**Literacy Assessment Framework**

**Instructions for Leadership Teams**

**PURPOSE:**

1. Intended to organize common tests used by a school/district by critical literacy component in order to support leadership teams in:
   1. identifying redundant or overlapping tests;
   2. finding obsolete/unnecessary indicators;
   3. discovering gaps; and
   4. discussing the efficiency and efficacy of their current assessment system.
2. A routine that supports the generation and on-going evaluation of a school/districts Comprehensive Tiered Assessment system to ensure it includes:
   1. a range of tiered instruments for various purposes; and
   2. tests across all literacy domains (e.g. concepts of print, oral language, phonemic awareness, phonics/word study, fluency, vocabulary, comprehension, writing, etc.).
3. This activity supports the establishment of universal screening and testing frameworks for all students. Through this work teams will also ***begin*** to define other tests that may be used for diagnostic or progress monitoring purposes.

**PREREQUISITE INFORMATION:**

1. Participating staff understand the difference between a screening, progress monitoring, outcomes, and diagnostic measure.
2. Participating staff understand the concept of technical adequacy of tests (reliability/validity).
3. Completed Assessment Survey or list that includes which tests are used, when, by whom, with whom and for what purpose.
4. Consider documenting estimated times for administration & scoring of each measure.

**DIRECTIONS:**

1. One Assessment Framework will be competed for each grade level. Decide which grade level you will start with.
2. From your Assessment Survey or test list (see prerequisite information above), sort all tests/subtests into their appropriate row(s) and column(s).
   * First, decide what literacy **Component** the test or subtest directly captures. That test/subtest will be written into that row.
   * Second, decide if this is a test that is used for ALL students (screening/outcomes test) OR for some (progress monitoring/diagnostic).
   * Third, for screening and outcomes tests list the test into the column that represents the time(s) of year that test is used and write the test name in the appropriate column(s)
   * Fourth, for progress monitoring/diagnostic measures list the test name in the final column **In-depth Diagnostic/Progress Monitoring.**
   * Finally, you may list the amount of time it takes to administer that test.
3. Review your framework as a team and discuss:
   * Are there gaps in the assessment framework in that are there measures missing for critical literacy components?
   * Are there redundancies in the assessment framework in that there are duplicate measures of for critical literacy components?
   * How much time is spent on testing during each benchmark period?
   * Do we have any tests that are outdated, the data aren’t used or that are ineffective?
4. Refine your framework:
   * Eliminate redundancies if possible
   * Create a plan to:
     1. Examine options to fill gaps
     2. Provide professional development if tests are under utilized.
5. Be sure to “Save as”: Assessment\_Framework\_[School/District Name]\_ [grade level].
6. Share the Assessment Framework Proposal to grade level teams and other stakeholder to solicit feedback.