# California Reading Difficulties Risk Screener Selection Panel Rubric

Approved for Recommendation to the State Board of Education by RDRSSP on April 19, 2024

* + - 1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c)**
	1. The extent to which the screening instruments measure key constructs in a manner that is theoretically and empirically well-grounded (evaluated for each grade level and language represented)
		1. Theoretical frameworks and evidence, including their developmental appropriateness at each grade level, should be provided for the constructs/content in the screening instrument.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is a *clear and* *compelling* theoretical framework and evidence, including the developmental appropriateness at each grade level, to support the inclusion of all constructs/content measured by the instrument. | There is a *reasonable* theoretical framework and *some* evidence, including the developmental appropriateness at each grade level, to support the inclusion of all constructs/content measured by the instrument. | The theoretical framework or evidence is *limited or unconvincing*, including the developmental appropriateness at each grade level, to support the inclusion of all constructs/content measured by the instrument. |

* + 1. Constructs directly measured at each grade level should be listed and described. These ***may*** include, but are not limited to: oral language, phonological and phonemic awareness, decoding skills, letter-sound knowledge, knowledge of letter names, rapid automatized naming, visual attention, reading fluency, vocabulary, and language comprehension.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There are *clear and detailed* content specifications for each grade level aligned with theoretical rationale and empirical evidence that supports the inclusion of the constructs measured by the instrument. | There are *reasonable* content specifications for each grade level aligned with theoretical rationale and empirical evidence that supports the inclusion of the constructs measured by the instrument. | There is *limited or unconvincing* content specifications for each grade level aligned with theoretical rationale and empirical evidence that supports the inclusion of the constructs measured by the instrument. |

1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c) (CONT.)**
	1. The extent to which the screening instruments measure key constructs in a manner that is theoretically and empirically well-grounded (evaluated for each grade level and language represented)
		1. For instruments in languages other than English, the rationale and evidence for how constructs have been developed as appropriate to the language should also be provided.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is a *clear* rationale and *compelling* evidence to support how the constructs/content have been developed for other languages. | There is a *partial* rationale and/or *reasonable* evidence to support how the constructs/content have been developed for other languages. | There is *limited or no rationale* or *limited or unconvincing* evidence to support how the constructs or content have been developed for other languages. |

1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c) (CONT.)**
	1. The extent to which the mode of administration for the screening instruments is appropriate for the students being evaluated (by grade level and student need)
		1. Descriptions of tasks should include their intended and appropriate use.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is a *clear* description about intended appropriate use of tasks based on *convincing* evidence. | There is a *clear* or *reasonable* description about intended appropriate use of tasks, but the evidence base is *partial.* | There is a *limited* or *no* description about intended appropriate use of tasks, but evidence base is *unclear or weak*  |

1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c) (CONT.)**
	1. The extent to which the mode of administration for the screening instruments is appropriate for the students being evaluated (by grade level and student need)
2. For each task at each grade level, a description of the administration (individual or group administration; qualification of the assessor) and scoring format and platform, the number of items, assessment time, administration procedures and scoring procedures, and types of scores and their interpretation.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and detailed* guidance for appropriate administration, including qualification of the assessor, guidelines for administration and the appropriate testing environment, and guidance for handling testing irregularities.There is *clear and detailed* guidance for scoring the items/tasks and interpreting and reporting scores.There is a *clear and detailed* description, *well-grounded in evidence*, about how to administer and score the instrument, considering students’ age and developmental level, language backgrounds (e.g., those who speak English dialects and varieties), and any known disabilities (e.g., speech or hearing). | There is *some and reasonable* guidance for appropriate administration, including qualification of the assessor, guidelines for administration and the appropriate testing environment, and guidance for handling testing irregularities.There is *some and reasonable* guidance for scoring the items/tasks and interpreting and reporting scores.There is a *reasonable* description, *grounded in evidence*, about how to administer and score the instrument, considering students’ age and developmental level, language backgrounds (e.g., those who speak English dialects and varieties), and any known disabilities (e.g., speech or hearing). | There is *unclear and/or limited guidance* for appropriate administration, including qualification of the assessor, guidelines for administration and the appropriate testing environment, and guidance for handling testing irregularities.There is *unclear and/or limited* guidance for scoring the items/tasks and interpreting and reporting scores.There is an *unclear and/or* *limited* description, with *limited* *evidence* about how to administer and score the instrument, considering students’ age and developmental level, language backgrounds (e.g., those who speak English dialects and varieties), or any known disabilities (e.g., speech or hearing). |

1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c) (CONT.)**

b. The extent to which the mode of administration for the screening instruments is appropriate for the students being evaluated (by grade level and student need)

1. For instruments in languages other than English, how tasks have been constructed to appropriately reflect relevant language features.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *compelling* evidence that supports how the tasks are constructed to appropriately reflect key relevant language features. | There is *reasonable* evidence that supports how the tasks are constructed to appropriately reflect relevant language features but *does not adequately* address all key relevant language features. | There is *limited or unclear* evidence that supports how the tasks are constructed to appropriately reflect key relevant language features. |

* + - 1. **DESCRIPTION OF ASSESSMENT BATTERY (a, b, c) (CONT.)**
	1. The extent to which the screening instruments offer well-grounded guidance for determining when a student has sufficient language proficiency for them to be appropriately used
		1. Information about the minimum language proficiency level necessary.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear* guidance about the minimum language proficiency level for administration of the instrument based on *convincing* evidence. | There is *reasonable* guidance about minimum language proficiency level, but the evidence base is *partial.* | There is *limited or little* guidance about the minimum language proficiency for the instrument to yield valid information, but the evidence based is *unclear or weak*. |

1. **PSYCHOMETRICS (d)**

d. The extent to which the screening instruments have been shown to be reliable and valid for populations of students who are representative of the California student population

*Reliability*

* + 1. Appropriate reliability estimates for different types of tasks (e.g., internal consistency, test–retest, alternate form, interrater agreement) for overall sample are reported.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| Appropriate reliability estimates are reported *and the quality of reliability is compelling* (i.e., most estimates meet or exceed 0.80).  | Appropriate reliability estimates are reported and the *quality of reliability for some are not compelling* (i.e., some estimates are between 0.70 and 0.80). | Appropriate reliability estimates are not reported or the *quality of reliability for most are poor* (i.e., estimates are below 0.70). |

* + 1. Reliability estimates are reported by subgroups, such as the above-mentioned.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| Reliability estimates appropriate for different task types are disaggregated by *most* student groups, and the quality of reliability is *compelling* (i.e., most reliability estimates meet or exceed 0.80 for each reported group).andIf reliability estimates are lower for any student groups, there are appropriate suggested adjustments to administration and/or score interpretation. | Reliability estimates appropriate for different task types are disaggregated by *some* student groups and/or the quality of reliability is *reasonable* (i.e., some estimates are between 0.70 and 0.80.).andIf reliability estimates are lower for any student groups, there are appropriate suggested adjustments to administration and/or score interpretation. | Reliability estimates appropriate for different task types are disaggregated by *few or no* student groups or the quality of reliability is *weak* (i.e., estimates are below 0.70.)orEven though reliability estimates are lower for any student groups, there is no appropriate suggested adjustments to administration and/or score interpretation. |

1. **PSYCHOMETRICS (d) (CONT.)**

d. The extent to which the screening instruments have been shown to be reliable and valid for populations of students who are representative of the California student population

*Content Validity*

* + 1. Information on the content of each task, including information on items (development and selection; developmental appropriateness considering age/grade, language and cultural aspects).

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *thorough and compelling* evidence that the assessment items/tasks are appropriate measures of key skills, that the items/tasks are appropriate for the grade level, and that the mode of administration of the item/tasks is appropriate for the skills that are being assessed. | There is *partial or reasonable* evidence that the assessment items/tasks are appropriate measures of key skills, that the items/tasks are appropriate for the grade level, and that the mode of administration of the item/tasks is appropriate for the skills that are being assessed. | There is *limited or unclear* evidence that the assessment items/tasks are appropriate measures of key skills, that the items/tasks are appropriate for the grade level, or that the mode of administration of the item/tasks is appropriate for the skills that are being assessed. |

*Construct Validity*

* + 1. Information showing that screening instrument measures the intended constructs for all student groups (e.g., age/grade differentiation, group differentiation [demographic and exceptionality status]).

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and compelling* evidence that the internal structure of the assessment and convergent or discriminant relations support the proposed score interpretation for overall group and subgroups. | There is *partial or reasonable* evidence that the internal structure of the assessment and convergent or discriminant relations support the proposed score interpretation for overall group and subgroups. | There is *limited or unclear* evidence that the internal structure of the assessment and convergent or discriminant relations support the proposed score interpretation for overall group and subgroups. |

1. **PSYCHOMETRICS (d) (CONT.)**

d. The extent to which the screening instruments have been shown to be reliable and valid for populations of students who are representative of the California student population

*Criterion Validity*

* + 1. Concurrent and predictive correlations (overall and for the above-mentioned subgroups, including by prior education experience and English language proficiency level, where appropriate).

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and convincing* evidence that the total/composite score and/or relevant subscores are related to appropriate and meaningful external variables.*and*Concurrent or predictive correlations are reported for the *overall group and most of the subgroups* and results are *in line* with theory and evidence. Correlations are *strongly aligned* with intended outcomes and assessment time points (e.g., time of the year or time span between assessments in a longitudinal relation). | There is *some and acceptable* evidence that the total/composite score and/or relevant subscores are related to appropriate and meaningful external variables.*and*Concurrent or predictive correlations are reported for the overall group and *some subgroups* and results are *in line* with theory and evidence. Correlations are *reasonably aligned* with intended outcomes and assessment time points (e.g., time of the year or time span between assessments in a longitudinal relation). | There is *limited, or unconvincing* evidence that the total/composite score and/or relevant subscores are related to appropriate and meaningful external variables.*or*Concurrent or predictive correlations are reported for the overall group and *some subgroups* and results may have *limited alignment* with theory and evidence. Correlations are *weakly aligned* with intended outcomes and assessment time points (e.g., time of the year or time span between assessments in a longitudinal relation). |

1. **PSYCHOMETRICS (d) (CONT.)**

d. The extent to which the screening instruments have been shown to be reliable and valid for populations of students who are representative of the California student population

*Criterion Validity*

* + 1. Classification accuracy: Specificity and sensitivity for identifying students’ reading difficulty status, reported by the above-mentioned subgroups, including prior education experience and English language proficiency level

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and compelling* evidence of classification accuracy, showing that the instrument appropriately identifies students who are and who are not at risk for reading difficulties by subgroups. Estimates of sensitivity and specificity are *strongly aligned* with intended outcome and assessment time points. | There is *some and acceptable* evidence of classification accuracy, showing that the instrument identifies students who are and who are not at risk for reading difficulties by subgroups. Estimates of sensitivity and specificity are *reasonably aligned* with intended outcomes and assessment time points. | There is *limited or unconvincing* evidence of classification accuracy, showing that the instrument identifies students who are and who are not at risk for reading difficulties by subgroups. Estimates of sensitivity and specificity are *weakly aligned* with intended outcomes and assessment time points. |

* + 1. Types of decision rules such as benchmark goals and/or risk levels and associated evidence, reported by the above-mentioned subgroups, including prior education experience and English language proficiency level.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and compelling* evidence that informs a student’s potential risk status in reading difficulties by subgroups. | There is *some and acceptable* evidence that informs a student’s potential risk status in reading difficulties by subgroups. | There is *limited or unconvincing* evidence that informs a student’s potential risk status in reading difficulties by subgroups. |

1. **PSYCHOMETRICS (d) (CONT.)**

d. The extent to which the screening instruments have been shown to be reliable and valid for populations of students who are representative of the California student population

*Representative of California Students*

* + 1. Information on the participants who participated in collection of the reliability and validity data, including numbers of participants, demographic characteristics (e.g., grade/age, gender, race/ethnicity, exceptionality status, English learner status, socio-economic status, and those who speak language varieties), and geographic regions (including urbanicity).

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *compelling* evidence that reliability and validity evidence is drawn from samples of students who are representative of California students and geographic regions. | There is *acceptable* evidence that reliability and validity evidence is drawn from samples of students who are representative of California students and geographic regions. | There is *limited* evidence that reliability and validity evidence is drawn from samples of students who are representative of California students and geographic regions. |

1. **COMMUNICATION AND RESOURCES (e, f)**
2. The extent to which the screening instruments offer useful guidance, resources, and professional development for the administration, interpretation of data, and reporting of results for populations that represent the student demographics of California
	* 1. Resources are available, including professional development, for teachers, school and district leaders, and parents/guardians

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There are *high quality and user-friendly* resources regarding instruments, professional development, and customer service and support that are readily available, ongoing, and accessible to teachers, school and district leaders, and parents/guardians. | There are *acceptable quality and user-friendly* resources regarding instruments, professional development, and customer service and support that are readily available, ongoing, and accessible to teachers, school and district leaders, and parents/guardians. | There are *limited/no resources or low-quality/not user-friendly resources* regarding instruments, professional development, and customer service and support that are readily available and accessible to teachers, school and district leaders, and parents/guardians. |

* + 1. User interfaces and data management systems for entering and viewing scores, as relevant to various users such as teachers, school and district leaders, and parents/guardians

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is an *easy to access and user-friendly* user interface and data management system for entering and viewing scores, including the ability to assign various user roles and have the capability to integrate with a district data system. | There is an *accessible* user interface and data management system for entering and viewing scores, but some functionality is *limited or not user-friendly*. | There is auser interface and data management system for entering and viewing scores, but accessibility and the functionality are *limited* and *not user-friendly*. |

* + 1. Safeguards to protect student privacy and confidentiality

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There are *thorough and high-quality* guidance and safeguards for protecting student privacy and confidentiality. | There are *partial and acceptable* guidance and safeguards for protecting student privacy and confidentiality. | There are *limited or incomplete* guidance and safeguards for protecting student privacy and confidentiality. |

**3. COMMUNICATION AND RESOURCES (e, f)**

1. The extent to which the screening instruments offer educators and families useful guidance for next steps, including potential instructional responses, based on students’ performances
	* 1. How information about performance and relevant context factors are reported and interpreted by the screening instrument to identify student needs and next steps.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *clear and actionable* information about student performance, including guidelines for *actionable* next steps that are responsive to student performance and context, and that offer educationally *well-grounded* advice. | There is *reasonable* information about student performance, including guidelines for next steps that are *somewhat* responsive to student performance and context, and that are *moderately clear or usable*. | There is *limited* information about student performance; guidelines for next steps are *not responsive* to student performance or context and/ or *lack clarity and usability*. |

* + 1. Resources available in multiple languages, with consideration of the languages of parents/guardians.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There are *clear, usable, and easy to access* resources for educators and families in multiple languages. | There are *acceptable* resources for educators and families in multiple languages, but accessibility, usability, or availability in multiple languages are *limited*. | There are *limited* resources for educators and families, or accessibility and usability are *unclear* and/or information is *not available* in multiple languages. |

* + 1. Feedback from users on their prior experience using screening instruments, and/or participating in or using training and resources.

| **Strong Evidence** | **Moderate Evidence** | **Minimal Evidence** |
| --- | --- | --- |
| There is *thorough and convincing* documentation that describes users’ positive feedback about their prior experience using the screening instrument. | There is *some and reasonable* documentation that describes users’ positive feedback about their prior experience using the screening instrument. | There is *limited or unconvincing* documentation that describes users’ positive feedback about their prior experience using the screening instrument. |

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