

A strong assessment plan in the early elementary grades includes:

- **Screening** to quickly identify which children may need additional support;
- **Progress monitoring** to ensure children are making adequate progress; and
- **Diagnostic** evaluation to target specific needs of children who are not making progress.

SCREENING ASSESSMENTS*

GRADE BAND	ASSESSMENTS	KEY SKILLS MEASURED	RESOURCES	TESTING WINDOW	RESULTS DUE
K-Readiness (First-time Kindergarten children)	<ul style="list-style-type: none"> • DRDP • Gold 	<ul style="list-style-type: none"> • Language/Literacy • Math • Social-Emotional • Approaches to Learning • Physical 	KEA FAQs	First 30 days of school	Submit with SIS October 1 MFP Collection
K-3 Literacy Screening (All children)	<ul style="list-style-type: none"> • DIBELS Next • STEEP • STEP 	<ul style="list-style-type: none"> • First Sound Fluency (K) • Word Fluency (1st)** • Oral Reading Fluency (2nd) • Comprehension (3rd)*** 	Guidelines for Students with Special Needs Score Guidance		

*Fall screening is required by law and BESE policy

**If administering DIBELS or STEEP, use Nonsense Words - CLS

***If administering DIBELS, use [DIBELS Daze](#)

PROGRESS MONITORING ASSESSMENTS (ALL CHILDREN THROUGHOUT THE SCHOOL YEAR)

Assessments Embedded in [Tier 1 Curriculum](#)

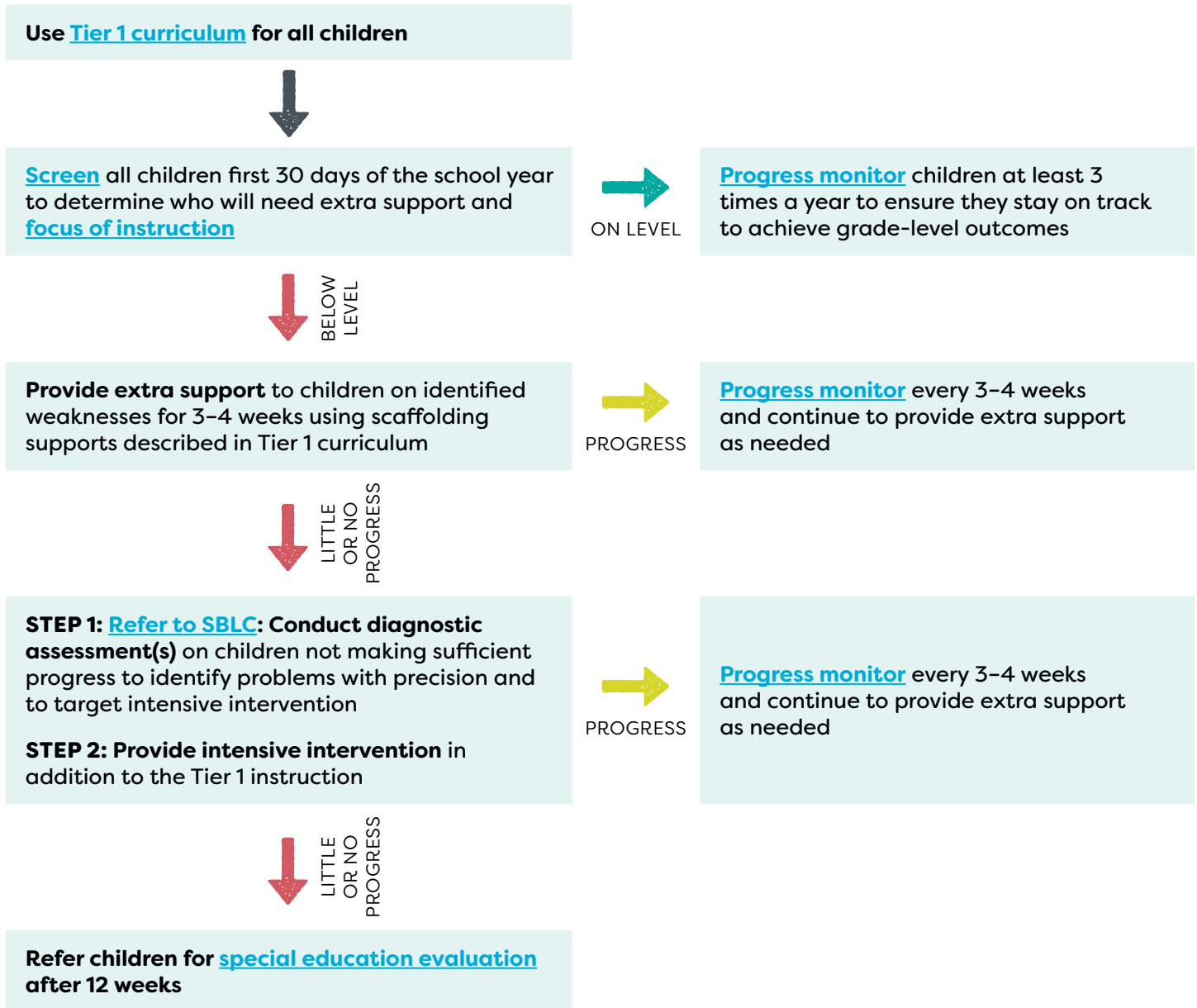
[K-2 Formative Tasks](#)

[EAGLE 2.0](#)

NOTE: Progress monitoring assessments listed are suggestions; school systems may decide to use another tool, which could also be the same tool used for screening.

STUDENT SUPPORT AND ASSESSMENT FLOW CHART*

**If a disability is suspected, this process should not delay the special education evaluation process. See the [special education initial evaluation flowchart](#).*



INSTRUCTIONAL GUIDANCE BASED ON FALL SCREENING ASSESSMENT RESULTS

This is the general process to follow based on the results of the screening assessments conducted in the fall. Refer to lessons in [Tier 1 Curriculum](#) for specific teaching strategies.

First Sound Fluency		
KINDERGARTEN	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach alliteration and beginning sounds in single-syllable words, beginning with continuous sounds (e.g., m, s, f) and add stop sounds (e.g., b, d, p) 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Teach blending and segmenting sounds in single-syllable spoken words, beginning with words that have 2-3 sounds and progressing to words with 4-6 sounds
Word Fluency		
FIRST GRADE	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach short and long sounds with common spellings, beginning with consonant-vowel-consonant words (e.g., got), consonant-vowel words (e.g., go), and word families (e.g., got, pot, hot, not) 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Teach decoding of two-syllable words following basic patterns by breaking the words into syllables Teach final -e and common vowel team conventions for representing long vowels Begin reading connected text (e.g., reading at least a paragraph or page)
Oral Reading Fluency		
SECOND GRADE	<p>IF below level, THEN</p> <ul style="list-style-type: none"> Teach sight words and decoding of multi-syllable words, beginning with regularly spelled words and progressing to irregularly spelled words and words with inconsistent spelling-sound correspondences Teach how to use context to confirm or self-correct word recognition and understanding Teach self-monitoring strategies (e.g., ask yourself, "Does this make sense?") 	<p>IF on or above level, THEN</p> <ul style="list-style-type: none"> Provide wide reading opportunities from grade level texts with purpose and understanding (e.g., different genre, topics, and authors) Provide many opportunities to read connected text (e.g., reading a whole story from beginning to end)