

Literacy Assessment Selection Tool: Grades 6-12

Introduction and Purpose

The Literacy Assessment Selection Tool: Grades 6-12 is designed to support the selection of assessments as part of a multi-tiered system of supports. An assessment audit can ensure that schools use assessments that provide data on all necessary components of reading. An audit can also ensure the efficient use of time and funding through the de-selection of unnecessary 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 grades 6 through 12
- Selecting screening measures and intervention-based diagnostics
- De-selecting assessments
- Identifying professional learning or training needs.

See the **Facilitator’s Guide for the Literacy Assessment Selection Tool: Grades 6-12** for more information on:

- Best practices in literacy assessments for students in grades 6-12
- Building a team to administer the assessment selection tool
- Detailed instructions on administering the assessment selection tool
- Tools to support team meetings and decision rules related to assessment selection
- Glossary of key terms

Using the Literacy Assessment Selection Tool

PART A: GATHER INFORMATION

1. Gather a list of current school assessments (for example, screeners, diagnostic assessments and progress monitoring tools), Early Warning Indicators, and information about each. This information should include what skills are targeted in each reading assessment.
2. Communicate with appropriate stakeholders who can provide more information about assessments and their administration.
3. Find a time (1-2 hours) and place for the team to meet. If needed, assign a facilitator, timekeeper, and note taker to ensure a smooth process.

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
Is there a universal screener to identify students at risk of reading difficulties?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Are key literacy skills for middle and/or high school students assessed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
What is the validity of your district-wide assessments? (<i>The minimum is .60 for validity. See the technical support manual of your designated assessment.</i>)			
What is the reliability of your district-wide assessments? (The minimum is .90 for reliability. See the technical support manual of your designated assessment.)			
Are assessments used for multiple purposes? If so, how are they used?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
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	
Are all students screened for risk of reading difficulty (including Early Warning Indicators)? <i>If no, how are determinations made about who to screen?</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the school schedule provide enough time for all necessary assessments? If no, what barriers prevent adequate assessment time?	<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?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
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	
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 LITERACY ASSESSMENTS

Ohio’s Literacy Academy on Demand provides courses that address various types of reading assessments and the interventions they inform. Each course takes 45-60 minutes to complete and is designed for middle and high school educators.

- [Comprehensive System of Assessments](#)
- [Designing Interventions](#)
- [Intervention Through Data-Based Decision Making](#)
- [Progress Monitoring](#)

[Implementing Ohio’s Plan to Raise Literacy Achievement: Resources for School Leaders](#) provides guidance on implementing evidence-based literacy practices, including assessment and intervention.

To learn about requirements for screening and monitoring for dyslexia under Ohio Revised Code (ORC) 3323.251, refer to [Ohio's Dyslexia Guidebook](#).

PART D: AUDIT AND PLAN FOR SCHOOLWIDE LITERACY ASSESSMENTS

This assessment 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: Screening Assessments for Grades 6-12
- Table 2: Diagnostic and Progress Monitoring for Grades 6-12
- Table 3: Identifying Assessment Needs
- Table 4: Assessment De-selection
- Table 5: Identifying Professional Learning Needs

Table 1: Screening Assessments for Grades 6-12

Directions: Use Table 1 below to examine current assessments used for screening students. Begin at the top, left side of the chart and work down the column of each Assessment Domain. Type an x in the box for each grade level where the assessment is already utilized. Refer to the rows on the right to address and discuss each assessment type within the domain for each grade level where the assessment is utilized. Dark shaded boxes indicate this is not assessed at the grade level.

Early warning indicators can be used as a multiple gated assessment system to identify students who may struggle to read and need additional intervention support. Early warning indicators can identify students who may need additional support so identified students should be provided with diagnostic assessments to identify their specific reading difficulties. Early warning indicators are typically not used until students reach 9th grade.

Assessment Domain	Assessment Type	Grade Level				Needed?
		6	7	8	9+	
Comprehension	Tier 1 Screening					
Vocabulary	Tier 1 Screening					
Oral Passage Reading Fluency (ORF) – both Accuracy and Fluency	Tier 1 Screening					
Early Warning Indicators						
Course Grades	Early Warning Indicator					
Ohio’s State Tests	Tier 1 Screening					
Grade Point Average	Early Warning Indicator					
Attendance	Early Warning Indicator					
Behavior	Early Warning Indicator					

Table 2: Diagnostic and Progress Monitoring for Grades 6-12

Directions: Use Table 2 below to examine current diagnostic and progress monitoring 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. Make sure to note how each skill is measured via diagnostic assessment and how change in that skill is assessed via progress monitoring.

Assessment Domain	Assessment Type	Grade Level				Needed?
		6	7	8	9+	
Phonemic Awareness	Diagnostic					
	Progress Monitoring					
Letter Naming	Diagnostic					
	Progress Monitoring					
Phonics and Spelling (includes letter sound correspondence, real word reading, and non-word reading)	Diagnostic					
	Progress Monitoring					
Listening Comprehension	Diagnostic					
	Progress Monitoring					
Fluency	Diagnostic					
	Progress Monitoring					

Assessment Domain	Assessment Type	Grade Level				Needed?
		6	7	8	9+	
Vocabulary	Diagnostic					
	Progress Monitoring					
Reading Comprehension (can be an oral retell)	Diagnostic					
	Progress Monitoring					

Table 3: Identify Assessment Needs

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

Grade Level	What assessment(s) is needed?
6	
7	
8	
9 and above	

Table 4: Assessment De-Selection

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

Grade Level	What assessment(s) can we eliminate from our assessment schedule?
6	
7	
8	
9 and above	

Table 5: Professional Learning Needs

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

Grade Level	What professional learning do we need in the administration of the assessment and analysis of the data?
6	
7	
8	
9 and above	