



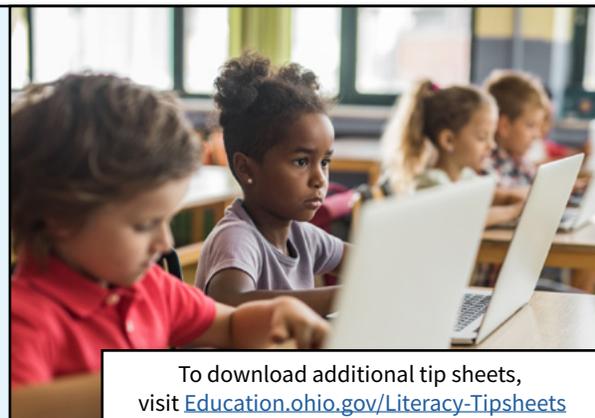
# All About Assessment

[Ohio's dyslexia support laws](#) and the [Third Grade Reading Guarantee](#) have specific requirements for schools and districts to identify and assist students who may be at risk for dyslexia or read below grade level. Both laws include requirements for universal screening, intervention-based diagnostic assessments, and progress monitoring. These assessments provide educators with data to inform instruction and address student learning needs.

## Requirements Under Law

### [Under the dyslexia support laws:](#)

- **Universal Screening:** Administer a Universal (tier 1) [dyslexia screener](#) to:
  - All students enrolled in kindergarten, or a student who transfers into the district or school midyear and is enrolled in kindergarten
  - A student enrolled in grades 1-6, if the student's parent or guardian requests the screening measure OR the classroom teacher requests the screening measure AND the student's parent or guardian grants permission
- **Intervention-Based Diagnostic Assessment:** Administer an intervention-based diagnostic (tier 2) screener to students who continue to exhibit risk for dyslexia. A tier 2 screener can also be administered immediately to any student who received a universal tier 1 screener in lieu of the progress-monitoring period.
- **Progress Monitoring:** Monitor the progress of each at-risk student toward attaining grade-level reading and writing skills for up to six weeks. The district or school must also check each at-risk student's progress on at least the second, fourth, and sixth weeks after the student is identified as being at risk.



To download additional tip sheets, visit [Education.ohio.gov/Literacy-Tipsheets](https://Education.ohio.gov/Literacy-Tipsheets)

### [Under the Third Grade Reading Guarantee laws:](#)

- **Universal Screening:** Annually administer a reading diagnostic assessment (also known as a screener) to all kindergarten through grade 3 students, including those with disabilities, to determine whether a student is on-track or not on-track for reading at grade level.
- **Intervention-Based Diagnostic Assessment:** Provide regular diagnostic assessments to students identified as having reading skills below grade level.
- **Progress Monitoring:** Develop a process for monitoring the implementation of instructional services and regularly analyze the students' reading progress

## DID YOU KNOW?

- ✓ Districts and schools can meet the universal screening requirements of the Third Grade Reading Guarantee and the dyslexia support laws using ONE assessment that is approved for both purposes. The Ohio Department of Education and Workforce maintains a [list of approved assessments](#) that fulfill both requirements. By leveraging overlapping requirements for universal screening, the number of assessments can be minimized and instructional time can be maximized.
- ✓ The goal of assessments is to guide instruction and intervention, rather than to deliver the diagnosis of dyslexia or determination of eligibility for special education.
- ✓ **State achievement tests** are administered beginning in grade 3. They show how well students are performing in the knowledge and skills outlined in [Ohio's Learning Standards](#). These tests help guide and strengthen future teaching to be sure students are prepared for long-term success in school, college, careers, and life. Educators should use screeners and diagnostic assessments for detailed information about a student's skills and areas of need.





## Let's Dig Deeper into Assessments

	UNIVERSAL SCREENING	INTERVENTION-BASED DIAGNOSTIC ASSESSMENT	PROGRESS MONITORING
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Measures indicators of essential early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Problem analysis</li> <li>• Closely linked to instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing evaluation</li> <li>• Repeated measurement of targeted area(s) of instruction to guide decision making</li> <li>• Aligned to universal screening measures and core instruction</li> </ul>
<b>Questions Answered</b>	<ul style="list-style-type: none"> <li>• Which students and systems (core instruction, interventions, etc.) need support?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the problem happen-ing and what supports are needed?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the support working or should instruction change?</li> </ul>
<b>Best Practice</b>	<ul style="list-style-type: none"> <li>• Administer three times a year.</li> <li>• Consider tier 1 dyslexia screening in grades 6-8, grade 9, or upon entry to high school.</li> </ul>	<ul style="list-style-type: none"> <li>• Administer to students determined to be at risk and provide instructional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitor weekly following the start of small-group structured literacy instruction.</li> </ul>

### DO's for Using Assessment to Drive Core Instruction

- 👍 **DO** develop a district wide screening protocol within Ohio's Integrated Multi-Tiered System of Supports framework.
- 👍 **DO** consult the Department's list of approved assessments that fulfill the universal screening requirements of both laws and consider using ONE assessment that is approved for BOTH.
- 👍 **DO** notify parents or guardians of screening results if the student is not on-track or at risk for dyslexia.
- 👍 **DO** use assessments to drive core instructional decisions (such as a selection of high-quality instructional materials, Reading Improvement and Monitoring Plan (RIMP) planning, progress monitoring, and so forth).
- 👍 **DO** administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the students and any necessary changes to core instruction or interventions.
- 👍 **DO** monitor progress to provide for instructional decisions and interventions that are targeted at the student's identified reading deficiencies. Share progress with parents/guardians frequently!
- 👍 **DO** use assessments to guide the development of district Reading Improvement Plans or Reading Achievement Plans.

### Check It Out:



- The [National Center on Improving Literacy](#) encourages the implementation of screening and intervention protocols to assess risk for dyslexia and other reading difficulties.
- **Ohio's Literacy Academy on Demand** provides brief courses for [grades K-5](#) and [grades 6-12](#) that address various types of reading assessments and the interventions they inform.
- The Department's **Literacy Assessment Selection Tools** for grades [K-6](#) and [6-12](#) are designed to support the selection of assessments as part of an integrated multi-tiered system of supports.