

Assessment Type	Who to Assess	Assessment Tool	Assessment Purpose	Assessment Frequency
Universal Screening	All Students Grades 6-12	Review of Existing Data	Identify students whose historical reading data indicate risk for reading failure	Before developing master schedule and upon intake of a new student.
Broad Diagnostic Assessments	All Students Grades 6-12	Measures of Academic Progress: Reading	Assesses students' abilities to recognize words, decipher word meanings, comprehend text (literal and inferential/interpretive) and analyze and respond to text.	Three times per year (Beginning, Middle, and End of year)
Supplemental Diagnostic Assessment	Students whose Broad Screen assessments indicate below-level reading skills	MAZE	Assesses students' accuracy, fluency, and basic comprehension skills	Monthly
		Word Analysis	Assesses student's knowledge of the phonological, orthographic, and morphological information required to accurately identify words in text.	
Targeted Diagnostic Assessment	Students who are reading significantly below grade level (e.g., 2 or more years)	Phonics Surveys	Assesses students' knowledge of letter-sound correspondences, orthographic characteristics, syllable patterns, prefixes, suffices, and root words.	Weekly to Bi-Weekly aligned with focus of intervention
		Oral Reading Fluency Probes	Assesses students' reading efficiency including phrasing, intonation, expression, smoothness, and pace	
		Scaffolded Discussion templates**	Assesses student comprehension skills while controlling for decoding skill deficits.	
		Academic Word Inventory	Assesses student's context-free word reading ability.	

		Sight Word Inventory	Known sight words and ability to identify new words	
		Literacy Process Interview	Assesses the strategies students use for reading or writing	
Progress Monitoring	Students receiving reading intervention	Skill-Specific (e.g., reading fluency, phonics, reading comprehension strategy application)	Monitor student response to skill specific reading interventions.	Weekly
	All Students	General Outcome (i.e., reading comprehension)	Monitor student response to literacy instruction including the impact of skill specific intervention on reading comprehension.	At-least 3 times per year for all students. Monthly for students receiving reading intervention.
On-going informal formative assessment	All students	Higher Order Questions, classroom-based assessments, observation of student discussions, etc.	Monitor student response to instruction for the purpose of on-going, timely changes to instruction including differentiation and appropriate scaffolding.	On-going, daily