

## Comprehensive Assessment Plan - Reading, 6-8

ASSESSMENT	PURPOSE	WHO	FREQUENCY	TYPES OF REPORTING	
<b>UNIVERSAL SCREENER</b>	OAKS (Oregon Assessment of Knowledge and Skills)	State and Federal Accountability to Determine Percent of Students Meeting State Grade Level Performance Standards in reading comprehension.	All students grades 6-8 and in high school until students meet standard	Generally once a year; students not meeting grade level standards may be tested up to three times a year	<ul style="list-style-type: none"> <li>• Individual reporting for total reading score</li> <li>• Group reporting by subgroups and whole group indicating percent of students meeting performance standard</li> </ul>
	MAP (Measures of Academic Progress)	District Adaptive Testing to measure individual achievement level and growth over time in reading comprehension	All students grades 6-8	All students grades 6-8 are tested each fall and spring and all new students upon enrollment. Students requiring more frequent monitoring are tested throughout the year to measure growth	<ul style="list-style-type: none"> <li>• Individual student growth</li> <li>• Classroom, school and district RIT averages for total reading and goal areas</li> <li>• Growth analysis for individual, school and district</li> </ul>
	MAZE - benchmark assessment	6 minute Silent fluency, vocabulary and comprehension measure designed to regularly monitor individual progress and system effectiveness	All students grades 6-8	All students are tested three times each year with grade level passages - fall, winter and spring; all new students upon enrollment.	<ul style="list-style-type: none"> <li>• Individual test results indicating risk level and growth</li> <li>• Group reporting</li> </ul>
<b>DIAGNOSTIC TOOLS</b>	Program Placement Tests	Placement tests are designed to place students in the appropriate unit	All students as appropriate for program placement	As needed to place students in the appropriate level	<ul style="list-style-type: none"> <li>• Individual test results</li> </ul>
	San Diego Quick Assessment	A quick indicator of the student's independent, instructional and frustration reading level.	Students not meeting benchmark targets	As needed to place students in the appropriate level of intervention programs	<ul style="list-style-type: none"> <li>• Individual test results</li> </ul>
	SRAI	Assesses reading comprehension of secondary students featuring mostly expository text	Students not meeting benchmark targets	As needed to determine sub skills needs of students related to comprehension	<ul style="list-style-type: none"> <li>• Individual test results</li> </ul>
<b>PROGRESS MONITORING</b>	Easy CBM	Word reading, fluency and comprehension measures designed to regularly monitor individual progress and system effectiveness	Students not meeting benchmark targets	Strategic Students: at least monthly; Intensive students: at least twice a month	<ul style="list-style-type: none"> <li>• Individual and group reporting (easycbm.com)</li> </ul>
	DIBELS Next - DAZE Progress Monitoring	Silent fluency, vocabulary and comprehension measure designed to regularly monitor individual progress and system effectiveness	Students not meeting benchmark targets	Strategic and Intensive students: no more than once per month	<ul style="list-style-type: none"> <li>• Individual test results</li> </ul>
<b>SKILLS MASTERY</b>	Program/Unit Testing/Check-ins	Measure mastery of directly taught skills	All students	As prescribed by program	<ul style="list-style-type: none"> <li>• Individual Teacher Records</li> </ul>

The contents of this topic area were developed under a grant from the US Department of Education, #H323A120009. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Jennifer Coffey.