Criteria for Selecting a Universal Screener

This rubric is designed to help educators evaluate Universal Screeners for use within the RTI[2] Framework. The criteria for the rubric were established based on research and observation of other sources. No single tool is sufficient for all of the data-based decisions (e.g. universal screening, diagnostic/survey level assessments, progress monitoring, accountability/program evaluation) that schools make. Therefore, it is imperative for LEAs to consider the purpose of the Universal Screening tool. Universal Screeners will use national norms, be administered three times a year (K-8) and are recommended for grades 9-12.

Directions: For each criterion on the rubric, evaluate the screening tool, citing evidence for each criterion. If the criteria are present, give it a score of 1 If the criteria are not present, give it a score of 0

Universal Screener Name: _____

Publisher: _____

Specific Area(s) Measured: _____

Criteria	Definition	Evidence in Assessment Tool	Criteria is not present (0)	Criteria is present (1)
Curriculum-Based Measure (CBM) (7 points)	A General Outcome Measure (GOM) that provides a system for on-going monitoring of student progress through a specific curriculum. Through the use of CBM assessments, teachers assess students' academic performance on a regular basis with very brief tests. Results are used to determine whether students are progressing appropriately from the core (Tier I) instructional program, and to build more effective programs for the students who do not benefit adequately from core (Tier I) instruction.	**Check box if present.** Brief: ☐		
		Predictive: ☐		
		Sensitive to Change: ☐		
		Easy to administer and score: ☐		
		Standardized: ☐		
		Valid and Reliable: ☐		
		Available in multiple, equivalent forms: ☐		

Skills Based (1 point)	Explicitly measures the 5 components of Reading (i.e. phonemic awareness, phonics, fluency, vocabulary and comprehension), Math Computation, Math Problem Solving, Written Expression (note: one tool may not measure all areas).	Phonemic Awareness: ☐ Phonics: ☐ Fluency: ☐ Vocabulary: ☐ Reading Comprehension: ☐ Early Numeracy: ☐ Math Calculation: ☐ Math Problem Solving: ☐ Writing: ☐		
Data management (1 point)	Data can be disaggregated by student, class, grade, and school.			
Generalizability (1 point)	Generalizability refers to the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.			

Scale: 0-3   Does not meet criteria for use
4-6   Somewhat meets the criteria for use
7-10   Meets the criteria for use

Total Criteria Present	