



Increasing Early Literacy Outcomes Through an Assessment Audit

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This session is sponsored by Step By Step Learning®.



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Objectives

1. Understand the value of an assessment audit
2. State the 4 purposes of assessment
3. Identify 5 essential skills to be assessed
4. Know the characteristics of assessments designed for each of the four purposes
5. Begin to identify district gaps where assessment is needed
6. Begin to consider redundancies where more assessment is conducted than necessary

ESSA support for conducting an audit

Funds from certain ESSA programs may be used by States and districts to conduct assessment audits, improve the quality of assessments, and develop systems to support the use of assessment results to improve teaching and learning. (everystudentsucceedsact.org/)

[Sec. 1202. State Option to Conduct Assessment System Audit, S. 1177–80]

Beginning with FY17 funds, section 1202 of the ESSA provides for state grants, and for states to make sub-grants to districts to:

- conduct state and district audits (that include such things as schedule, purpose, and feedback on the tests from stakeholders);
- develop state plans to improve and streamline the State assessment system, such as:
 - eliminating unnecessary tests
 - disseminating best practices, and
 - supporting district efforts to streamline assessments and regularly review assessments.

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Important features of an assessment audit

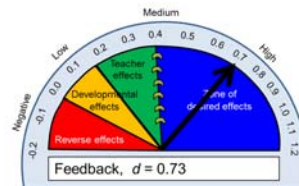
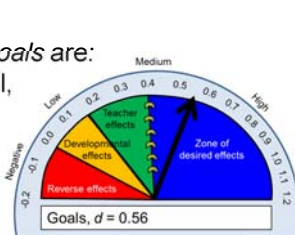
1. Address the purposes for which the assessment was designed and purpose for which it is used.
2. Examine the use of assessment data to improve and differentiate instruction.
3. Consider whether administrators, teachers, principals, school leaders, parents, and students, if appropriate, find the assessment useful.
4. Eliminate any unnecessary assessments that take time and resources away from instruction.
5. Support the dissemination of best practices to improve teaching and learning.

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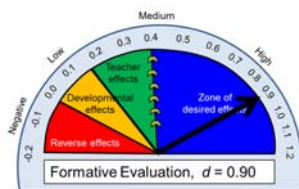
Assessment audit big idea

Assessment is valuable if we **use** the data to improve and differentiate instruction and enhance outcomes.

Desirable *Goals* are:
Meaningful,
Attainable,
Ambitious



Feedback to teachers & students: Is what we are doing working?



Progress Monitoring and Formative evaluation was the 3rd largest effect on student achievement (Hattie, 2009)

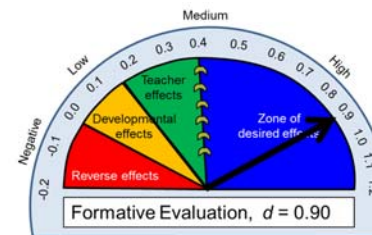
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Why assess and monitor progress?

To **do something** with the information, and use it to adjust instruction to meet individual student needs and improve outcomes.

It's more than a check off!

Assessment done?



8/5/2015

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Purposes of assessment

Screening

The brief, standardized testing of all students on key skill indicators to identify who is and is not on track to meet future reading outcomes.

Diagnostic

In-depth testing of some students for the purpose of identifying the specific skills to teach.

Progress Monitoring

Frequent, repeated, ongoing measurement of key skill indicators to determine progress toward a future goal/outcome.

Outcome Evaluation

Measurement of achieving the goal or outcome at the end of a unit, semester/trimester or the end of the school year.

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Assessment purpose: Student questions

Assessment purpose	Student-level questions
Screening	Which students may need support?
Diagnostic	Are we reasonably confident that the identified students need support?
	What are the student's skills and needs? What is the plan of support for the student, including goals and plan for progress monitoring?
Progress monitoring	Is each student making adequate progress?
	Is the support effective for each individual student?
Outcomes	Has the support been effective for individual students?
	Has the student met his/her goal?
	Which students may need support?

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Assessment purpose: System questions

Assessment Purpose	System-level questions
Screening	Are there students who may need support? How many students may need support?
Diagnostic	Are we reasonably confident in the accuracy of our data overall? At what grade levels and/or in what areas may support be needed? What are our system-wide goals? What is our system-wide plan for support?
	Are we making progress toward our system-wide goals? Is our system of support generally effective?
Outcomes	Have we met our system-wide goal? Is our system of support effective? <i>Are there students who may need support?</i> <i>How many students may need support?</i>

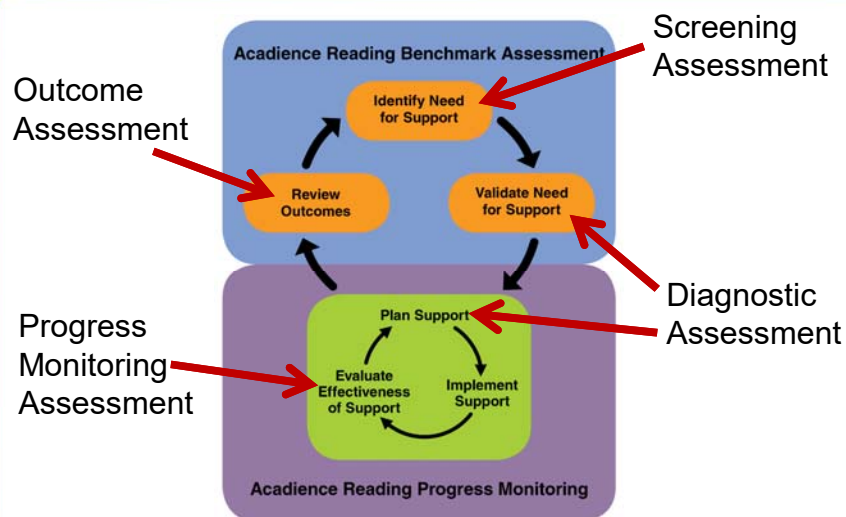
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Assessment purpose: System questions

Assessment Purpose	Outcomes-Driven Model
Screening	Identify need for support
Diagnostic	Validate need for support
	Plan and implement support
Progress monitoring	Evaluate and modify support
Outcomes	Review outcomes

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Outcomes-driven model and assessment purposes



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Why we need assessments for all 4 purposes

- Identifying students who need support early, before they have an established difficulty, is critical for early intervention and **prevention**
- We can have the **greatest impact** for the most students when we intervene and provide support early.
- We can prevent over-representation when we differentiate instruction to meet student's learning needs.
- Students with dyslexia can be identified early with differentiated instruction and progress monitoring.

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Critical reading skills for assessment audit

The National Reading Panel has identified 5 essential skills for teaching children to read. Assessment informs instruction in each area.

<https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>

1. Vocabulary and oral language including listening comprehension.

A reader can decode a word to speech. If it is in the reader's oral vocabulary and oral language skills, they will be able to understand it.

Students with greater vocabulary and oral language have greater success learning to read.

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2. Phonemic awareness.

The understanding that spoken words are made up of a sequences of individual sounds.

Cat is composed of the sounds: /k/ /a/ /t/.

Students with phonemic awareness have greater success in learning phonics.

3. Alphabetic principle, basic phonics, and advanced phonics.

Phonics is the system of letter-sound relationships that is the foundation for decoding words in print.

Students who understand phonics are better able to read words with accuracy and fluency.

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4. Accuracy and fluency reading connected text.

Reading that is accurate (without too many errors) and at a reasonable rate with proper expression.

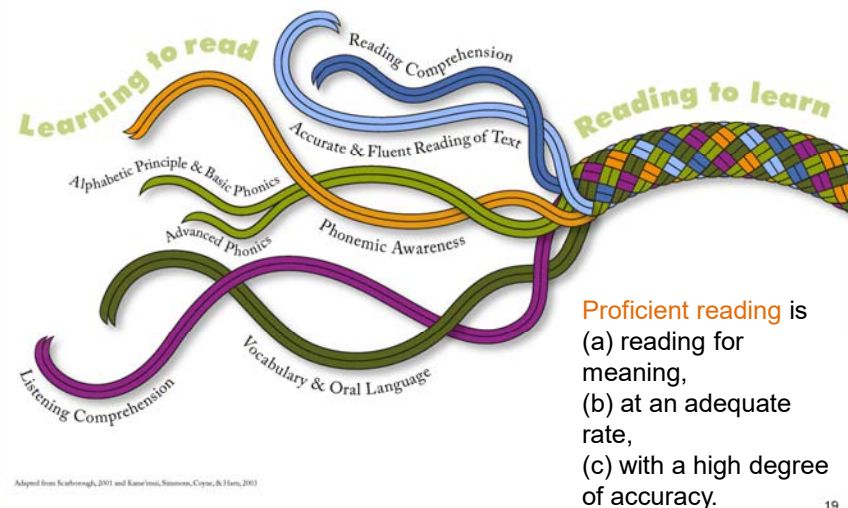
Fluent readers comprehend text better than non-fluent readers.

5. Reading comprehension.

Reading for meaning. "Reading comprehension has come to be the "essence of reading" (Durkin, 1993), essential not only to academic learning in all subject areas but to lifelong learning as well." (NRP, 2000)

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Basic reading skills: The science of reading



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Critical reading skills and grade levels

Skill	Kindergarten	Grade 1	Grade 2	Grade 3
Vocabulary and oral language	All students	All students	All students	All students
Phonemic awareness	All students	Some students as needed	A few students as needed	A few students as needed
Alphabetic principle and basic phonics	All students	All students	Some students as needed	A few students as needed
Accuracy and fluency with connected text		All students	All students	All students
Reading comprehension		All students	All students	All students

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Selecting Screening Assessments

- ▶ **Useful** for differentiating and improving instruction to enhance reading outcomes
- ▶ Brief and efficient indicators of critical skills.
- ▶ **Universal screening for all students** in K-3. Targeted assessment for phonemic awareness and phonics is sufficient for later grades.

Standardized

Predictive

Reliable

Valid

	K	G1	G2	G3
Vocabulary & Oral Lang	X	X	X	X
Phonemic Awareness	X	X	T	T
Basic Phonics	X	X	X	T
Accuracy and Fluency		X	X	X
Reading Comprehension		X	X	X

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Universal screening for phonemic awareness and basic phonics skills

School: Delight Valley
Grade: First Grade, Beginning of Year
Year: 2014-2015
Class: Wimmer, K.

Classroom Report

Acadience Reading K-6

Legend: ■ At or Above Benchmark / Likely to Need Core Support ■ Below Benchmark / Likely to Need Strategic Support ■ Well Below Benchmark / Likely to Need Intensive Support

NAME	LNF		PSF		NWF		READING COMPOSITE SCORE		Score Level
	Score	Local Percentile	Score	Local Percentile	Score	Local Percentile	Score	Local Percentile	
N. Bradley	14	3	10	< 1	5	< 1	29	< 1	Well Below Benchmark
M. Evan	30	17	5	< 1	14	8	49	2	Well Below Benchmark
G. Shawn	22	8	18	5	12	6	52	2	Well Below Benchmark
A. Paulina	21	7	37	34	23	21	81	16	Well Below Benchmark
T. Mariana	39	36	29	14	22	19	90	63	Well Below Benchmark
Q. Tessa	39	36	35	26	25	30	99	27	Below Benchmark
P. Theo	41	42	19	6	41	65	101	78	Below Benchmark
A. Sage	40	38	40	44	24	25	104	34	Below Benchmark
D. William	34	24	43	57	29	42	106	36	Below Benchmark
K. Alyssa	57	82	36	30	23	21	116	48	At or Above Benchmark
A. Tori	45	54	41	48	40	62	126	55	At or Above Benchmark
S. Michael	44	52	36	30	46	73	126	55	At or Above Benchmark
E. Frederick	53	76	40	44	36	54	129	59	At or Above Benchmark
L. Tyra	53	76	33	22	46	73	132	63	At or Above Benchmark
A. Jillian	43	49	52	84	42	68	137	67	At or Above Benchmark
S. Estrella	47	59	51	80	39	60	137	67	At or Above Benchmark
J. Paul	53	76	40	44	46	73	139	69	At or Above Benchmark
M. Emilio	48	63	53	86	39	60	140	71	At or Above Benchmark
A. Nicholas	43	49	46	63	58	88	147	78	At or Above Benchmark
GOAL			40		27		113		
AVERAGE	40.3		34.9		32.1		107.4		

Screening information can be useful for differentiating and improving instruction

1 Grade 1 Beginning of Year Initial Instructional Grouping Suggestions

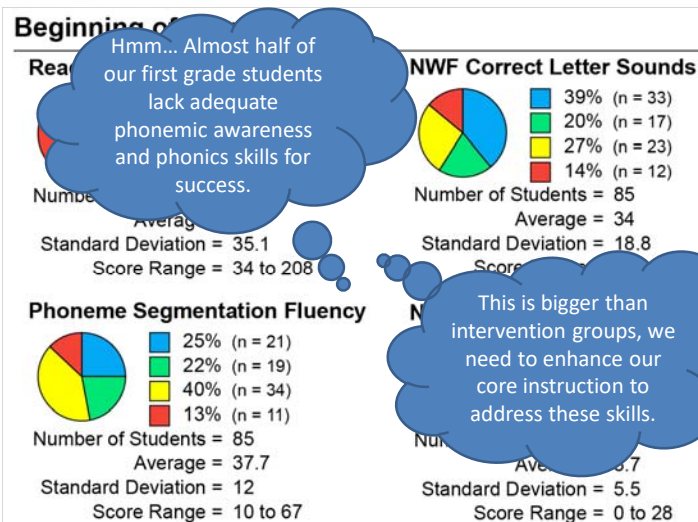
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Group 1: Likely to Need Core Support			Group 2: Additional support on the alphabetic principle and basic phonics skills		
Phonemic Awareness	Alphabetic Principle and Basic Phonics	Score	Phonemic Awareness	Alphabetic Principle and Basic Phonics	Score
At or Above Benchmark	Below or Well Below Benchmark (PSF is below 40)		At or Above Benchmark (PSF is 40 or higher)	Below or Well Below Benchmark (NWF-CLS is below 27)	
William					
Tori					
Frederick					
Estrella					
Jillian					
Paul					
Emilio					
Nicholas					

These students need support targeting both phonemic awareness and basic phonics skills

Group 3: Additional support on phonemic awareness			Group 4: Additional support on phonemic awareness skills as well as the alphabetic principle and basic phonics skills		
Phonemic Awareness	Alphabetic Principle and Basic Phonics	Score	Phonemic Awareness	Alphabetic Principle and Basic Phonics	Score
Below or Well Below Benchmark (PSF is below 40)	At or Above Benchmark (NWF-CLS is 27 or higher)		Below or Well Below Benchmark (PSF is below 40)	Below or Well Below Benchmark (NWF-CLS is below 27)	
Theo					
Michael					
Tyra					

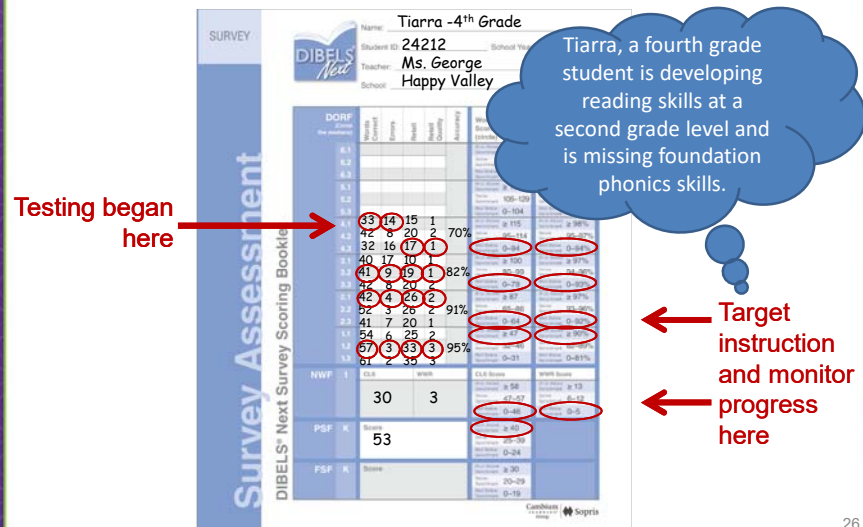
Screening can inform systems-level decisions about curriculum and instruction



Selecting diagnostic assessments

- ▶ Use to identify what **skills to teach**, what **instructional goal** to select, **how much support**
- ▶ **A few students**, not universal
- ▶ Identify students who have **missed foundation skills** from earlier grades
- ▶ In-depth assessment of specific skills as needed
- ▶ More time and resources per student than screening
- ▶ Flexible
- ▶ Untimed

Acadience Reading Survey: Out of level assessment to identify missed skills/levels



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Acadience Reading Diagnostic WRD to examine specific skills to target support

Table 1. DIBELS Next Routing to DIBELS Deep

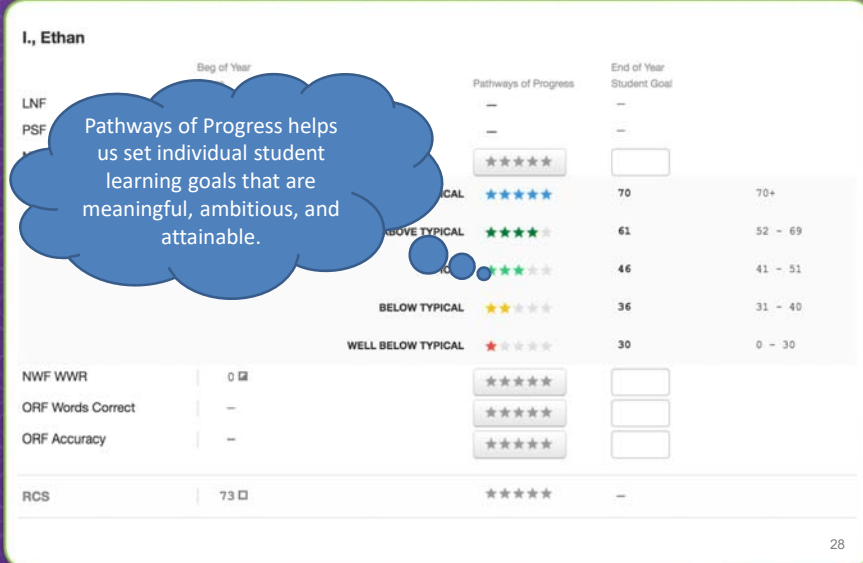
Measure	Benchmark Status	Student Performance	Suggested Deep Starting Point
L1 DORF	Below or Well Below	below 90% accuracy	PA Section A1
L2 DORF	Below or Well Below	below 90% accuracy	PA Section C1
L3 DORF	Below or Well Below	below 90% accuracy	PA Section D2
L4 DORF	Below or Well Below	below 90% accuracy	Do not administer Deep PA
L5 DORF	Below or Well Below	below 90% accuracy	WRD Form 1 Section A1
L6 DORF	Below or Well Below	below 90% accuracy	WRD Form 2
L7 DORF	Below or Well Below	below 90% accuracy	WRD Form 1 Section B1
L8 DORF	Below or Well Below	below 90% accuracy	WRD Form 2
L9 DORF	Below or Well Below	below 90% accuracy	Survey back* to NWF
L10 DORF	Below or Well Below	below 90% accuracy	WRD Form 2 & WRD Form 3
L11 DORF	Below or Well Below	below 90% accuracy	Survey back* to L1
L12 DORF	Below or Well Below	below 90% accuracy	WRD Form 4**
L13 DORF	Below or Well Below	below 90% accuracy	Survey back* to L2
L14 DORF	Below or Well Below	below 90% accuracy	WRD Form 5**
L15 DORF	Below or Well Below	below 90% accuracy	Survey back* to L3
L16 DORF	Below or Well Below	below 90% accuracy	WRD Form 5**
L17 DORF	Below or Well Below	below 90% accuracy	Survey back* to L4
L18 DORF	Below or Well Below	below 90% accuracy	WRD Form 5**
L19 DORF	Below or Well Below	below 90% accuracy	Survey back* to L5
L20 DORF	Below or Well Below	below 90% accuracy	WRD Form 5**

Notes: *See DIBELS Next Survey Manual. **Check words correct and Survey back* if appropriate. DIBELS Next Survey is designed to work with DIBELS Next to identify Mastery Level, Instructional Level, and Progress Monitoring Level. DIBELS Next Survey is also designed to work with DIBELS Deep to identify an entry level for diagnostic assessment.

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Acadience Reading – Pathways of Progress individual goal setting utility



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Individual-student instructional goal for Ethan

Ethan's Initial Skills in First Grade

We can set an individual student learning goal for Ethan that is meaningful, ambitious, and attainable.

- ▶ 27 PSF
- ▶ 17 NWF CLS
- ▶ 0 NWF WWR

Ethan's End of Year Goal:

By the end of the year, Ethan will use basic phonics skills and understanding of the alphabetic principle to identify at least 58 correct letter sounds and read at least 15 whole words in one minute on an Acadience Reading NWF form. Ethan also will read aloud a first-grade Acadience Reading ORF passage at a rate of 52 or more words correct per minute with at least 95% accuracy.

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System-level, school-wide first grade goal

Grade Level: **1** Benchmark Period: **X** BOY ___ MOY ___ EOY

Measure	Skill	% At/Above Benchmark	Goal	
			MOY	EOY
Phonemic Awareness	Phonics: letter sounds	56%	70%	85%
	Phonics: letter sounds	61%	*(95%)	
	Phonics: letter sounds	58%	72%	85%
Nonsense Word Fluency	WWR	65%	75%	85%
Oral Reading Fluency	WC		75%	85%
	Accuracy		75%	85%
	Retell		75%	85%
Maze			75%	85%

We set a school-wide phonemic awareness and phonics goal to have at least 85% of our students on track. Are we ambitious enough?

* We want to provide support and monitor progress for the 39% of students who have scores below the benchmark on PSF, or at least retest those students at MOY. Our goal is that 100% of the students with scores below the benchmark at BOY will score at/above the benchmark by MOY.

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Use current status and goals to develop a school-wide system of Support

Tier	Who	What	When	Where	Staff
3	A few students	Small, flexible, skill-based groups of 2-3 students			Teachers, Reading Specialists
2	Some students	Small, flexible, skill-based groups of 3-5 students	30-45 minutes 3x/week	Sidewalks	
1	All students	20-30 minutes whole group 60-70 minutes flexible, skill-based small groups	90-120 minutes/day	Reading Street Read Naturally	Teachers/TAs

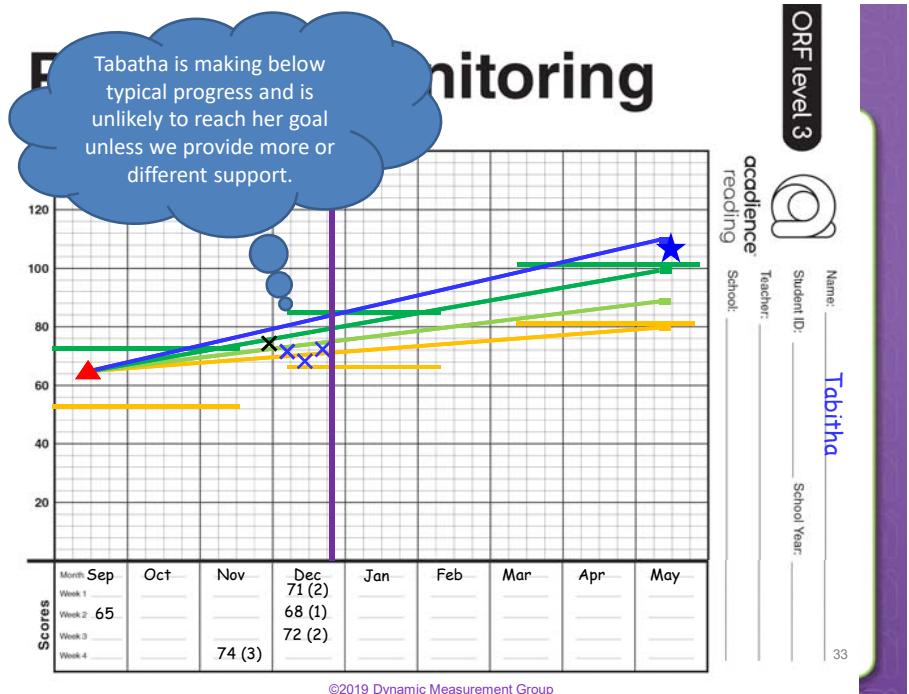
To meet our school-wide phonemic awareness and phonics goals, we have developed a plan for our core instruction for all students.

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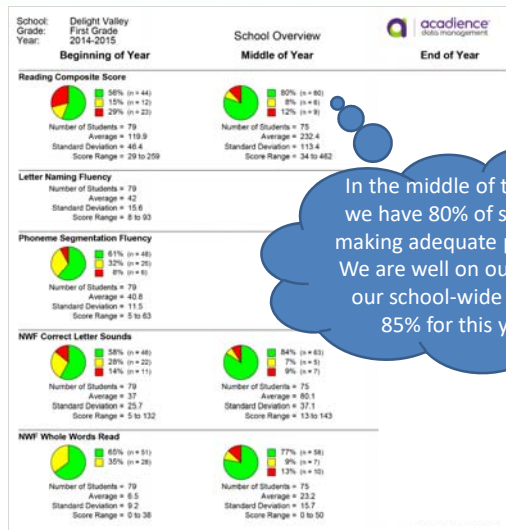
Selecting progress monitoring assessments

- ▶ **Use** progress monitoring and formative assessment to **differentiate** and **improve** instruction to **enhance reading outcomes**
- ▶ **Some students** who are receiving supplemental support
- ▶ Alternate forms at the same level of difficulty
- ▶ Assessment very close to instruction
- ▶ Sensitive to small amounts of learning
- ▶ Feedback loop about the effectiveness of instruction
- ▶ May need out-of level progress monitoring for students with very low skills

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System-level progress monitoring toward school-wide goals



In the middle of the year we have 80% of students making adequate progress. We are well on our way to our school-wide goal of 85% for this year.

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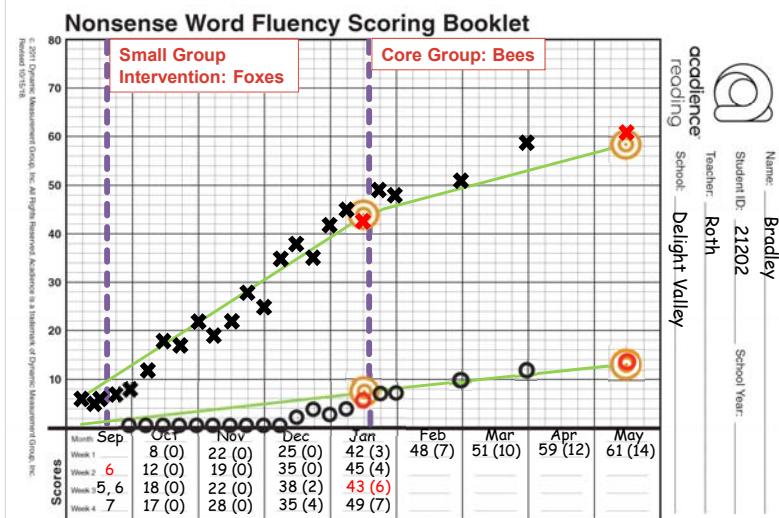
Selecting outcome assessments

Outcome assessments tell us if we achieved our goals. Proximal and distal provide different information.

- **Universal**, given to all students.
 - Reliability and validity are essential
1. **Proximal** outcome measures are close to our teaching.
 - Are our students learning what we are teaching?
 - E.g., Acadience Reading
 2. **Distal** outcome measures assess more general outcomes.
 - Are students meeting state or district expectations?
 - E.g., state assessments or ITBS

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Student-level outcomes of our instruction



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Classroom-level outcomes

School: Delight Valley
 Grade: Fourth Grade, End of Year
 Year: 2014-2015
 Class: Davis, S.

acadience
data management

Classroom Report

At or Above Benchmark / Likely to Need Core Support
Below Benchmark / Likely to Need Strategic Support
Well Below Benchmark / Likely to Need Intensive Support

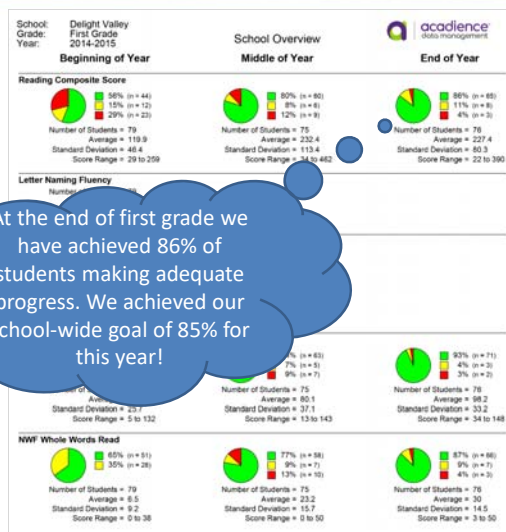
NAME	ORF				MAZE		READING COMPOSITE SCORE			
	Words Correct	Local Percentile	Accuracy	Retell	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level	
C. Miriam				42	34	24	31			
K. Tiarra	90	8	98%	35	20	12	344	12	Below Benchmark	
T. Katarina	94	8	98%	35	28	61	380	21	Below Benchmark	
O. Jacquelyn					18	8	391	27	At or Above Benchmark	
A. Perry					15	392	28	At or Above Benchmark		
K. Juliana					15	392	28	At or Above Benchmark		
N. Ryan					40	395	30	At or Above Benchmark		
H. C.					40	417	39	At or Above Benchmark		
G. C.					40	426	42	At or Above Benchmark		
M. Ty					40	430	46	At or Above Benchmark		
T. S.					27	55	432	47	At or Above Benchmark	
T. G.					26	48	435	49	At or Above Benchmark	
A. Jaymi					28	61	450	53	At or Above Benchmark	
K. Brian					3	20	12	454	55	At or Above Benchmark
J. Garrett	125	40	100%	57	28	55	469	60	At or Above Benchmark	
C. Tyson	129	44	100%	57	28	61	475	61	At or Above Benchmark	
G. Miquel	150	65	99%	53	27	55	476	62	At or Above Benchmark	
K. Carlos	190	92	100%	45	34	84	536	84	At or Above Benchmark	
H. Wright	190	92	99%	51	35	88	544	87	At or Above Benchmark	
B. Estrella	170	79	99%	55	39	95	548	90	At or Above Benchmark	
C. Everett	201	96	100%	65	42	98	619	96	At or Above Benchmark	
GOAL	115		98%	33	3	24	391			
AVERAGE	141.0		98.7%	45.7	3.6	27.0	450.3			

Almost all of the students in my class are on track to meet reading outcomes!

Almost all of the students in my class are on track to meet reading outcomes!

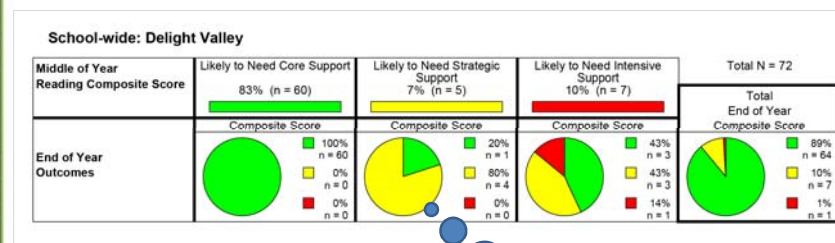
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System-level information on school-wide goals



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System-level outcomes: Effectiveness of instructional support



How effective is our system of support in first grade?

- How effective is our core support?
- How effective is our strategic support?
- How effective is our intensive support?

Hmmm.... Our strategic support is a target of opportunity. Students who were below benchmark at the middle of year were likely to stay below benchmark.

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Self assessment audit

List your current assessments and answer for each

- What is the purpose of the assessment?
- What skills are assessed?
- For which grades is it designed?
- **Is the information provided useful for differentiating and improving instruction and increasing outcomes?**
- Is evidence for reliability and validity provided?
- Is the measure redundant with other assessment information that would be more efficient?

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Identify the assessments in your school or district that are useful for improving and differentiating instruction and increasing outcomes

Skill&	Kindergarten		Grade 1		Grade 2		Grade 3	
Vocabulary and oral language (& listening comprehension)	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Phonemic Awareness	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Alphabetic Principle and Phonics	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Accuracy and Fluency with Connected Text	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Reading Comprehension	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?

Acadience Reading in an assessment audit

Acadience Reading does a lot to meet the needs of an assessment audit

- We need a complementary assessment for screening, progress monitoring, and outcome assessment of oral language. Progress monitoring of oral language is a challenge
- Acadience Reading is a proximal outcome measure

Legend

Color	Acadience Reading
	Acadience Reading K-6
	Acadience Reading Diagnostic PA (Phonemic Awareness) with Acadience Reading Survey
	Acadience Reading Diagnostic CFOL (Comprehension Fluency and Oral Lang) with Acadience Reading Survey
	Acadience Reading Diagnostic WRD (Word Reading and Decoding) with Acadience Reading Survey

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Identify the assessments in your school or district that are useful for improving and differentiating instruction and increasing outcomes

Skill&	Kindergarten		Grade 1		Grade 2		Grade 3	
Vocabulary and oral language (& listening comprehension)	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Phonemic Awareness	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Alphabetic Principle and Phonics	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Accuracy and Fluency with Connected Text	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?
Reading Comprehension	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?	Screening?	Diagnostic?
	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?	Progress Monitoring?	Outcome?

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4. Know the characteristics of assessments designed for each of the four purposes
5. Begin to identify district gaps where assessment is needed
6. Begin to consider redundancies where more assessment is conducted than necessary

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We need more than a check off

The purpose of an assessment audit is to make sure we have the assessment information to serve four purposes for five critical reading skills for each grade.

Assessment that provides directly usable information that provides **a basis for action** to differentiate and improve instruction plays a crucial role in **improving outcomes** for our children.

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Reading Is The Point!

