

Turning the Curve on Connecticut's Achievement Gap: K-3 Reading Assessment Pilot Study

Funded by the Grossman Family Foundation (2011-2013), this pilot study examined the efficacy of an alternative assessment to the Developmental Reading Assessment (DRA2). From 2012 to 2014, the Connecticut State Department of Education continued the funding of the *Turning the Curve* pilot. The [Center for Behavioral Educational Research](#) (CBER) conducted the external evaluation to determine the efficacy of the assessment. [Read more.](#)

Reading 3D includes two assessments – the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next foundational skills assessment and the Text Reading and Comprehension (TRC), a DRA2-like assessment that collects a running record of students' reading behaviors, including comprehension, with leveled text. [Fifteen schools](#) from five priority school districts piloted the [mCLASS Reading 3D](#) (R3D) alternative technology-based reading assessment.

[Year two results](#) support the effectiveness of Literacy How Mentors:

- Students in 2nd and 3rd grade who were below benchmark early in the year, performed significantly better in schools using Reading 3D who also had a Literacy How Mentor.
- Schools with Literacy How Mentors progress monitored an average of 75% of students in need of intervention (between the beginning and middle of the year). Fewer than 8% of eligible students were progress monitored in the same period at six schools using the assessment for the first time.
- Students in the treatment plus Mentor schools performed significantly better on the Connecticut Mastery Test than students in the treatment-only schools.