



# DRC BEACON Early Years K-2 Assessment

*Meeting the Needs of Young Learners in Georgia*

***Note: Educator Training titled “Using DRC BEACON Early Years for Literacy Screening” can be found in Georgia Learns.***

# Agenda

- Background
- Overview of DRC BEACON Early Years
- Characteristics
- State Screening Requirements
- Administering DRC BEACON Early Years
- Results
- Additional Information
- Questions

# Background



## Why are we adding K–2?

- Since 2020, the Georgia Department of Education (GaDOE) has provided DRC BEACON for grades 3–8 in English language arts (ELA) and mathematics to districts at no cost to support formative assessment practices, help address student instructional needs, and measure progress throughout the year
- Based on district feedback, DRC and GaDOE are expanding DRC BEACON to grades K–2 in English language arts and mathematics
- The K–2 assessment is called DRC BEACON Early Years
  - DRC BEACON Early Years will complement DRC BEACON 3–8
- The K–3 requirements of Georgia's Universal Screener (2023 HB 538) and the Dyslexia Act (2019 SB 48) will both be met using DRC BEACON Early Years
- It will be provided at no cost to Georgia districts, available August 1 with DRC BEACON 3-8



# Overview and Characteristics of BEACON Early Years



# DRC BEACON Early Years Assessment

Supporting Literacy and Academic Growth in Georgia—Grades K–2



# DRC BEACON Early Years Characteristics

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Designed with young Georgia learners in mind

Customized for Georgia

- Aligned to Georgia's K-12 English Language Arts (ELA) and Mathematics Standards
- Georgia educators have informed the setting of the scoring standards
- Field testing of items has been conducted with Georgia students

Available throughout the school year to determine progress and meet state requirements for screening three times annually

Designed to measure early mathematics, English language arts (ELA), and foundational literacy skills

Components include:

- Computer Adaptive Test (CAT) with interactive, engaging, developmentally appropriate items
  - ELA
  - Mathematics
- Educator administered Fluency and Oral Language Assessment (FOLA)



# DRC BEACON Early Years

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Tools and navigation are intuitive; practice is important

- Quick Readiness Test for kindergarteners to ensure success

Audio support for all K-1 items and passages and grades 2-3 items

The DRC BEACON Early Years FOLA is inclusive of the following three components:

- Phonics
- Oral Reading Fluency
- Rapid Automatized Naming (RAN)

Reports include an individual student report (ISR) with computer adaptive (CAT) assessment results as well as Fluency and Oral Language Assessment (FOLA) results, and a student roster for determining instructional groupings

Provides educators with one-on-one and group literacy activities that help support classroom efforts for students to achieve standards at each grade

An interactive student roster and dashboard will allow for easy 'data digging'

- Reports available each time a student tests - the most current information will allow for best-practice instructional planning



# Georgia State Literacy Screening Requirements



# DRC BEACON Early Years K–2 DRC BEACON 3–8

- When used with DRC BEACON Grades 3–8, DRC BEACON Early Years K–2 satisfies Georgia’s Universal Screener (HB 538, 2023) and Dyslexia (SB 48, 2019) requirements for grades K–3
- Grades K–3 students receive an enhanced ISR, including a FOLA Report with a Student Literacy Profile
- Early Years progressively introduces new item types so students are better prepared for the grade Georgia Milestones 3 assessment experience
- Early Years supports vertical alignment with Georgia’s grades 3–8 standards
- Helps to identify students’ strengths and areas of need against Georgia Learning Standards
- Educator training should be completed prior to testing students:
  - ***“Using DRC BEACON Early Years for Literacy Screening” can be found in Georgia Learns.***

# DRC BEACON Early Years K–2 DRC BEACON 3–8

- The relationship between the DRC BEACON Early Years and 3-8 programs:
  - The Early Years assessment has been designed with younger students in mind, and the literacy elements will meet the Georgia requirements for screening – both as a Universal, and for dyslexia.
  - The requirements extend to grade 3 so we have also added some literacy-specific elements that extend to grade 3.
  - In addition to the information the CAT assessment can provide around reading and meeting the ELA standards, the additional components – the educator administered Fluency and Oral Language (FOLA), including Rapid Automated Naming (RAN) – will provide even more granular information to meet those screening requirements.
  - If the Early Years mathematics assessment is administered it will also align with the DRC BEACON 3-8. Math is not required for screening.

# Georgia K–3 Screening Requirements

The K-3 screening requirements of the Georgia Early Literacy Act (HB 538, 2023) and the Dyslexia Act (SB 48, 2019) will both be met using DRC BEACON Early Years.

When students complete the full ELA CAT and the FOLA, they will receive both universal reading and dyslexia screening profiles.

While DRC BEACON Early Years is designed for K-2, the literacy screening component will also be available in grade 3 as the ELA Assessment and FOLA are completed.

Students are to be screened in the first 30 days of the school year.

- The Fluency and Oral Language Assessment (FOLA) will be **sufficient for grade K** in August.
- Grade K students should take the CAT assessment when they demonstrate readiness.
- Grades 1-2 students will take both the CAT and the FOLA.

Educators will have available both BEACON Educator Instructional Strategies (BEIS) and DRC BEACON Early Years Supports PDFs for instructional planning

- The BEIS will also be linked directly to the Student Learning Progression Report in Fall of 2025

For additional information on Georgia State Screening Requirements -

<https://lor2.gadoe.org/gadoe/file/c117a66e-1d47-4727-b6df-5563b7e0d4ce/1/Aligning-State-Literacy-Policies-and-Practices.pdf>

**DRC BEACON  
Early Years +  
DRC BEACON  
Grade 3  
Measures Key  
Literacy Markers—  
Foundational Skills  
and More**

**PHONICS**

Uppercase Letters  
Lowercase Letters  
Letter Sounds  
Vowels  
Real/Nonsense Words  
High Frequency Words

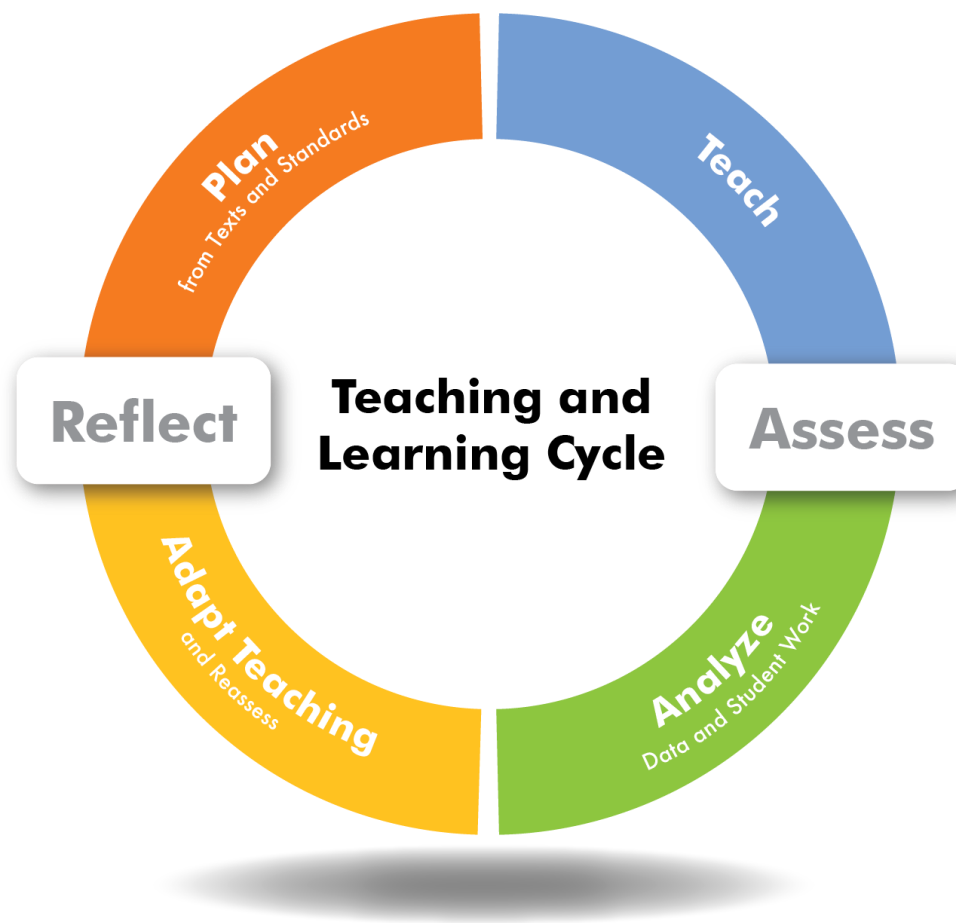
**ORAL READING FLUENCY**

Reading Rate  
Reading Accuracy  
Reading Expression  
Reading Comprehension

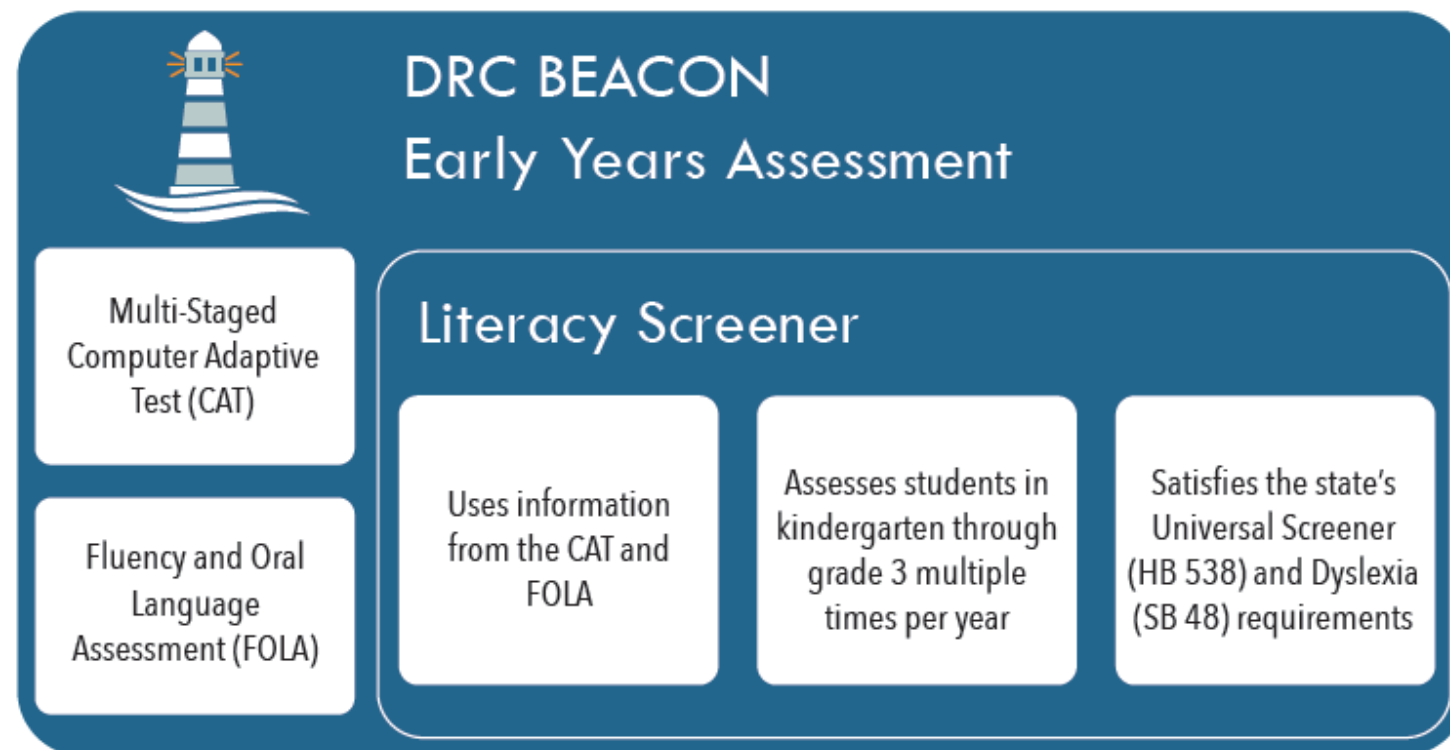
Oral Expression



# Supporting the Teaching and Learning Cycle



One way to think about the component pieces and how they meet both of the Georgia screening statutes and provide useful information in both ELA and math...








# Administering BEACON Early Years



# DRC BEACON Early Years Administration Schedule by Season

				
Three Times a Year by Grade	August “First 30 Days of School”	Fall Season Aug 1 – Nov 30, 2024	Winter Season Dec 1, 2024 – Feb 28, 2025	Spring Season Mar 1 – Jun 30, 2025
K	FOLA	+ ELA Gr. K - K takes readiness first	FOLA + ELA K	FOLA + ELA K
1	FOLA + ELA Gr. 1		FOLA + ELA 1	FOLA + ELA 1
2	FOLA + ELA Gr. 2		FOLA + ELA 2	FOLA + ELA 2
3	FOLA + ELA Gr. 3		FOLA + ELA 3	FOLA + ELA 3

# Assessment Seasons

## DRC BEACON Seasons



**Fall Season**  
Aug. 1–Nov. 30



**Winter Season**  
Dec. 1, 2024–Feb. 29



**Spring Season**  
Mar. 1–Jun. 30

- Georgia Universal Screening administration requires:
  - FOLA administration in the first 30 days of school, Winter & Spring
  - Online ELA assessment in grades K-3 Fall, Winter, Spring
- Tests taken in the following months fall into the following seasons:
  - August–November = Fall
  - December–February = Winter
  - March–June = Spring
- Student growth is the difference in scores from one season to another
- Tests are available anytime during the academic year
  - The academic year is August 1–June 30

# Annual Educator Administered Fluency and Oral Language (FOLA) Assessment Planning

Annual FOLA Administration Times by Grade Level							
	Grade K Fall	Grade K Winter/ Spring	Grade 1 Fall	Grade 1 Winter/ Spring	Grade 2 Fall/ Winter	Grade 2 Spring	Grade 3 Fall/ Winter/ Spring
Alphabet Recognition	5 min.	5 min.	5 min.				
Decoding Real/ Nonsense Words			5 min.	5 min.	5 min.	5 min.	
High Frequency Words		5 min.	5 min.	5 min.	5 min.	5 min.	5 min.
Oral Reading			15 min.	15 min.	15 min.	20 min.	20 min.
RAN	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.	5 min.
<b>Average Annual Total Assessment Time by Grade</b>	10 min.	15 min.	35 min.	30 min.	30 min.	35 min.	30 min.

# Annual Computer- Adaptive Assessment Planning

Annual DRC BEACON (CAT) Computer-Adaptive Testing Times					
CAT Assessment		DRC BEACON Early Years	DRC BEACON Early Years	DRC BEACON Early Years	DRC BEACON 3–8
Grade Level	Grade K Fall	Grade K Fall (*when ready) Winter Spring	Grade 1 Fall Winter Spring	Grade 2 Fall Winter Spring	Grade 3 Fall Winter Spring
Readiness	10–12 min.		N/A	N/A	N/A
ELA	N/A	30–40 min.	30–40 min.	30–40 min.	70–90 min.
Math	N/A	30–40 min.	30–40 min.	30–40 min.	45–60 min.
<b>Average Total Assessment Time by Grade</b>	10–12 min.	60–80 min.	60–80 min.	60–80 min.	115–150 min.

\* Fall of Grade K, classroom educators can determine when students are ready to take the CAT assessment component




# Assessment Component—Computer-Adaptive ELA and Math

- A multi-staged computer adaptive test (CAT) model in ELA and math assigns sets of questions to a student based on their performance on a previous set of questions (2023–2024 field test was fixed form)
  - Test questions selected dynamically based on the student's previous responses
  - Test difficulty tailored to each individual student
  - Optional readiness test (K) is a fixed form, designed to gauge a student's readiness to participate in a computerized testing administration






# Students Practice Using Testing Tools and Supports

Grade K ELA  
Training Student







Test Directions







### Audio

Each question will be read aloud to you.

You can pause the reader's voice by selecting the **Pause**  button.

Or, you can stop the reader's voice by selecting the **Stop**  button.

If you pause or stop the reader's voice, you can restart it by selecting the **Play**  button.

Now, select the **Next**  button.





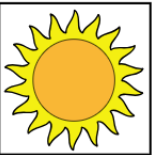
# Students Practice with Question Types from the CAT

Grade K ELA  
Training Student

DRC INSIGHT

Question: 8

Match each picture to the letter you hear at the **beginning** of the word.

S C F

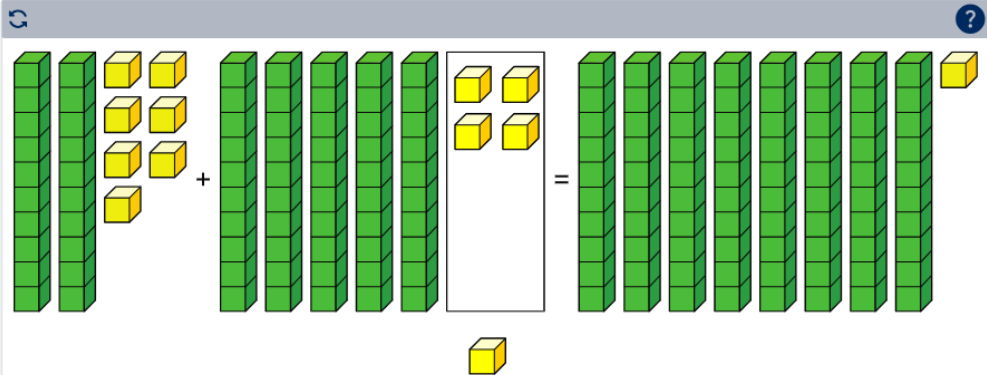
Grade 2 Math  
Training Student

DRC INSIGHT

Question: 6

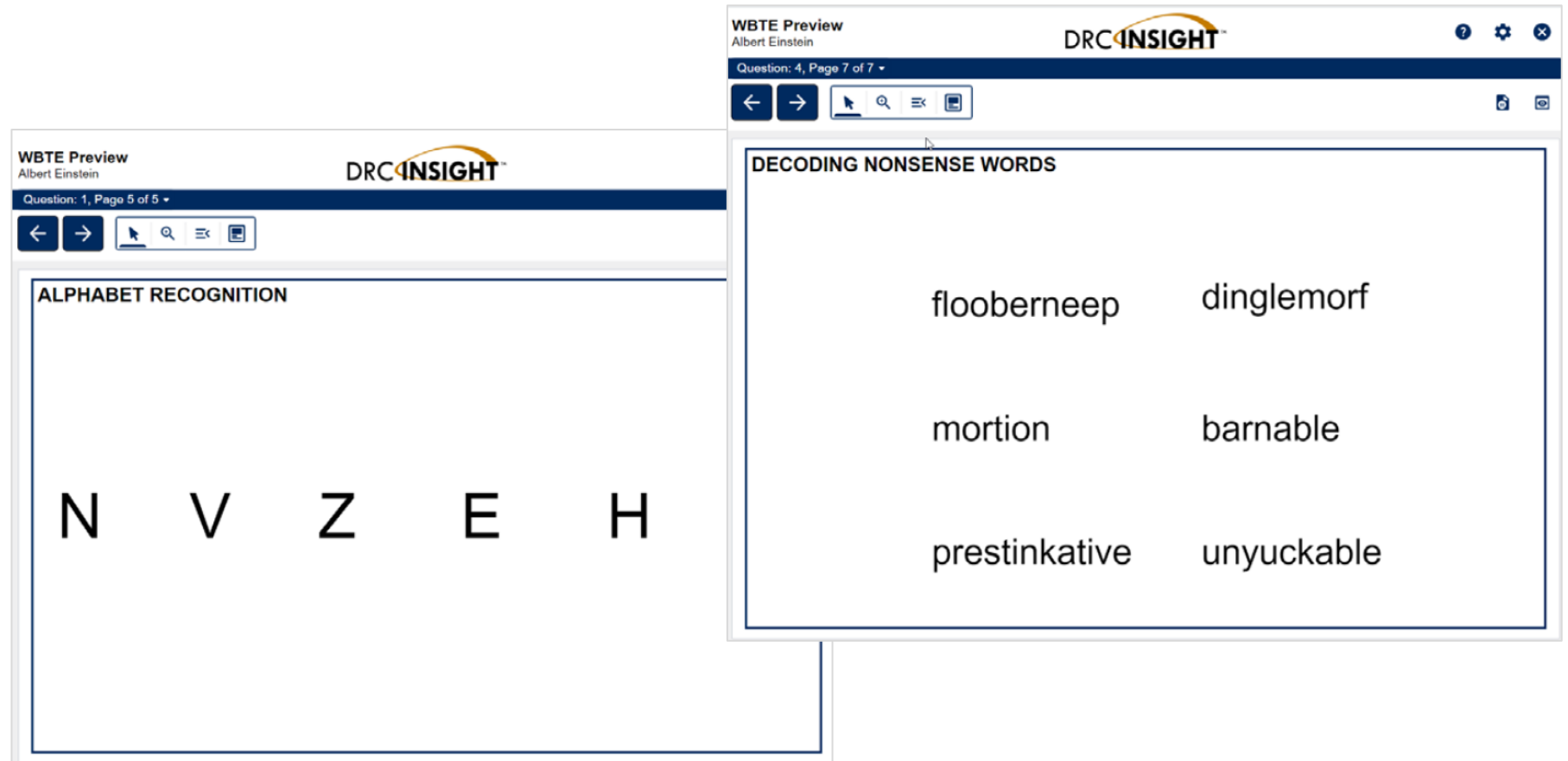
The base-ten blocks show an addition problem. Some blocks are missing from the empty box.

Move blocks into the empty box to make the addition problem true.



# Assessment Component—Teacher Administered FOLA (Fluency and Oral Language)

- Administered to students online
- Teacher scoring screen
- 1-1 or small group



# Assessment Component—Teacher Administered RAN (Rapid Automatized Naming)

- Administered to students online
- Teacher scoring screen
- 1-1

Grade 1 RAN Student

WBTE Preview  
Albert Einstein  
Question: 1, Page 2 of 2

DRC INSIGHT

WBTE Preview  
Albert Einstein  
Question: 1, Page 2 of 2

DRC INSIGHT

5	8	3	5	4
3	2	4	2	3
6	4	5	6	8
8	3	6	4	5
2	6	8	3	2

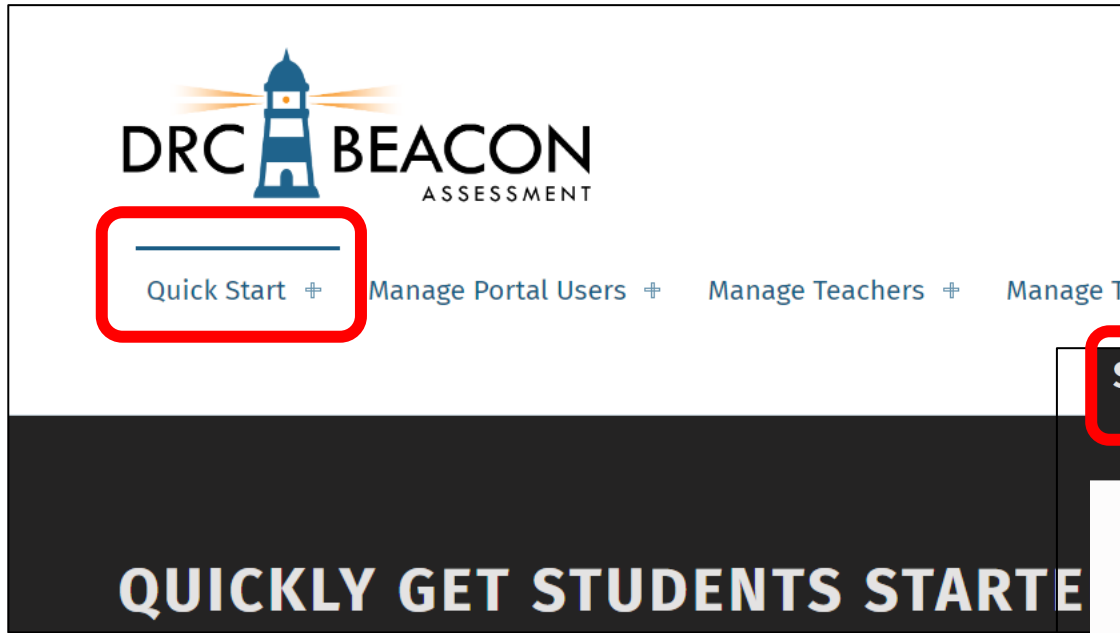
# RAN—Rapid Automatized Naming

**Components:** 5–8 objects/letters/words depending on age/grade assessed arranged randomly in an array of 6 with 5 rows. Three things needed:

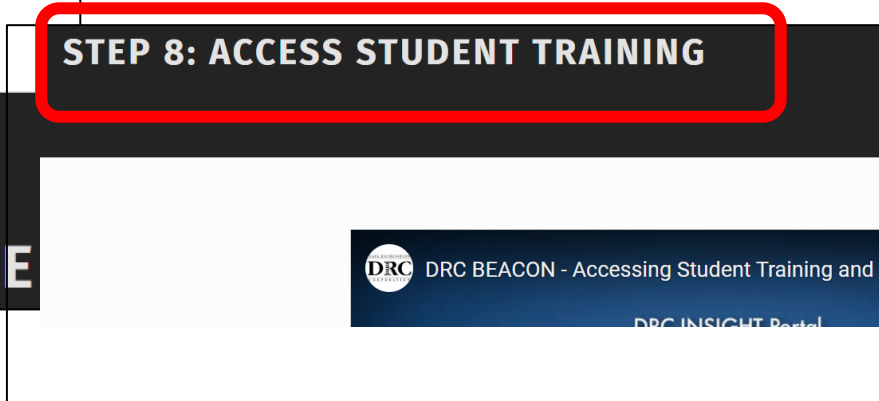
1. Items are arranged as above with up to 40–50 items that mirror the reading processing skills of connecting text from left to right
  2. Use familiar items or objects well known to the students
  3. Timing students and that the objects must be named as quickly as possible
  4. It is not a skill to be practiced and/or taught
- **Kindergarten:** cat, dog, cup, hen, frog, star
  - **First-grade numbers:** (2, 7, 3, 4, 8, 5)
  - **Second-grade letters:** (S, V, T, P, G, K)
  - **Third-grade words:** (the, red, we, of, on, yes)

# Student Practice Is Easy

[www.drcbeacontraining.com](http://www.drcbeacontraining.com)



The screenshot shows the DRC BEACON ASSESSMENT interface. The logo features a lighthouse icon. Below the logo, the 'Quick Start' menu item is highlighted with a red box. Other menu items include 'Manage Portal Users', 'Manage Teachers', and 'Manage T'. A large black banner at the bottom reads 'QUICKLY GET STUDENTS STARTE'.



The screenshot shows the DRC BEACON - Accessing Student Training and DRC INSIGHT Portal interface. A red box highlights the text 'STEP 8: ACCESS STUDENT TRAINING'. Below this, the DRC logo is visible next to the text 'DRC BEACON - Accessing Student Training and DRC INSIGHT Portal'.

# Usability, Accessibility, and Accommodations

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- Students have access to the industry-leading list of accessibility tools and accommodations that mirror classroom supports
  - These supports are appropriate to the grade level and content requirements
  - All students in grades K–2 will have HVA
  - Grade 3 students will have TTS available as an accommodation
- DRC INSIGHT's accessibility design, tools, and accommodations fulfill the universal design principles as presented by the National Center on Educational Outcomes (NCEO)
- Updates to the DRC INSIGHT platform are based on practitioner and user input and continuous technology enhancements
- DRC BEACON Early Years can be used on all supported devices and operating systems with no additional software downloads
- Third-party accessibility tools are universally accepted

# Usability, Accessibility, and Accommodation Features

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- Human Voice Audio (HVA) or Text-to-Speech (TTS)
- HVA for all passages and items in Grades K-1
- HVA for items only in Grade 2
- TTS as an accommodation in Grade 3
- Play/Replay Audio
- Line Guides
- Magnification
- Masking
- Color Contrast/Color Preferences
- Strike-Through (Grades 2-3 multiple-choice items)
- Pause
- Pointer
- Progress Bar
- Ruler Tool (for specific math items)

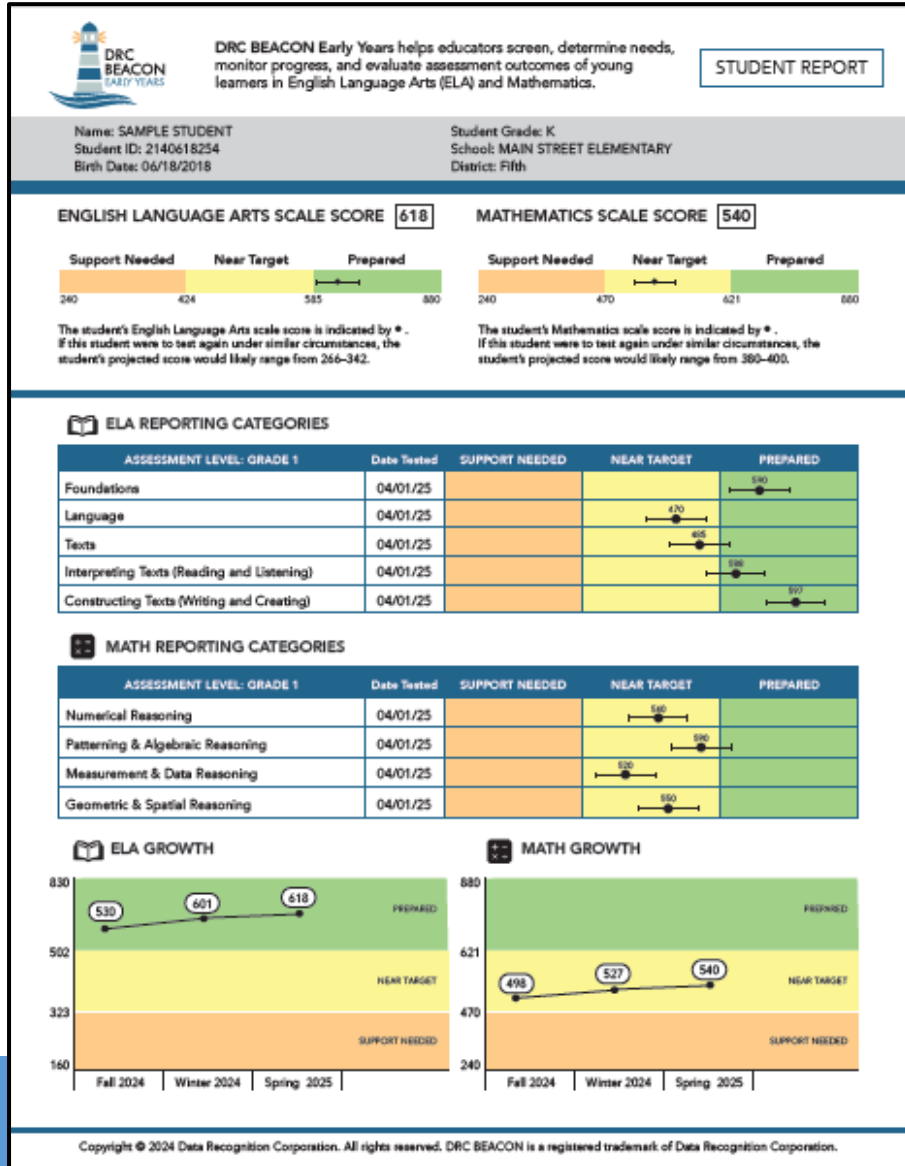
Braille forms are also available as a special order for students in grades K-3, at GaDOE cost.



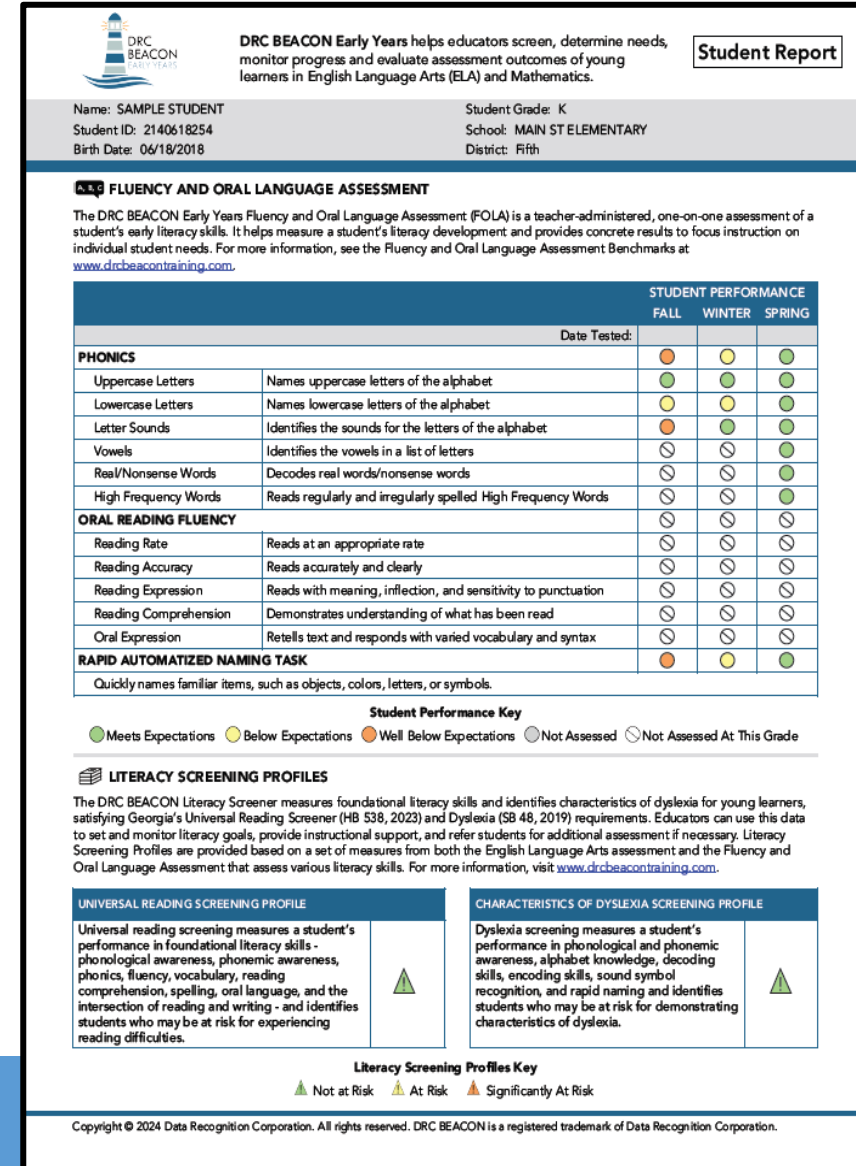
# Results and Reporting



# Educator- and Family-Friendly ISR and Literacy Profile Reports



The ELA  
& Math  
Results



The FOLA  
Results

The Literacy  
Screening  
Profile

# Taking the ELA and FOLA = a Screening Profile



## LITERACY SCREENING PROFILES

The DRC BEACON Literacy Screener measures foundational literacy skills and identifies characteristics of dyslexia for young learners, satisfying Georgia's Universal Reading Screener (HB 538, 2023) and Dyslexia (SB 48, 2019) requirements. Educators can use this data to set and monitor literacy goals, provide instructional support, and refer students for additional assessment if necessary. Literacy Screening Profiles are provided based on a set of measures from both the English Language Arts assessment and the Fluency and Oral Language Assessment that assess various literacy skills. For more information, visit [www.drcbeacontraining.com](http://www.drcbeacontraining.com).

### UNIVERSAL READING SCREENING PROFILE

Universal reading screening measures a student's performance in foundational literacy skills - phonological awareness, phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, oral language, and the intersection of reading and writing - and identifies students who may be at risk for experiencing reading difficulties.



### CHARACTERISTICS OF DYSLLEXIA SCREENING PROFILE

Dyslexia screening measures a student's performance in phonological and phonemic awareness, alphabet knowledge, decoding skills, encoding skills, sound symbol recognition, and rapid naming and identifies students who may be at risk for demonstrating characteristics of dyslexia.



### Literacy Screening Profiles Key



Not at Risk



At Risk



Significantly At Risk

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# Georgia ELA CAT Reporting Categories

<b>*3–8 Georgia Milestones Reporting Categories</b>	<b>*DRC BEACON (3–8) Reporting Categories</b>	<b>DRC BEACON Early Years Reporting Categories</b>
Key Ideas and Details	Key Ideas and Details	Foundations
Craft and Structure/Integration of Knowledge and Ideas	Craft and Structure/Integration of Knowledge and Ideas	Language
Vocabulary Acquisition and Use	Vocabulary Acquisition and Use	Texts
Reading Informational Text	Reading Informational Text	Interpreting Text (Reading and Listening)
Reading Literary Text	Reading Literary Text	Constructing Text (Writing and Creating)
Writing	Text Types and Purposes	
Language	Conventions of Standard English	
	Research	

\* ELA Reporting Categories will change in 2025 as new Georgia standards are implemented



# Georgia Math CAT Reporting Categories

Georgia Milestones 3–8 Reporting Categories	DRC BEACON (3–8) Reporting Categories	DRC BEACON Early Years (K–2) Reporting Categories
Numerical Reasoning (3–8)	Numerical Reasoning	Numerical Reasoning
Patterning & Algebraic Reasoning (3–8)	Patterning and Algebraic Reasoning	Patterning and Algebraic Reasoning
Measurement & Data Reasoning (3–5)	Measurement and Data Reasoning	Measurement and Data Reasoning
Geometric & Spatial Reasoning (3–8)	Geometric and Spatial Reasoning	Geometric and Spatial Reasoning
Probability Reasoning (7)	This content is embedded and assessed across reporting categories and the student reporting indicates the associated standards	
Functional & Graphical Reasoning (8)		

# Using ISR Information

I am...I want	Report Name(s)	Key Data or Needs	“So What?” Uses
I am an educator who administered GA BEACON Early Years	Individual Student Report	Most recent test event results	Shows weaknesses, strengths, beginning-of-year snapshot, winter or spring benchmarks, growth
I am an educator trying to help a parent understand whether or not their student needs additional services	Individual Student Report	Shows area(s) of need, drawing from performance bands earned by the student to determine strengths and weaknesses	Understand learning gaps and what instructional planning and support will address
I am an educator who administered Literacy and/or Rapid Automatized Naming Task for a K–3 student	Individual Student Report	Shows area(s) of need by student performance/ benchmark	Shows where students meet expectations and where instruction should be focused

# Batch Download— Individual Student Report

- Individual Student Report will handle up to 100 students to be downloaded
- One-time delivery with hourly refreshes based on use case
- Download tracks number of students selected
- Display shows number of students found
- Ability to search by student name, student ID, DOB, grade

Registration Window \*:

Q
SCREENER 2023-2024

State \*:

Q
WT

District \*:

Q
EPM Test District Two - WT99992

School \*:

Q
School One - 00001

Language \*:

Q
English

Registration Name :

Q

Display Students

Clear

### Students

**NOTE:** The student table has a selection maximum of 100. Once 100 is reached you'll need to unselect checkboxes. The header checkbox selects all students on the current page.

<input type="checkbox"/>	Name ↑	State Student ID	Date of Birth	Grade ↑	Action
<input type="checkbox"/>	Q	Q	Q	<input type="checkbox"/> Q	
<input checked="" type="checkbox"/>	RecordONE, Carlos	1231231231	4/4/2011	01	↓
<input checked="" type="checkbox"/>	RecordTHREE, Yannick	3453453453	5/6/2011	01	↓
<input checked="" type="checkbox"/>	RecordTWO, Xavier	2342342342	4/5/2011	01	↓
<input type="checkbox"/>	RecordFour, Sophie	7897897897	4/4/2010	02	↓
<input type="checkbox"/>	RecordSix, Isabella	9019019019	4/6/2009	02	↓
<input type="checkbox"/>	RecordFive, Amelia	8908908908	4/5/2009	03	↓
<input type="checkbox"/>	RecordSeventeen, Travis	7676767676	4/4/2009	03	↓
<input type="checkbox"/>	RecordNine, Ingrid	6556556556	4/4/2007	04	↓
<input type="checkbox"/>	RecordSeven, Hunter	4014014014	1/2/2008	04	↓



# Student Group Roster—Use Cases

I am...I want	Report Name(s)	Key Data or Needs	“So What?” Uses
I am an educator who would like to place students in groups with similar academic needs in ELA or Math	Student Group Roster	Drawing from performance bands earned by the student to determine strengths and weaknesses	Sortable table allows users to rank-order students by test score or Performance Level
I am an educator who tested a group of K–3 students for Literacy who would like to place students in groups with similar academic needs	Student Group Roster	Drawing from performance/ benchmarks earned by the student to determine strengths and weaknesses	Sortable table allows users to rank-order students by FOLA and/or RAN performance/ benchmarks

# Student Group Roster

- Customization for data elements in the FOLA, adding ability for a default view vs. an overall score view based on use cases
- ELA and Math views
- Ability to utilize a column chooser to remove columns to customize view
- Provides user ability to engage secondary filters for demographic filters
- Available at Student Group and School levels

DEFAULT VIEW PERFORMANCE LEVEL VIEW

Search...

Student Name	Student ID	Grade	Date Tested	Session Name	Overall Scale Score
Sample Student 01	123456789	3	02/15/2023	Sample Session 01	378
Sample Student 02	123456789	3	02/15/2023	Sample Session 01	404
Sample Student 03	123456789	3	02/15/2023	Sample Session 01	403
Sample Student 04	123456789	3	02/15/2023	Sample Session 01	436
Sample Student 05	123456789	3	02/15/2023	Sample Session 01	302

DEFAULT VIEW PERFORMANCE LEVEL VIEW

Search...

Student Name	Student ID	Grade	Date Tested	Session Name	Overall Scale Score	Overall Performance Level	Number and Quantity	Algebra	Measurement and Data	Geometry
Sample Student 01	123456789	3	02/15/2023	Sample Session 01	378	Prepared	Prepared	Prepared	Prepared	Prepared
Sample Student 02	123456789	3	02/15/2023	Sample Session 01	404	Prepared	Prepared	Prepared	Prepared	Prepared
Sample Student 03	123456789	3	02/15/2023	Sample Session 01	403	Needs Support	Near Target	Near Target	Near Target	Needs Support
Sample Student 04	123456789	3	02/15/2023	Sample Session 01	436	Near Target	Near Target	Near Target	Needs Support	Near Target
Sample Student 05	123456789	3	02/15/2023	Sample Session 01	302	Near Target	Near Target	Needs Support	Near Target	Near Target
Sample Student 06	123456789	3	02/15/2023	Sample Session 01	268	Needs Support	Near Target	Near Target	Near Target	Needs Support
Sample Student 07	123456789	3	02/15/2023	Sample Session 01	289	Near Target	Near Target	Near Target	Needs Support	Near Target
Sample Student 08	123456789	3	02/15/2023	Sample Session 01	472	Near Target	Near Target	Needs Support	Near Target	Near Target
Sample Student 09	123456789	3	02/15/2023	Sample Session 01	684	Near Target	Needs Support	Near Target	Near Target	Near Target
Sample Student 10	123456789	3	02/15/2023	Sample Session 01	371	Needs Support	Near Target	Near Target	Ne	Column Chooser
Sample Student 11	123456789	3	02/15/2023	Sample Session 01	705	Near Target	Near Target	Near Target	Ne	
Sample Student 12	123456789	3	02/16/2023	Sample Session 01	289	Near Target	Near Target	Needs Support	Ne	
Sample Student 13	123456789	3	02/16/2023	Sample Session 01	276	Prepared	Prepared	Prepared	P	
Sample Student 14	123456789	3	02/15/2023	Sample Session 01	395	Near Target	Needs Support	Near Target	Ne	

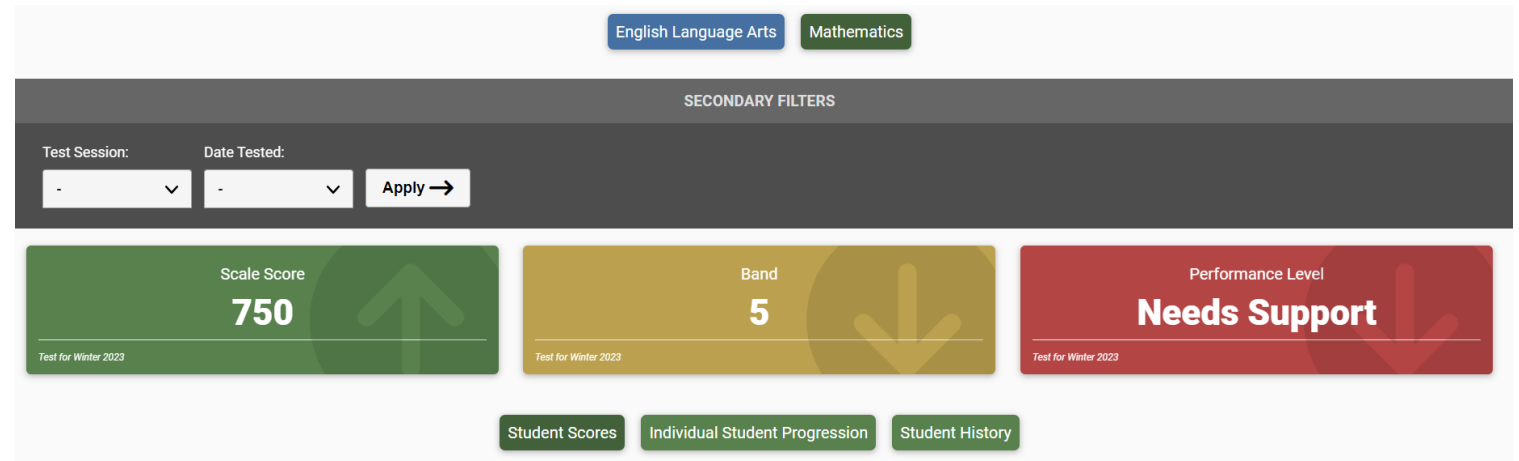
Drag a column here to hide it

# Student Dashboard

I am...I want	Report Name(s)	Key Data or Needs	“So What?” Uses
I am an educator who administered full battery. Where should I look after I've reviewed Student Roster and Individual Student Report?	Student Scores	Student Scores: Most recent test event until data from the new admin builds up	Single column display starting with fall 2024 until winter and spring assessments are completed
I am an educator who wants to use student progress on standards to plan instruction	Learning Progression	Performance Level Descriptions  Review current tested standards  Look ahead at next performance band for list of standards and context with next band up one or two levels	Understand possible learning gaps  Plan for instruction and intervention
I am trying to help a parent understand if their student might benefit from referral for additional services	Learning Progression	Performance Level Descriptors provide more granular information	Student Scores table to see how student is performing in the fall, winter, or spring seasons
I want to see student performance over the course of 24/25	Student History	Student results from fall, winter, and spring, and assessment from 24/25 and going forward	Assess students' performance over time across ELA, Math, or Literacy

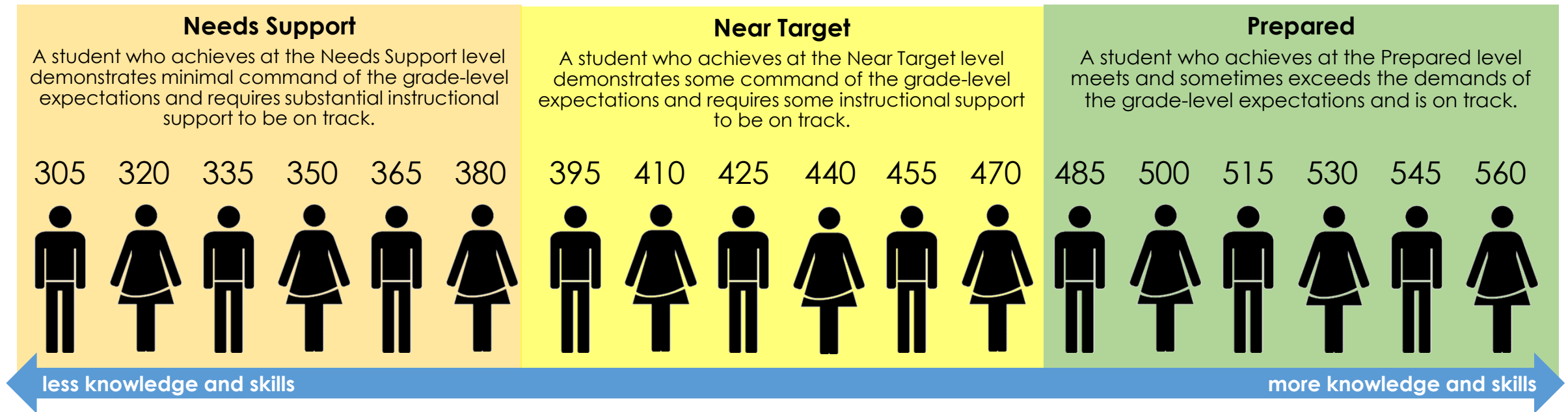
# Student Dashboard

- Contains: Student Scores
- Learning Progression
- Student History (March 2025)
- Content Areas: ELA or Math buttons
- Content Area: Literacy button will contain Student History tab (roster like) (March 2025) and Literacy elements
- Widgets on landing page will contain overall score data for quick viewing



# Performance Descriptors

On the CAT ELA assessment results, a **descriptor** for each performance level describes what students in that level typically know or can typically do by the end of the school year. This information will be considered as part of a student's Literacy profile.





# Additional Information



# Supporting Design and Delivery of Quality Literacy and Math Instruction

## DRC BEACON Early Years Supports



### BEACON EARLY YEARS SUPPORTS Letter Reversals Grades: K-1

#### Purpose:

In this activity, students name and discriminate between commonly reversed and/or confused letters and their sounds. The students will use a multi-sensory approach in forming letters using clay.

#### Materials:

Laminated alphabet cards (with a dot in the upper right hand corner); clay for every student; wax paper to roll clay on

#### Directions:

Inform the students that the dot indicates the top of the card. Show the students a pair of alphabet cards stating the names of the letters, their sounds, and a word that begins with each letter. Have the students repeat each letter name and sound after you. As you trace the letters with your finger, model verbally how the letters are the same or different.

#### For example:

"b" and "d": "b," "/b/," "bat"; "d," "/d/," "dog"  
"The 'b' body faces right, and the 'd' body faces left."

Give a pair of cards to each student (b, d; W, M; u, n; p, q; h, n; y, v; O, Q). Have the student say each letter's name and sound while tracing the letter with a finger. Allow the student time to investigate the cards (turning the 'u' upside down to see that it then looks like an 'n').

Give each student two balls of clay. Demonstrate how to make a "snake" out of the clay. Have students create two snakes. Model how to place each snake directly over the letters on the two laminated letter cards. After the students make both clay letters, have them trace each letter with a finger while saying the letter's name and sound. Allow time for the students to investigate the clay letters.

Have the students share their letters with the rest of the class. Encourage discussion by having the student trace his or her letters with a finger, while responding to the following questions/prompts:

- "Which letters are you making/did you make?"
- "What sound does the letter \_\_\_ make?"
- "Name a word that begins with the letter/letter sound \_\_\_."
- "Describe the shape of the letter \_\_\_." (round, all straight lines, line on left/right, tall, has a tail, etc.)
- "Tell/show me how you made/are making the letter \_\_\_." (I started with the circle/at the top ... or First I made the circle, then I ..., etc.)
- "How is the letter \_\_\_ the same as the letter \_\_\_?"
- "How is the letter \_\_\_ different from the letter \_\_\_?"

#### Practice:

A variation of this activity could have the students spell words, their names, or the names of objects in the classroom

## DRC BEACON Educator Instructional Strategies (BEIS)

ENGLISH LANGUAGE ARTS

### RL.2.2

#### ► Standard

Reading Literary Texts: Key Ideas and Details

RL.2.2 Recount stories, including fables and folktales from diverse cultures, to determine their central message, lesson, or moral.

#### ► Supporting Standards

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10 By the end of the year, read and comprehend literature, including stories, in the grades 2-3 text complexity band proficiently, with scaffolding at the high end of the range.

CCRA.R.2 Determine central ideas or themes of a text and analyze the text to summarize the key supporting details and ideas.

#### ► Instructional Supports

- Teach retelling/recounting by using story maps that will guide students to use plot maps, beginning-middle-end maps, and problem-solution maps. Use color to make these the different elements straight. Model color coding by using brackets or make these story elements accessible and clear when answering comprehension questions.
- Differentiate between stories, folktales, and fables by discussing the differences and providing examples of each. Keep track of these differences and examples on an anchor chart.
- Students read or watch two versions of the same Aesop fable, traditional and modern, and are available here: [Aesop's fables online](#). The two versions help students make connections between the lesson presented in each fable.
- Read a story aloud to students, or have students read with a partner or read independently. Have students fill out the [Retell Events organizer](#) to show their ability to recount the story.



ENGLISH LANGUAGE ARTS

GRADE 2

#### ► Clarifications

- It is important to note that much of teaching second grade is scaffolding behavior of good reading strategies. One way to accomplish this scaffolding is by using [I do, we do, you do](#) as a model. Additionally, it is important to teach students to organize their thinking by using multiple graphic organizers and a step-by-step model for accomplishing the task.
- The central message of a story is not the same as the main idea.
- Stories, including fables and folktales, can provide rich and timeless insights into universal lessons and morals from diverse cultures

#### ► Enrichment

##### Professional Development

- [Determining Story Elements and Central Message](#)
- [Retelling and Recounting](#)

##### Connection to Assessment

- What is an important message in the [story/fable/folktale]?
- What does [character name] learn in the story/fable/folktale?
- Which sentences best retell the story/fable/folktale?
- Put the story details in order to retell the story.

#### ► Key Terms

conflict, lesson, message, moral, problem, recount, retell, story

ENGLISH LANGUAGE ARTS

GRADE 2

#### ► Resources

- [Story Mapping](#)
- [Stories with Lessons](#)
- [How to Teach the Central Message](#)
- [Aesop's Fables](#)
- [American Folklore](#)
- [Retell Events](#)

Available  
in the  
DRC  
INSIGHT  
Portal



# DRC INSIGHT Portal

- The same site for managing all aspects of the DRC BEACON Early Years assessment

The image shows two overlapping screenshots of the DRC INSIGHT Portal. The background screenshot is the login page, and the foreground screenshot is the dashboard after a successful login.

**Login Page (Background):**

- Header: DRC INSIGHT
- Section: Sign In
- Form: Username \* and Password \* fields with a "Show Text" checkbox.
- Buttons: "Sign in" and "Forgot your password?"
- Footer: © DRC Insight 2021, Contact Us, Terms of Use, Privacy Policy

**Dashboard (Foreground):**

- Header: DRC INSIGHT
- Section: Welcome to DRC BEACON!
- Content:
  - For Educators:** To administer assessments and access reporting on the secure site, **sign in** with your e-mail address and password. The DRC BEACON training materials include interactive videos and instructions on how to manage users, test sessions, students, and student results.
  - For Students and Parents:** The **Student Tutorial** is a set of brief videos that introduces students to the DRC BEACON testing experience and offers students a preview of the testing tools. Publicly accessible versions of the Online Tools Training are available. Please copy the link into Google Chrome to access these practice opportunities. *(Note: Google Chrome is the only supported browser for this public version of the Online Tools Training)* WBTE Portal - <https://wbte.drcdirect.com/BCON/portals/bcon>
- Navigation Menu:
  - Add or Modify a Student
  - Create a Group Students
  - Assign Tests to a Group of Students
  - Start and Manage Students Testing
  - Monitor Students Testing
  - View or Download Reports
- Footer:
  - © DRC Insight 2021
  - Privacy, Terms, Support
  - DRC CORPORATION



# A Word About Technology

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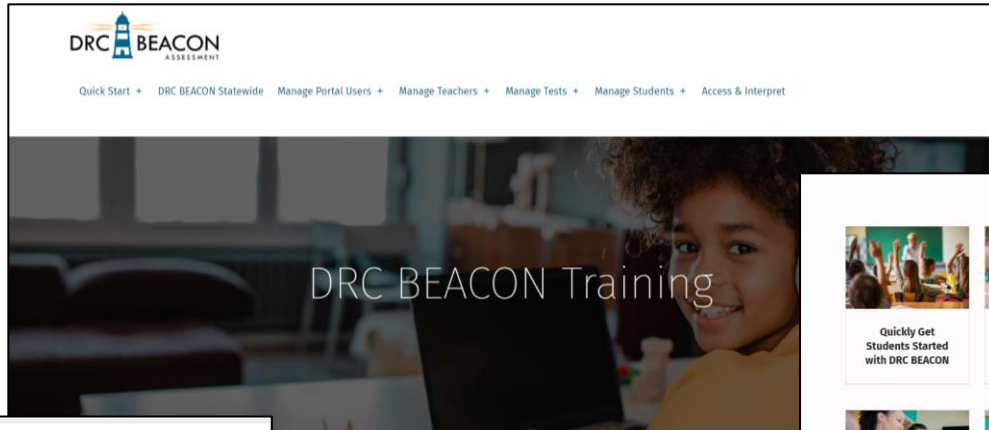
## DRC INSIGHT test engine client

- DRC INSIGHT Portal for student and technology setup
- Central Office Services (COS) Service Device for content management

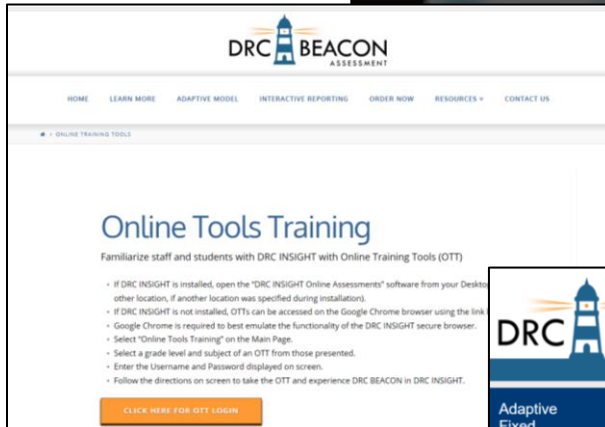
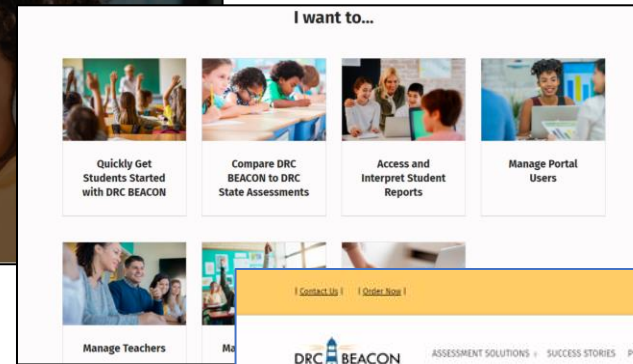
## Data File Uploads (.csv format)

1. Upload Multiple Users with the following roles:
  - District
  - School
  - Teacher
  - District Technology Coordinator
  - School Technology Coordinator
2. Multiple Student Upload
3. Rosters
4. Accommodations

# Tools for Training and Exploration—24/7!



<https://www.drcbeacontraining.com/>



## Student/Examiner Training, Parental Review



<https://drcbeacon.com/online-tools-training/>

# Why DRC BEACON Early Years?



The Early Years assessment has been designed for young Georgia learners, including a Readiness Test for Kindergarten

DRC BEACON Early Years can be used to meet BOTH the Universal Screener and Dyslexia Screening state requirements in Georgia

Fluency and Oral Language Assessment, including a RAN assessment, make good use of technology to support teacher administration

Instructional planning supports for every grade level and content area standard provide a wealth of ideas and resources for personalizing learning

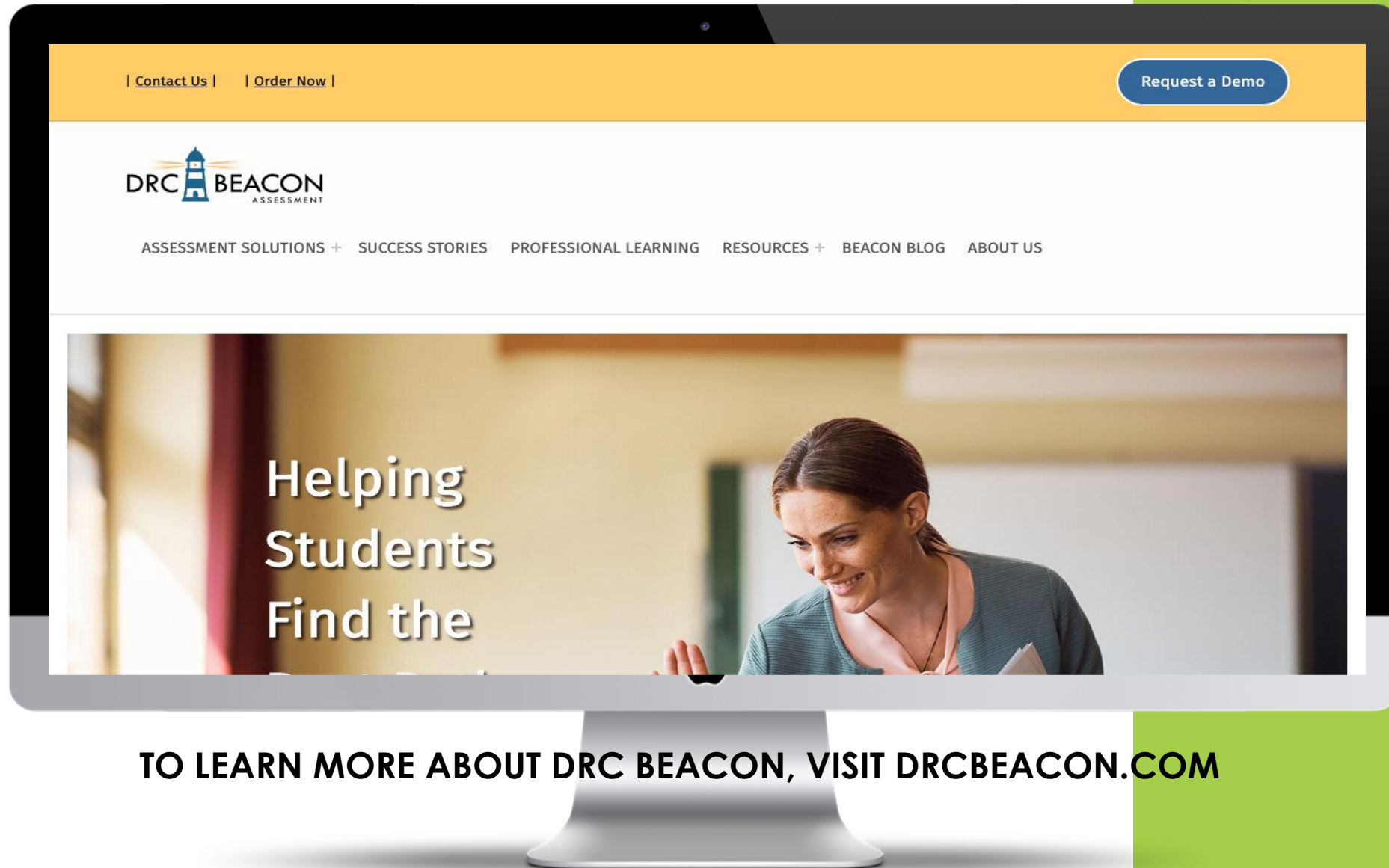
Teachers have maximum flexibility since sites can determine an assessment schedule that works for them

DRC BEACON's Early Years online items are interactive, developmentally appropriate, aligned to Georgia's standards, and utilize current technology

Student accommodations are industry leading and match those in use in classrooms and for summative assessments

Dynamic, interactive reports provide rich information for instructional planning and showcase student growth over time

# Take a Tour



# Questions? Contact Information

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866-282-2249 (option 4)



# Thank You

