

Appendix 2.1. Evaluating Screening Assessments

The table below can be used to (a) take stock of the sources of screening data currently in use at your school and (b) make comparisons with alternative assessments that could be used for the same purpose. The quality of a screener is determined by

- How accurately it can measure student achievement in a subject, or level of social-emotional and behavioral functioning, and then by its utility and efficiency.

Information about a large set of instruments commonly used for screening in multi-tiered systems of support [can be found here](#).

Assessment	What Does It Measure?	Correlation With Important Outcome?	Scores Reliable?	Cost in \$ per Student	Administration Time	Administration Schedule
Reading; English/Language Arts						
[Measure in current use.]	[examples: broad reading, oral reading fluency, letter-sound fluency]	[Indicate validity evidence (ex: correlation with NJ SLA).]	[Indicate reliability evidence (indices such as test-retest reliability or internal consistency).]	[Add cost per student here.]	[Estimate administration time per student here.]	[Can it be administered repeatedly in a school year? If so, can the scores be compared?]
[Alternative A]						
[Alternative B]						
Mathematics						
Social-Emotional and Behavioral Functioning						