

THE RTI ASSESSMENT AUDIT

A comprehensive assessment system will involve multiple and varied types of evaluative tools designed to provide information that guides and informs instruction. The RtI Assessment Audit is a review of assessment practices implemented by a school in the area of literacy across grade levels. Conducting a RtI Assessment Audit serves several purposes:

1. Identifies the different types of assessments used in the area of literacy
2. Clarifies the purpose (screening, progress monitoring, diagnostic, and outcome) of each assessment tool
3. Identifies the construct being assessed (e.g., concepts of print, comprehension, fluency, etc.),
4. Identifies training needs of staff members relative to the administration and interpretation of targeted assessments;
5. Provides an opportunity for a school to identify redundancies or gaps in the assessment process.

Directions: For each grade level, identify:

1. **NAME OF THE ASSESSMENT TOOL** administered – include full name of tool administered
2. **PRIMARY PURPOSE** - check the box next to the primary purpose for each tool listed

| Purpose | Description | Examples: |
|---------------------|--|---|
| Screening | Brief assessments designed to provide preliminary indication of which students may be at-risk for reading difficulties | Phoneme Segmentation Fluency - Dynamic Indicators of Basic Literacy Skills |
| Diagnostic | Individually administered assessments used for the purposes of gaining a more precise picture of student's skills and knowledge. Information obtained is used to plan instruction. | Qualitative Reading Inventory Running Records Informal Phonics Inventory |
| Progress Monitoring | Brief assessment typically administered for the purposes of determining if a student is making adequate progress, | Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Oral Reading Fluency |
| Outcome | Assessments that are commonly administered on a group basis at the end of the year. Primarily used to determine if particular instructional or policy goals are being met, though they may also be used to examine trends in learning. | NYS ELA Assessment – Grade 3 |

3. **CONSTRUCT ASSESSED:** check the box(es) that indicate what specific literacy element or area is being evaluated.
4. **FREQUENCY OF ADMINISTRATION:** for each tool identify the number of times it is administered on a yearly basis
5. **STAFF TRAINING REQUIRED:** check yes or no to indicate whether the staff who are expected to administer the assessment are adequately trained.
6. **REDUNDANCIES:** list any assessments that duplicate the information obtained from another tool
7. **VOIDS:** identify gaps in assessment information

| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | | |
|---------------------|---|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|---------------------------|--|--|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | | |
| KINDERGARTEN | PASI: Phonological Screener for Intervention | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | X | X | | | | | | | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | FSF: DIBELS First Sound Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | X | | | | | | | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | LNF: DIBELS Letter Naming Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | X | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | PSF: DIBELS Phoneme Segmentation Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | X | | | | | | | | | | | <ul style="list-style-type: none"> Bench: Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | NWF: DIBELS Nonsense Word Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | X | | | <ul style="list-style-type: none"> Bench: Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Harcourt: Sight Word List | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | X | | | | | | | | <ul style="list-style-type: none"> Sept/Nov/Jan/Ap/ June | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Guided Reading Level (Fountas and Pinnell Levels) | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input checked="" type="checkbox"/> Outcome | X | | X | | X | | X | | | | | | <ul style="list-style-type: none"> June | <input type="checkbox"/> yes <input checked="" type="checkbox"/> no |

| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | | |
|--------------------|---|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|--|--|--|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | | |
| FIRST GRADE | PSI: Phonics Screener for Intervention | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| | LNF: DIBELS Letter Naming Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| | PSF: DIBELS Phoneme Segmentation Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | X | | | | | | | | | | | <ul style="list-style-type: none"> Bench: Sept P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | NWF: DIBELS Nonsense Word Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| | DORF: DIBELS Oral Reading Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | X | | | | | | | X | <ul style="list-style-type: none"> Bench: Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS Retell/ Quality of Retell | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | | <ul style="list-style-type: none"> Bench: Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Harcourt: Spelling assessments | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | X | | | | | | | | | <ul style="list-style-type: none"> Weekly | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Guided Reading Level (Fountas and Pinnell Levels) | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | X | | X | | X | | X | | | | | | <ul style="list-style-type: none"> Bench: Sept/ June P.M: Every 1-2 weeks for struggling readers | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |

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| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | | |
|---------------------|---|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|--|--|--|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | | |
| SECOND GRADE | PSI: Phonics Screener for Intervention | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| | NWF: DIBELS Nonsense Word Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | |
| | DORF: DIBELS Oral Reading Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | X | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS Retell/ Quality of Retell | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Harcourt: Spelling assessments | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | X | | | | | | | | | <ul style="list-style-type: none"> Weekly | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Guided Reading Level (Fountas and Pinnell Levels) | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | X | | X | | X | | X | | | | | | <ul style="list-style-type: none"> Bench: Sept/ June P.M: Every 1-2 weeks for struggling readers | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |

| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | |
|-------------|---|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|--|--|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | |
| THIRD GRADE | PSI: Phonics Screener for Intervention | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DORF: DIBELS Oral Reading Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | X | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS Retell/ Quality of Retell | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS DAZE | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Harcourt: Spelling assessments | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | X | | | | | | | | <ul style="list-style-type: none"> Weekly | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Guided Reading Level (Fountas and Pinnell Levels) | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | X | | X | | X | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ June P.M: Every 1-2 weeks for struggling readers | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |

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| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | |
|---------------------|---|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|--|--|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | |
| FOURTH GRADE | PSI: Phonics Screener for Intervention | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DORF: DIBELS Oral Reading Fluency | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | X | | X | | | | | | X | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS Retell/ Quality of Retell | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | DIBELS DAZE | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ Jan/ June P.M: Every 3-4 weeks | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Harcourt: Spelling assessments | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | X | | | | | | | | <ul style="list-style-type: none"> Weekly | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | Guided Reading Level (Fountas and Pinnell Levels) | <input checked="" type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | X | | X | | X | | X | | | | | <ul style="list-style-type: none"> Bench: Sept/ June P.M: Every 1-2 weeks for struggling readers | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic | | | | | | | | | | | | | <input type="checkbox"/> yes |

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|--|--|--|--|--|--|--|--|--|--|--|--|--|--|-----------------------------|
| | | <input type="checkbox"/> Progress Monitoring | | | | | | | | | | | | <input type="checkbox"/> no |
| | | <input type="checkbox"/> Outcome | | | | | | | | | | | | |

| Grade | Assessment Tool | Purpose | Construct Assessed | | | | | | | | | | Frequency of Administration | Staff Adequately Trained? | |
|--------------------|-----------------|---|--------------------|------------------------|------------------|----------------------|-----------------|-----------------------|---------------|-----------------|----------------------|-------|-----------------------------|---------------------------|---|
| | | | Concepts of Print | Phonological Awareness | Word Recognition | Spelling Development | Reading Fluency | Conceptual Vocabulary | Comprehension | Writing Process | Motivation/Attitudes | Other | | | |
| FIFTH GRADE | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |
| | | <input type="checkbox"/> Screening <input type="checkbox"/> Diagnostic <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Outcome | | | | | | | | | | | | | <input type="checkbox"/> yes <input type="checkbox"/> no |

REDUNDANCIES

| Grade | Are there any redundancies? | Identify |
|-------|--|---|
| K | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | The DIBELS assesses phonological awareness skills of first sound isolation (FSF) and phoneme segmentation (PSF). The PASI assesses these skills as well. The difference is that the DIBELS tests for the fluency of the skill. The PASI is untimed. |
| 1 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | The DIBELS assesses rapid letter naming (LNF). The PSI assesses this skill as well. The difference is that the DIBELS tests for the fluency of the skill. The PSI is untimed. The DIBELS assesses CVC word reading with nonsense words (NWF). The PSI assesses this skill as well. The difference is that the DIBELS tests for the fluency of the skill. The PSI is untimed. |
| 2 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | The DIBELS assesses CVC word reading with nonsense words (NWF). The PSI assesses this skill as well. The difference is that the DIBELS tests for the fluency of the skill. The PSI is untimed. |
| 3 | <input type="checkbox"/> yes <input type="checkbox"/> no | |
| 4 | <input type="checkbox"/> yes <input type="checkbox"/> no | |
| 5 | <input type="checkbox"/> yes <input type="checkbox"/> no | |

VOIDS

| Grade | Are there any voids? | Identify |
|-------|--|---|
| K | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | There are voids in the areas of: spelling development, vocabulary, writing process, and motivation. |
| 1 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | There are voids in the areas of: vocabulary, writing process, and motivation. |
| 2 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | There are voids in the areas of: vocabulary, writing process, and motivation. |
| 3 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | There are voids in the areas of: vocabulary, writing process, and motivation. |
| 4 | <input checked="" type="checkbox"/> yes <input type="checkbox"/> no | There are voids in the areas of: vocabulary, writing process, and motivation. |
| 5 | <input type="checkbox"/> yes <input type="checkbox"/> no | |