

Checklist for School-Wide Screening



One - Two months Before Benchmarking

- ❑ Determine with Leadership Team School-Wide Screening Measure.
- ❑ Determine the approach that will be utilized to collect data. *See: Approaches and Considerations of Collecting Schoolwide Early Literacy and Reading Performance Data (Harn, 2000)*
- ❑ Order all materials (including stop watches, clip boards, assessment booklets...).
- ❑ Develop a data team that will assist in collecting data.
- ❑ Select/develop a database that aligns with the screening instrument to hold student scores.
- ❑ Provide training and time to practice administering the assessment tool being utilized.
- ❑ Designate roles and responsibilities of everyone involved in the data collection process.
- ❑ Designate and order necessary technology, materials and resources needed for data team members.

Two Weeks Before Benchmarking

- ❑ Develop a schedule and location for data collection.
- ❑ Provide necessary technology, materials and resources to data team members.
- ❑ Develop protocols for data collection routines regarding fidelity, scoring, collection of data materials, procedure for data entry, etc.

One Week Before Benchmarking

- ❑ Gather all materials (e.g. stopwatches, clipboards, pencils).
- ❑ Send/Post reminder notice to all involved staff of upcoming screening process.
- ❑ Label all student booklets (student name, teacher, grade).
- ❑ Finalize any last minute training.
- ❑ Get class rosters to ensure that all students have booklets.
- ❑ Determine who will enter data into computer.
- ❑ Develop a schedule to accommodate absent students.

Day of Benchmarking

- ❑ Designate one person to coordinate activities and answer questions.
- ❑ Meet with assessment team prior to data collection to quickly review measures, process, and protocols.
- ❑ Debrief with data team after each day of testing to review procedures and problem solve as needed.
- ❑ Remind collectors to score the measures directly after they work with each student to ensure scores are accurate.
- ❑ Have extra student materials available.
- ❑ Check test booklets randomly for accuracy and fidelity to the assessment.
- ❑ Ensure that all students have been tested, and follow the plan for absent students.

After Benchmarking

- ❑ File and store test materials in preparation for Benchmark 2.
- ❑ Organize student booklets by classroom and put in alphabetical order to assist in data entry.
- ❑ Check student booklets against class rosters to determine students who still need to be tested.
- ❑ Test absent students.
- ❑ File student and testing materials for use in the future.
- ❑ Enter data into the computer.
- ❑ Conduct data discussions within a week of completing benchmarking
- ❑ Ensure that the universal screening process developed by the RtI Design team to identify students at risk is followed with fidelity.
- ❑ Determine the informal diagnostic tools that would be utilized for phonemic awareness, phonics, and sight words.
- ❑ Assist administrators and teachers in determining students who may need informal diagnostic testing.

After Benchmarking (continued)

- ❑ Develop a Record Keeping Chart for each informal diagnostic assessment administered.
- ❑ Set up and facilitate data discussions with leadership team, grade level teams, and cross-grade level teams.
- ❑ Designate individual classroom teacher meetings as needed.
- ❑ Assist administrators, teachers and reading teachers in utilizing the data for instructional decision making.
- ❑ Set building, cross-grade level and grade level goals based on the data collected through the screening and diagnostic assessments administered.
- ❑ In collaboration with the teachers, determine the professional development needed to assist teachers in accomplishing the designated goals.
- ❑ Facilitate the core program audit, if less than 80% of students are not meeting grade level standards in literacy.