



Literacy Assessment Flowchart

Universal Screener

What: A valid, reliable, brief, approved standardized assessment given to all students within a grade level to assess student performance on the essential components of reading.

When: Given in the first 45 days of school for K, in the first 30 days for grades 1-4* and is recommended 3x/year.

Why: To monitor the effectiveness of tier 1 instruction and identify students who may be at risk for not meeting proficiency in reading.

Who: Administered by classroom teachers who are trained on the universal screener.

Students who **MEET** the selected universal screener's grade level benchmark continue with tier 1 instruction using the school's adopted High-Quality Instructional Resource (HQIR).

K-4* students who **DO NOT MEET** the selected universal screener's grade level benchmark should receive a diagnostic assessment.

Diagnostic Assessment

What: A valid, reliable, approved standardized assessment that measures a student's skills against established performance levels in the essential components of reading.

When: Given after administration and analysis of the Universal Screener.

Why: To identify specific deficits of at risk students and guide the next steps for instruction and intervention.

Who: Administered by classroom teachers or as designated by the LEA to all students not reaching benchmark on the Universal Screener.

Reading Improvement Plan

What: A plan for how the school will intervene and progress monitor specific reading deficits identified on the diagnostic assessment. Districts may use the KDE template or modify it to fit their local context.

When: Created after the first diagnostic assessment analysis and then adjusted or newly created in response to data collected throughout the year.

Why: To be intentional, specific, early and collaborative in responding to students' reading needs.

Who: Created by the Reading Improvement Team for all K-4* students not reaching benchmark on the Universal Screener *and* who do not already have literacy goals on an IEP or PSP.

Progress Monitoring

Brief, repeated measures that capture students' progress or rate of improvement over time in response to instruction or intervention using valid and reliable measures.

All families provided with written quarterly progress reports. K-3 families provided with a Read at Home Plan.

*For grades 5-12, follow the KY administrative regulation for districtwide MTSS K-12.

