

A strong assessment plan in the early elementary grades includes:

- **Screening** to quickly determine a child's risk for learning difficulties and the need for intervention.
- **Progress monitoring** to ensure children are making adequate progress; and
- **Diagnostic assessments** to gain new information about a specific child's learning difficulties.

REQUIRED ASSESSMENTS FOR STUDENTS IN PRE-K THROUGH 3RD GRADE

GRADE(S)	ASSESSMENT(S)	KEY SKILLS MEASURED	RESOURCES	TESTING WINDOW	RESULTS DUE
Early Childhood Assessment (pre-K) (Ages 3-5)	GOLD	<ul style="list-style-type: none"> • Language • Literacy • Math • Social-Emotional • Cognitive 	GOLD Overview Early Childhood Developmental Screenings Guidebook	Fall, Winter and Spring benchmarks	Submit in the GOLD system by: <ul style="list-style-type: none"> • October 31 • February 28 • May 31
Kindergarten Entry Assessment (KEA)* (Children entering Kindergarten)	DRDP-K GOLD KEA	<ul style="list-style-type: none"> • Language/Literacy • Math • Social-Emotional • Approaches to Learning • Physical 	KEA Guidance DRDP-K Overview GOLD KEA Guidance	First 30 school days	Submit DRDP-K results in EdLink 360 by the October 31 snapshot date. Submit GOLD data in the GOLD system by October 31.
K-3 Literacy Screener (All K-3 children)	Acadience Reading (DIBELS Next) DIBELS 8th STEEP STEP	<ul style="list-style-type: none"> • First Sound Fluency (K)* • Word Fluency (1st)* • Oral Reading Fluency (2nd)* • Comprehension (3rd)* 	K-3 Literacy Screener Guidance Alternative K-3 Literacy Screener Guidance Scoring Guidance	First 30 school days	Submit results in EdLink 360 by the October 31 snapshot date.

Fall screening is required by Act 438. More information around the K-2 Literacy Assessment will be released in the near future.

*See Scoring Guidance for specific name of test to administer for each grade level per assessment selection.

PROGRESS MONITORING ASSESSMENTS (ALL CHILDREN THROUGHOUT THE SCHOOL YEAR)

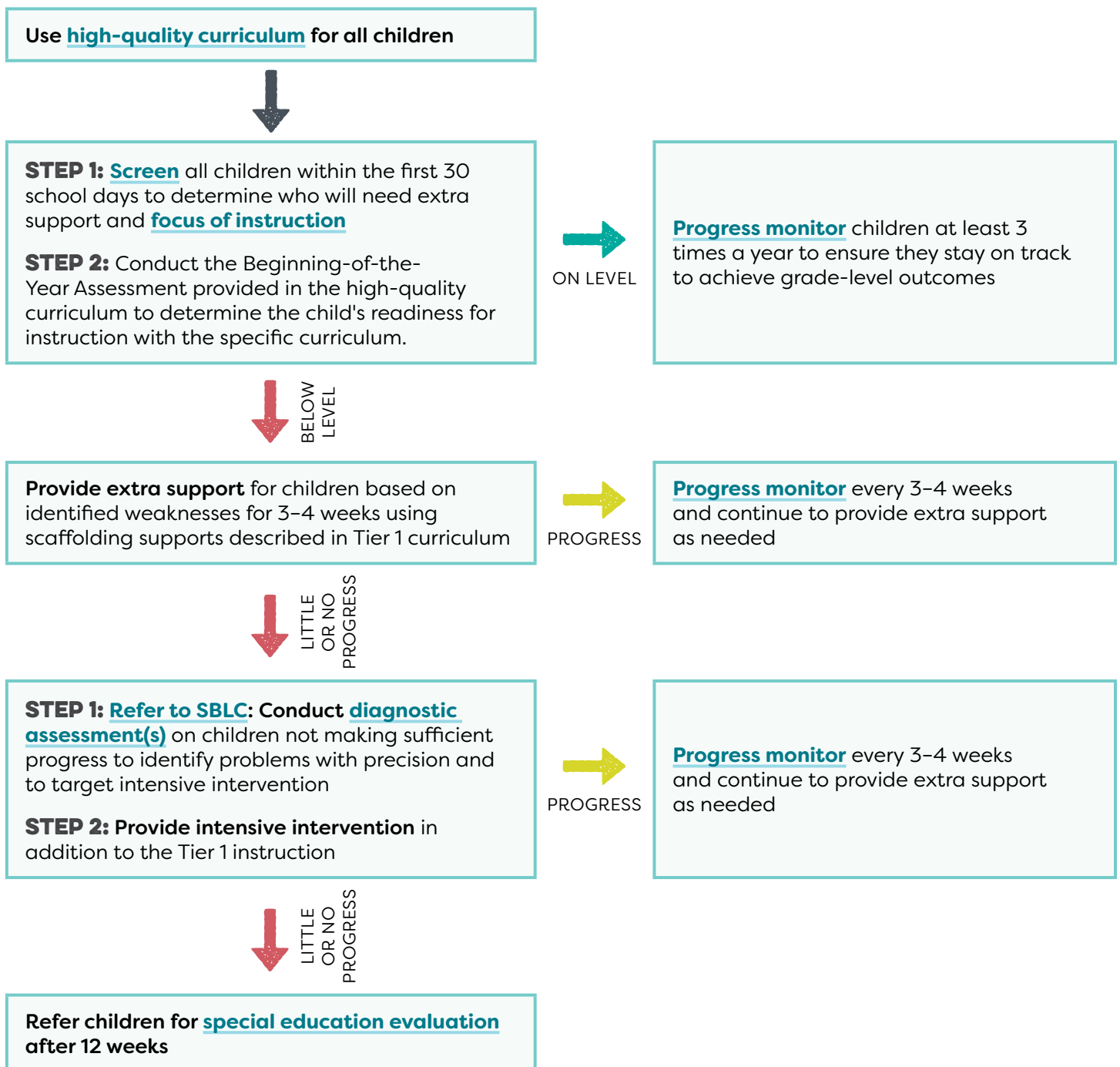
Assessments embedded in [high-quality curriculum](#), including benchmark or interim assessments, are recommended. However, school systems may decide to use another tool, which could also be the same tool used for screening. Data from these assessments can be particularly helpful in identifying children who need additional supports and/or interventions but whose needs were not evident within the first 30 days of school.

DIAGNOSTIC ASSESSMENTS (ONLY FOR CHILDREN NOT MAKING PROGRESS AFTER ADDITIONAL SUPPORT IS PROVIDED)

If initial supports are insufficient, the SBLC should consider multiple sources of data to determine the diagnostic assessment(s) necessary to better identify the specific needs of the child. Diagnostic assessments should only be given when there is a clear expectation that they will provide new information about a child's difficulties learning to read that can be used to provide new information about a child's learning and/or reading difficulties that can be used to focus instruction.

K-3 STUDENT SUPPORT AND ASSESSMENT FLOW CHART*

*If a disability is suspected, this process should not delay the special education evaluation process. See the [special education initial evaluation flowchart](#).



K-2 INSTRUCTIONAL GUIDANCE BASED ON LITERACY SCREENING RESULTS

This guidance does not replace the use of [high-quality curriculum](#). Rather it is a tool teachers can use to inform the small group instructional needs of children based on fall screening results and key skills covered in the curriculum that children should be able to master at this time of the year.

First Sound Fluency		
KINDERGARTEN	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach alliteration and beginning sounds in single-syllable words, beginning with continuous sounds (e.g., m, s, f) and add stop sounds (e.g., b, d, p) 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Teach blending and segmenting sounds in single-syllable spoken words, beginning with words that have 2-3 sounds and progressing to words with 4-6 sounds
Word Fluency		
FIRST GRADE	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach short and long sounds with common spellings, beginning with consonant-vowel-consonant words (e.g., got), consonant-vowel words (e.g., go), and word families (e.g., got, pot, hot, not) 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Teach decoding of two-syllable words following basic patterns by breaking the words into syllables Teach final -e and common vowel team conventions for representing long vowels Begin reading connected text (e.g., reading at least a paragraph or page)
Oral Reading Fluency		
SECOND GRADE	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach sight words and decoding of multi-syllable words, beginning with regularly spelled words and progressing to irregularly spelled words and words with inconsistent spelling-sound correspondences Teach how to use context to confirm or self-correct word recognition and understanding Teach self-monitoring strategies (e.g., ask yourself, "Does this make sense?") 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Provide many opportunities to practice orally rereading text with fluency, including choral and echo reading Provide many opportunities to read a variety of grade-level texts with purpose and understanding (from beginning to end and across multiple genre)