

# Universal Screening Tools Selection Criteria

## *A compilation of recommended criteria for selecting universal screeners*

### **Technical standards:**

*Validity.* The assessment measures the skills and sub-skills it purports to measure, and has predictive validity (of future reading or mathematics performance) of at least .60 (*What Works Clearinghouse, 2009*).

*Reliability.* The assessment's internal consistency or Cronbach's alpha is at least .70 (*What Works Clearinghouse, 2009*).

### **The assessment:**

1. Is criterion-referenced (*National Research Center on Learning Disabilities, 2006*).
2. Assesses age-appropriate knowledge and skills (*National Research Center on Learning Disabilities, 2006*).
3. Assesses existing state and national standards (*National Research Center on Learning Disabilities, 2006*).
4. Provides clear cut points/scores relative to the knowledge and skills being assessed (Catts, 2006).

### **Administration:**

5. The assessment can be administered fairly and uniformly to all students.
6. The assessment accurately identifies students without consuming resources (time and money) needed for instruction.
7. Alternate forms of the assessment are available so it can be used two or more times per year with the same students.

### **Reports and data:**

8. The assessment provides individual student scores for each sub-skill measured to minimize additional diagnostic assessments.
9. The assessment provides classroom and other aggregated student reports.
10. The assessment provides sub-group data for each sub-skill measured to allow for program evaluation.
11. Illustrate individual student progress and growth over subsequent administrations.
12. Can be interpreted and used by classroom teachers.
13. Are transferable to data management systems used district-wide.
14. Can be used to evaluate the effectiveness of the core program experienced by all students as well as to identify individual student learning status.