

Literacy Assessment Selection Tool: Grades K-6

Assessments Required Under Ohio’s Dyslexia Support Laws

Universal screening, referred to as a tier 1 dyslexia screening measure in Ohio’s dyslexia support laws ([ORC 3323.251](#)), identifies the students whose current level of skills indicate they may be at risk of reading difficulties such as dyslexia. Districts must select tier 1 universal screening measures from the list of Ohio Department of Education and Workforce-approved assessments for this purpose.

Under Ohio’s dyslexia support laws (ORC 3323.251), the administration of an intervention-based diagnostic assessment (tier 2 dyslexia screening) is not required until after a period of progress monitoring. However, it is best practice to promptly administer an intervention-based diagnostic assessment (tier 2 screening) to students determined to be at risk and provide instructional support.

The Department will not be creating a list of approved intervention-based diagnostic assessments for tier 2 dyslexia screening. Teams working with students who are at risk of dyslexia can use this audit tool to assist in the selection of intervention-based diagnostic assessments (tier 2 dyslexia screening measures) that meet the criteria listed in the table below.

Universal Screening (Tier 1 Dyslexia Screening)	Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening)
<ul style="list-style-type: none">• Brief (10 minutes or less)• Standardized• Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)• Direct indicators of essential literacy skills• Given by classroom teachers with the support of other educators• Predictive of future reading outcomes through research-based skill levels and risk status• Include alternate forms for ongoing progress monitoring	<ul style="list-style-type: none">• Given to all students who demonstrate a need or are at risk of dyslexia• Linked to structured literacy instruction• Standardized or informal, rather than teacher-created• Norm-referenced, criterion-referenced or curriculum-based• Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions• Individually administered• Connected to specific foundational skills

Introduction and Purpose

The Literacy Assessment Selection Tool is designed to support districts in making decisions on selecting assessments as part of a district's multi-tiered system of supports (MTSS). When district literacy teams analyze and audit assessments and practices within an assessment system, they can make decisions on selection as well as deselection of assessments. This tool may be used to support districts and schools in the following related to literacy screening and assessment systems:

- Auditing current screening and assessment system for all students, including students with disabilities and English learners, in kindergarten-grade 6;
- Selecting screening measures and intervention-based diagnostics;
- De-selecting assessments; and
- Identifying professional learning or training needs.

Using the Literacy Assessment Selection Tool

PART A: GATHER INFORMATION

1. As a team, view the following introductory video: [Screening and Literacy Assessments](#) (20 minutes).
2. Reference the [Ohio Approved Dyslexia Screener List](#). Review the various screeners to determine if your current screener is on the approved list or if your team will need to choose a required screener.
3. Gather a list of current school assessments (for example, screeners, diagnostic assessments and progress monitoring tools) and information about each. This information should include what skills are targeted in each assessment.

PART B: INVENTORY COMPONENTS OF EXISTING ASSESSMENT SYSTEM

Respond to and discuss the following critical questions and considerations with your team regarding the current literacy assessment system, including universal screening measures in place in the building or district.

Critical Questions	Responses	Notes
Are all key literacy skills assessed? <i>(See Dyslexia Guidebook, p. 24)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
What is the validity of your district-wide assessments? (Remember, the minimum is .60 for validity. See the technical support manual of your designated assessment.)		
What is the reliability of your district-wide assessments? (Remember, the minimum is .90 for reliability. See the technical support manual of your designated assessment.)		
Do you have more than one screening assessment that measures the same skill? If so, what can be deselected?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
How much time is needed to administer the assessment? Who needs training on administering and interpreting the assessment?		
Universal Screeners	Responses	Notes
Does your universal screening assessment take minimal time (ideally less than ten minutes for teacher and student)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Has your team considered utilizing one universal screener for meeting both the requirements of Third Grade Reading Guarantee and the Dyslexia Law?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Does your universal screener provide accessibility guidance for learners who may require participation in the assessment using other modes of communication, language, or physical/visual access features? <i>(Refer to OCALI's website literacyaccessforall.org for detailed information about accessibility for all learners.)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional Considerations	Responses	
What assessments are conducive to your schools and students? (Ex: Consider accessibility features, English learners, student demographics, etc.)?		
What are your budget considerations?		

PART C: LEARN MORE ABOUT REQUIRED LITERACY ASSESSMENTS

For further background information regarding the various types of assessments, view the following videos:

- [Tier 1 Dyslexia Screening](#) (13 minutes)
- [Tier 2 Diagnostic Assessment](#) (16 minutes)
- [Progress Monitoring Assessments](#) (22 minutes)

PART D: AUDIT AND PLAN FOR SCHOOLWIDE LITERACY ASSESSMENTS

This assessment audit tool supports analysis of schoolwide literacy assessments by providing information on what learning expectations assessments measure, how often they are given, and each assessment's purpose. This audit has five parts, with individual tables and directions for each:

- Table 1: Tier 1 analysis based on the dyslexia laws
- Table 2: Analysis of overall literacy assessments based on best practices
- Table 3: Identifying literacy assessment needs
- Table 4: Assessment de-selection
- Table 5: Identifying professional learning needs

Table 1: Dyslexia Law Required Tier I Screener, Diagnostics and Progress Monitoring Tools

Directions: Use Table 1 below to examine current assessments and identify needs for the required Tier I Dyslexia screener, Diagnostics, and Progress Monitoring Tools. Begin at the top, left side of the chart, starting first with the Phonemic Awareness Domain. Work down the column of each Assessment Domain, refer to the rows on the right to address and discuss each assessment type within the domain for each grade level. Dark shaded boxes indicate this is not assessed at the grade level beyond the last grade indicated.

Assessment Domain	Assessment Type	What Grade Levels?				Needed?
Phonemic Awareness	Tier 1 Screening	K	1 st			
	Progress Monitoring	K	1 st	2 nd	3 rd	
	Intervention Based Diagnostic	K	1 st	2 nd	3 rd	
Letter Naming	Tier 1 Screening	K	1			
Phonics and Spelling (includes letter sound correspondence, real word reading, and non-word reading)	Tier 1 Screening - Letter Sound Correspondences	K (starting mid-year)	1 st	2 nd (through beginning of year)		
	Tier 1 Screening - Real and Nonword Reading	K (end of year, non-words)	1 st	2 nd (non-words through beginning of year)		
	Progress Monitoring	K (end of year, non-words)	1 st	2 nd	3 rd & up	
	Intervention Based Diagnostic	K (starting mid-year)	1 st	2 nd	3 rd & up	
Oral Passage Reading Fluency (ORF) - both Accuracy and Fluency	Tier 1 Screening		1 st (starting mid-year)	2 nd	3 rd & up	
	Progress Monitoring		1 st (starting mid-year)	2 nd	3 rd & up	
	Intervention Based Diagnostic		1 st (starting mid-year)	2 nd	3 rd & up	

TABLE 2: BEYOND THE LAW - BEST PRACTICES FOR LITERACY ASSESSMENT

Directions: Use Table 2 below to examine current assessments and identify needs based upon best practices for literacy. Begin at the top, left side of the chart, starting first with the Phonemic Awareness Domain. Work down the column of each Assessment Domain, refer to the rows on the right to address and discuss each assessment type within the domain for each grade level. Dark shaded boxes indicate this is not assessed at the grade level beyond the last grade indicated.

Assessment Domain	Assessment Type	What Grade Levels?				Needed?
Phonemic Awareness	Tier 1 Screening	K	1 st			
	Progress Monitoring	K	1 st	2 nd	3 rd & up	
	Intervention Based Diagnostic	K	1 st	2 nd	3 rd & up	
Letter Naming	Tier 1 Screening	K	1 st			
Phonics and Spelling (includes letter sound correspondence, real word reading, and non-word reading)	Tier 1 Screening - Letter Sound Correspondences	K (mid-year)	1 st	2 nd (through beginning of year)		
	Tier 1 Screening - Real and Nonword Reading	K (end of year)	1 st	2 nd (non-words through beginning of year)		
	Progress Monitoring	K (end of year)	1 st	2 nd	3 rd & up	
	Intervention Based Diagnostic		1 st	2 nd	3 rd & up	
	Tier 1 Screening		1 st (mid-year)	2 nd	3 rd & up	

Assessment Domain	Assessment Type	What Grade Levels?				Needed?
Oral Passage Reading Fluency (ORF) - both Accuracy and Fluency	Progress Monitoring		1 st (mid-year)	2 nd	3 rd & up	
	Intervention Based Diagnostic		1 st (mid-year)	2 nd	3 rd & up	
Listening Comprehension	Tier 1 Screening	K	1 st	2 nd	3 rd & up	
	Progress Monitoring					
	Intervention Based Diagnostic					
Vocabulary (apart from reading)	Tier 1 Screening	K	1 st	2 nd	3 rd & up	
	Progress Monitoring					
	Intervention Based Diagnostic					
Reading Comprehension (can be an oral retell)	Tier 1 Screening				3 rd & up	
	Progress Monitoring					
	Intervention Based Diagnostic					

Note: Light shaded boxes indicate these areas could be assessed, however the organization may want to consult with a speech and language pathologist or school psychologist for informal assessments to guide instruction in these areas.

TABLE 3: IDENTIFY ASSESSMENT NEEDS

Directions: Using the information gathered from Tables 1 and 2, identify what assessment(s) are needed.

Grade(s)	What assessment(s) is needed?
K	
1 st	
2 nd	
3 rd and up	

TABLE 4: ASSESSMENT DE-SELECTION

Directions: Using Tables 1-3, identify what assessments can be de-selected in your setting.

Grade(s)	What assessments can we eliminate from our assessment schedule?
K	
1 st	
2 nd	
3 rd and up	

TABLE 5: PROFESSIONAL LEARNING NEEDS

Consider the professional learning needs of educators and staff related to the administration of assessment(s) and the analysis of data.

Grade(s)	What professional learning do we need in the administration of the assessment and analysis of the data?
K	
1 st	
2 nd	
3 rd and up	

Grades	Resource Tool
K-6	<p>Administering Literacy Assessments for Students with Complex Disabilities and Complex Communication Needs (ohio.gov)</p> <p>Ohio’s dyslexia support laws require that all students in specific grade bands are administered a tier 1 universal screener, which includes students with disabilities. The Third Grade Reading Guarantee also requires the administration of a reading diagnostic to all students in specific grade bands, including students with disabilities. For students with complex communication needs and low incidence disabilities, accommodation and support are needed to ensure accurate data related to students’ reading abilities. The document Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communication Needs provides resources and recommendations for accommodations and scaffolds districts may use when administering district-wide literacy screenings and benchmarks or reading diagnostics.</p>