

# Screening Mapping and Analysis

District \_\_\_\_\_ SY \_\_\_\_\_

In the area of reading, several early literacy skills that can be rapidly assessed have been found through rigorous research to be important predictors of students’ later reading performance. The skills that should be assessed for each student are shaded by the specific skills at each time of year at each grade for Kindergarten-Grade 3.

Screening Mapping and Analysis Tool 2018-2019 SY							
		Letter Naming	Phonological Awareness	Phonics	Grade-level Oral Reading Fluency (rate and accuracy)	Grade-level Comprehension (retell)*	ELL Language Proficiency*
K	Fall						
	Winter						
	Spring						
Grade 1	Fall						
	Winter						
	Spring						
Grade 2	Fall						
	Winter						
	Spring						
Grade 3	Fall						
	Winter						
	Spring						

\*Some screening tools include a measure for knowledge of vocabulary words in context within comprehension.

\*\*It is important to consider students for whom English is a second language – whether performance is a reflection of reading proficiency or language proficiency.

## Screening Tools Quality Evaluation

The *Screening Tool Qualities Evaluation* chart is designed to help educators evaluate universal screening tools for use within the NJTSS Framework. For each criterion on the rubric, evaluate the screening tools listed on the *Screening Mapping and Analysis Tool*. Evaluation will help formulate decisions as to the appropriateness of the test as a universal screening tool.

	Tool 1	Tool 2	Findings/Decisions
Time efficient (less than 10 minutes per student)			
Standardized scoring rules			
Same assessment form (e.g. same reading passage) administered to all students to gauge student performance on the same scale, unless alternate assessment is needed			
Available in multiple, equivalent forms			
Easy to administer and score			
Evidence of reliability and validity			
Evidence of accuracy in predicting which students will be at risk (i.e. research evidence that each student who initially did not meet benchmark expectations also performed poorly at a later assessment period.)			

### After Screening:

Recording data into a databased system is an important last step in the screening process. A recording system should organize the data in a meaningful way - by district, by grade, by class, and visually identify benchmark scores as either above, at, or below benchmark. This type of recording of data provides easily read charts for informing instructional decisions when analyzing data.

Recording tool options may include:

- Database systems provided by the screening tool vendor
- The NJTSS-ER Data Analysis document