Pennsylvania
Department of Education

Universal Screener for Evidence-Based Reading Instruction Rubric

Purpose

This rubric guides users through a reflective evaluative process to determine how well a given tool aligns with local instructional needs and priorities. For guidance on how to use and interpret the information in this table, see the Reading Universal Screeners Guidance Document.

K-3 Reading Universal Screener Rubric

#	XV-N Requirements for Reading Universal Screeners	No	Yes
1.	Is the screener aligned with the essential components of evidence-based reading instruction?		
2.	Does the screener include phonemic awareness, the alphabetic principle, decoding, encoding, fluency, vocabulary, and comprehension?		
3.	Can the screener be administered to all students in early elementary to determine if a student is at risk for developing reading difficulties and in need of further diagnostic assessment and targeted intervention?		
4.	Can the screener be used as part of a tiered support system such as multi-tiered system of support (MTSS)?		
5.	Does the screener measure students' reading knowledge and skills against national norms?		
6.	In selecting a universal reading screener, has the following been considered: Time required to conduct the screening to minimize impact on instructional time. Timeliness in reporting screening results to teachers, administrators, and parents. Feedback identifying specific diagnostic data needed to develop targeted intervention.		

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