



# K-3 Reading Assessment Evaluative Rubric



ASSESSMENT NAME			
Section	Indicators	Possible Points	Score
Section 1. Validity and Reliability	1.1 Assessment Construction**	YES/NO	
	1.2 Content & Equity	4	
Section 2. Literacy Constructs	2.1 Knowledge & Skills 2.2 Progress Monitoring	8	
Section 3. Administration and Scoring	3.1 Standardization & Efficiency 3.2 Usability	8	
Section 4. Diverse Populations	4.1 Accommodations	4	
<b>TOTAL POINTS</b>		<b>24</b>	

**\*\*Assessment MUST meet construction validity & reliability criteria to be considered further.**

**Recommendations:** Assessments should score a minimum of 20 to be considered “passing”. Indicators should ideally meet the following minimum bars:

- 1.2 Content & Equity – 4
- 2.1 Knowledge & Skills – 4
- 2.2 Progress Monitoring – 4
- 3.1 Standardization & Efficiency – 4
- 3.2 Usability – 2
- 4.1 Accommodations – 2

**References:** The following resources from other states were leveraged to create this tool:

- [Colorado State Board of Education Interim Assessment Rubric](#)
- [Mississippi Department of Education K-3 Reading Screener Guidance](#)
- [Iowa Department of Education Literacy Assessments Meeting the Requirements of 279.68/ELI](#)
- [Texas Resource Review Foundational Literacy Grades K-2 Rubric](#)



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## Section 1. Validity and Reliability

<b>Indicator 1.1 Assessment Construction: To what extent does the assessment provide accurate and consistent results?</b>		
<b>Criteria</b>	<b>Rating</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>• Demonstrates to what degree the instrument measures what it claims to measure</li> <li>• Shows the extent to which inferences, conclusions, and decisions are made based on test scores and that scores are appropriate and meaningful to show validity</li> <li>• Uses criteria, or measures, to classify students (including cut scores) that are valid and clearly described</li> <li>• Reports results of reliability studies for each grade assessment and provides evidence for adequate reliability, including test-retest reliability and internal reliability</li> </ul>	<p style="text-align: center;"><b>NO</b> <i>Evidence indicates <b>few</b> criteria are met; assessment cannot be adopted.</i></p>	
	<p style="text-align: center;"><b>YES</b> <i>Evidence indicates <b>all</b> criteria are met; assessment can be evaluated further.</i></p>	
<b>Indicator 1.2 Content &amp; Equity: To what extent does the assessment appropriately measure reading ability for all learners?</b>		
<b>Criteria</b>	<b>Rating</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>• Reading passages align to grade-level text complexity as identified by quantitative and qualitative measures</li> <li>• Demonstrates alignment to <a href="#">Nebraska’s 2021 College and Career Ready Standards for English Language Arts</a> (foundations of reading, reading, and vocabulary strands)</li> <li>• Content of test materials is culturally diverse and/or results of bias studies indicate assessment is accessible to all learners</li> <li>• Studies that provide evidence for reliability include representative samples and include important subgroups, such as ELs, non-ELs, students with and without reading difficulties</li> </ul>	<p style="text-align: center;"><b>DOES NOT MEET (0)</b> <i>Evidence indicates <b>few</b> or <b>none</b> of the criteria are met.</i></p>	
	<p style="text-align: center;"><b>PARTIALLY MEETS (2)</b> <i>Evidence indicates <b>some</b> of the criteria are met.</i></p>	
	<p style="text-align: center;"><b>MEETS OR EXCEEDS (4)</b> <i>Evidence indicates <b>most</b> or <b>all</b> of the criteria are met.</i></p>	



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## Section 2. Literacy Constructs

Indicator 2.1 Knowledge & Skills: <i>To what extent does the content assess critical foundational literacy skills?</i>		
Criteria	Rating	Notes
<ul style="list-style-type: none"> <li>Assesses proficiency in key areas of foundational literacy: phonological awareness, phonics, fluency, vocabulary, and comprehension</li> <li>Requires students to read out loud to assess proficiency with oral reading fluency (all grades)</li> <li><i>By the end of the year</i>, provides data on the following priorities for <b>Kindergarten</b>: phonological awareness, including phoneme segmentation and blending; letter naming fluency; letter-sound association; vocabulary</li> <li><i>By the end of the year</i>, provides data on the following priorities for <b>1<sup>st</sup> Grade</b>: phoneme manipulation, segmentation, and blending; letter naming fluency; letter-sound association; word recognition fluency; vocabulary</li> <li><i>By the end of the year</i>, provides data on the following priorities for <b>2<sup>nd</sup> Grade</b>: word identification, including real and nonsense words; vocabulary; reading comprehension</li> <li><i>By the end of the year</i>, provides data on the following priorities for <b>3<sup>rd</sup> Grade</b>: word identification; vocabulary; reading comprehension</li> <li><i>(Desirable but not required)</i> Screens or predicts students for risk of dyslexia using appropriate indicators such as Rapid Automatized Naming (RAN)</li> </ul>	<p><b>DOES NOT MEET (0)</b> <i>Evidence indicates <b>few</b> or <b>none</b> of the criteria are met.</i></p>	
	<p><b>PARTIALLY MEETS (2)</b> <i>Evidence indicates <b>some</b> of the criteria are met.</i></p>	
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Indicator 2.2 Progress Monitoring: <i>To what extent does the assessment guide the response to data?</i>		
Criteria	Rating	Notes
<ul style="list-style-type: none"> <li>Provides clear guidance for teachers and students to monitor progress between BOY, MOY, and EOY administrations that is aligned to the initial assessment</li> <li>Yields meaningful information to guide teachers' planning for instruction and differentiation, such as recommended groupings for small-group instruction</li> <li>Provides guidance and resources (<i>desirable but not required</i>) on how to leverage different research-based strategies to respond to student data</li> <li>Instructional reports are sufficiently detailed to support teachers and administrators with more deeply understanding the impact of foundational skills development on reading comprehension</li> <li>(<i>Desirable but not required</i>) Provide guidance for administrators to support teachers with analyzing and responding to data</li> </ul>	<p><b>DOES NOT MEET (0)</b> Evidence indicates <i>few or none</i> of the criteria are met.</p>	
	<p><b>PARTIALLY MEETS (2)</b> Evidence indicates <i>some</i> of the criteria are met.</p>	
	<p><b>MEETS OR EXCEEDS (4)</b> Evidence indicates <i>most or all</i> of the criteria are met.</p>	

## Section 3. Administration and Scoring

Indicator 3.1 Standardization & Efficiency: <i>To what extent are assessment logistics streamlined?</i>		
Criteria	Rating	Notes
<ul style="list-style-type: none"> <li>Administration guidance for benchmark and progress monitoring assessments is clear and accessible (easy to interpret and implement); may be fully scripted</li> <li>Provides clear logistical guidance, including required technology and staff</li> <li>Vendor provides or makes available initial training to staff and provides ongoing support</li> <li>Assessment can also be administered without technology; guidance for paper administration is provided</li> <li>Scoring procedures are clear and accessible</li> <li>Estimated time required for administration and scoring is reasonable and balanced; administration time is developmentally appropriate</li> </ul>	<p><b>DOES NOT MEET (0)</b> <i>Evidence indicates <b>few</b> or <b>none</b> of the criteria are met.</i></p>	
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Indicator 3.2 Usability: <i>To what extent are the results useful and easy to interpret?</i>		
Criteria	Rating	Notes
<ul style="list-style-type: none"> <li>Assessment reports are easy to read and include a clear description of how to interpret results</li> <li>Provides a variety of reports and data views, including district-, school-, and classroom-level data, by student groups/sub-pops, and parent/family-facing</li> <li>Data on each of the components of foundational literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) is presented in an actionable way</li> <li>Results from screener/inventory are available immediately</li> <li>Data is presented in multiple forms (numerical as well as visual – ex. charts/graphs)</li> <li><i>(Desirable but not required)</i> Provides access to raw data file(s) for internal use (ex. to add to data warehouse)</li> </ul>	<p><b>DOES NOT MEET (0)</b> <i>Evidence indicates <b>few</b> or <b>none</b> of the criteria are met.</i></p>	
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## Section 4. Diverse Populations

<b>Indicator 4.1 Accommodations: To what extent does the assessment support all learners?</b>		
<b>Criteria</b>	<b>Rating</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>Provides research-based guidance for assessment accommodations for students with disabilities, special needs, and English Learners</li> <li>Provides Spanish versions of assessments</li> <li>Post-assessment instructional guidance includes recommended accommodations for students with disabilities, special needs, and English Learners</li> <li>Includes resources to engage families that are available in both English, Spanish, and other languages, such as letter templates explaining the assessment &amp; results and/or activities caregivers can implement with students at home</li> </ul>	<p><b>DOES NOT MEET (0)</b> <i>Evidence indicates <b>few</b> or <b>none</b> of the criteria are met.</i></p>	
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