessment Feature

The ABRA software allows teachers to:

- Quickly see which activities their learners have attempted.
- Determine how much time was spent on each activity.
- See how their learners are doing as they progress through the activities.

To access this feature:

- 1) Log in to the LTK.
- 2) Click on the cog icon. 



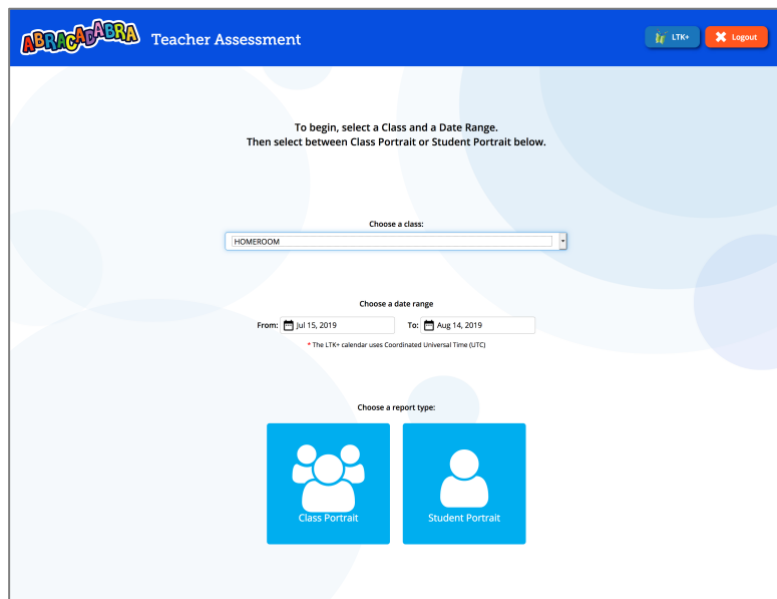
GENERATING A REPORT

The first step requires the teacher to choose which class they want to get data about.

The teacher selects this class from the drop-down list.

By default, the last 30 days are selected in the calendar. The teacher can choose an alternative date range. The report will only present data for the date range selected on this page.

There are two report types: class portrait and student portrait.



The LTK+ timestamps all learners' activity using Coordinated Universal Time (UTC).

CLASS PORTRAIT

Category Overview

The activities are listed by their categories. Click on the tabs to select the category and see the activities of that category.

This page provides a quick indication of:

- Which activities learners have attempted.
- How much time they spent in each activity and in the category overall.
- How many of the learners have completed the activity at least once.

Click on an activity to see more details about the learners' progress within that activity.

The screenshot shows the 'HOMEROOM Portrait' interface. At the top, there's a navigation bar with 'Start a New Report', 'Legend', and 'Print this Page'. Below that, the main title is 'HOMEROOM Portrait' with a date range from Jul 17, 2019 to Aug 16, 2019. The central focus is a card for 'Sounds, Letters and Words' which is 19 minutes long. Below this card, there's a note: 'Note: The subcategories listed here are general. Some activities may belong to multiple categories in practice.' The page is divided into three columns of activity cards: 'Pre-alphabets', 'Phonological & Phonemic Awareness', and 'Phonics'. Each card lists an activity name, duration, and progress indicators.

Activity Details

The activity detail page provides a wealth of information on how the class has interacted with the tool. This can include:

- Summary;
- Access Statistics;
- Correct/Incorrect Statistics;
- Error Report;
- Stories Read;
- Words Clicked On;
- Activity Insights;
- Activity Connections;
- Drop-down Filter of Overall or Level Information;
- Complete/Incomplete Pie Chart.

The screenshot shows the 'Letter Sound Search' activity details page. It features a 'See Activity Insights' button. Below the title, there are statistics: 'Time Spent: 12 minutes', 'Times Accessed: 4 times', and 'Average Time/Access: 3 minutes'. A table shows 'Overall Statistics' with columns for 'Total' and values for 'Correct on first try' (29), 'Correct on second attempt' (3), and 'Incorrect' (2). To the right is a pie chart titled 'Choose the level(s): Level 1' showing 'Complete' (75%) and 'Incomplete' (25%) segments. Below the table is an 'Error Report' section listing four students: N. Crowley, E. Palke, A. Sanki, and C. Tremblay, each with a 'Go to profile' button.

As each activity is different, the information on this page will change to align with what is relevant for the chosen activity.

By default, many of these sections are hidden when the teacher first accesses the activity details page. Click on the triangle buttons near the headings to show or hide content.



Summary: Clicking on the activity name will provide a description of the activity, focusing on its objective. If the activity has multiple levels, then a short description of each level is provided.

Access Statistics: The total number of times spent in the activity, number of times the activity was started, and the average time spent in that activity is listed.

Correct/Incorrect Statistics: List the total number of times that the learners were able to answer correctly on the first attempt, on the second attempt after guidance was provided by ABRA, and incorrect answers. Not all of the activities provide a second attempt to answer the question, so occasionally this table will only list a correct or incorrect count.

Overall Statistics	Total
Correct on first try	29
Correct on second attempt Help provided by the tool	3
Incorrect	2

Error Report: Provides details of the errors made by learners. Each learner that made an error will appear in this section. Click on a learner's name to see details about the types of errors they made in the current activity. These errors are listed in chronological order.

The error tables will look different in each activity as the type of errors vary from activity to activity.

Clicking on the 'Go to Profile' button will navigate to that learner's portrait – to the current activity's detail page. Only information relevant to that learner will display rather than the whole class.

Error Report ▲

E. Palka
mistake(s) 2
Go to profile

A. Sunik
mistake(s) 2
Go to profile

C. Tremblay
mistake(s) 2
Go to profile

Story	Level	Date	Correct Answer	Student Answer
Henny Penny	7	Aug 14, 2019	branch	branhc
The Three Billy Goats Gruff	3	Aug 14, 2019	mad	mab

Stories Read: A list of stories chosen when learners start the activity. This section will list the frequency and number of learners that the stories listed.

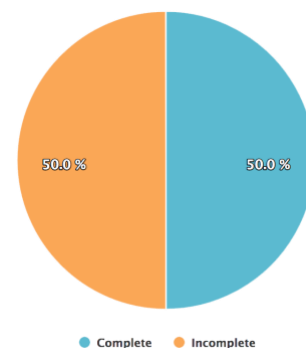
Words Clicked On: A list of words in the stories that the learners asked for help with pronouncing.

Activity Insights: Description of the skills targeted in an activity and suggestions for reinforcing those skills.

Activity Connections: A list of other ABRA activities connected to the current one that build or extend the skills targeted in the current activity.

Drop-down Filter for Overall or Level Information: A drop-down menu allows for the data to be displayed for the activity overall, or to filter by a specific level.

Complete/Incomplete Pie Chart: A quick indication of how many learners have complete the activity at least once. If viewing the data for all levels, 'complete' would mean they have gone through each level at least once.



STUDENT PORTRAIT

Category Overview

This page provides a quick indication of:

- Which activities this learner has attempted.
- Which levels the learner has completed in the activity at least once.
- How many of the learner has spent in each activity and in the category overall.

Click on an activity to see more details about the learner's progress within that activity.

Activity Details

The activity detail pages contain a lot of the same type of information that is in the class portrait.

However, the emphasis is different, so the information might be arranged differently.

The report includes:

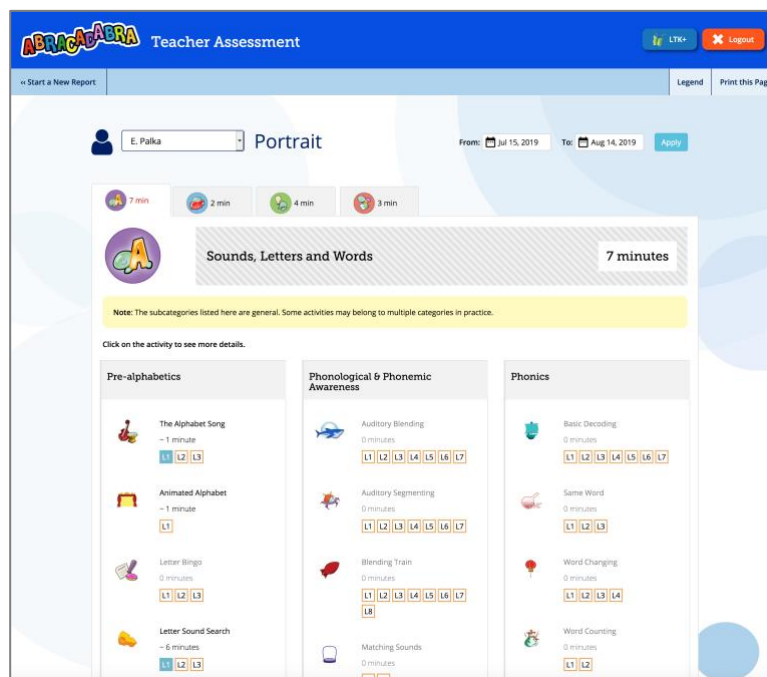
- Summary;
- Access Statistics;
- Correct/Incorrect Statistics;
- Error Report;
- Stories Read;
- Words Clicked On;
- Activity Insights;
- Activity Connections;
- Drop-down Filter of Overall or Level Information.

As each activity is different, the information on this page will change to align with what is relevant for the chosen activity.

By default, many of these sections are hidden when the teacher first accesses the activity details page. Click on the triangle buttons near the headings to show or hide content.

Summary: Clicking on the activity name will provide a description of the activity, focusing on its objective. If the activity has multiple levels, then a short description of each level is provided.

Access Statistics: The total number of times spent in the activity, number of times the activity was started, and the average time spent in that activity is listed. The class average is provided underneath the learner's statistics.



Correct/Incorrect Statistics: List the total number of times that the learner was able to answer correctly on the first attempt, on the second attempt after guidance was provided by ABRA, and incorrect answers. Not all of the activities provide a second attempt to answer the question, so occasionally this table will only list a correct or incorrect count.

Correct/Incorrect Class

Comparison: A bar graph provides a quick comparison between the learner's and the class' statistics.

Error Report: Provides details of the errors made by the learner. These errors are listed in chronological order. The error tables will look different in each activity as the type of errors varies from activity to activity.

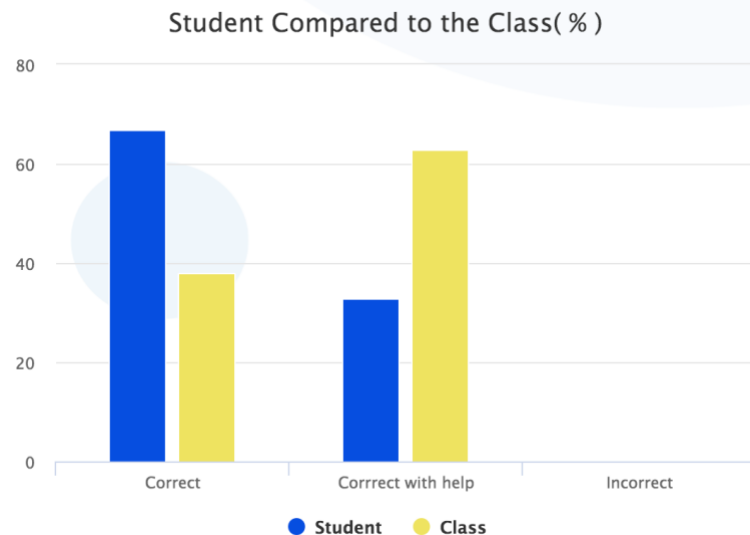
Stories Read: A list of stories chosen when the learner started the activity. This section will also list the frequency that each story was chosen with the current activity.

Words Clicked On: A list of words in the stories that the learner asked for help with pronunciation.

Activity Insights: Description of the skills targeted in an activity and suggestions for reinforcing those skills.

Activity Connections: A list of other ABRA activities connected to the current one that build or extend the skills targeted in the current activity.

Drop-down Filter for Overall or Level Information: A drop-down menu allows for the data to be displayed for the activity overall, or to filter by a specific level.





Successful Intervention Plan



Describe your situation and the taken steps to aid learners

Your name: _____

Colleagues you worked with: _____

Date: _____

The plan is for this classroom: _____

Problem Observed:

This relates to:

- Whole class
- Individual learner(s):

ABRA activity (or activities) impacted:



CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE





Successful Intervention Plan



Intervention:

Expected difficulties & misconceptions that will occur during intervention:

Suggested ways to overcome those issues:

<hr/>	<hr/>
<hr/>	<hr/>
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<hr/>	<hr/>
<hr/>	<hr/>

Reflections:



ABRA Assessment Module Glossary

ABRACADABRA (ABRA): a tool in the LTK+ suite that is designed to support children's acquisition of early literacy.

Accuracy: the ability to read a text with little or no errors.

Alphabets: the ability to recognize the different sounds in a spoken language and then match those sounds to written letters and words. Alphabetic skills include letter knowledge, phonological and phonemic awareness, and phonics.

Blending: combining individual sounds to make a word.

Comprehension: the ability to understand information within a text.

Decoding: using knowledge of letter-sound relationships and letter patterns to sound out an unfamiliar word.

ePEARL: a web-based portfolio software, offered within the LTK+ suite. It is designed to support children's acquisition of self-regulated learning (SRL) skills.

Fluency: the ability to quickly recognize words and their meaning. Fluent readers are able to read with accuracy, speed, and expression.

Formative Assessment: measures the current knowledge of the learner while the learner is engaged with the learning process. It is a means to highlight knowledge gaps and achievements, and adjust instruction rather than grading the learner's performance.

High Frequency Words (sight words): the most common words used in written texts.

Learning Toolkit+ (LTK+): a suite of tools designed to support the development of literacy (ABRACADABRA and READS), numeracy (ELM), inquiry (IS-21) and self-regulated learning and portfolio development (ePEARL).

Prediction: the ability to anticipate what will happen in the story based on what already occurred.

Pretest: a preliminary test used to evaluate what someone already knows about a subject or assess their preparedness to engage in a new study or advance their studies.

Process Portfolio: documents the learners' growth and mastery of a particular skill or learning objective.



Rhyming: two or more words whose ending sounds the same. For example: bat and cat.

Segmenting: break a word down into individual sounds.

Sequencing: identifying the components of a story and placing the events in order.

Speed: refers to how fast a child can read. Reading speed is calculated by the number of words per minute (WPM) someone can correctly read.

Story Elements: the common components of a story: the setting, characters, plot, problem & solution.

Summarizing: selecting the most important points in a text and then restating those points in your own words.

Summative Assessment: occurs at the end of an instructional unit and measures learner's academic achievements. These types of assessments are graded.

Word Families: a group of words that share a pattern, such as ending with the same letters and sound. For example: best, rest, west.

Writing: a skill that uses letters and words to create sentences and texts to express thoughts, feelings, and experiences in a clear way.

