

Requirements

Section E of RFI, Revisions, May 23, 2013

Requirement

E.1.4 Provides the option of screening K-3 students, at a minimum, 2 times per year, (OSDE Prefers 3 or more times per year) and the option to frequently monitor progress throughout the school year; inclusion of a diagnostic assessment tool for students that may need further testing to determine their specific reading needs would be optimal, but it is not required.

Response

Because GRADE offers 11 levels with two parallel forms (A & B) as well as out-of-level norms, it provides educators with the flexibility to screen and also progress monitor students several times during the school year. Additionally, GRADE criterion-referenced reports offer extensive diagnostic information that provides detailed information on item-level performance. GRADE may be administered in the fall and spring to obtain benchmark data and late fall and early spring to progress monitor. GRADE Growth Scale Values (GSV) scores enable comparisons of both individual and class performance over time. Because these scores are based on an equal interval measure across the entire range of skills measured by GRADE, the performance of students taking different levels of the assessment may be compared. GRADE also provides fall and spring norms to enable greater precision for analysis.

Requirement

E.1.4.1 The screener must identify students who may be at risk of reading failure, and be predictive of whether students are expected to be successful on the summative assessment and/or by the end of the school year.

Response

GRADE norm referenced scores include: Standard Scores, Percentile rank, Grade Equivalent, Stanine, and Growth Scale Values. Stanines are particularly useful scores for quickly seeing which students are at risk of failure.

Requirement

E.1.4.2 The progress monitoring tool must be available to regularly monitor the progress of students identified with a reading deficiency as they progress through the school year.



Response

Because GRADE offers two parallel forms at each level (A&B), out of level norms, and spring / fall norms, it may be administered four or more times through the year, using a different form with each administration. Growth Scale Value scores provide an excellent means of tracking a student's reading development from one assessment cycle to the next. Criterion referenced diagnostic reports enable teachers to see, with precision, where students need more intensive instruction.