

Assessments & Interventions



District Assessment and Intervention Guidance for K-8 ELA & Math: 2024-2025

Types of Assessment

Universal Screeners	A brief assessment - administered three times over the course of the school year - to identify students who are on track to meet literacy outcomes and those who may be at risk of reading difficulties. Also helpful in identifying the health of the curriculum.
Mark Assessments	A standardized evaluation tool used to measure students' academic progress and performance at specific points during the school year for performance tracking, diagnostic insights, predictive analysis, instructional planning, and comparison/accountability.
Diagnostic Assessments	An assessment designed to systematically identify a student's current knowledge, skills, strengths, and areas of difficulty before instruction begins - primarily focused on understanding a student's baseline capabilities and potential learning challenges (skill needs) to guide intervention planning.
Curriculum-Embedded Formative Measures	Assessments, often end-of-unit, based on or embedded in instructional programs to gauge student mastery of skills across the scope and sequence of the unit and to guide teacher planning and instruction.
Progress Monitoring	Ongoing and targeted assessments - administered on a regular basis (1-4 weeks) - to determine the effectiveness of interventions or specialized instruction.

Instruction & Intervention

A standardized prevention and intervention program is a research-based approach to support students in achieving grade-level academic outcomes. These programs are designed to provide targeted, evidence-based instructional support, enhance teaching efficiency, reduce teacher planning time, and enable effective interventions by educators of all experience levels.

Interventions offer intensified, skill-specific instruction to small groups or individuals, helping students access the core curriculum. The support can be flexibly adjusted to meet each student's unique learning needs, ensuring personalized academic assistance.

Tier	Instructional Features	Assessments
Tier 1: All Students	High-quality core instruction	Curriculum-embedded measures and benchmark assessments for curriculum development & NJSLs
Tier 2: Small-Groups	High-quality core instruction + intensified instruction (e.g., small groups with targeted skill focus), meeting 3-5 times/week	Screening + Diagnostic + Progress Monitoring
Tier 3: Small-Group or 1:1	High-quality core instruction + intensified instruction (e.g., small groups with targeted skill focus, individualization) 4-5 times/week	Screening + Diagnostic + Progress Monitoring

Haddonfield ELA Assessments

Assessment	Description	Grade
LEAP 8 (mCLASS) Screener, Diagnostic Progress Monitoring	Digital administration and scoring three times per year. Subtests include: <ul style="list-style-type: none">Letter Naming Fluency (LNF): alphabetic principle and letter recognition skills.Phoneme Segmentation Fluency (PSF): phonological awarenessNonsense Word Fluency (NWF): phonics skills and the ability to decode unfamiliar wordsWord Reading Fluency (WRF): decoding skills and sight word recognition.Oral Reading Fluency (ORF): comprehension and fluency.Maze: reading comprehension and vocabulary skills (group administration).	
LEAP 8 (ORF & Maze)	<ul style="list-style-type: none">Oral Reading Fluency (ORF): reading rate and accuracy. Evaluates reading comprehension and	

Phonics Screener <i>Diagnostic Progress Monitoring</i>	fluency. <ul style="list-style-type: none"> Maze: reading comprehension and vocabulary skills (group administration). 	
Reading Diagnostic <i>Diagnostic Progress Monitoring</i>	Standards-aligned, computer-based, normed assessment administered three times per year to measure performance in the following areas: <ul style="list-style-type: none"> Reading strategies Vocabulary Writing Strategies Grammar & Mechanics 	
Benchmark Form B <i>Benchmark</i>	Standards-aligned, computer-based assessment that predicts NJSLA performance and measures: <ul style="list-style-type: none"> Reading Literary Text Reading Informational Text Vocabulary 	
Writing Assessment (DWA) <i>Benchmark</i>	Curriculum-based assessment, using an on-demand writing prompt, scored with a common rubric to measure: <ul style="list-style-type: none"> Craft & Structure Conventions 	
CUBED - 3 <i>Diagnostic</i>	Measures reading comprehension by evaluating listening comprehension, expressive language, phonemic awareness, word identification, and decoding fluency across subtests: <ul style="list-style-type: none"> Language comprehension (assessed through Narrative Language Measures - NLM) Word recognition/decoding (assessed through Dynamic Decoding Measures - DDM) 	
Phonics Screener (QPS) <i>Diagnostic</i>	<ul style="list-style-type: none"> A brief, informal assessment tool used to quickly evaluate a student's phonics skills and identify their strengths and weaknesses in decoding words 	
Heggerty <i>Diagnostic & Progress Monitoring</i>	Assesses the following areas of phonemic awareness: <ul style="list-style-type: none"> Phoneme Isolation Blending & Segmenting Manipulating Phonemes 	
Foundations Spelling Inventory <i>Diagnostic</i>	A beginning-of-the-year spelling inventory that is used to assess mastery of the previous year's phonics skills taught in Foundations.	
Word Identification & Spelling Test (WIST) <i>Diagnostic</i>	A nationally standardized, individually administered diagnostic test that assesses students' fundamental literacy skills through: <ul style="list-style-type: none"> Word Identification Spelling Sound-Symbol Knowledge 	

Haddonfield ELA Intervention Programs

Program	Description	Grade Level
Lexia Core 5	<ul style="list-style-type: none"> Phonics Morphology for reading and spelling Decoding and encoding Orthography Fluency Vocabulary Language & reading comprehension 	K-5 (Tier 1 intervention)
Writing Your Thoughts	<ul style="list-style-type: none"> Writing conventions Grammar Sentence-level writing 	K-5 (Tier 1 intervention)

	<ul style="list-style-type: none"> Paragraph writing 	
Heggerty	<ul style="list-style-type: none"> Phonemic awareness 	Pre-
UFLI	<ul style="list-style-type: none"> Phonemic awareness & phonics Decoding and encoding Orthography Fluency & comprehension 	K-
ics Booster Bundle: Rising 3rd	<ul style="list-style-type: none"> Phonemic awareness & phonics Decoding & encoding Fluency & comprehension 	2-
on Just Words	<ul style="list-style-type: none"> Phonics, decoding, and encoding Morphology for reading and spelling Orthography Vocabulary 	4-
REWARDS Intermediate and Secondary	<ul style="list-style-type: none"> Multisyllabic word reading Morphology for reading and spelling Vocabulary & comprehension Fluency 	4-
ad Naturally	<ul style="list-style-type: none"> Vocabulary Passage Reading Fluency Passage Reading Comprehension (Informational only) 	3-
Great Leaps	<ul style="list-style-type: none"> Sound/Word Reading Fluency Phrase Reading Fluency Passage Reading Fluency 	K-

Haddonfield Math Assessments

Assessment	Description	Grade
Early Diagnostic <i>Mark, Diagnostic, and Progress Monitoring</i>	Standards-aligned, computer-based, normed assessment administered three times per year to measure performance in the following areas: <ul style="list-style-type: none"> Number and Operations Operations and Algebraic Thinking Measurement and Data Geometry 	
Benchmark Form B <i>Benchmark</i>	Standards-aligned, computer-based assessment that predicts NJSLA performance and measures: <ul style="list-style-type: none"> 2-5 <ul style="list-style-type: none"> Number and Operations Operations and Algebraic Thinking Measurement and Data Geometry 6-8 <ul style="list-style-type: none"> The Number System Ratios and Proportional Relationships Expressions and Equations Geometry Statistics and Probability Functions 	
Grade 3-5 Math <i>Screeners, Diagnostic</i>	Standardized, standards-aligned, paper-based administration and scoring three times per year. Subtests include:	

Progress Monitoring	<ul style="list-style-type: none"> • Beginning quantity discrimination • Number identification fluency • Next number fluency • Advanced quantity discrimination • Missing number fluency • Computation • Concepts and applications 	
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Haddonfield Math Intervention Programs

Program	Description	Grade Level
Classroom Math	<ul style="list-style-type: none"> • Prerequisites Report • Reteach: Tools for Instruction • Reinforce: Center Activities • Fluency and Skills Practice (for Prerequisites) 	K-5 (Tier 1 instruction)
Math Intervention	<ul style="list-style-type: none"> • Counting and cardinality (K) • Operations and algebraic thinking (K–4) • Number and operations in Base Ten (K–5) • Number and operations: Fractions (3–5) 	K-5
Recovering Math	<ul style="list-style-type: none"> • Numerical representations • Number operations • Algebraic relationships • Ratios • Equations and inequalities • 2D Geometry • Measurement • Data and graphing • Probability 	6-8

[Elementary Intervention Decision Tree](#)

[NJTSS for ELA: Intervention Manager Flowchart for Haddonfield](#)

[Core Elementary Literacy Programs for Tier 1 Instruction](#)