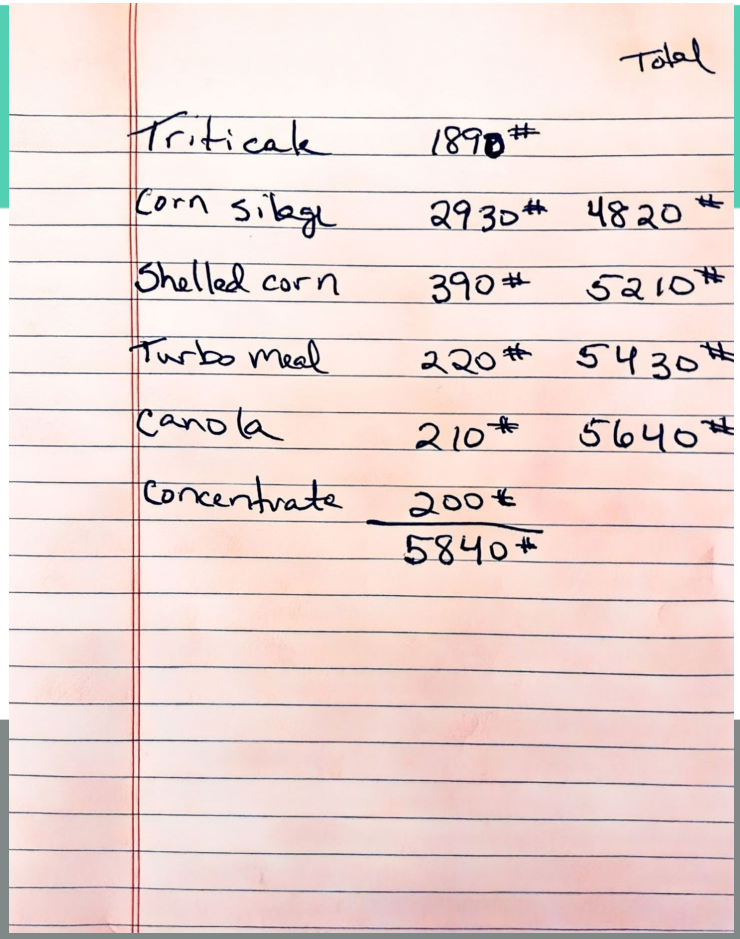
# From Assessment Data to Impact: Literacy as a Team Sport




The opinions expressed are those of the presenter and do not represent views of the U.S. Department of Education or any other funder.

**Adrea Truckenmiller, PhD, NCSP**

atruck@msu.edu

atruck.msu.domains

writingarchitect.org

# Let’s learn some words



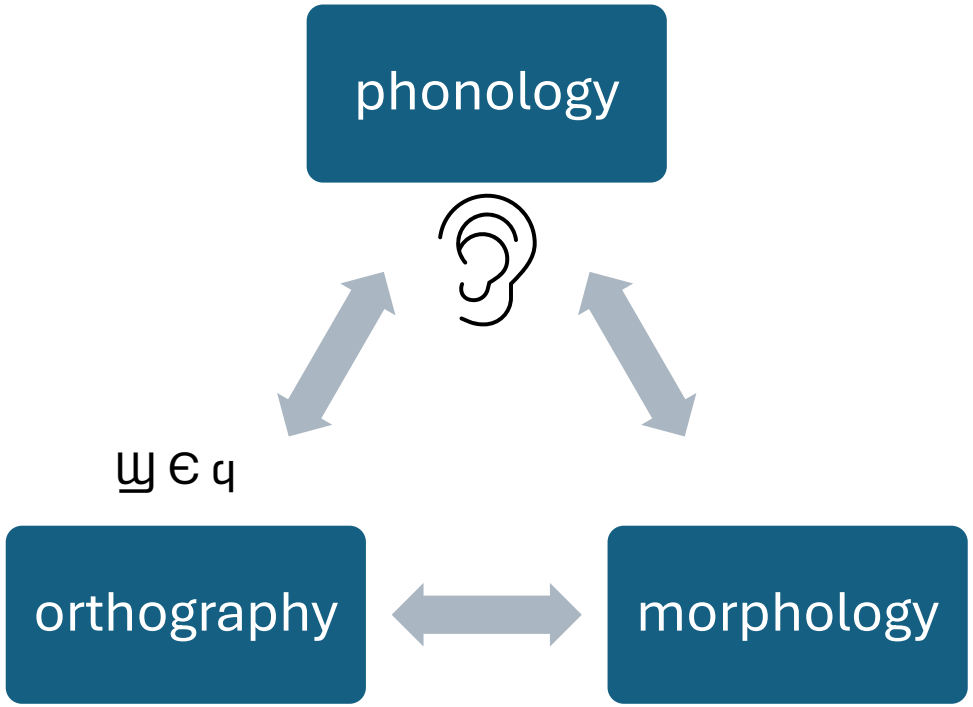
Le beau papillon jaune se pose sur la fleur rouge.

The beautiful yellow butterfly ____on the red flower.

Instruction for code: Pronouncing the word required explicit instruction in sound-letter correspondence.

Instruction for meaning: Connecting the meaning required showing the word in multiple contexts.

# Problem: code and meaning are not completely separate




"'Maybe she'd think it was a new

**hors d'oeuvre** Mrs Fox had

dreamed up,' Daphne suggested."

# Reading for Understanding Initiative

2010 - 2014

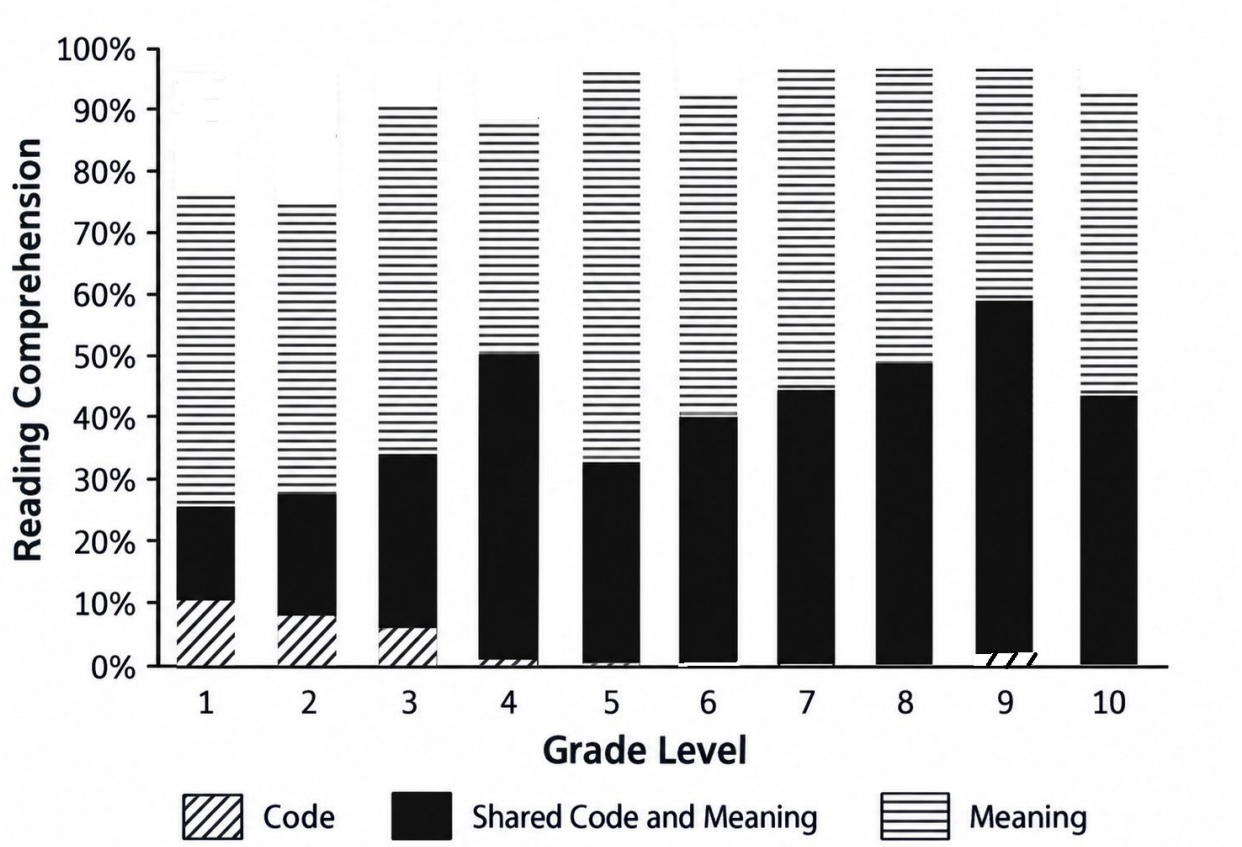
IES Institute of Education Sciences

Foorman, Petscher, & Herrera, 2018;

Foorman, Petscher, Stanley, & Truckenmiller, 2017;

Foorman, Koon, Petscher, Mitchell, & Truckenmiller, 2015

Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015

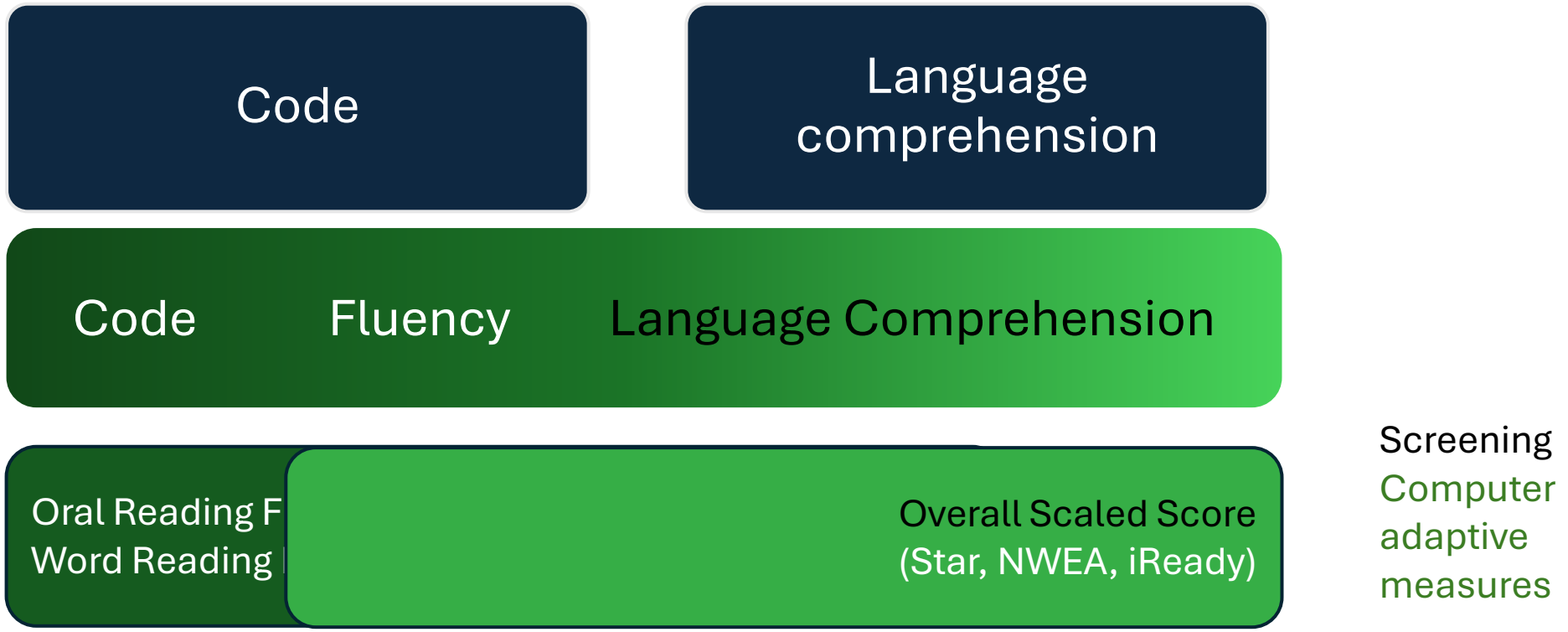


# Creates a problem for classroom assessments

Individual, lengthy assessment

Brief classroom-based assessment

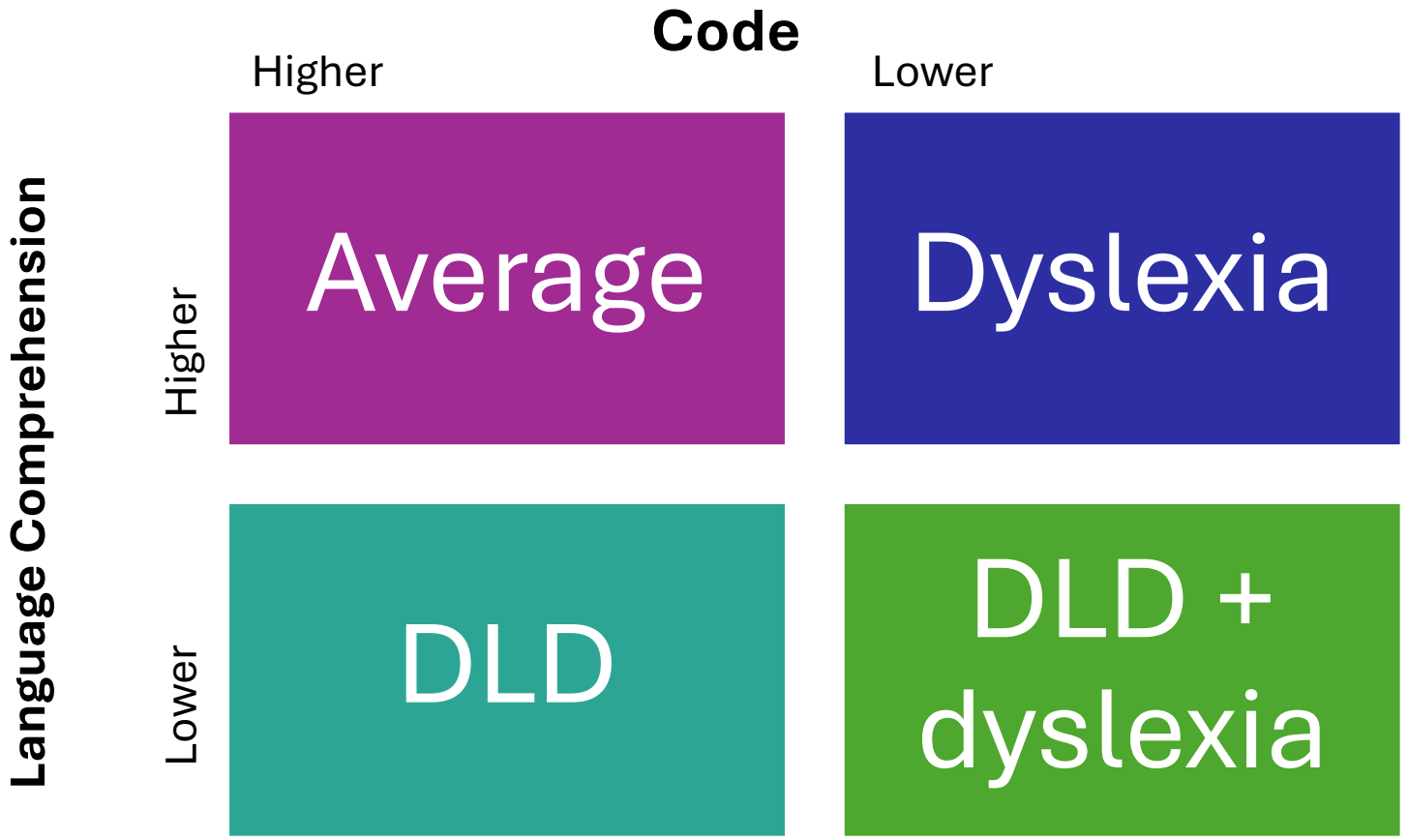
Screening Curriculum-based measures




Screening Computer adaptive measures

Truckenmiller, Coyne, Valentine, Moura, & Sarmiento, 2025

# Aligns with most common reading difficulties




Catts, Adlof, Hogan, & Weismer, 2005

# Assessment is about instruction

Thank you to the anonymous school who provided the case study!

Truckenmiller | 2026

DIBELS® 8TH EDITION

UNIVERSITY OF OREGON | College of Education

i-Ready

Assess system effectiveness

Choose evidence-based code & meaning instruction

LK 2

Let's Know! Tier 2



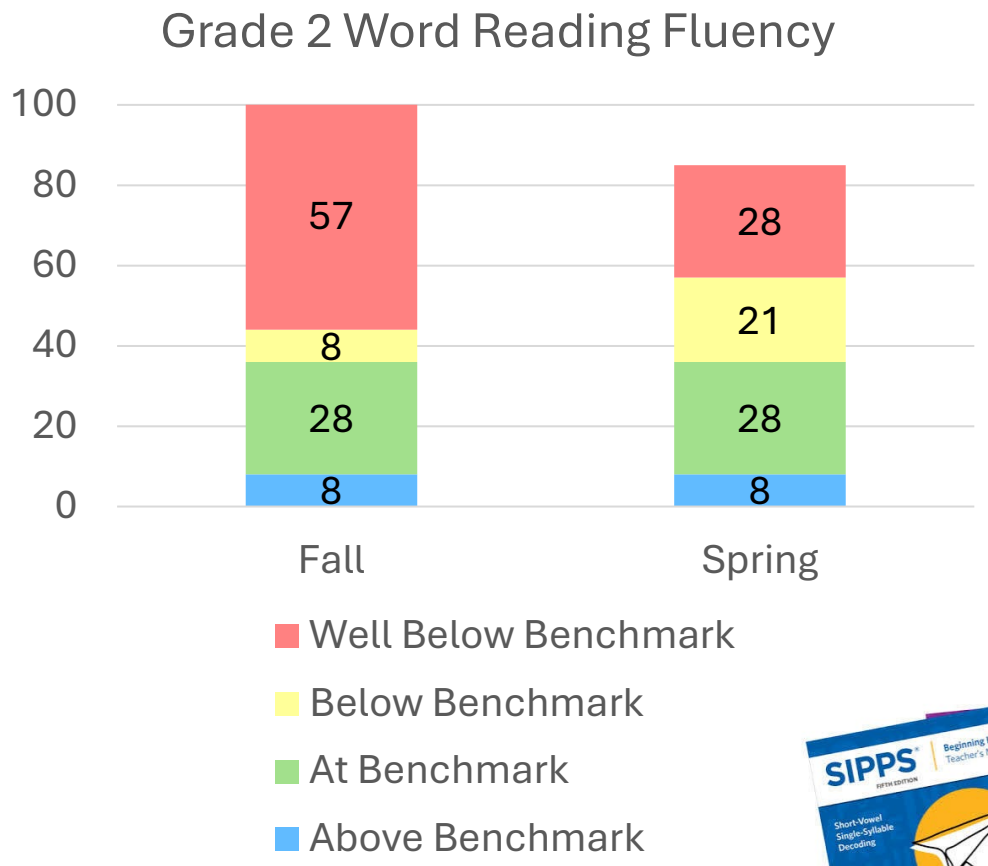

Facilitate implementation

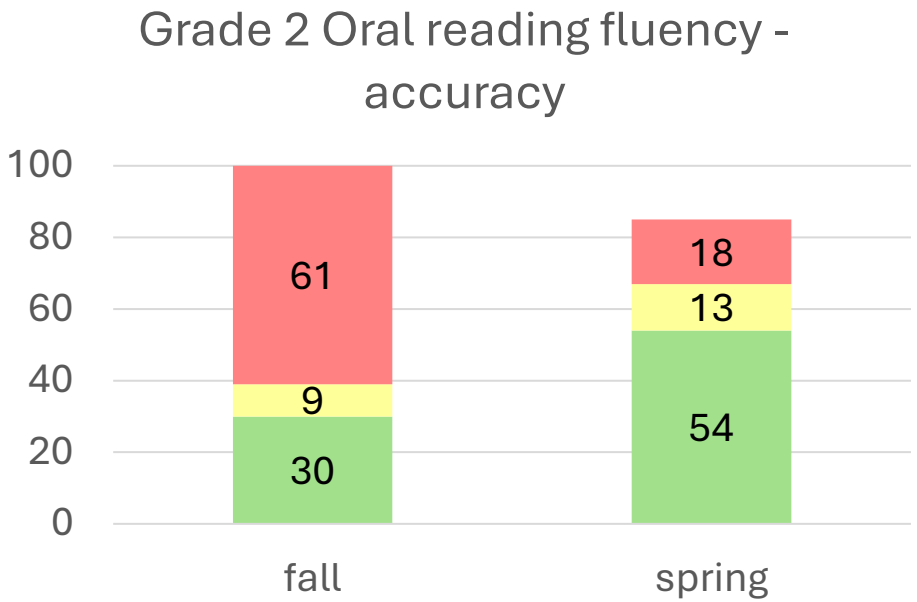
High knowledge, principal, coach, teachers

Assess & reduce implementation barriers

Team problem-solving

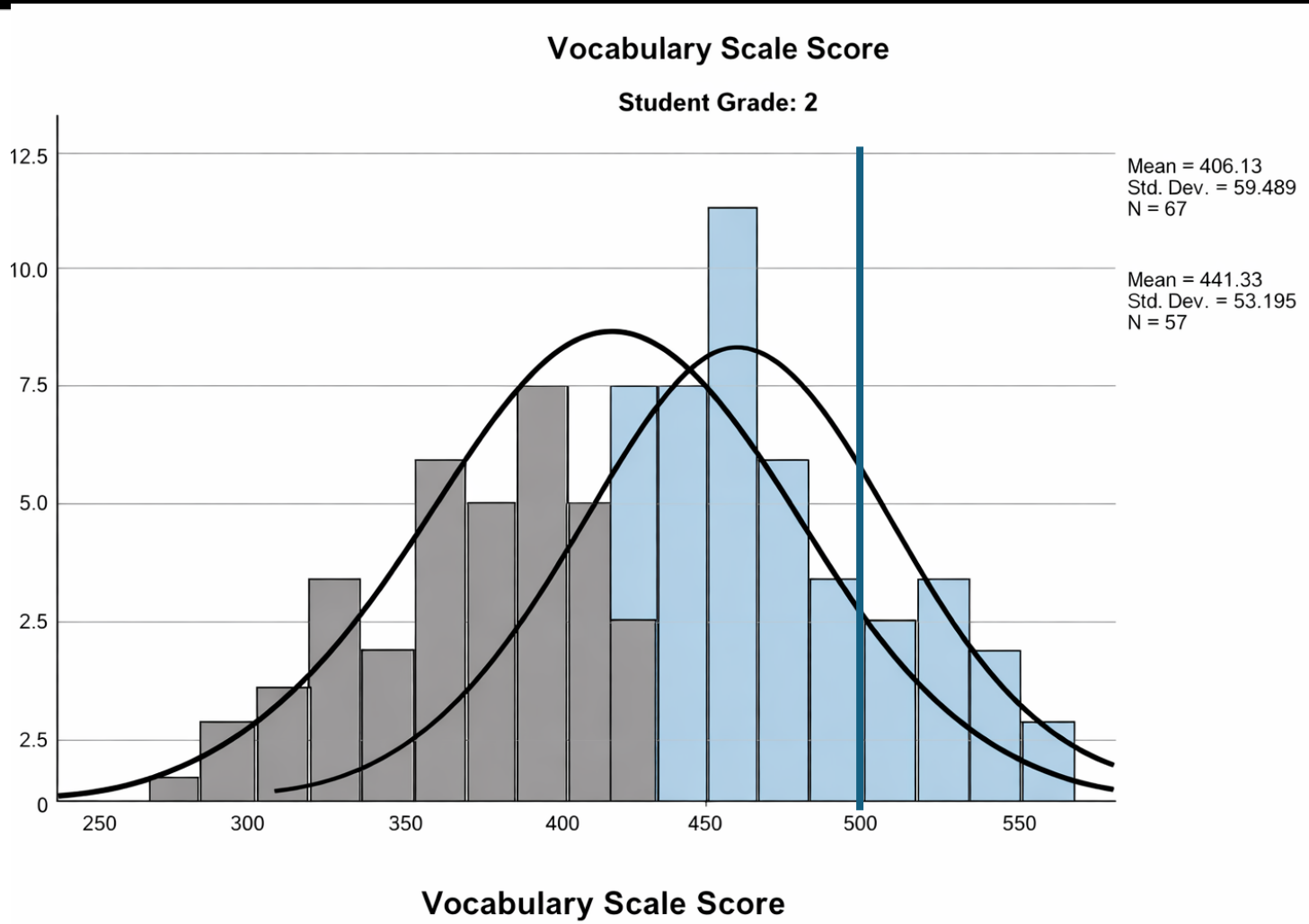
# Example school – effective code instruction





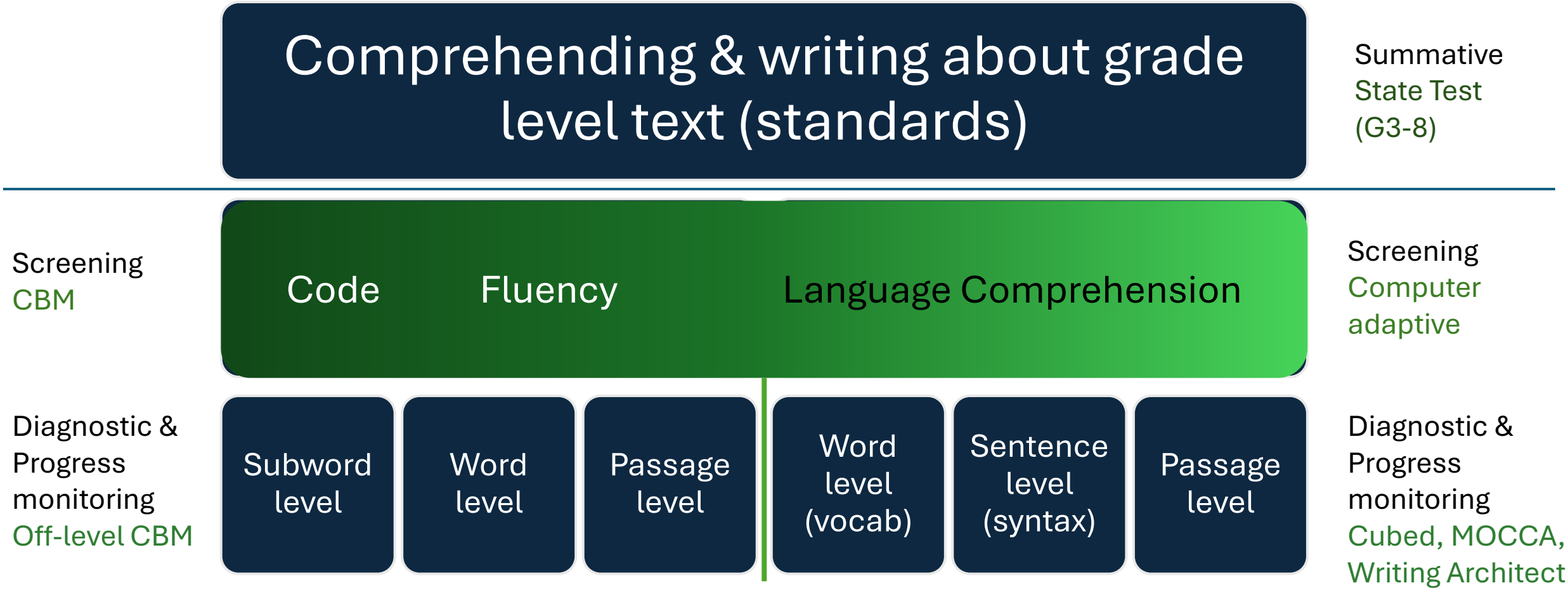

# Example school – effective language instruction




LK 2

Let's Know! Tier 2

# Developing your school's assessment system




Truckenmiller et al., 2024; Truckenmiller & Toste, 2025

# State-Level Database & Research Partnership

# Critical team members



# Example statewide partnership around screening data

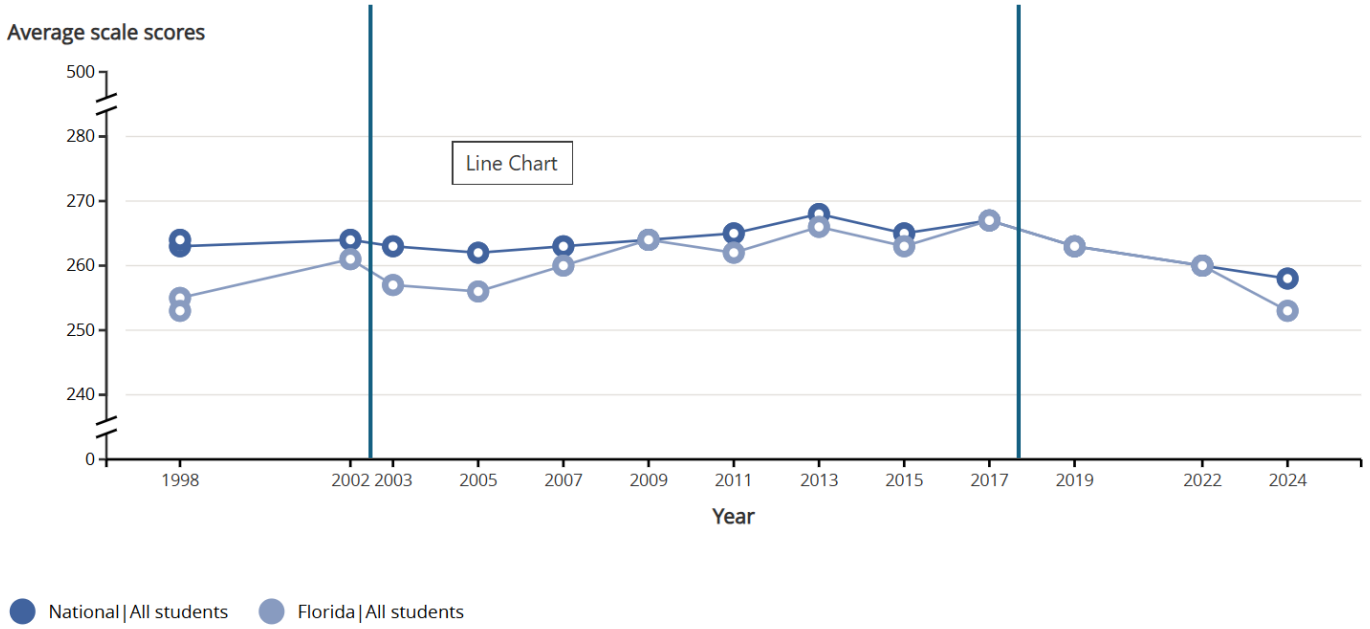
Aggregated reading screening at the state level

State Department of Education

Literacy coach network

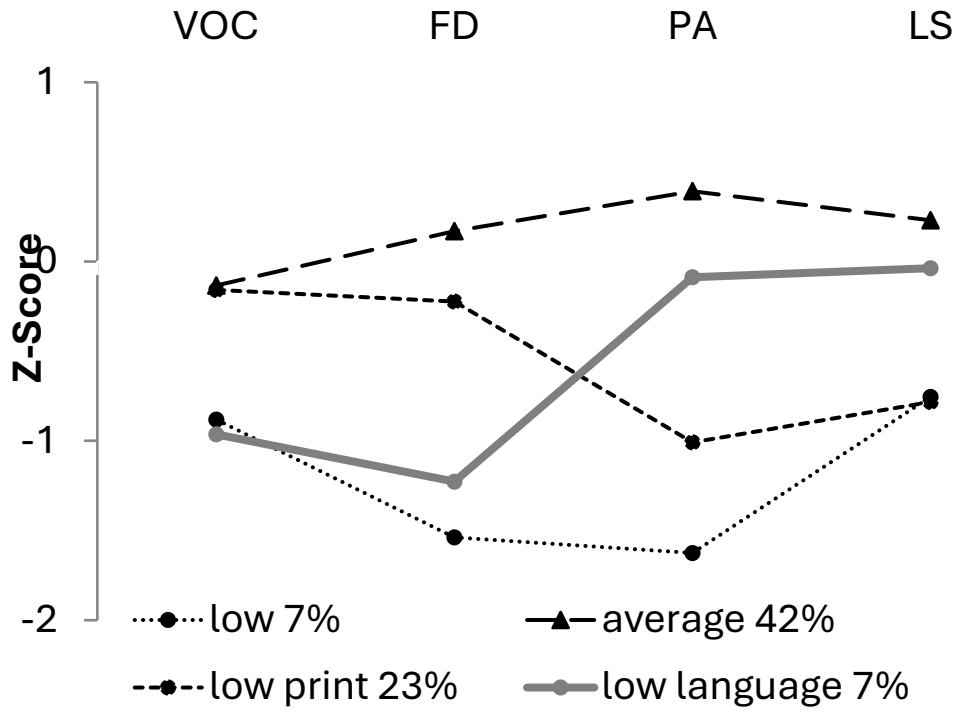
University researchers in reading

100s of practical research findings and resources
fcrr.org



# State-level research partnership outcome example: Instructional profiles

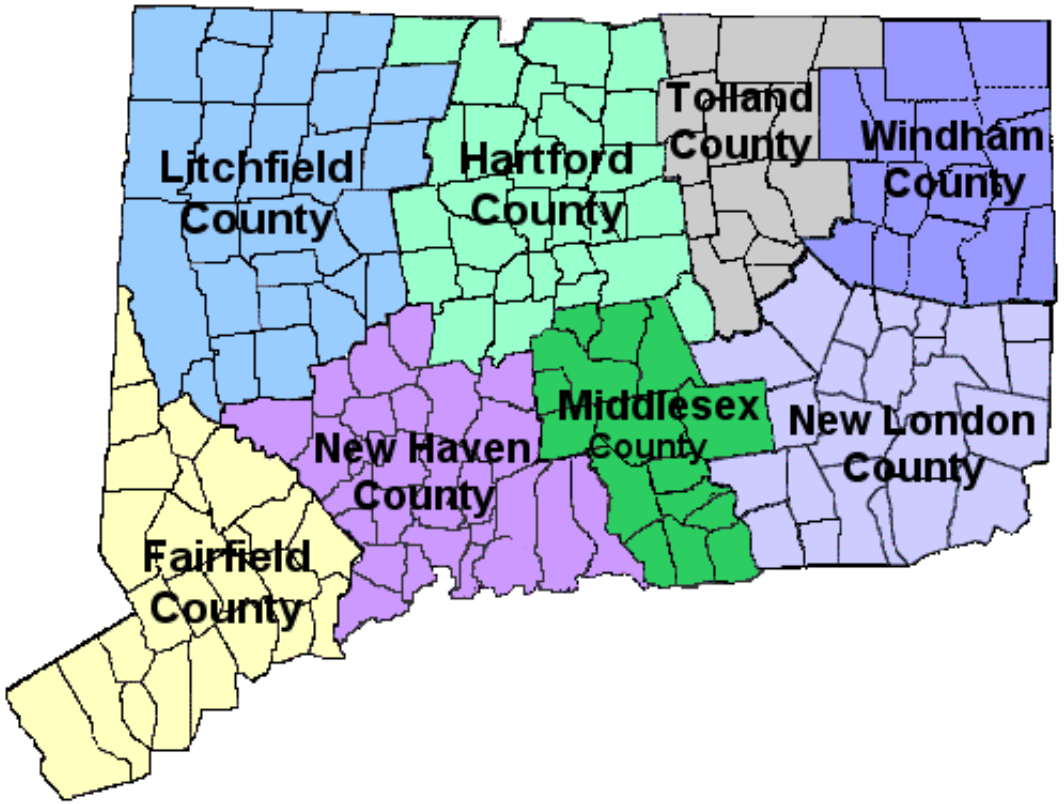





Voc = vocabulary, FD = following directions, PA = phonemic awareness, LS = letter sounds

Foorman, Petscher, Stanley, & Truckenmiller, 2018

# Goal 1: Create Instructional Profiles with Connecticut




- Aggregated reading screening at the state level
- State Department of Education
- Literacy support network
- University researchers in reading

Team: YOU!! CSDE, UConn, Michigan State, Florida State

# Learn to evaluate the local effect of interventions, assessment, & PBIS

**Tailored to your school's current implementation**




https://education.msu.edu/cepse/specialed/mtss/

COLLEGE OF EDUCATION

education.msu.edu

**Adrea Truckenmiller, PhD, NCSP**

atruck@msu.edu

atruck.msu.domains

writingarchitect.org



# Thank you to school partners & funding


THANK YOU to teachers, coaches, administrators, students, ISD personnel!!

Funding from MSU

- Rick Stiggins Endowment for the Improvement of Classroom Assessment Literacy of Teachers and School Leaders

Funding from U.S. Department of Education

- IES grant to MSU #R305A210061 (Writing Architect)
- IES grant #R305F100005 to FSU (FCRR reading assessment, grades K-2)
- IES grant #R305A100301 to FSU (FCRR reading assessment, grades 3-12)
- IES grant #R305A150199 to Vanderbilt (Monster PI assessment)
- OSEP grant #H325190003 (Hi2LD)
- OSEP grant #H325K200018 (National Center for Leadership on Intensive Intervention)

Funding from States

- Connecticut Department of Education by way of University of Connecticut
- Race to the Top funds by way of Florida Department of Education
- Michigan Association of Intermediate School Distric Administrators (MAISA)
- Massachusetts Department of Elementary & Secondary Education

The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education or any other funder.


COLLEGE OF EDUCATION

IES Institute of Education Sciences