

# Screener Rubric

Assessment Title:

Criterion	Indicators	Rating	Feedback from Reviewers	Compiled Rating
Assessment reliability	<p>Michigan Educator Stakeholders believe the assessment to be reliable</p> <p><b>Evidence includes:</b> Internal consistency, Test-retest, Alternate form reliability</p> <p><b>Evidence Includes:</b> Studies that demonstrate reliability across the entire population for whom the assessment is designed (e.g., grade levels, nationally representative sample)</p>	<p><b>DOES NOT MEET-</b> information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS-</b>partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.</p>		<p>Does not meet –</p> <p>Partially Meets –</p> <p>Meets or Exceeds -</p>
Assessment validity	<p>Michigan Educator Stakeholders believe the assessment to be valid</p> <p><b>Evidence includes:</b> Concurrent validity (correlations), Predictive validity (AUC, conditional percentages, logistic regression), Consequential validity</p> <p><b>Evidence Includes:</b> Studies that demonstrate validity</p>	<p><b>DOES NOT MEET-</b> information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS-</b>partial information is available related to the criterion and/or data demonstrates weak evidence.</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds -</p>

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	across the entire population for whom the assessment is designed (e.g., grade levels, nationally representative sample)	<b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.		
Evidence of content alignment with Phonemic Awareness - segmentation, blending, and sound manipulation (deletion and substitution)	Michigan Educator Stakeholders believe the assessment appropriately measures Phonemic Awareness  <b>Evidence includes:</b> Construct and content validity, Item or sub-test cross walk demonstrating that portions of assessment measure students' Phonemic Awareness skills	<b>DOES NOT MEET-</b> information is not available for this criteria or information does not demonstrate sufficient evidence.  <b>PARTIALLY MEETS-</b> partial information is available related to the criterion and/or data demonstrates weak evidence.  <b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.		Does not meet –  Partially Meets -  Meets or Exceeds -
Evidence of content alignment with Phonics - decoding (reading) and encoding (spelling)	Michigan Educator Stakeholders believe assessment appropriately measures Phonics  <b>Evidence includes:</b> Construct and content validity, Item or sub-test cross	<b>DOES NOT MEET-</b> information is not available for this criteria or information does not demonstrate sufficient evidence.		Does not meet –  Partially Meets -  Meets or Exceeds -

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	walk demonstrating that portions of assessment measure students' Phonics skills	<p><b>PARTIALLY MEETS</b>-partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.</p>		
Evidence of content alignment with Fluency - reading rate, accuracy, and expression (prosody)	<p>Michigan Educator Stakeholders believe the assessment appropriately measures reading Fluency</p> <p><b>Evidence includes:</b> Content validity, Item or sub-test cross walk demonstrating that portions of assessment measure students' reading Fluency</p>	<p><b>DOES NOT MEET</b>- information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS</b>-partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds -</p>
Evidence of content alignment with	Michigan Educator Stakeholders believe	<b>DOES NOT MEET</b> -		Does not meet –

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Comprehension – making meaning of text	<p>the assessment appropriately measures reading Comprehension</p> <p><b>Evidence includes:</b> Construct and content validity, Item or sub-test cross walk demonstrating that portions of assessment measure students' reading Comprehension</p>	<p>information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS</b>-partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.</p>		<p>Partially Meets -</p> <p>Meets or Exceeds -</p>
Scores are easily interpreted to determine a need for reading instruction and intervention	<p>Michigan Educator Stakeholders believe that scores clearly specify whether a student is categorized as having a potential need for reading intervention and/or further diagnostic assessment.</p> <p><b>Evidence includes:</b> Reports are available which depict specific student risk categories and score percentile ranks</p>	<p><b>DOES NOT MEET</b>- information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS</b>-partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds -</p>

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		available and information and data suggest acceptable or strong evidence.		
Report utility	<p>Michigan Educator Stakeholders believe assessment results are displayed in a format and language that is understandable to educators, administrators and parents;</p> <p><b>Evidence includes:</b></p> <ul style="list-style-type: none"> <li>• Data reports are easily read and interpreted</li> <li>• Reports include description of how to interpret results</li> <li>• District, school, classroom, and student reports are available, including reports designed for parents</li> <li>• Assessment is aligned to instructional practices for tiered instruction to all students</li> <li>• Scores/results can be exported to data-base formats</li> </ul>	<p><b>DOES NOT MEET-</b> information is not available for this criteria or information does not demonstrate sufficient evidence.</p> <p><b>PARTIALLY MEETS-</b>partial information is available related to the criterion and/or data demonstrates weak evidence.</p> <p><b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.</p>		<p>Does not meet –</p> <p>Partially Meets -</p> <p>Meets or Exceeds -</p>
Administration of assessment is feasible and minimally disruptive	Michigan Educator Stakeholders believe that the administration of the assessment is feasible	<b>DOES NOT MEET-</b> information is not available for this criteria or		

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	and minimally disruptive; <ul style="list-style-type: none"> <li>• Training on assessment administration is easily available and required for all test administrators</li> <li>• Assessment is simple for educators to deliver to all students</li> <li>• Assessment takes little time to administer to all students-schoolwide.</li> <li>• Assessment proves to show little interruption to tier one instruction for all students.</li> </ul>	information does not demonstrate sufficient evidence.  <b>PARTIALLY MEETS</b> -partial information is available related to the criterion and/or data demonstrates weak evidence.  <b>MEETS OR EXCEEDS</b> –most information for the criterion is available and information and data suggest acceptable or strong evidence.		

Strengths:

Weaknesses:

Recommend:

Not Recommended:

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