

# **A** *ssessment*

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## **Grade 6 through Grade 12**

One of the founding principles of the Texas State Literacy Plan (TSLP) is the use of data to inform action. In the Assessment component, the *Action Steps* outline the different ways that assessment data informs instruction and guides teachers in meeting the diverse needs of all students. Campus-based leadership teams are called upon to create a detailed literacy assessment plan that articulates the timelines and instruments used to collect literacy data for key purposes. These purposes are outlined in subsequent *Action Steps*: to identify students at risk for literacy difficulties, to determine students' specific instructional needs, to monitor students' progress toward literacy goals, and to evaluate overall literacy performance.

### **Assessment Action Steps: Grades 6 through 12**

- A1.** Create and maintain a literacy assessment plan.
- A2.** Use assessment data to identify students at risk for literacy difficulties.
- A3.** Use assessment data to determine students' specific instructional needs.
- A4.** Use appropriate assessment data to monitor students' progress toward targeted literacy goals.
- A5.** Use assessment data to evaluate students' overall literacy performance.



<b>Assessment: Grade 6 through Grade 12</b>			
<b>A1. Create and maintain a literacy assessment plan.</b>			
<b>A</b> <i>Planning Implementation</i>	<b>B</b> <i>Initial Implementation</i>	<b>C</b> <i>Full Implementation with Fidelity</i>	<b>D</b> <i>Reflective Sustainability</i>
The campus-based leadership team <b>plans</b> to:	Administrators and instructional staff <b>begin</b> to:	A literacy assessment plan <b>is in place</b> .  Administrators and instructional staff <b>routinely</b> :	A literacy assessment plan has been in place for <b>more than a year</b> .  Administrators and instructional staff <b>continue</b> to:
Create a plan and timeline for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.  Identify and allocate resources for supporting the literacy assessment plan, such as staff to organize and prepare data, funds for needed assessments, and time for data meetings.	Communicate the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.	Adhere to the plan for administering assessments, scoring and preparing data reports, and reviewing the data through systematic data meetings.  Evaluate and adjust the allocation of resources supporting the literacy assessment plan.
Identify age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for	Use age-appropriate, reliable, and valid measures to assess reading and writing skills for all students, including assessments that are appropriate for

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A1. Create and maintain a literacy assessment plan.</b>			
appropriate for students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.	students' language proficiency and for the language of classroom literacy instruction.
Identify assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance. Include these in the assessment plan.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.	Use assessments to screen students for academic difficulties, diagnose specific instructional needs, monitor progress toward literacy goals, and evaluate overall student performance toward literacy goals.
Assess needs for and plan professional development that supports implementation of the literacy assessment plan.	Engage in professional development that supports the literacy assessment plan.	Reassess needs for professional growth and continue to strengthen capacity to implement the literacy assessment plan.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
<b>Sample Evidence</b>			
Literacy assessment plan List of screeners and other assessment tools Procedures and protocols for data analysis meetings Professional development schedules			

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A2.</b> Use assessment data to identify students at risk for literacy difficulties.			
<b>A</b> <i>Planning Implementation</i>	<b>B</b> <i>Initial Implementation</i>	<b>C</b> <i>Full Implementation with Fidelity</i>	<b>D</b> <i>Reflective Sustainability</i>
The campus-based leadership team <b>plans</b> to:	Administrators and instructional staff <b>begin</b> to:	A system for using assessment data to identify students at risk for literacy difficulties <b>is in place</b> . Administrators and instructional staff <b>routinely</b> :	A system for using assessment data to identify students at risk for literacy difficulties has been in place for <b>more than a year</b> . Administrators and instructional staff <b>continue</b> to:
Establish a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow a timeline for administering assessments designed to identify students at risk for literacy difficulties.	Follow and update a timeline for administering assessments designed to identify students at risk for literacy difficulties.
Provide training for staff to understand the purpose of each assessment and to administer and score assessments reliably.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff on these skills.
Ensure that regular data meetings are part of the literacy assessment plan.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.	Adhere to the data meeting schedule to interpret data and identify students who are at risk and may be in need of intervention.

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A2.</b> Use assessment data to identify students at risk for literacy difficulties.			
Support staff in understanding how to interpret data to identify students at risk for literacy difficulties.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.	Interpret screening data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model.
Ensure staff knows how to use different types of data, such as language proficiency data and classroom observational data, to confirm students' need for intervention.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.	Validate conclusions about instructional decisions by reviewing additional, appropriate forms of data, such as language proficiency data and classroom observational data.
Assess needs for and plan professional develop that supports using assessment data to identify students at risk for academic difficulties.	Engage in professional development that supports using assessment data to identify students at risk for literacy difficulties.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students as risk for literacy difficulties.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member's individual needs.
<b>Sample Evidence</b>			
Literacy assessment plan List of screeners, with protocols and scoring procedures Data analysis meeting procedures and protocols Professional development schedules Agendas, minutes, and sign-in sheets			

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A3.</b> Use assessment data to determine students’ specific instructional needs.			
<b>A</b> <i>Planning Implementation</i>	<b>B</b> <i>Initial Implementation</i>	<b>C</b> <i>Full Implementation with Fidelity</i>	<b>D</b> <i>Reflective Sustainability</i>
The campus-based leadership team <b>plans</b> to:	Administrators and instructional staff <b>begin</b> to:	A system for using assessment data to determine students’ specific instructional needs <b>is in place</b> .  Administrators and instructional staff <b>routinely</b> :	A system for using assessment data to determine students’ specific instructional needs has been in place for <b>more than a year</b> .  Administrators and instructional staff <b>continue</b> to:
Identify appropriate assessment measures that can be used to determine students’ specific instructional needs.	Administer appropriate assessments to determine students’ specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students’ specific needs and plan instruction accordingly.	Administer appropriate assessments to determine students’ specific needs and plan instruction accordingly.
Provide training on how to administer designated assessments reliably and score them accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.	Administer and score designated assessments reliably and record data accurately.
Support staff in understanding how to interpret diagnostic data to determine students’ instructional needs in all tiers of the RTI framework.	Interpret diagnostic data to determine students’ instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students’ instructional needs and plan for differentiated instruction in all tiers of the RTI framework.	Interpret diagnostic data to determine students’ instructional needs and plan for differentiated instruction in all tiers of the RTI framework.

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A3.</b> Use assessment data to determine students’ specific instructional needs.			
Assess needs for and plan professional development that supports using assessment data to identify students’ specific instructional needs.	Engage in professional development that supports using assessment data to identify students’ specific instructional needs.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to identify students’ specific instructional needs.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member’s individual needs.
<b>Sample Evidence</b>			
Literacy assessment plan List of diagnostic assessment tools that includes protocols and scoring procedures Professional development schedules Agendas, minutes, and sign-in sheets			



<b>Assessment: Grade 6 through Grade 12</b>			
<b>A4.</b> Use appropriate assessment data to monitor students’ progress toward targeted literacy goals.			
<b>A</b> <i>Planning Implementation</i>	<b>B</b> <i>Initial Implementation</i>	<b>C</b> <i>Full Implementation with Fidelity</i>	<b>D</b> <i>Reflective Sustainability</i>
The campus-based leadership team <b>plans</b> to:	Administrators and instructional staff <b>begin</b> to:	A system for using assessment data to monitor students’ progress toward targeted literacy goals <b>is in place</b> .  Administrators and instructional staff <b>routinely</b> :	A system for using assessment data to monitor students’ progress toward targeted literacy goals has been in place for <b>more than a year</b> .  Administrators and instructional staff <b>continue</b> to:
Identify formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.	Collect formal and informal assessment data to determine whether students are responding adequately to instruction.
Train staff on administering and scoring assessments reliably and recording data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably and record data accurately.	Administer and score assessments reliably, record data accurately, and train new staff in these areas.
Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.	Ensure the literacy assessment plan includes regular intervals for monitoring progress at each tier of instruction, with more frequency in Tiers II and III.

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A4.</b> Use appropriate assessment data to monitor students’ progress toward targeted literacy goals.			
Support staff in understanding how to make instructional decisions based on students’ response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students’ response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students’ response to instruction and progress toward targeted literacy goals.	Make appropriate changes in instruction based on students’ response to instruction and progress toward targeted literacy goals.
Ensure the literacy assessment plan includes regular meeting times to collaborate and interpret data to make instructional decisions.	Finalize and adhere to a schedule to collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.	Collaborate to interpret data and make instructional decisions.
Assess needs for and plan professional development that supports using assessment data to monitor students’ progress toward targeted literacy goals.	Engage in professional development that supports using assessment data to monitor students’ progress toward targeted literacy goals.	Reassess needs for professional growth and continue to strengthen capacity to use assessment data to monitor students’ progress toward targeted literacy goals.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member’s individual needs.
<b>Sample Evidence</b>			
Literacy assessment plan List of progress monitoring tools that includes protocols and scoring procedures Procedures and protocols for data analysis meetings Professional development schedules Agendas, minutes, and sign-in sheets			

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A5.</b> Use assessment data to evaluate students’ overall literacy performance.			
<b>A</b> <i>Planning Implementation</i>	<b>B</b> <i>Initial Implementation</i>	<b>C</b> <i>Full Implementation with Fidelity</i>	<b>D</b> <i>Reflective Sustainability</i>
The campus-based leadership team <b>plans</b> to:	Administrators and instructional staff <b>begin</b> to:	A system for using assessment data to evaluate students’ overall performance <b>is in place</b> .  Administrators and instructional staff <b>routinely</b> :	A system for using assessment data to evaluate students’ overall performance has been in place for <b>more than a year</b> .  Administrators and instructional staff <b>continue</b> to:
Ensure the literacy assessment plan includes collaborative grade-level and vertical team meetings at the end of the year to review overall student literacy performance.  Provide support to staff in understanding how to use summative/outcome data to plan for the coming year in regards to  <ul style="list-style-type: none"> <li>• students’ instructional needs;</li> <li>• students’ intervention needs;</li> <li>• program needs; and</li> <li>• staff’s professional development needs.</li> </ul>	Use summative/outcome data to plan for the coming year in regards to  <ul style="list-style-type: none"> <li>• students’ instructional needs;</li> <li>• students’ intervention needs;</li> <li>• program needs; and</li> <li>• staff’s professional development needs.</li> </ul>	Use summative/outcome data to plan for the coming year in regards to  <ul style="list-style-type: none"> <li>• students’ instructional needs;</li> <li>• students’ intervention needs;</li> <li>• program needs; and</li> <li>• staff’s professional development needs.</li> </ul> Revise the data-informed plan for improving literacy instruction as needed.	Use summative/outcome data to plan for the coming year in regards to  <ul style="list-style-type: none"> <li>• students’ instructional needs;</li> <li>• students’ intervention needs;</li> <li>• program needs; and</li> <li>• staff’s professional development needs.</li> </ul> Revise the data-informed plan for improving literacy instruction as needed.

<b>Assessment: Grade 6 through Grade 12</b>			
<b>A5.</b> Use assessment data to evaluate students’ overall literacy performance.			
Provide support to staff in understanding how to interpret data from multiple types of assessments to draw conclusions about students’ overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students’ overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students’ overall performance and continued needs.	Interpret data from multiple types of assessments to draw conclusions about students’ overall performance and continued needs.
Support staff in understanding how to disaggregate data by different student populations.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.	Disaggregate data by different student populations to determine the efficacy of the data-informed plan for improving literacy instruction for those populations, for example, English learners.
Assess needs for and plan professional development that supports using assessment data to evaluate students’ overall literacy performance.	Engage in professional development that supports using assessment data to evaluate students’ overall literacy performance.	Reassess needs for professional growth and continue to strengthen capacity to evaluate students’ overall literacy performance.	Reassess needs for professional growth and engage in relevant professional development opportunities that are differentiated according to staff member’s needs.
<b>Sample Evidence</b>			
Literacy assessment plan Campus-level data from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments			

**Assessment: Grade 6 through Grade 12**

**A5.** Use assessment data to evaluate students' overall literacy performance.

Data disaggregated by different student populations from multiple types of assessments, such as literacy screeners, language proficiency measures, and formal assessments

Procedures and protocols for end-of-year data analysis meeting, along with meeting notes

Professional development schedules

Agendas, minutes, and sign-in sheets

