**Summary of Universal Screening Assessment Criteria  
DESE 2022 Review**

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| Constructs Measured | * Alphabetic Knowledge   + Letter Identification (Kindergarten)   + Letter/Sound Knowledge (K,1,2)   + Decoding Nonsense Words (K,1,2) * Phonemic Awareness * Phoneme Segmentation (K,1) * Word Reading * Word Identification (1) * Passage Reading Fluency (1,2) * Reading Comprehension (2) * Vocabulary * Listening Comprehension/Oral Language Comprehension * Rapid Automatized Naming * Included in overall assessment of risk * Valid * Features following descriptors: * Timed Administration * A set of at least 36 familiar objects or letters (stimuli) presented serially and pseudorandomized * Five or six different token items (stimuli) * Requires student to read continuously from left to right and engage in a “return to sweep” to read on the next line * Nationally normed and criterion referenced |
| Technical  Adequacy | * Classification Accuracy * Reviewed by the National Center on Intensive Intervention (NCII) and rated *Convincing Evidence* or *Partially Convincing Evidence* for Classification Accuracy for a composite/overall score for grades kindergarten, one, and two for fall, winter, and spring. *If the assessment has not, in its current form, been reviewed by NCII, evidence is presented of meeting NCII criteria for Classification Accuracy.* * Provides a composite rank and a risk level for each student based on predetermined (external) cut scores * Provides a percentile rank for sub-measures (i.e., alphabetic principle) * Sample used to set norms is comparable and relevant for Massachusetts * Availability of peer-reviewed validation studies |
| Attention to Linguistic Diversity | * Guidance provided to interpret scores for bi/multilingual and/or English learners * Normed for English Learners to allow for accurate identification of risk * Some or all subtests available in language(s) other than English; subtests are linguistically and culturally authentic rather than directly translated from English * Provide specific instructions for whether and how student directions and/or assessment probes should be presented in student’s home language * Bias Analysis conducted and reviewed by the National Center on Intensive Intervention (NCII) to examine the degree to which the tool is or is not biased against certain subgroups (race/ethnicity, gender, socioeconomic status, students with disabilities, English language learners). *If the assessment has not, in its current form, been reviewed by NCII, evidence is presented of meeting NCII criteria for Bias Analysis.* |
| Administration Usability and Support | * Designed to be administered at least twice per year in kindergarten and three times per year in grades one and two, at a minimum * Assessment takes less than 60 minutes to administer as a whole group, regardless of setting; requires less than 15 minutes to administer individually * Includes progress monitoring tools; describes how they are used to assess students’ rate of improvement or responsiveness to instruction * Provides supportive resources to guide school-based administrators and educators in effective assessment administration, data access, and data-based instructional decision-making * Provides a student report designed for families * Utilized in Massachusetts schools within the last 3 years |