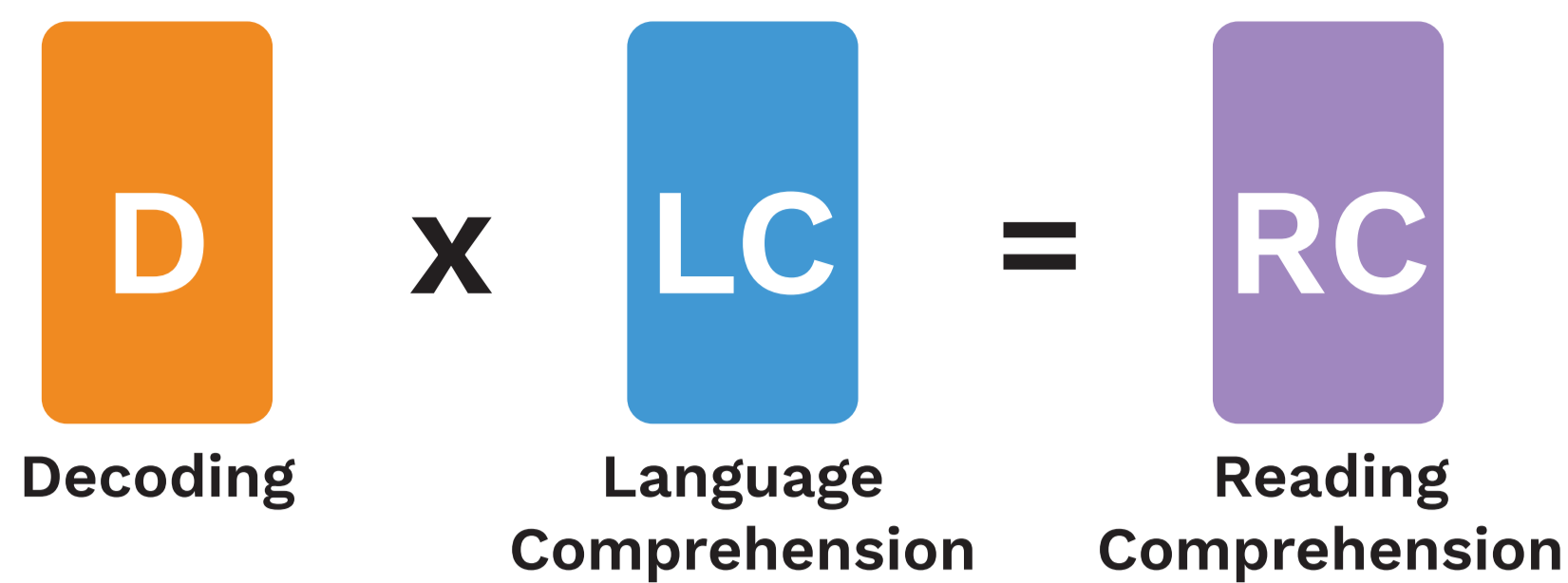


Assessment Decision Chart

Informed by the Simple View of Reading

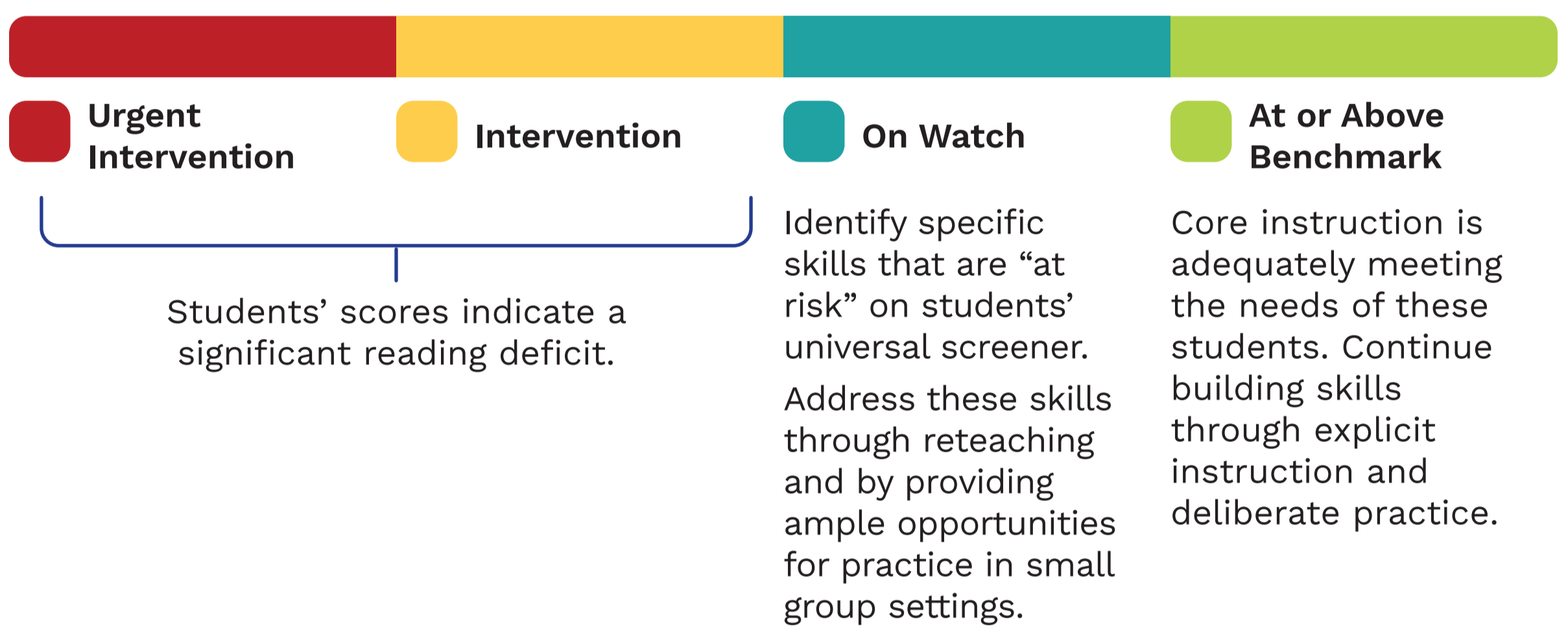
The Simple View of Reading (SVR) States



Educators can use assessments to predict students' comprehension levels according to how well they perform on decoding and language comprehension measures. By applying the SVR to assessment data, you can identify your students' lowest deficit skill and respond with appropriate interventions. This helps you provide effective support in closing the reading gaps. Let's see how it works!

1 Assessment Decision Chart

You should administer a universal screener to all students at the beginning, middle, and end of the year to determine who is reading at benchmark and who is at risk. Students will be categorized as follows:



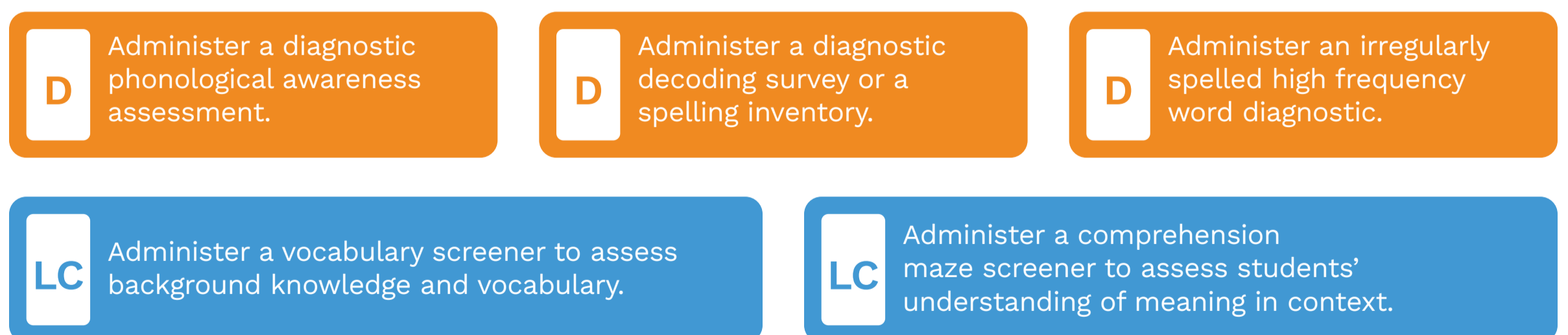
2 Determine the Deficit Domain

The universal screener will provide data that will indicate if the students' deficit domain is decoding, language comprehension, or both. Look for the following data points to make this determination.



3 Administer Diagnostic Assessments to Identify the Lowest Deficit Domain

You should administer diagnostic assessments to determine the skills where the breakdown in mastery has occurred in word recognition, or to identify the language processors where more instruction is needed.



4 Conduct Interventions and Monitor Progress

With the knowledge of the lowest deficit skill aligned to students' deficit domains, you can be intentional in developing targeted, urgent interventions that directly addresses students' deficits. With direct instruction in skill gaps and language processes, you are much more likely to build stronger reading comprehension. Monitor progress routinely, typically bi-weekly, to determine if interventions are effective and if not, modify instruction and practice. If they are effective, then you can move to the next skill in the sequence to be taught.

The assessment process should be conducted at the beginning, middle, and end of the school year to ensure no students fall behind. Monitor student progress over time.