

## Assessment Overview Aligned to the Science of Reading and MTSS Tiers

This guide outlines how various types of assessment data are used within the Science of Reading (SoR) framework and across Multi-Tiered Systems of Support (MTSS). While implementation may vary, the core idea remains: assessment data should directly inform instruction and intervention to improve literacy outcomes for all learners.

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Assessment Type	Purpose	When/Who	Key Features	Examples
Screening	Identify students at risk; inform Tier 1 and potential Tier 2/3 supports	All students (Tier 1), 3 times per year	Brief, reliable, and valid; informs whole-class and small-group instruction	Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Measures of Academic Progress (MAP) by NWEA
Diagnostic	Identify specific strengths and needs in reading	Students not meeting benchmark on screeners	Deep analysis of reading components; supports targeted intervention planning	Qualitative Reading Inventory (QRI), Woodcock Reading Mastery Tests – Third Edition (WRMT-III)
Progress Monitoring	Track growth and evaluate instructional or intervention effectiveness	Tier 1–3; frequency varies by support level	Regular checks aligned to targeted skills; used to adjust instruction	Curriculum-Based Measures (CBM) (e.g., oral reading fluency (ORF) – total words correct per minute)
Formative	Check for understanding during instruction	Daily, across all tiers	Informal and frequent; guides immediate teaching adjustments	Exit tickets, whiteboard responses, think-pair-share discussions
Summative	Evaluate mastery of grade-level standards	End of unit, term, or year (all students)	Formal; used to measure overall performance and long-term growth	End-of-unit assessments, state-mandated reading tests, benchmark assessments from core or supplemental programs

### Assessment Use by Tier

Tier	Common Assessment Types
Tier 1 – Core	Screening, Some Progress Monitoring, Formative, Summative
Tier 2 – Focused	Screening, Diagnostic, Progress Monitoring, Formative, Summative
Tier 3 – Intensive	Screening, Diagnostic, Frequent Progress Monitoring, Formative, Summative

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