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| **School Level Self-Assessment for Reading Assessment Plan** | | | | |
| **Strategies and Actions**  **Recommended to Support Implementation**  **of the School-Level Framework** | **School Resources Scoring** | | | **Notes/**  **Time Frame** |
| **Fully in Place**  **2** | **Partially in Place**  **1** | **Not in Place**  **0** |
| **II. (B) Assessments inform Standards-based instruction aligned to the CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects in important, meaningful, and maintainable ways.** | | | | |
| 1. The first of three **screening** measures is administered as early in the school year as possible, and then periodically throughout the school year, to all students in grades K–9 (recommended for grades 10–12 as well) to   1. Identify each student’s level of reading performance   --advanced  --grade level  --somewhat below grade level  --significantly below grade level   1. Determine each student’s instructional needs.   [[*Assessment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf)*,* 4-6] (x2) |  |  |  |  |
| 2. **Progress-monitoring** measures are administered to students K-12 who are receiving reading interventions because they are at risk of reading difficulties. Measures are administered 2–4 times per month based upon each student’s level of risk; i.e., frequency is determined by level of risk. [[*Assessment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf)*,* 6-8] |  |  |  |  |
| 3. **Diagnostic measures** are used by curriculum specialists, special education teachers, and school psychologists to pinpoint the possible cause(s) or lack of progress of at-risk students in order to match interventions to students’ specific needs. [[*Assessment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf)*,* 10-11] |  |  |  |  |
| 4. Student performance data is   1. Displayed in meaningful formats 2. **Analyzed** and summarized **routinely** and in a **timely manner**   —sograde- or department-level teams can use them to evaluate and **adjust instruction** as needed for all students.  [[*Assessment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf)*,*17*,* [*Commitment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-6-commitment.pdf)*,* 7-8*,* [*Leadership*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-4-leadership.pdf)*,* 12-17] (x2) |  |  |  |  |
| 5. **Grade- or department-level teams**   1. Analyze the reading and language performance of *all* students, including **English learners** and **students with disabilities** 2. Create instructional plans based on performance data.   [[*Instruction*,](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-3-instruction.pdf)37-41, [*Leadership*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-4-leadership.pdf)*,* 12-17; [Application of CCSS for English Language Learners](http://www.corestandards.org/assets/application-for-english-learners.pdf); [Application of CCSS for Students with Disabilities](http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf) ] (x2) |  |  |  |  |
| 6. Summative data is for **decision-making** at individual, group, and system levels at all grade levels K–12. [[*Assessment*](http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf)*,* 9-10, 14-18 ] (x2) |  |  |  |  |

You can access the full School and District Self-Assessment Tools at <http://www.ode.state.or.us/search/page/?id=3388> Select School Reading Tool from the menu to the right.