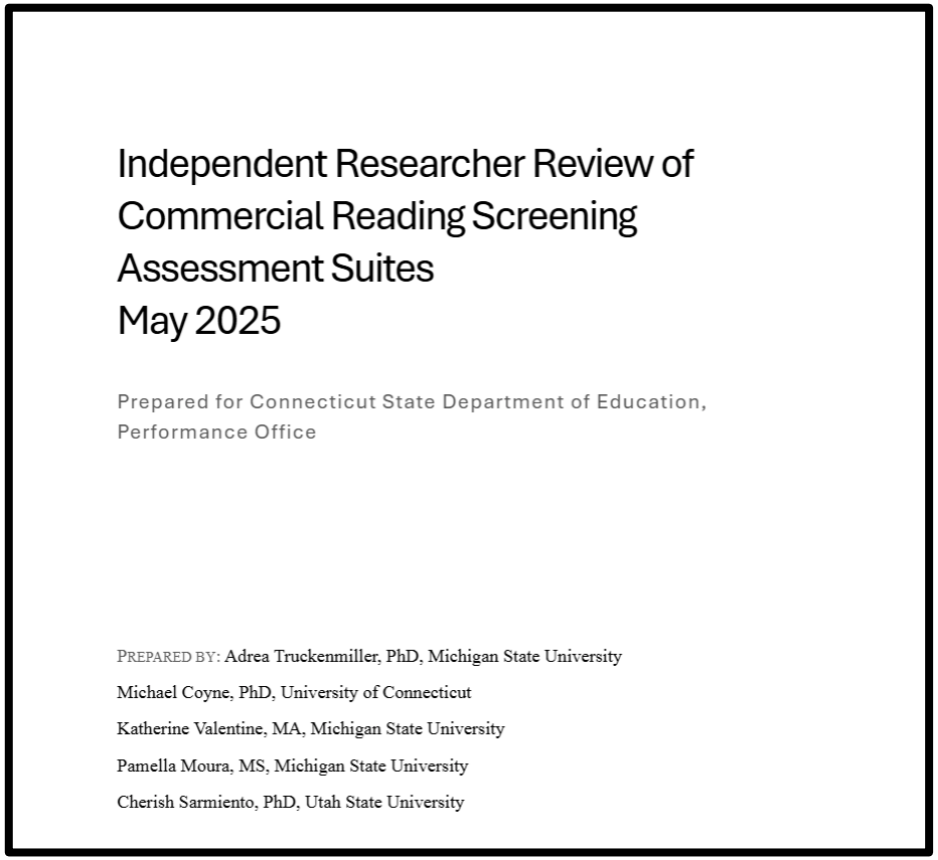
New Frontiers in Literacy Assessment

Adrea Truckenmiller, PhD, NCSP
Associate Professor, Michigan State University
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Independent Researcher Review of Commercial Reading Screening Assessment Suites
May 2025

Prepared for Connecticut State Department of Education, Performance Office

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Cherish Sarmiento, PhD, Utah State University

COLLEGE OF EDUCATION

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The opinions expressed are those of the authors and do not represent views of the U.S. Department of Education or any other funder.

IES Institute of Education Sciences

New Findings in Assessment

- Which assessments: Independent Researcher Review of Commercial Reading Screening Assessment Suites
- How: Uses and misuses of commercial reading assessment: An applied framework for decision-making in Grades K through 6 Increasing accuracy and decreasing testing time
- Toolbox of fine-grained assessments to guide instruction
- How to assess writing (grades 3 through 8) that guides research-based instruction

Thanks to my incredible team!

Dr. Eunsoo Cho, Dr. Courtenay Barrett, Dr. Gary Troia, Megan Perreault, Dr. Amna Agha, Dr. Cherish Sarmiento, Dr. Katie Valentine, Dr. Kiana Hines, Lindy Johnson, Lo Hennenfent, Julia Randle, Pam Moura, Sam Bourgeois, Ellie Friedman, Thomas Toaz, Colleen Blackwood, Isabella Berch, Isabella Chan



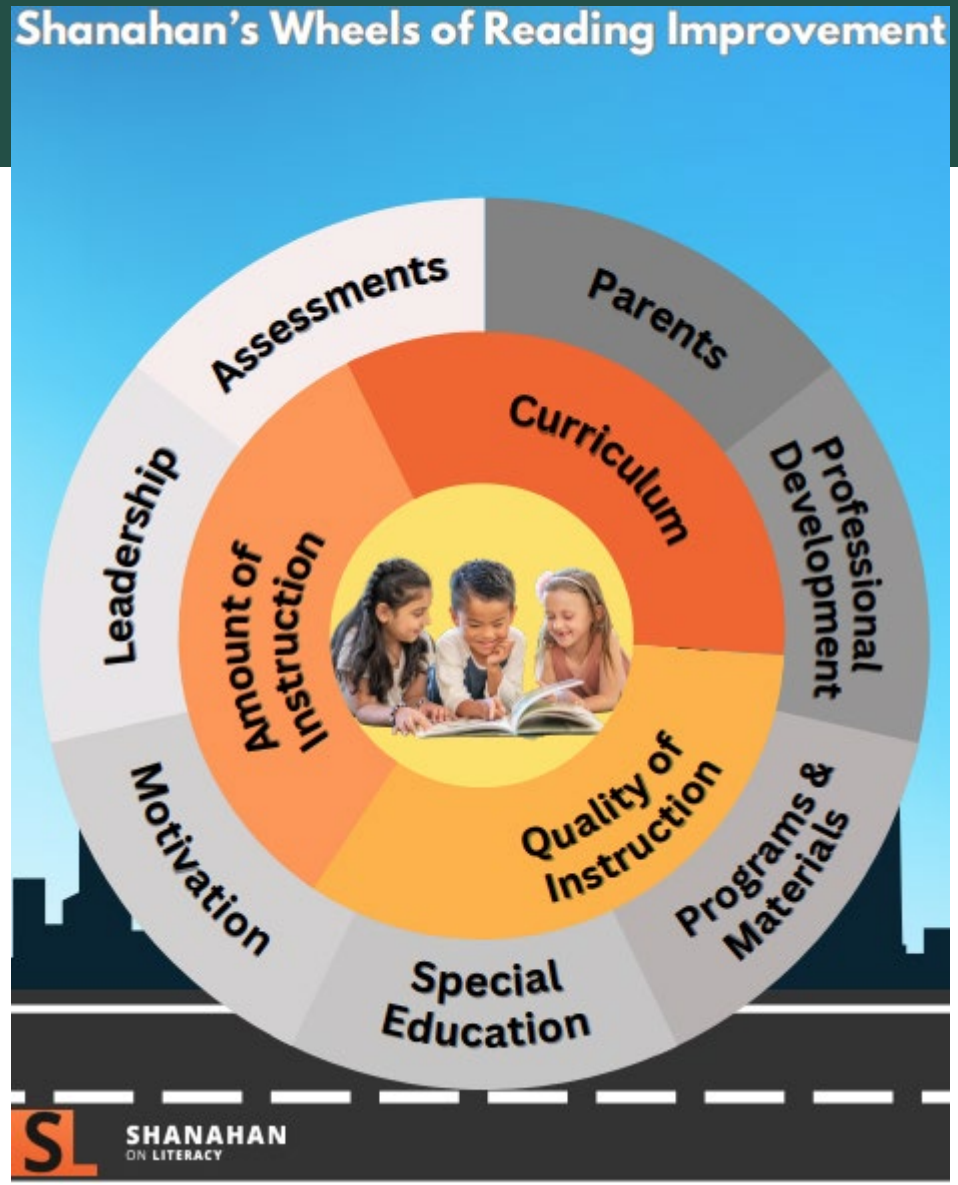
Goal: to guide effective instruction

Assessment that shows students' current literacy development & points to effective instruction

Literacy instruction that has an impact on all students' literacy proficiency

>80% Students Proficient

- All students can learn to read



Shift mindset from student label to instruction

Ask

What content in the curriculum needs to be beefed up?

How can we increase the opportunities for students to respond?



NOT

What grade level reading is this student?

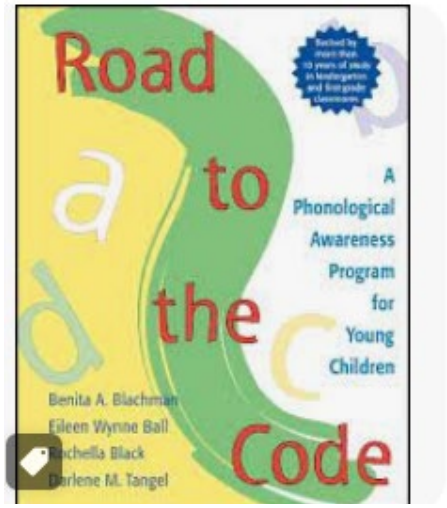
Is this a Tier 2 or Tier 3 student?

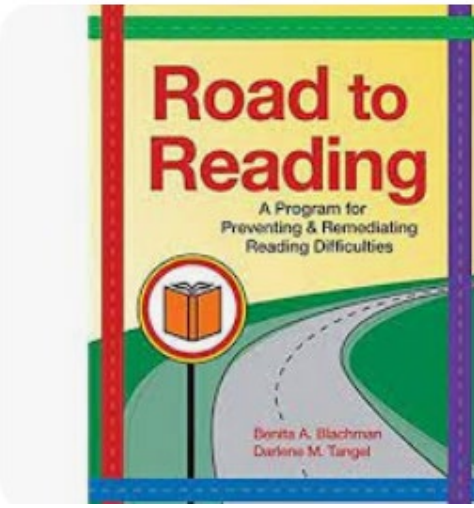


Truckenmiller et al., 2024, The Reading Teacher

Success example

Syracuse University





The goal: Provide intensive explicit structured literacy instruction to students as early as possible

urnal of Educational Psychology
04, Vol. 96, No. 3, 444–461

Copyright 2004 by the American Psychological Associa
0022-0663/04/$12.00 DOI: 10.1037/0022-0663.96.3.

Effects of Intensive Reading Remediation for Second and Third Graders and a 1-Year Follow-Up

Benita A. Blachman
Syracuse University

Christopher Schatschneider
Florida State University

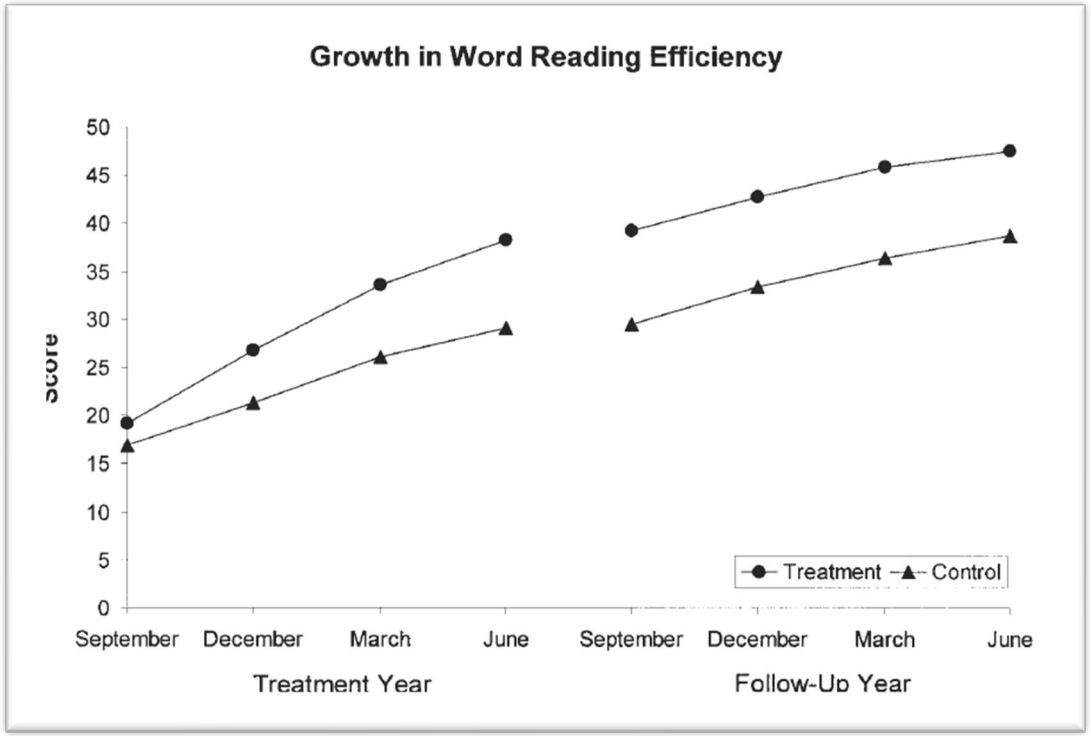
Jack M. Fletcher
University of Texas Health Science Center at Houston

David J. Francis
University of Houston

Sheila M. Clonan
Syracuse University

Bennett A. Shaywitz and Sally E. Shaywitz
Yale University Medical School

Second- and 3rd-grade children with poor word-level skills were randomly assigned to 8 months of explicit instruction emphasizing the phonologic and orthographic connections in words and text-based reading or to remedial reading programs provided by the schools. At posttest, treatment children showed significantly greater gains than control children in real word and nonword reading, reading rate, passage reading, and spelling, and largely maintained gains at a 1-year follow-up. Growth curve analyses indicated significant differences in growth rate during the treatment year, but not during the follow-up year. Results indicate that research-based practices can significantly improve reading and spelling



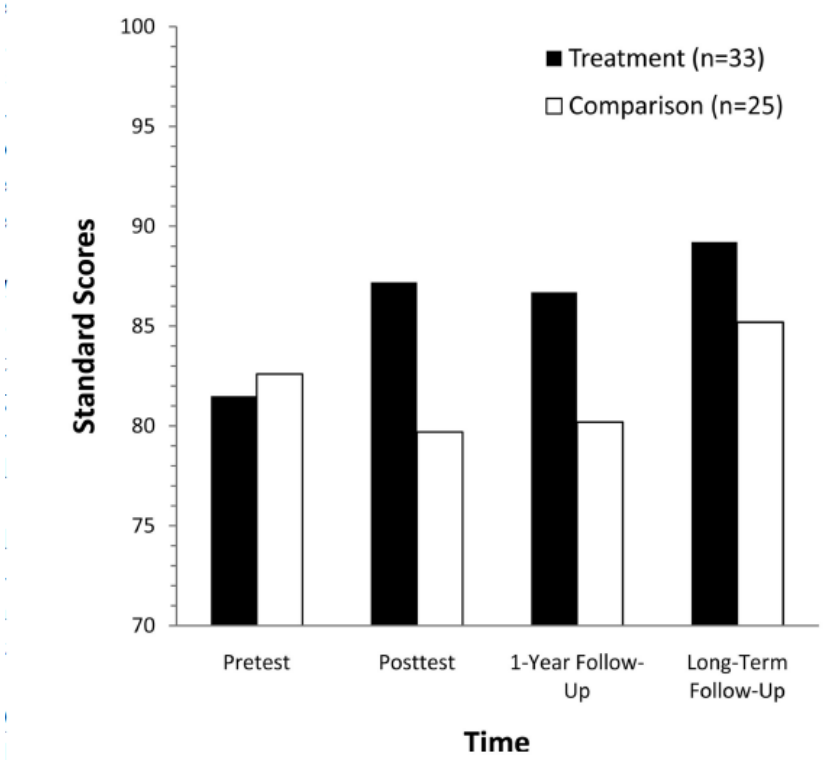


Figure 1. Treatment and comparison group standard score means on the Basic Skills Cluster of the Woodcock Reading Mastery Tests-Revised (Woodcock, 1987) at pretest, posttest, 1-year follow-up, and long-term follow-up.

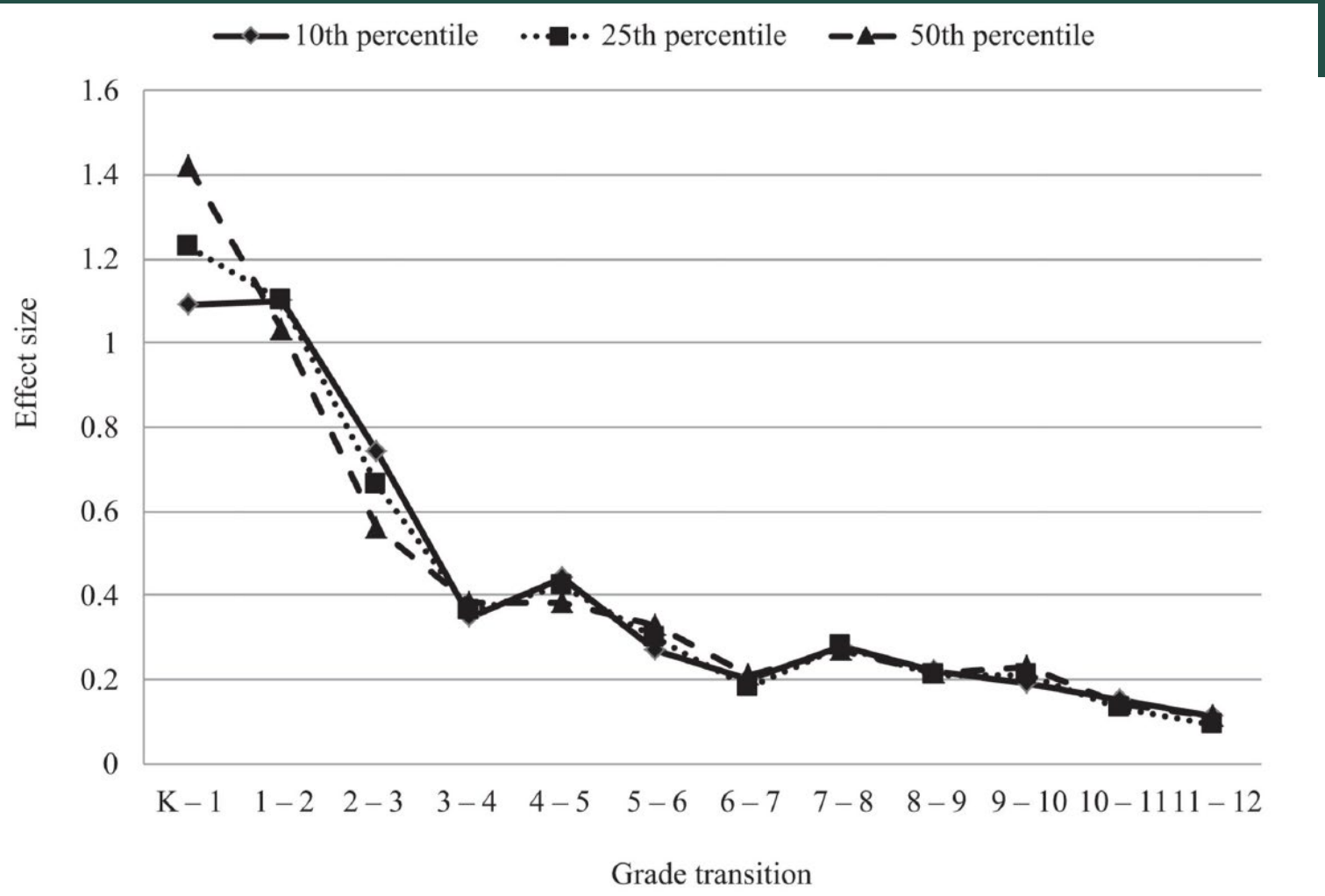
10 years later …

PARTICIPANT OUTCOMES

TREATMENT GROUP (n=33)		COMPARISON GROUP (n=25)
42% of participants received special education services		**60%** of participants received special education services
85% of participants completed high school		**68%** of participants completed high school
70% of participants attend a postsecondary institution		**52%** of participants attend a postsecondary institution

Blachman, Fletcher, Munger, Schatschneider, Murray, & Vaughn, 2014, *Journal of Educational Psychology*

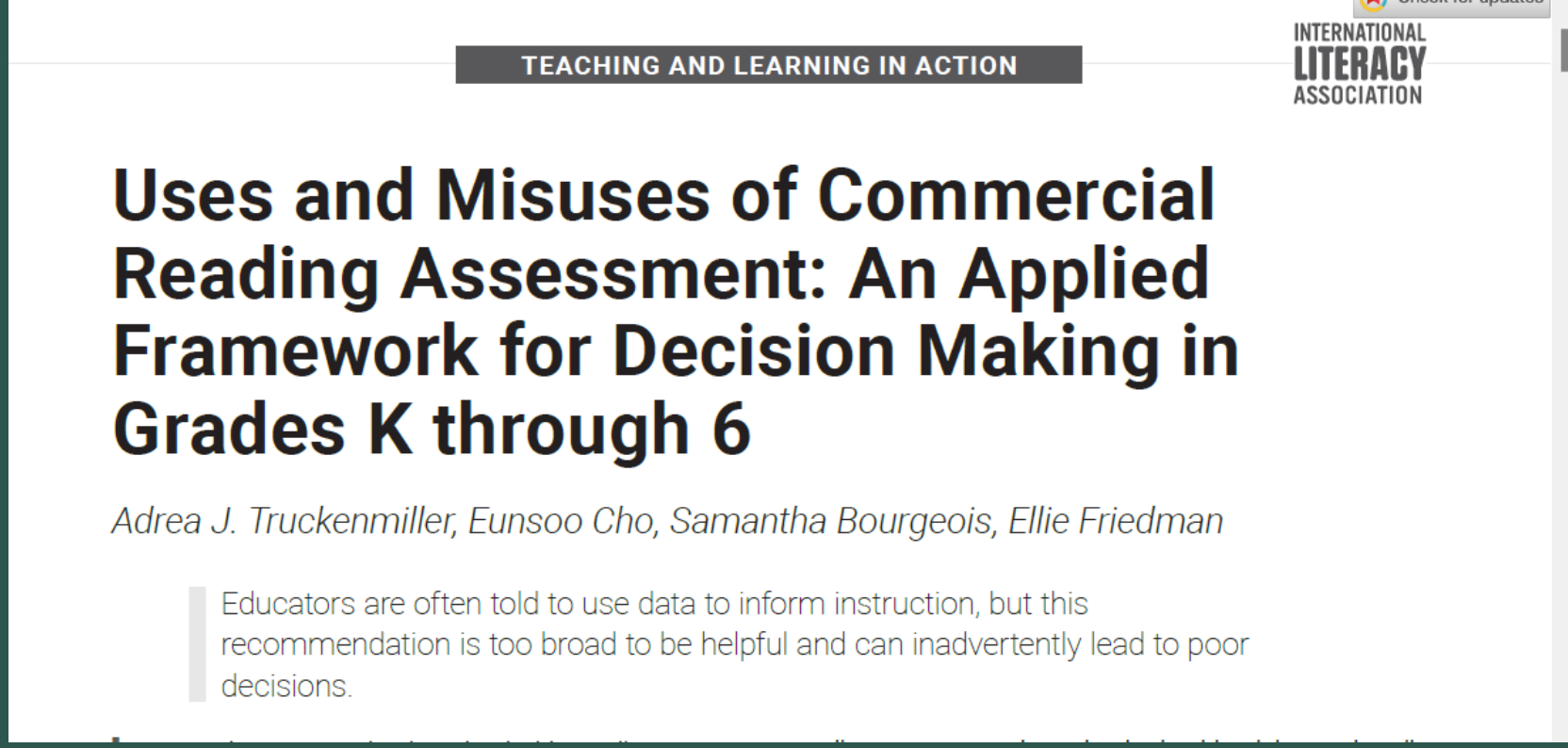
Earlier intervention is critical – invest resources in K-3



Review of 100 years of reading research
Scammacca, Fall, & Roberts, 2015

Using assessment to make instructional decisions

Truckenmiller, Cho, Bourgeois, & Friedman, 2024



TEACHING AND LEARNING IN ACTION

INTERNATIONAL LITERACY ASSOCIATION

Uses and Misuses of Commercial Reading Assessment: An Applied Framework for Decision Making in Grades K through 6

Adrea J. Truckenmiller, Eunsoo Cho, Samantha Bourgeois, Ellie Friedman

> Educators are often told to use data to inform instruction, but this recommendation is too broad to be helpful and can inadvertently lead to poor decisions.

What should we assess?

<u>Administrators</u>
- State test
- % meeting benchmark

Comprehending & writing about grade level text (standards)

<u>Administrators & teachers</u>
- 3 times per year screener/benchmark/interim
- Subtest scores

Code | Fluency | Language Comprehension

<u>Interventionists/Specialists</u>
Which specific skills need most intensive feedback from an expert

Subword | Word | Sentence/ passage | Word (vocab) | Sentence (syntax) | Passage (discourse)

Foorman, Herrera, Petscher, Mitchell, & Truckenmiller, 2015; Truckenmiller & Toste, 2025

What works at your school?

Can your assessment detect if it works?

School-wide decisions overview

Question	Decision	Data point	Evidence
How many students is our enacted curriculum working for?	Make changes to Tier 1 instruction	Screener leading indicater score	Sensitivity = 90% predicting to end of year expectations
What does the curriculum need?	Replace, supplement, or layer with effective word reading & language comprehension	Screener • Code benchmark • Language comprehension benchmark	Correlation = .60 with gold standard measures of code & language comprehension

Truckenmiller et al., 2024

Interpretation of the screener scores

Non-example

What grade level is the student reading at?



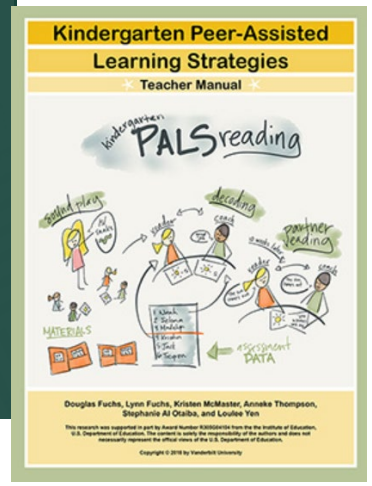
Which students need to go somewhere else?

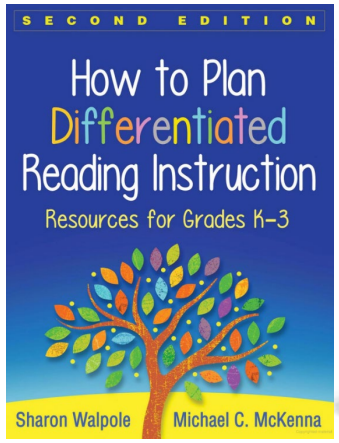
Ideal example

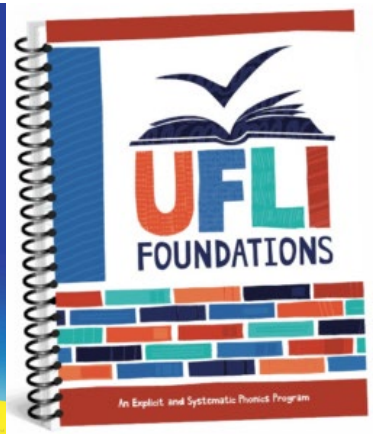
What parts of our curriculum are less impactful?

What are the gaps in our instruction?

Most effective instruction







- Explicitly teach students to decode and spell words (Hall et al., 2023)
- UFLI
- Sound Partners
- Peer Assisted Learning Strategies
- Word Connections

- Increase fluency
- Peer Assisted Learning Strategies
- Wide reading

- Teach vocabulary
- Morphology – roots & affixes
- Wide reading – same words across multiple texts/contexts

- Teach main idea, summary, inference, text structure
- Knowledge Acquisition and Transformation
- Story Champs

- Teach language structure (vocab, sentence, text)
- Let's Know
- Story Champs
- Teach writing

All shown to be effective in ESSA Level 1 or 2 studies

Evidence-based practices in grades 4 through 9

** Highest effect size practices.**

Examples

- Collaborative Strategic Reading
- Knowledge Acquisition & Transformation; Intelligent Tutoring for the Structure Strategy**
- PowerUp**
- Promoting Adolescent Comprehension of Text
- Self-Regulated Strategy Development**
- Strategic Adolescent Reading Intervention
- Word Generation & World Generation** (See Phil Capin's talk)

Mechanisms

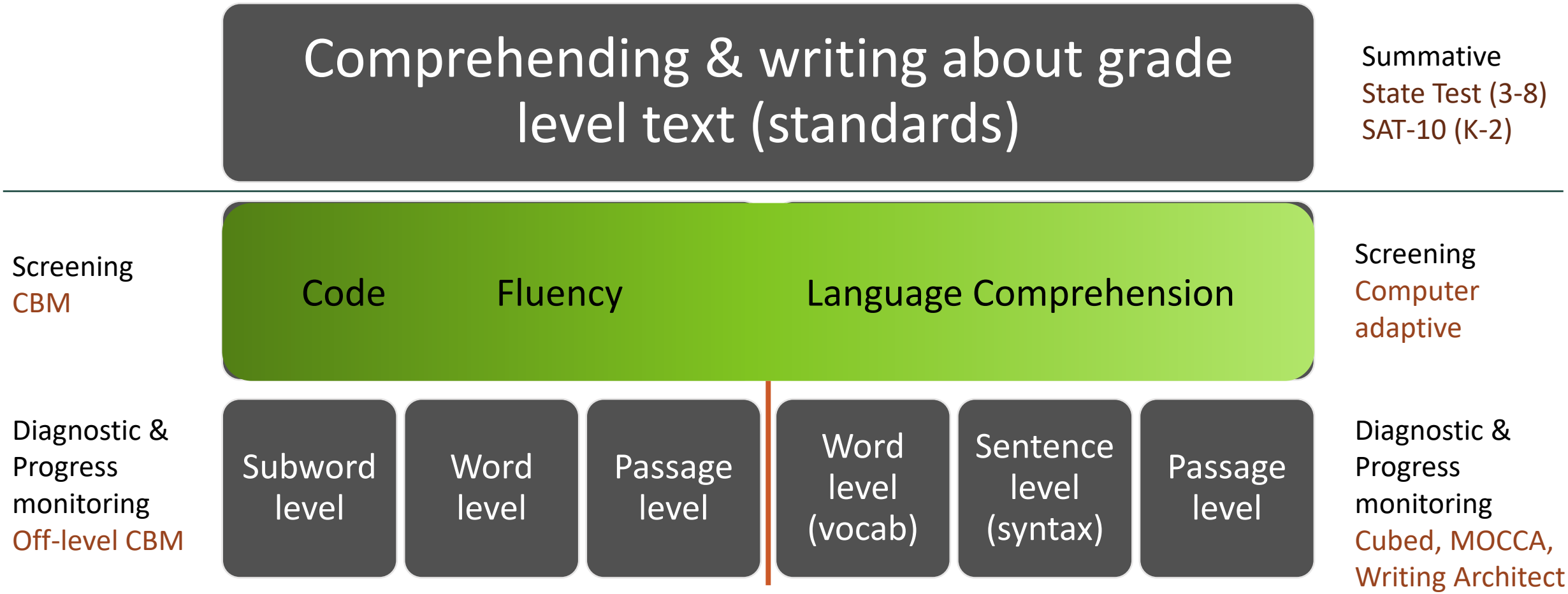
Tighe & Schatschneider, 2016 meta analysis

- Morphological awareness
- Language comprehension
- Fluency
- Oral vocabulary
- Word recognition
- Inference
- Comprehension monitoring
- Text structure

Writing (Graham & Harris, 2018)

All shown to be effective in ESSA Level 1 or 2 studies

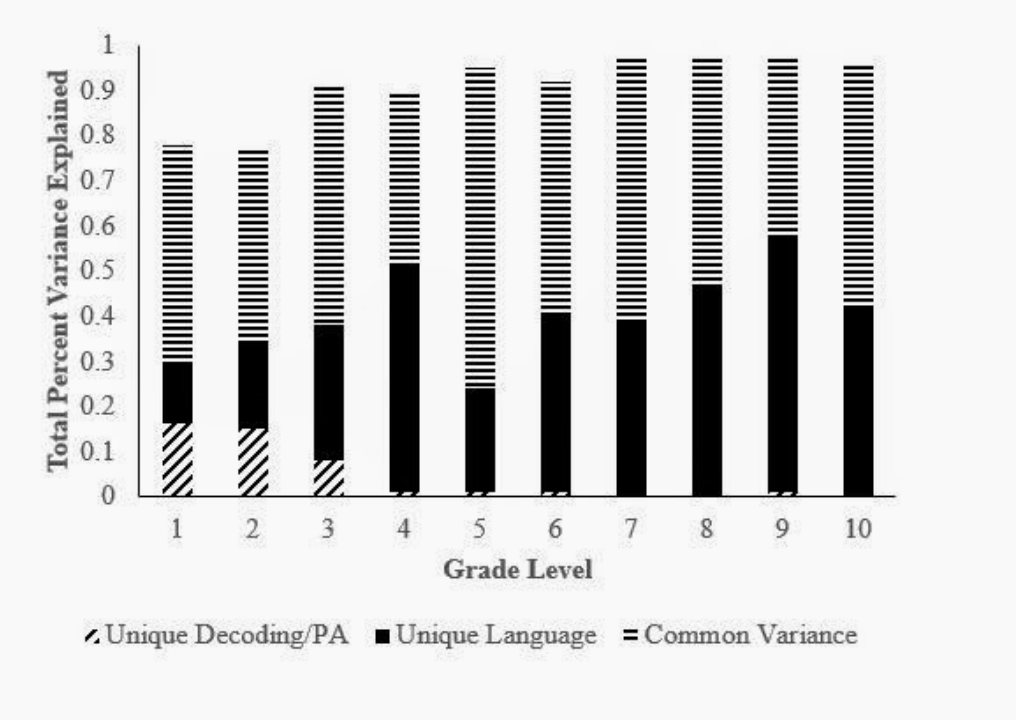
Which assessment data points?



Truckenmiller & Toste, 2025; Truckenmiller et al., 2025

Evidence for emphasizing decoding and language comprehension

Reading development is code & language, most students need both



Comprehending & writing about grade level text (standards)

Oral Reading fluency (DIBELS)

laptive nsion wth, Star)

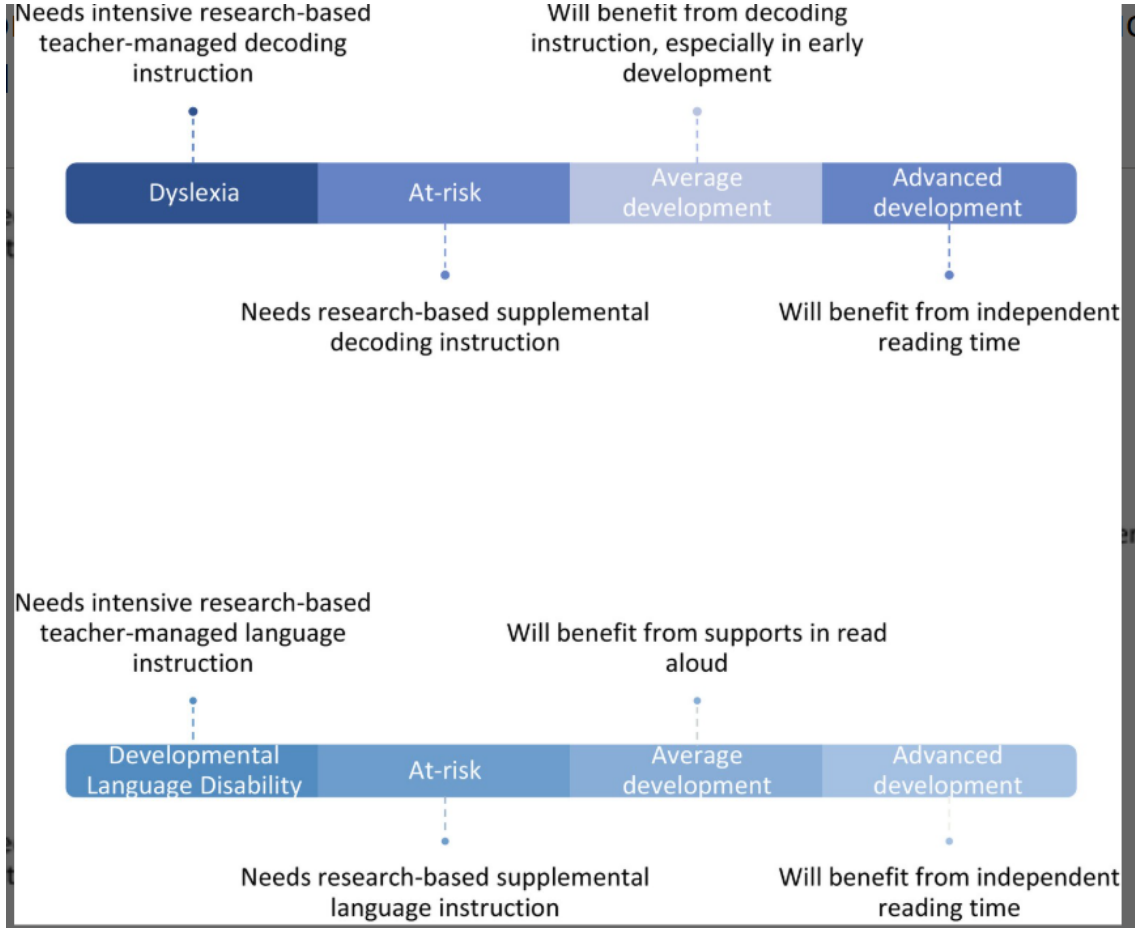
Subword	Word	Sentence/ passage	Word (vocab)	Sentence (syntax)	Passage (discourse)

Foorman, Petscher, & Herrera, 2018;
Foorman, Petscher, Stanley, & Truckenmiller, 2017;
Petscher, 2015

Many students with disabilities benefit from code & language instruction

- Introduce general education teachers to dyslexia and developmental language disorder

- New and Not Well-Known Research about Reading Disabilities: Teachers Want to Know
  - Published open access in The Reading Teacher, 2024



Truckenmiller, 2024

Decision 2: data from “screener” “diagnostic”

Code-based score and meaning-based score	Teacher	Systems level
Question	Which students need more explicit instruction with opportunities for students to respond and receive feedback on code, meaning, or both?	For how many students is our enacted curriculum working for?
Decision	Use instruction that has a demonstrated impact on code, meaning, or both.	If more than 20% of students are below benchmark in code or meaning, then that component of the enacted curriculum needs supplementation.

What does Code assessment look like?

DIBELS 8th Edition *Word Reading Fluency* Benchmark WRF 1.Middle

Examiner script	Reminders	
Please read from this list of words (Point to the student form). **Start here** (point to the first word) **and go across the page** (point across the page). **When I say 'Begin', point to each word and read it the best you can. If you get stuck, I will tell you the word, so you can keep reading. Put your finger on the first word. Ready? Begin.**	Start timer Prompts Discontinue	When student says the first word. Student hesitates: wait 3 seconds; give correct word; point to the next word, and say "**Keep going**"; mark the missed word as incorrect. Student does not get any words correct within the first line (5 words): discontinue WRF.

on	is	by	it	one	(5)
for	more	at	but	with	(10)
we	this	if	has	in	(15)
home	bad	own	light	into	(20)
guess	between	travel	driver	move	(25)
again	chain	play	draw	race	(30)
third	snow	land	secret	food	(35)
safety	peace	floor	learn	season	(40)
next	mouth	glass	help	seen	(45)
heavy	last	hand	today	clean	(50)
normal	get	point	class	even	(55)

DIBELS 8th Edition *Oral Reading Fluency* Progress Monitoring ORF 4.4

Examiner script	Reminders	
Please read this (point to passage) **out loud.** **If you get stuck, I will tell you the word, so you can keep reading. When I say 'Stop' I may ask you to tell me about what you read, so do your best reading.** **Start here** (point to first word of first paragraph of passage). **Ready? Begin.**	Start timer Prompts Discontinue	When student says first word. Student hesitates: wait 3 seconds; give correct word; mark the missed word as incorrect. Student does not get any words correct within the first line: discontinue ORF.

Ice Cubes

Americans love ice cubes! They love to put ice in water, iced tea, and (14)
soda. Some people love to chew on ice cubes, too! (24)
Still, not all people around the world like ice cubes. People in other (37)
countries don't love ice cubes like we do. They think that ice cubes take up (52)
too much room in a glass. Some worry that the ice will melt and make their (68)
drink watery. Some don't like ice because they prefer warm drinks like tea or (82)
coffee. Yet others don't like ice cubes because they are worried that the ice (96)
cubes are dirty. (99)
~~Some people in other countries don't like ice in their drinks because~~ (111)
they just aren't used to it. This was also true for Americans less than one (126)
hundred years ago. (129)
Before there were refrigerators, people had ice boxes. Ice boxes were (140)

https://dibels.uoregon.edu/

What does language assessment look like?

- If you are already using Acadience or aimsweb plus, fine to keep using them, but may eventually need to supplement with a different vocabulary measure.
  - Word Use Fluency has lower reliability than other computer adaptive measures
- Consider using Gates MacGinitie Word Knowledge
- Due to nature of vocabulary development, computer adaptive assessment tends to work better
- Not commercially available, but high quality:
  - A2i
  - Adolescent Assessment of Literacy **
  - Core Academic Language Skills Instrument
  - Monster, PI**





Fig. 4 Word Match Game item – child listens to the words under headphones, which flash as they are read, and then selects the two that go together. Words turn green when they are selected

A2i Vocabulary item, Connor, 2019

Dr. Truckenmiller was involved in the development of these assessments. She received a small amount of royalties from the sale of Monster, PI.

What assessments do this well?

Show me the evidence



Sensitivity (>90%) to external gold standard measures.

Correlation (r ≥ .60) with external measures.

Points to instruction that has a positive effect size in a randomized controlled trial.

Current best screeners for K-3

DIBELS 8th mClass

- Excellent sensitivity to gold standard measures 82% to 100%
- mClass has vocabulary, oral language, & spelling
- **Word Reading Fluency** much better than other CBMs
- Lectura is the highest quality Spanish measure

easyCBM

- Excellent sensitivity to gold standard measures 84% to 100%
- Integrates vocabulary (grades 2-5), correlates with gold standard measures
- Word Reading Fluency much better predictor than other CBMs

FastBridge earlyReading

- Good sensitivity to gold standard measures 75% to 88%
- Vocabulary, sentence reading, & oral repetition correlate with gold standard measures

i-Ready Diagnostic + Fluency

- Good sensitivity to DIBELS 8th 77% to 96%
- Integrated & shorter testing time for phonics, spelling, vocabulary, & informational text
- Quality of vocabulary subtest unclear

Detailed analysis Truckenmiller et al. 2025

Decision 2: Which measures best capture code and meaning?

- DIBELS 8th edition with mClass
  - Code: PSF in grade K, WRF in grades 1 & 2, ORF in grade 3, mClass Spelling
  - Meaning: mClass Vocabulary and Oral Language
- easyCBM
  - Code: PSF in grade K, WRF in grade 1, PRF in grades 2 & 3
  - Meaning: Vocabulary
- FastBridge
  - Code: Word Blending in grade K., Sentence reading and ORF in grades 1 to 3
  - Meaning: Vocabulary, Matching Synonyms, Morphology, and Oral Repetition
- i-Ready
  - Code: Phonics, fluency measure
  - Meaning: Vocabulary, Comprehension of Informational Text

Truckenmiller, Valentine, Moura, Sarmiento, & Coyne, 2025

How are interventions selected? Create a decision tree

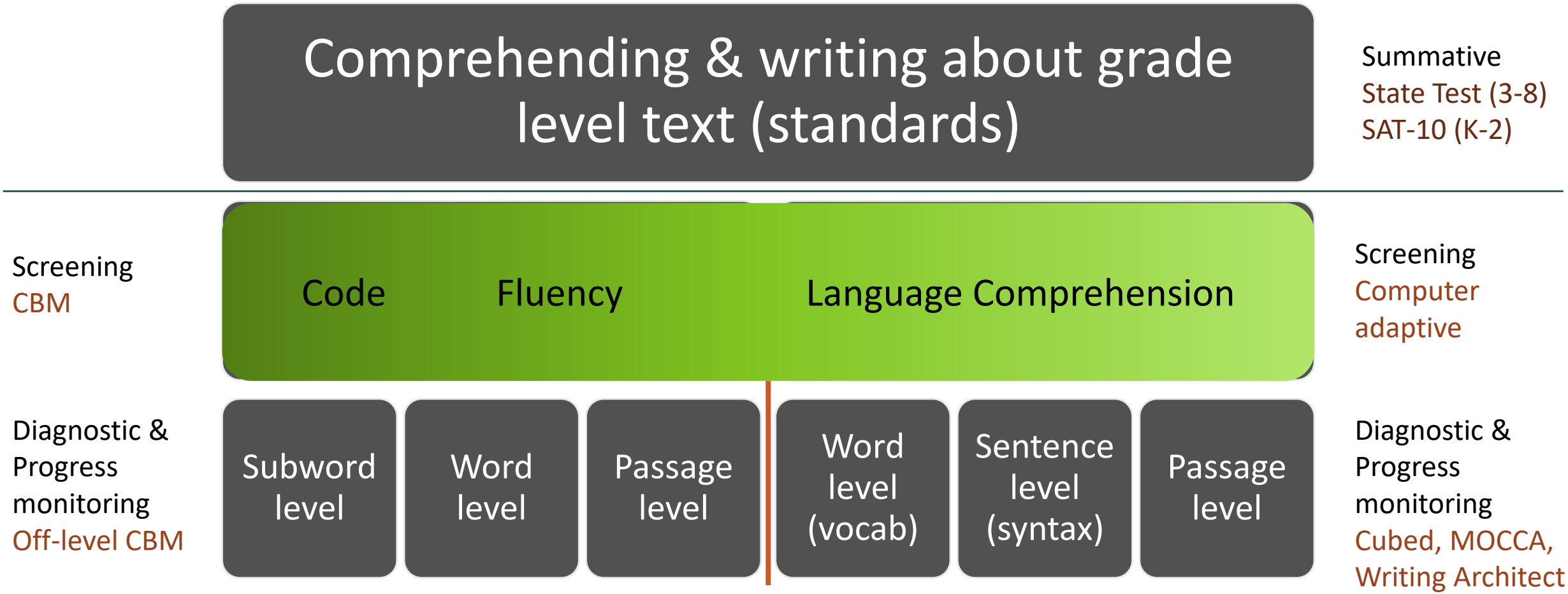
What interventions do you have?

What is the nature of the evidence to support those interventions?

What is the decision rule for students to get that instruction? To exit or intensify that instruction?

What is available at your school to facilitate decoding, spelling, vocabulary/morphology, oral language, text structure, inferencing, comprehension monitoring?

Which assessment data points?



Truckenmiller & Toste, 2025; Truckenmiller et al., 2025

Decision 3

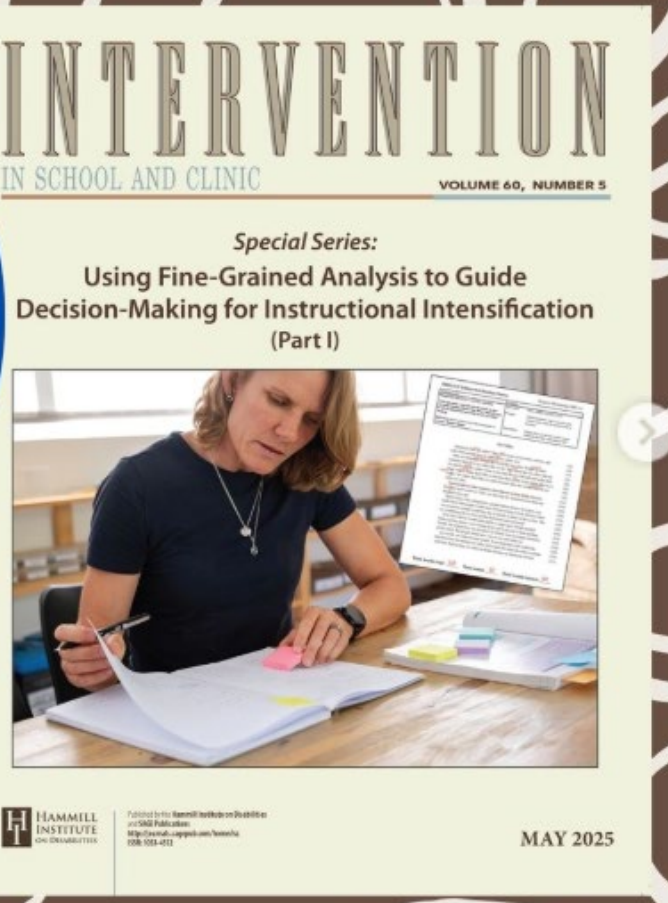
Fine-grained assessment	Reading Specialists and Teachers	Administrator
	Identify a student's location along the learning progression for the code (which syllable patterns they have mastered) and any misconceptions in vocabulary, sentence structure, text structure, and inferencing (see special issue of Intervention in School & Clinic).	If most students are significantly below benchmark, need to provide professional learning to more educators to reach a reading specialist level of understanding.

Fine-grained assessment

New assessments with more focused and effective instruction

Special Series Editors





READ MORE

Adrea Truckenmiller, Michigan State University &
Jessica Toste, The University of Texas at Austin

Toolbox of innovative & research-based assessment

- Reading (Toste et al.)
  - Analysis of syllable types and patterns to each
- Spelling (Williams & Novelli)
  - Analysis of patterns & morphology to teach
- Inferencing analysis (Biancarosa et al.)
  - Identifies if students are making causal inferences, elaborating, or paraphrasing
- Writing analysis (Truckenmiller et al.)
  - Connects to instruction for text structure, vocabulary, spelling, sentence accuracy, & typing

Table 1. Sample Methods and Materials for Fine-Grained Assessment of Reading and Writing.

Grade levels	Method description
Reading: Code	
Grades PK to 1	*Access to Literacy Assessment System for Phonological Awareness (ATLAS-PA)* Phonological awareness for speech impairment (Skibbe et al., 2020) https://www.ventrislearning.com/atlas-pa
Grades K to 6	*Dynamic Indicators of Basic Early Literally Skills (DIBELS)* Letter sounds and names, phoneme segmentation, word reading fluency, and oral reading fluency (ORF; Toste et al., 2025) https://dibels.uoregon.edu
Reading: Meaning	
Grades PK to 3	*CUBED NLM Listening* Vocabulary, sentence structure, text structure (Petersen & Spencer, 2014, 2022) https://languagedynamicsgroup.com/cubed
Grades 1 to 8	*CUBED NLM Reading* Vocabulary, sentence structure, text structure (Petersen & Spencer, 2014, 2022) https://languagedynamicsgroup.com/cubed
Grades 3 to 6	*Multiple-choice Online Cloze Comprehension Assessment (MOCCA)* Reading comprehension inferencing (Biancarosa et al., 2025) https://mocca.uoregon.edu
Grades 3 to 10	*Adolescent Assessment of Literacy* Word recognition, vocabulary / morphology, connectives (Foorman et al., 2017) https://qmi-fcrr.shinyapps.io/AALiteracy/
Writing	
Grades PK to 1	*cWRITE* Letter writing, word writing, story writing (Gerde et al., 2024)
Grades K to 3	*Early Writing Project* Handwriting, spelling, sentence construction (Poch et al., 2022) https://earlywritingproject.org
Grades 1 to 6	*Spelling*—word pattern analysis (Williams & Novelli, 2025)
Grades 3 to 8	*Writing Architect* Spelling, vocabulary, sentence accuracy, text structure (Truckenmiller et al., 2025) https://writingarchitect.org

Replace 3-cueing miscue analysis

Table 1. Sample Error Analysis Chart.

Student errors		Error type category			
Printed word	Student response	Phonemic	Orthographic	Morphemic	High frequency
love	lōv		✓		
chew	chĕw		✓		
people	peōplĕ				✓
around	arŏŭnd		✓		
people	peōplĕ				✓
they	the				✓
room	rŏm		✓		
watery	watĕrī		✓	✓	
coffee	cŏffee	✓			
worried	worrĭĕd			✓	

Toste et al., 2025

Spelling

Integrate with reading instruction

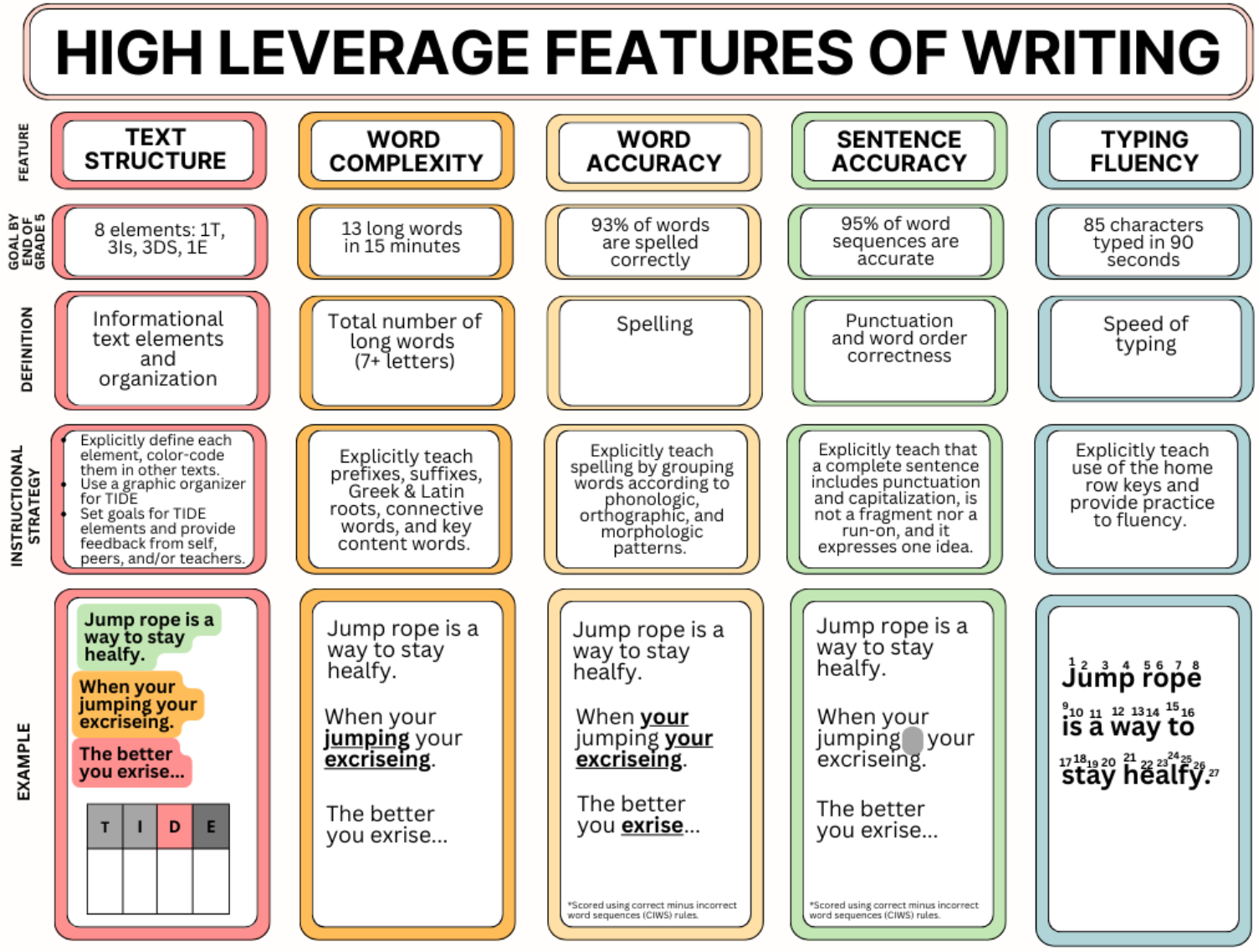
- Not your grandma's Friday spelling test on theme words
- Organize words by syllable type & vowel sound/spelling pattern
- Good Tier 1 Foundational Skills programs have a good scope & sequence of sound/spelling patterns
- Find additional words at Phinder
- For students with dyslexia (Hall et al., 2023)
  - Multisensory instruction may be beneficial, but not necessary
  - Spelling instruction is beneficial and may be a key ingredient

Williams & Novelli, 2025, Intervention in School & Clinic

Table 4. Examples of Instructional Methods, Routines, and Activities for Ms. Morgan's Students.

Error pattern	Instructional method, routine, and/or activity
words with r-blends (tr- dr-) long vowels (overgeneralization of VCe) spellings for /k/ (overgeneralization of ck) suffix spellings and spelling rules for adding suffixes	• Elkonin/sound boxes • dictation • explicit instruction in vowel teams • word sorting • dictation • explicit instruction in /k/ spellings • word sorting • word building • explicit instruction in suffix spelling • explicit instruction in suffix addition rules (e drop, y change, consonant doubling) • word sorting

Writing Architect



Truckenmiller et al., 2025, *Intervention in School & Clinic*

IES grant to MSU
#R305A210061

IES Institute of Education Sciences

So we need to add yet another assessment?

What to de-implement

De-implement NWEA Map Growth in K through 2

>90% of schools in Michigan use NWEA Map Growth

- No external validity evidence of measuring decoding in grades K to 2
- Do your NWEA scores tell you that you have 10% students at risk in Kindergarten & >50% are not proficient on MSTEP in grade 3?
- Claims to be only assessment to measure growth on a continuous scale across K to 12. Studies show this is currently not possible (e.g., Foorman et al., 2015, 2018).
- For IRIPs & other mandates, use another more informative approved measure instead
  - Ex. DIBELS 8th mClass or i-Ready
- You can use different assessments in grades K to 2 than used in later grade levels
- What decision is the NWEA Map Growth being used for?
- Is there evidence that its useful or better than other assessments for that purpose?

- Strengths of NWEA Map Growth
  - Measures language comprehension and reading comprehension
  - Highly predictive of MSTEP in grades 3 through 8
- Note that there is a difference between Map Growth and the new Map Fluency assessment from NWEA.

De-implement levelled reading inventories

Reading Inventories used to be the best thing we had that combined word reading and comprehension

- Other assessments have greater reliability & validity, give more useful info, & take less time
- How to pick books instead:
  - Have students pick books based on their interest.
  - If they make >5 mistakes in the first minute, go down in text level

	Acadience	Star	Fountas & Pinnell BAS	ORF + Star
Current sensitivity accuracy	52%	63%	31%	
Better cut score classification accuracy	85%	76%	88%	**91%**
Time in assessment	30 min/student (SWAT)	30 min/class	40 min/student	30 min/class + 5 min/student
Total opportunity cost for 6 grade 3 classrooms	$1,921.94	$671.14	$5,602.50	$4,117.26
Opportunity cost per student	$17.47	$6.05	$50.93	$42.01

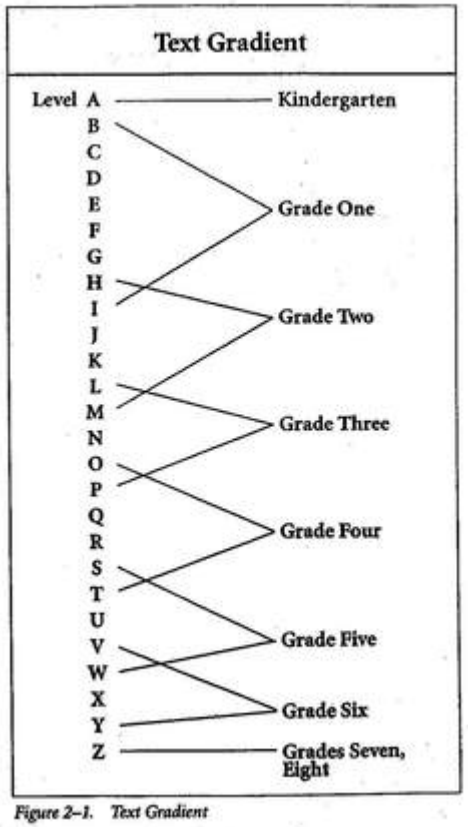


Figure 2–1. Text Gradient

Barrett, Johnson, Truckenmiller, & VanDerHeyden, 2024, *Remedial and Special Education* preprint

Do CUBED instead of BAS and instead of retell

Narrative Language Measure

To guide instruction in key evidence-based areas of language development
At the text level – story elements
At the sentence level – cohesive elements (because, other)
At the word level – vocabulary
Comprehension – inferencing & comprehension monitoring

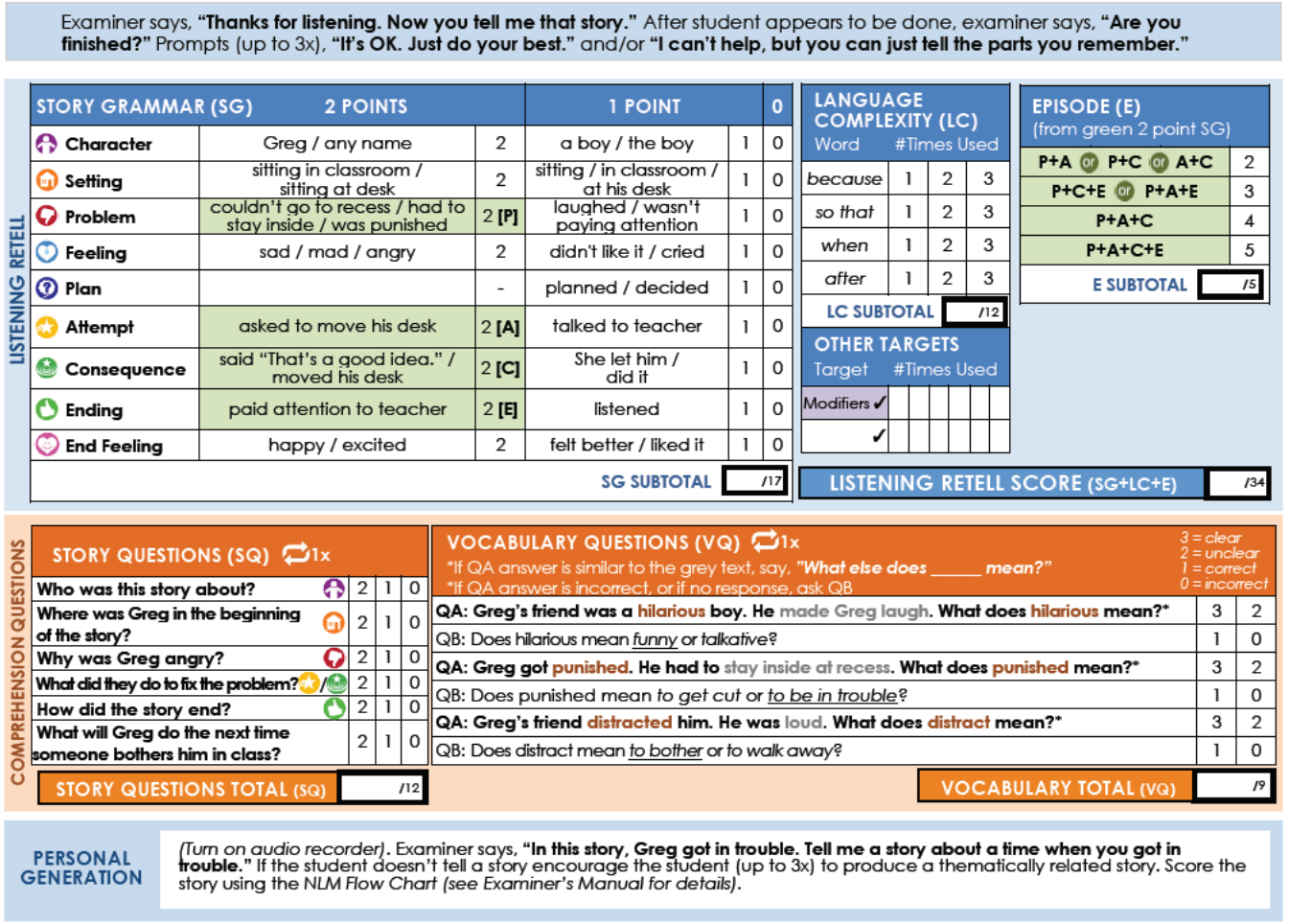
Dynamic Decoding

phonemic awareness

letter-sound patterns,

Regular and irregular words

Only missing fluency



Examiner says, **"Thanks for listening. Now you tell me that story."** After student appears to be done, examiner says, **"Are you finished?"** Prompts (up to 3x), **"It's OK. Just do your best."** and/or **"I can't help, but you can just tell the parts you remember."**

LISTENING RETELL

STORY GRAMMAR (SG)	2 POINTS		1 POINT		0
Character	Greg / any name	2	a boy / the boy	1	0
Setting	sitting in classroom / sitting at desk	2	sitting / in classroom / at his desk	1	0
Problem	couldn't go to recess / had to stay inside / was punished	2 [P]	laughed / wasn't paying attention	1	0
Feeling	sad / mad / angry	2	didn't like it / cried	1	0
Plan		-	planned / decided	1	0
Attempt	asked to move his desk	2 [A]	talked to teacher	1	0
Consequence	said "That's a good idea." / moved his desk	2 [C]	She let him / did it	1	0
Ending	paid attention to teacher	2 [E]	listened	1	0
End Feeling	happy / excited	2	felt better / liked it	1	0
			SG SUBTOTAL		/17

LANGUAGE COMPLEXITY (LC) Word	#Times Used		
because	1	2	3
so that	1	2	3
when	1	2	3
after	1	2	3
LC SUBTOTAL			/12

OTHER TARGETS Target	#Times Used					
Modifiers ✓						
✓						

EPISODE (E) (from green 2 point SG)	
P+A or P+C or A+C	2
P+C+E or P+A+E	3
P+A+C	4
P+A+C+E	5
E SUBTOTAL	/5

LISTENING RETELL SCORE (SG+LC+E) /34

COMPREHENSION QUESTIONS

STORY QUESTIONS (SQ) 1x			
Who was this story about?	2	1	0
Where was Greg in the beginning of the story?	2	1	0
Why was Greg angry?	2	1	0
What did they do to fix the problem?	2	1	0
How did the story end?	2	1	0
What will Greg do the next time someone bothers him in class?	2	1	0
STORY QUESTIONS TOTAL (SQ)			/12

VOCABULARY QUESTIONS (VQ) 1x *If QA answer is similar to the grey text, say, "What else does _____ mean?" *If QA answer is incorrect, or if no response, ask QB	3 = clear 2 = unclear 1 = correct 0 = incorrect	
QA: Greg's friend was a hilarious boy. He made Greg laugh. What does hilarious mean?*	3	2
QB: Does hilarious mean *funny* or *talkative*?	1	0
QA: Greg got punished. He had to stay inside at recess. What does punished mean?*	3	2
QB: Does punished mean *to get cut* or *to be in trouble*?	1	0
QA: Greg's friend distracted him. He was loud. What does distract mean?*	3	2
QB: Does distract mean *to bother* or *to walk away*?	1	0
VOCABULARY TOTAL (VQ)		/9

PERSONAL GENERATION

(Turn on audio recorder). Examiner says, **"In this story, Greg got in trouble. Tell me a story about a time when you got in trouble."** If the student doesn't tell a story encourage the student (up to 3x) to produce a thematically related story. Score the story using the *NLM Flow Chart (see Examiner's Manual for details)*.

Petersen & Spencer, 2020

Only assessment to highlight all language components for students with reading comprehension learning disabilities. (Fletcher, Lyon, Fuchs, & Barnes, 2019)

Replace that with this

- CUBED
- Computer adaptive vocabulary
- MOCCA
- DIBELS 8th mClass

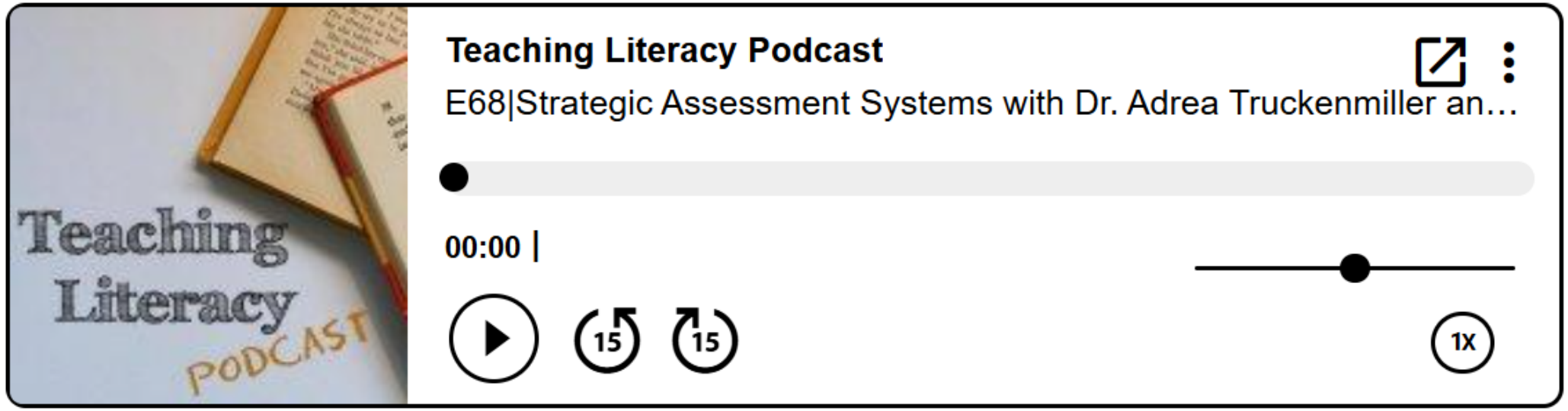
- Inventories (BAS, DRA) & retell

- Maze

-NWEA Map Growth in grades K-2

E68|Strategic Assessment Systems with Dr. Adrea Truckenmiller and Dr. Eunsoo Cho

Posted On September 6, 2025



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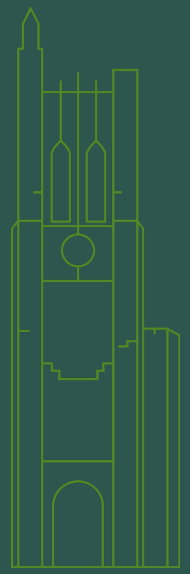
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Key Takeaways

- Define your decision before looking at the data
- Use the data points with the best evidence & aligned to effective instruction
- Understand that all assessments have error, strengths, and limitations
- De-implement lower value assessment that does not lead to more effective instrcution



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THANK YOU to teachers, coaches, administrators, students, ISD personnel!!

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