Literacy Assessments Resource Guide

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SPED 741: Methods and Assessment: Literacy Interventions for Struggling

Learners & Students with High-Incidence Disabilities

Dr.

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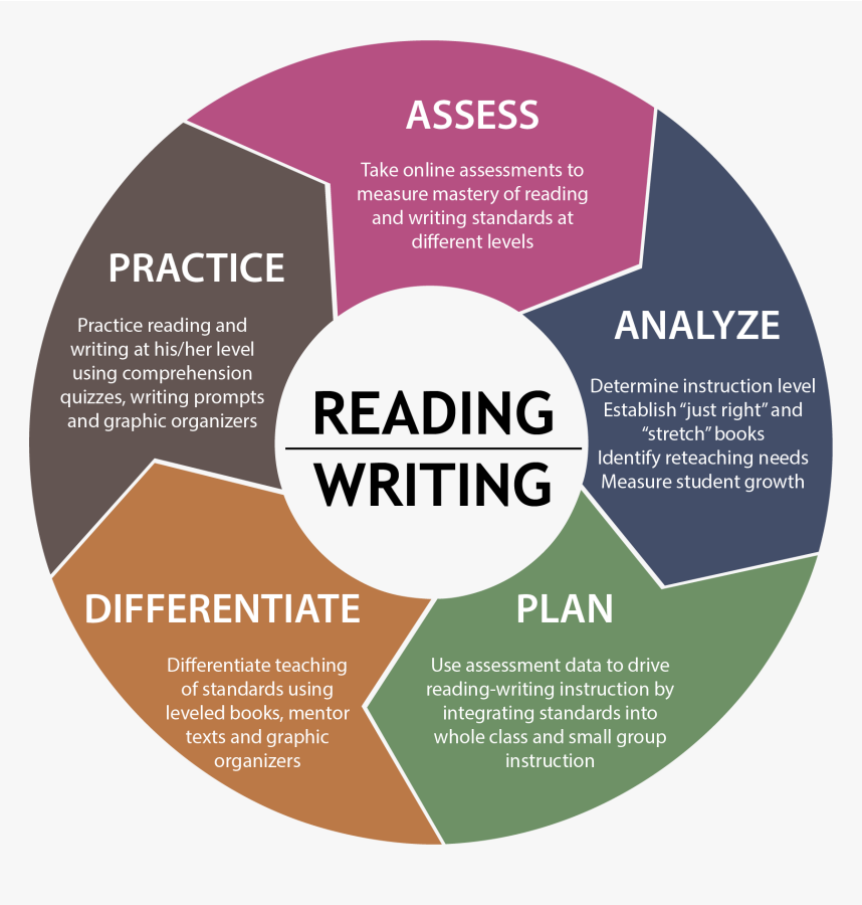

A LITERACY ASSESSMENTS RESOURCE GUIDE

COMPREHENSIVE LITERACY ASSESSMENTS RESOURCE GUIDE

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Table of Contents.

1. Introduction
2. Assessments - Essential Components of Reading
3. Universal Screener/Benchmark Assessment
    a. Assessment 1: DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)
    b. Assessment 2: Acadience Reading K-6 (DIBELS Next)
    c. Assessment 3: AIMSweb Plus
    d. Assessment 4: Fountas and Pinnell Benchmark Assessment System (BAS)
4. Progress Monitoring Assessment
    a. Assessment 5: STAR Reading CBM, Star Early Literacy, and Star Phonics (Renaissance)
    b. Assessment 6: NWEA MAP: MAP Growth and MAP Reading Fluency
5. Diagnostic Assessment
    a. Assessment 7: Phonological Awareness Screening Test (PAST)
    b. Assessment 8: Assessing Reading: Core Multiple Measures
    c. Assessment 9: Fastbridge Reading Assessments: aReading (Adaptive Reading), AUTOreading, CBMreading, CBMcomp, COMPefficiency, earlyReading
    d. Assessment 10: Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)
    e. Assessment 11: Really Great Reading Decoding Surveys
    f. Assessment 12: Primary Spelling Inventory (PSI)
    g. Assessment 13: i-Ready

h. Assessment 14: Qualitative Reading Inventory – 6 (QRI – 6)

6. Formative Assessment

   a. Assessment Table

7. Summative Assessment

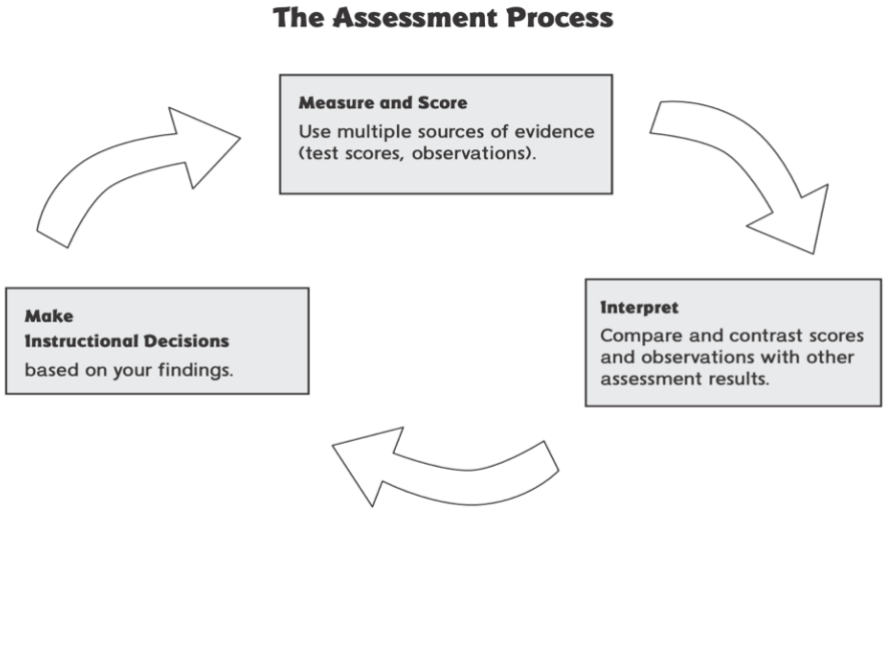
   a. Assessment 15: DRA-3

   b. Assessment 16: TEXAS STAAR Reading

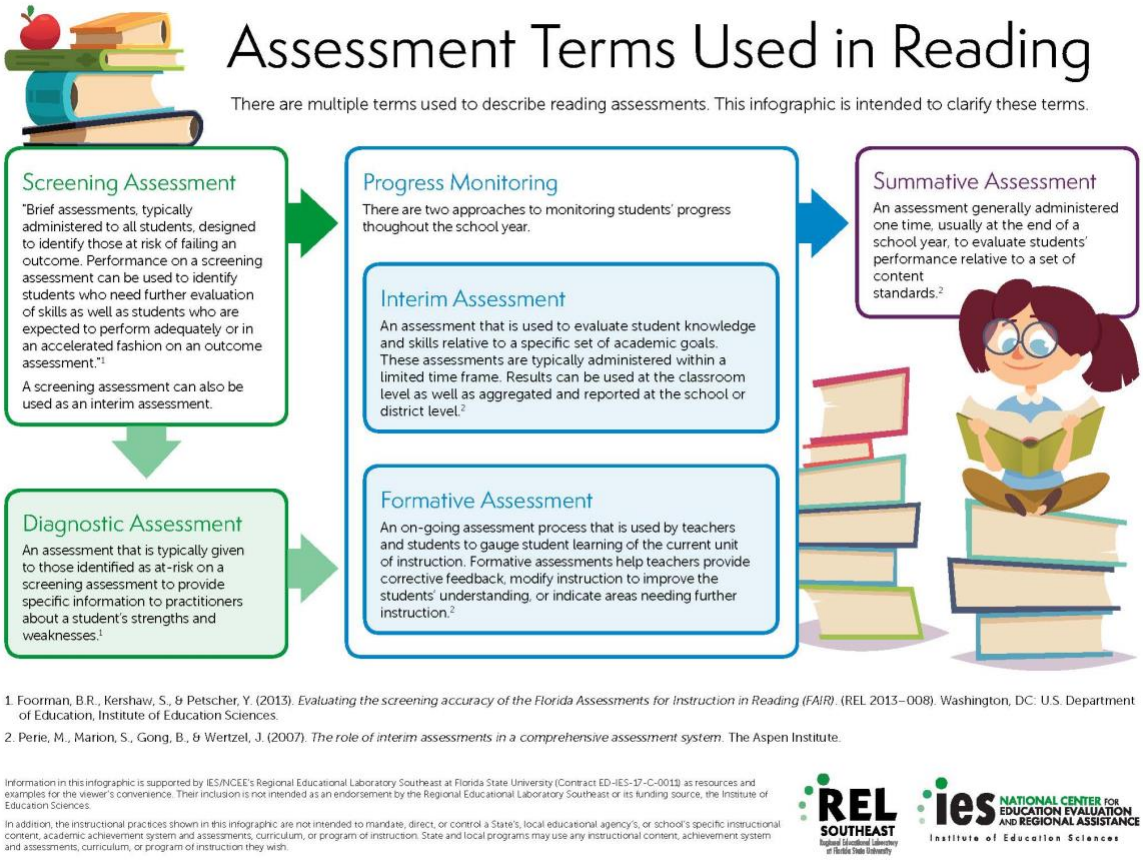
8. **References**

Introduction – Comprehensive Literacy Assessments

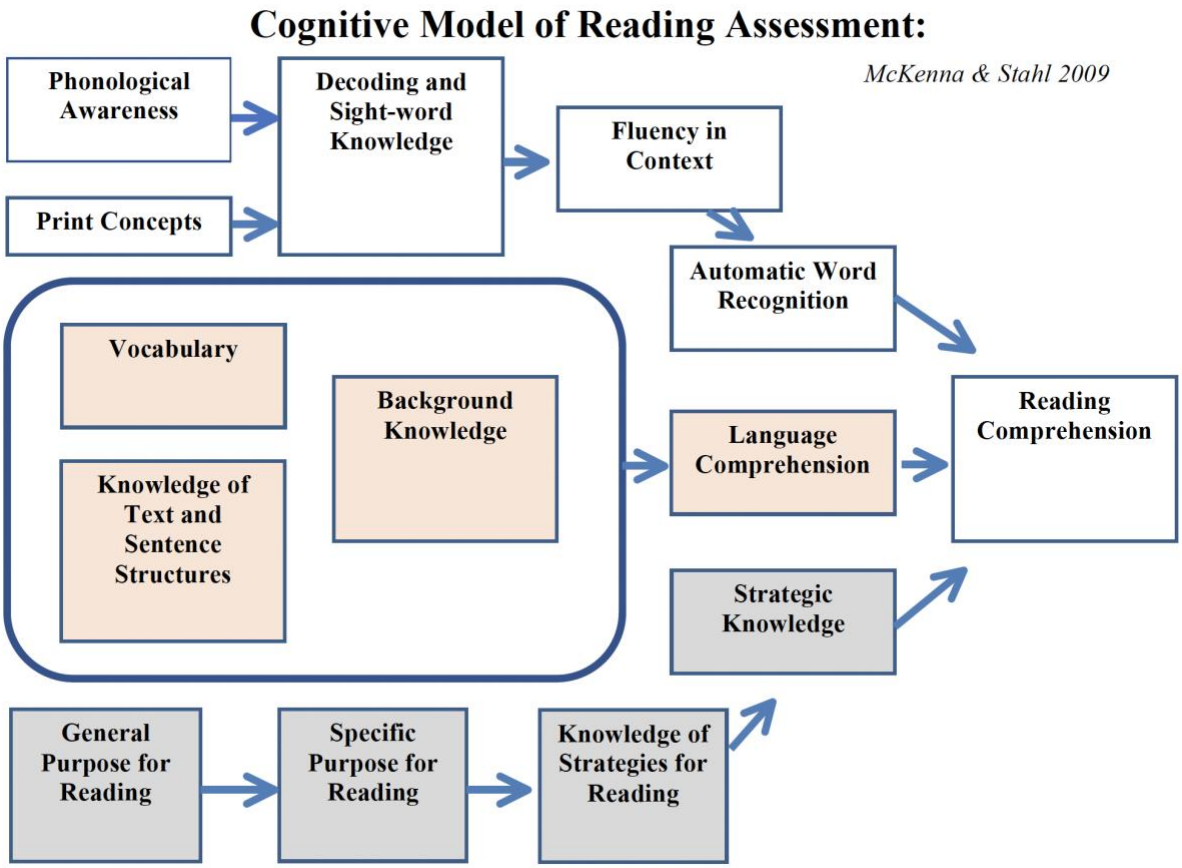
The creation of a comprehensive Literacy Assessment Resource Guide for educators is imperative in today's educational landscape, particularly in light of the growing emphasis on evidence-based practices in literacy instruction. With the advent of the science of reading, which underscores the importance of systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, educators face the challenge of effectively assessing students' literacy skills and making data-driven instructional decisions aligned with these principles (Ehri et al., 2001). The assessment process must involve utilizing multiple sources of valid and reliable information to inform instructional decisions. It begins with measurement, scoring, and comparing and interpreting gathered data. Subsequently, instructional decisions are made based on these conclusions. This cyclical process of measuring, interpreting, and decision-making is continuous and integral to effective teaching and learning (Wonders Assessment Handbook, Grades K-6, n.d.).



A robust resource guide serves as a vital tool for educators by providing them with a curated collection of evidence-based literacy assessments that align with the core components of reading instruction. By offering detailed information on various assessment types, including universal screeners, progress monitoring tools, diagnostics, formative assessments, and summative evaluations, educators can tailor their instructional approaches to meet the diverse needs of their students (National Reading Panel, 2000).



Furthermore, the resource guide supports educators in implementing a comprehensive and systematic approach to literacy assessment, ensuring that no aspect of reading development is overlooked. With the inclusion of assessments targeting specific literacy domains, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, educators are equipped with the necessary tools to identify areas of strength and areas needing improvement in their students' literacy skills (Snow et al., 1998).



Moreover, by providing evidence-based research supporting the efficacy of each assessment included in the guide, educators can have confidence in the validity and reliability of

the tools they are utilizing (National Early Literacy Panel, 2008). This empowers educators to make informed decisions about instruction, interventions, and resource allocation based on the data collected from these assessments, ultimately leading to improved student outcomes (Fletcher et al., 2007).

The creation of a comprehensive Literacy Assessment Resource Guide is essential for supporting educators in implementing evidence-based practices in literacy instruction and making data-driven instructional decisions. Assessment tools are vehicles we use to gather data, while the assessment process refers to the decisions we make and actions we take as we administer tools and interpret and communicate data.

Essential Components of Reading

To design a comprehensive literacy assessment resource guide for K-12 students, I have categorized assessments into the following categories: Universal Screener, Progress Monitoring (including Mastery Measurement and General Outcome Measurement), Diagnostic, Formative, and Summative. These assessments typically cover multiple domains of literacy as identified by the National Reading Panel in 2000. And hence, I have also classified these assessments under the essential domains of literacy as well. These include:

1. **Phonological Awareness**
    a. PAST Assessments
    b. Core Multiple Measures (CORE Phonological)
    c. Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) (ISF, FSF, PSF)
    d. DIBELS Next
    e. AIMSweb Plus

f. Fastbridge Reading Assessments

2. **Phonics**

a. Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)

b. Really Great Reading Decoding Surveys

c. Core Multiple Measures (Core Phonics Survey)

d. Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) (ORF, WRF, NWF)

e. DIBELS Next

f. AIMSweb Plus

g. STAR Reading CBM, Star Early Literacy, and Star Phonics (Renaissance)

h. Fastbridge Reading Assessments

i. i-Ready

3. **Fluency** (Sight Words, High frequency Words, Oral Reading, Nonsense Words, and Passage reading Fluency)

a. DIBELS 8 ORF, WRF NWF

b. Acadience Reading K-6 DIBELS Next ORF

c. Qualitative Reading Inventory – 6 (QRI – 6)

d. AIMSweb Plus

e. DRA-3

f. Core Multiple Measures (MASI-R, San Diego Quick, Core high-frequency words)

g. Fastbridge Reading Assessments

h. Really Great Reading Decoding Surveys

4. **Vocabulary**

a. DRA-3

b. TEXAS STAAR Reading

c. Core Multiple Measures (CORE Vocabulary Screening)

d. Fastbridge Reading Assessments

e. i-Ready

f. Acadience Reading K-6 (Word Use Fluency)

5. Comprehension

a. TEXAS STAAR Reading

b. Qualitative Reading Inventory – 6 (QRI – 6)

c. Core Multiple Measures

d. Fastbridge Reading Assessments

e. i-Ready

6. Spelling

a. Fastbridge Reading Assessments

b. Primary Spelling Inventory (PSI)

c. Quick Spelling Survey (QSS)

d. Core Multiple Measures

1. **Universal Screener (Benchmark), Progress Monitoring and Diagnostic Assessments**

Universal screeners are concise assessments administered to all students at various points throughout the academic year to identify those who may be susceptible to reading difficulties. These assessments efficiently screen students within a specific grade level or age group, pinpointing those in need of additional support or intervention. Benchmark assessments for reading play a pivotal role in initiating interventions and selecting appropriate progress monitoring measures, highlighting students' individual areas of need. It's crucial to differentiate between benchmark assessments and formal diagnostic tests, such as CTOPP, WIAT, and TOWRE, which diagnose neurological differences like dyslexia and determine the need for further support. Some universal screeners also double as progress monitoring tools, allowing educators to track students' growth and intervention response over time (Good et al., 2001). Additionally, certain screeners offer diagnostic capabilities, pinpointing specific areas of need and offering educators detailed insights into students' literacy strengths and weaknesses for tailored intervention planning (Catts et al., 2002).

These comprehensive screeners streamline assessment processes, reduce administrative burdens, and facilitate more targeted instructional decisions by providing a holistic view of students' literacy development (Fuchs & Fuchs, 2006). It's essential in the primary grades to assess phonemic processing to promptly identify students at risk of academic struggles and prevent persistent underachievement. These evaluations typically cover various literacy domains and are essential for early intervention and support (Moats, 2005).

Assessment 1: DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)

DIBELS assessments are employed for screening students and detecting individuals who might face challenges with reading. The DIBELS measures were crafted to serve as cost-effective and efficient indicators of students' progress toward a broad outcome measure. They fulfill dual purposes as both benchmark assessments and progress monitoring tools. DIBELS benchmarks aid in identifying students who may lag behind in achieving critical reading milestones. Furthermore, DIBELS progress monitoring offers educators' continuous feedback regarding the effectiveness of their instruction.

Assessment Name	DIBELS 8th Edition
Type of Assessment	Type: Standardized assessment - **Universal screening/Benchmark** and **Progress monitoring** • This assessment can be used to track students' fluency progress over the course of a school year.
Age range	Grades K-8.
Completion Time	DIBELS assessment takes about 1-3 minutes per measure to administer
Scoring Options	Manual and or/automatic
Targeted Areas of Reading	• Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency (Correct Letter Sounds), Word Reading Fluency, and Oral Reading

	Fluency assessments are administered individually and typically takes about 3 minutes per assessment (scoring is manual) • Maze assessment administered individual and group; takes about 7 minutes to administer; scoring is manual
Language Options	English
Report Options	Individual student reports, group reports, progress monitoring reports
Publication Date	2019
Evidence and/or Research	This assessment has received high reliability ratings from the National Center on Intensive Intervention in the category of academic screening with some validity ratings ranging from "unconvincing evidence" to "convincing evidence" (depending on grade level). For a full description of these results, visit the NCII Tools Overview. Additional research for DIBELS can be found on the Research and Publications webpage.
Link to Assessment Resource	DIBELS 8th Edition

Assessment 2: Acadience Reading K-6 (DIBELS) Next

Acadience Reading K–6 serves as both a universal screening and progress monitoring assessment. It evaluates the acquisition of early literacy skills from kindergarten through sixth grade. It comprises of six brief measures that are indicators of essential skills necessary for proficient reading. These assessments facilitate regular

monitoring of early literacy skill development, enabling educators to provide timely instructional support and mitigate potential reading difficulties. Acadience Reading is utilized for universal screening to identify students at risk, pinpointing areas for targeted instructional intervention, monitoring progress during targeted instruction, and assessing the effectiveness of school-wide literacy initiatives.

Assessment Name	Acadience Reading K-6 (DIBELS Next)
Type of Assessment	Standardized assessment - **Universal screening/Benchmark** and **Progress monitoring** • This assessment of reading skills can be used to identify students who are at risk for reading difficulties and provide feedback about which skills to target for support.
Age range	Grades K-6.
Completion Time	DIBELS assessment takes about 1-5 minutes per measure to administer
Scoring Options	Manual and or/automatic based on student responses (Administration and scoring manuals available for RAN and general Reading Assessments)
Targeted Areas of Reading	• Phonemic awareness, phonics, fluency, reading comprehension, language, and vocabulary skills for students in grades K-6.

	• The Preschool Early Literacy Indicators (PELI) (for 3- to 5-year-olds) - to measure pre-literacy and oral language skills. • The reading resources include diagnostic assessments, Word Use Fluency-Revised, spelling assessment for K-1, a Rapid Automatized Naming (RAN) measure to help screen for dyslexia, and a reading survey, information/goal sheet to identify appropriate progress monitoring and instructional levels.
Language Options	English, not appropriate for EL Students.
Report Options	Individual student reports, group reports, progress monitoring reports
Publication Date	2020
Evidence and/or Research	This assessment has received mostly mid to high ratings from the National Center on Intensive Intervention in the categories of academic screening and progress monitoring, with some areas receiving a rating of "unconvincing evidence." For a full description of the results in the categories listed above, visit the NCII Tools Overview.
Link to Assessment Resource	Acadience Reading K-6 (formerly DIBELS Next)

Assessment 3: AIMSweb Plus

AIMSweb Plus® is a comprehensive assessment and data management system designed to screen and monitor the reading skills of students from kindergarten to Grade 8. It utilizes curriculum-based measures (CBMs) for fluency on essential skills and standards-based assessments (SBAs) aligned with current learning standards. This combination offers valuable data for program planning, evaluation, and tiered assessment strategies like MTSS/RTI. AIMSweb Plus empowers teachers with insights to differentiate instruction and identify students who may benefit from intensive intervention. The assessment's reliability and validity stem from measuring automaticity of basic skills and short-term growth, while also incorporating grade-level expectations in assessments feasible within a single class period.

Assessment Name	AIMSweb Plus
Type of Assessment	Standardized assessment - **Universal screening/Benchmark** and **Progress monitoring** • This assessment is a reading skills assessment, data management, and reporting system - used to inform daily instruction and report on student progress. • Aimsweb Plus uses two types of measures: curriculum-based measures (CBMs)—brief, timed measures of fluency on essential basic skills—and standards-based assessments (SBAs), which are comprehensive measures aligned to current

	learning standards (General Outcome Measurement).
Age range	Grades K-8.
Completion Time	Benchmarking administration time (i.e., interim assessment) varies depending on grade level and measures selected. Progress Monitoring measures are brief and vary from 1–7 minutes.
Scoring Options	Browser-based and/or manual score entry (technology-integrated administration, scoring, and reporting) based on student responses.
Targeted Areas of Reading	• It assesses the early literacy skills of print concepts, letter naming fluency, and initial sounds in kindergarten. • vocabulary, letter word sounds fluency, phoneme segmentation, nonsense word fluency, and word reading fluency in grades K-1 (administered individually for all K-1 measures). • Oral reading fluency in grade 1. • It assesses the reading skills of vocabulary (online administration), reading comprehension (online administration), and oral reading fluency (administered individually) in grades 2-8 and silent

	reading fluency (online administration) in grades 4-8. • The reading resources include Rapid Automatized Naming (RAN) measure to help screen for dyslexia, and writing assessment and intervention, BASC™-3 Behavioral, and Emotional Screening System (BESS), SSIS-SEL edition – class wide intervention program.
Language Options	English, Spanish.
Report Options	Individual student reports, group and summary reports, progress monitoring reports and graphs.
Publication Date	2021/2022 (Ongoing updates, latest version as of 2023)
Evidence and/or Research	These assessments received high ratings from the National Center on Student Progress Monitoring and in the Review of K-12 Literacy and Math Progress Monitoring Tools; the Letter Naming Fluency and Letter Word Sounds Fluency areas for kindergarten received "unconvincing evidence" ratings for reliability and validity from the National Center on Intensive Intervention (NCII).
Link to Assessment Resource	Aimsweb Plus

Assessment 4: Fountas & Pinnell Benchmark Assessment System (BAS)

Fountas & Pinnell's Benchmark Assessment System (BAS) is a powerful tool for determining students' independent and instructional reading levels and tracking their reading growth. The BAS assesses reading accuracy, fluency, and comprehension, enabling teachers to set targeted reading goals and support students' continued development as readers regardless of their current level. This comprehensive benchmark assessment system provides a standardized measure against which students' progress can be evaluated, offering valuable insights into their reading abilities, and guiding instructional decisions over time.

Assessment Name	**Fountas & Pinnell Benchmark Assessment System (BAS)**
Type of Assessment	Standardized assessment - **Universal screening/Benchmark** • This assessment can be used for **progress monitoring** and to determine independent and instructional reading levels
Age range	Grades K-8.
Completion Time	Varies by assessment level; typically, 45-60 minutes per student
Scoring Options	Browser-based and/or manual score entry (technology-integrated administration, scoring, and reporting) based on student responses.

Targeted Areas of Reading	• This assessment is the primary measure of student's reading progress and can inform instructional reading levels. • Administered one-on-one formative and summative student-teacher assessments. • Student **reads aloud** leveled fiction and nonfiction books (System 1 - Grades K–2, Levels A–N (28 books) & System 2 - Grades 3–8, Levels L–Z (30 books)) • Teacher conducts a **Comprehension Conversation** that provides insights into a reader's thought process related to the text, including within, beyond, and about it. • **Optional Writing About Reading prompt** for text response. • reading assessment uncovers various aspects of the reader, such as their **accuracy, self-corrections, comprehension, and fluency.** • **Does not include assessment of foundational reading skills** (phonics, phonemic awareness, and word recognition) that are critical to decoding and reading comprehension
Language Options	English, Spanish.

Report Options	Individual student reports, group reports
Publication Date	2023 (Ongoing updates, latest version as of 2023)
Evidence and/or Research	Independent research about the effectiveness of the assessment is limited. There is a body of research that indicates the assessment is not built on evidence-based practices and the assessment is not built around national norms. Research and information from the publisher is found on the Fountas and Pinnell: Benchmark Assessment System (F&P BAS) website.
Link to Assessment Resource	Fountas and Pinnell BAS

2. **Progress Monitoring (Mastery Measurement and General Outcome Measurement):**

Progress monitoring assessments are vital for educators to make informed instructional decisions and provide targeted interventions to students. Research consistently demonstrates their effectiveness in improving literacy outcomes (Fuchs & Fuchs, 2001). These assessments track students' growth in specific skills over time, enabling educators to identify strengths and weaknesses and adjust teaching strategies accordingly (Fuchs & Fuchs, 2006; Stecker et al., 2008).

There are two main types of progress monitoring assessments: Mastery Measurement and General Outcome Measurement. Mastery Measurement assessments focus on evaluating a student's understanding of and proficiency in a single target skill or objective (Shinn & Good, 1992). For example, a Mastery Measurement assessment may involve testing for mastery of individual phoneme sounds or specific vocabulary words. These assessments provide detailed

information about students' mastery of specific skills, allowing educators to target instruction to address areas of need.

In contrast, General Outcome Measurement assessments provide a broader assessment of overall literacy development by evaluating and tracking student progress across the entire curriculum (Deno, 1985). These assessments often involve administering frequent measures, such as Oral Reading Fluency assessments, to gauge students' overall literacy skills and monitor their growth over time. General Outcome Measurement assessments offer a comprehensive view of students' literacy development, allowing educators to identify trends and patterns in student performance and make informed instructional decisions (Deno et al., 2001).

In addition to the comprehensive assessments outlined in the Universal Screener section (such as DIBELS 8, Acadience DIBELS Next, Aimsweb Plus, and Fountas and Pinnell BAS), which serve as both Screener/Benchmark and Progress Monitoring Assessments, there are a couple more that have been categorized below.

Assessment 5: STAR Reading

The Renaissance Star is a comprehensive suite of assessments comprising Renaissance Star Early Literacy®, Renaissance Star Reading®, and Renaissance Star Spanish® that offer a holistic perspective on students' progress, achievement, and growth throughout the academic year. The Renaissance Star Early Literacy assessment targets foundational literacy skills for students in pre-K through third grade (alphabetic principles, phonemic awareness, and phonics) to identify students in need of additional support in developing these crucial skills. On

the other hand, the Renaissance Star Reading assessment focuses on measuring reading comprehension skills for students from first grade through high school. It assesses various strategies such as identifying main ideas, making inferences, and understanding vocabulary in context, providing insights to guide personalized learning plans for improving reading proficiency.

Assessment Name	STAR Reading CBM, Star Early Literacy, Star Phonics (Renaissance)
Type of Assessment	Standardized assessment - **Universal screening/Benchmark** and **Progress Monitoring (**as frequently as weekly) - General Outcome Measurement • This assessment provides teachers with information about student achievement in reading.
Age range	Grades K-6.
Completion Time	Varies by student, typically 20-30 minutes **Star Early literacy** (computer adaptive assessment) - takes 10-15 minutes to administer – students respond to audio prompts. **Star Phonics** (computer adaptive assessment) – administered in 2-5 minutes per student **Star Reading CBM -** One-minute literacy measures for **(K-6)** - administered online (one-on-one, on a

	computer/tablet with internet connection), in print, or in a mixed format
Scoring Options	Automated scoring (computer scored) available based on student responses - connected to the Star computer adaptive data through the Renaissance Star platform
Targeted Areas of Reading	• Star Early Literacy is a computer adaptive assessment that measures early literacy skills in students in grades PreK-3 (assesses students' skills in print concepts, phonological awareness, phonics and word recognition, fluency, and vocabulary acquisition and use) - used for benchmarking and instructional planning. • Star Phonics assessment (technology-based) provides teachers of students in grades 1-6 (includes a screening element along with individual diagnostic assessments - provides information about CVC, CVCC, r-controlled, CVCe, vowel team, digraphs, blends, CVCCVC, prefixes, short vowel with suffix, long vowel with suffix, and contractions) with information about students' strengths and needs in phonics - to determine which phonics categories a student, class, or entire grade struggle with.

	• Star CBM Reading assessment provides precise assessment which offers insights into student progress - begins by assessing students' understanding of letters and their sounds - includes letter naming, letter sounds. • It then moves on to basic phonological awareness and early decoding - phoneme segmentation, receptive nonsense words, expressive nonsense words. • It finally progresses to passage reading - passage oral reading, sight, and high frequency words (K-3), encoding (K-3), and rapid automatic naming - these can be used to screen for characteristics of dyslexia. • Star CBM Reading assesses Rapid Automatic Naming (RAN) - required for universal screening for dyslexia for students in kindergarten - grade 3. • STAR CBM's adaptive nature adjusts difficulty level to match the student's abilities
Language Options	English, Spanish. Braille support available
Report Options	Individual student reports, class summary reports (Advanced technology, adaptive testing, and detailed reports.)

Publication Date	2023
Evidence and/or Research	This assessment has received high ratings from the National Center on Intensive Intervention in the category of academic screening and mid to high ratings on progress monitoring. For a full description of the results in the categories listed above, visit the NCII Tools Overview. Additional research for Star Renaissance products can be found in the white paper, Research Foundation for Star Adaptive Assessments.
Link to Assessment Resource	**STAR Reading CBM**

Assessment 6: Northwest Evaluation Association (NWEA) MAP

The NWEA MAP test is a standardized computer-adaptive exam assessing students' reading and language usage abilities. It aims to gauge students' progress and development over time, aiding educators in identifying academic strengths and weaknesses to tailor instruction to individual learning needs. Additionally, the test enables tracking of students' academic growth longitudinally, providing valuable insights into their educational journey.

Assessment Name	**NWEA MAP: MAP Growth and MAP Reading Fluency**
Type of Assessment	Standardized assessment – used as **a Screener** and as a **Progress monitoring** tool - provide teachers with a way to measure a student's academic progress in literacy skills over time.

Age range	Grades K-12.
Completion Time	MAP Reading Fluency - uses speech-recognition technology - 20-minute group administration Varies by subject and grade level, typically 1-2 hours per subject
Scoring Options	Computer adaptive – automatic scoring. MAP scores, also known as RIT scores, are used to measure your child's academic growth. Requires computer/tablet (secure testing or browser-only testing) and internet connectivity
Targeted Areas of Reading	• MAP Reading Fluency - an assessment for PreK-5 students and measures oral reading fluency, literal comprehension, and foundational skills.
Language Options	English and Spanish
Report Options	Individual student reports, growth reports, school/district reports
Publication Date	2022
Evidence and/or Research	MAP Growth has received high reliability and validity ratings from the National Center on Intensive Intervention in the categories of academic screening; MAP Reading Fluency has received high reliability ratings and ratings of "unconvincing evidence" for validity. For a full description of the results in the categories listed above, visit the NCII Tools Overview. For more information and other sources

	providing supporting research, see NWEA's Research webpage or the Regional Education Laboratory Program.
Link to Assessment Resource	NWEA MAP: MAP Growth and MAP Reading Fluency

3. **Diagnostic Assessments:**

Diagnostic assessments play a pivotal role in informing instructional planning by providing educators with detailed insights into students' literacy abilities. These assessments go beyond surface-level observations and delve deeply into specific areas of strength and weakness, allowing educators to pinpoint areas requiring additional support or intervention (Hosp et al., 2015). Research has consistently shown the value of diagnostic assessments in improving student outcomes by facilitating targeted and individualized instruction (Torgesen et al., 1999).

By identifying students' specific literacy strengths and weaknesses, diagnostic assessments enable educators to tailor instruction to meet the diverse needs of their students (Mellard et al., 2010). For example, if a diagnostic assessment reveals that a student struggles with phonemic awareness but excels in comprehension, educators can adjust instruction to provide targeted support in phonemic awareness while maintaining and enhancing the student's strengths in comprehension. This personalized approach to instruction has been associated with improved student engagement, motivation, and achievement (Archer & Hughes, 2011). In summary, diagnostic assessments serve as invaluable tools for educators in identifying students' individual literacy needs and guiding instructional decision-making to support their growth and success.

Assessment 7: Phonological Awareness Screening Test (PAST)

The Phonological Awareness Screening Test (PAST) developed by David Kilpatrick is widely used in educational settings. Dr. Kilpatrick's book, Equipped for Reading Success, provides a comprehensive list of assessments and guidance for educators to enhance students' phonological awareness through explicit instructional strategies. This PAST assessment tool offers a wealth of resources designed to address specific instructional needs identified through assessment results.

Assessment Name	Phonological Awareness Screening Test (PAST)
Type of Assessment	While the assessment is primarily a **Universal screener**, it can be used as a **progress monitoring tool. It is a Diagnostic -** Criterion-referenced **assessment** as well.
Age range	Grades K-8.
Completion Time	Short test (2-5 minutes) administered 1:1 with students - Teachers orally provide prompts to students
Scoring Options	Administered Individually; Paper-based assessment and manual scoring by assessors.
Targeted Areas of Reading	• The assessment is designed to measure phonological awareness skills.

	• Measures student's ability to recognize and manipulate individual sounds (phonemes) in spoken language. • Includes tasks such as rhyming (onset-rime), syllables segmentation, blending, deletion, substitution, and manipulation of phonemes. • Identifies students needing targeted intervention in early elementary school for to develop phonological awareness skills - reading development.
Language Options	English
Report Options	Individual student reports, diagnostic reports
Publication Date	N/A (Assumed within 2020-2023 timeframe Latest version released 2022)
Evidence and/or Research	The short screening assessment was created by researcher, David Kilpatrick. Kilpatrick focuses his research on phonological processing and reading difficulties. This report, written by Kilpatrick, discusses the reliability and validity of the PAST and the use of PAST in clinical settings. Additional research or evidence about the PAST was not found at the time of publication.
Link to Assessment Resource	PAST

Assessment 8: Assessing Reading: Multiple Measures (Core Multiple Measures)

Assessing Reading: Multiple Measures offers a comprehensive array of formal and informal assessments for grades K-12, aiding teachers in identifying and addressing students' reading difficulties. These quick, reliable tests cover vital research-based reading skills and can be administered individually, providing immediate results. With clear instructions and reproducible record forms, teachers can easily track student progress and tailor instruction accordingly. The inclusion of Spanish assessments for early grades ensures accessibility for bilingual students. The assessments target specific reading skills critical for success, informing instruction and guiding intervention strategies. Through continuous monitoring and targeted assessment, educators can effectively support students' reading development from primary grades to adolescence, fostering fluency and comprehension skills essential for academic success.

Assessment Name	Core Multiple Measures
Type of Assessment	Quick, informal diagnostic assessment (criterion-referenced)
Age range	Grades K-12.
Completion Time	The assessment uses short, quick, and reliable tests, with immediate results.
Scoring Options	Scores are obtained immediately upon completion of each assessment.

Targeted Areas of Reading	• The assessment evaluates various domains of literacy, including phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, and oral reading fluency. • Phonological Awareness • CORE Phoneme Deletion Test • CORE Phonological Segmentation Test • CORE Phoneme Segmentation Test • Decoding and Word Attack • CORE Phonics Survey • San Diego Quick Assessment of Reading Ability • Vocabulary • CORE Graded High-Frequency Word Survey • CORE Vocabulary Screening • Comprehension • CORE Reading Maze Comprehension Test • Fluency • MASI-R Oral Reading Fluency Measure • Assessments in Spanish • CORE Spanish Phonemic Awareness Test • CORE Spanish Phonics Survey • CORE Spanish Spelling Inventory

	• Critchlow Spanish Verbal Language Scales
Language Options	Spanish assessments are included for the early grades, where students may be in bilingual programs.
Report Options	Easy-to-follow instructions are provided for administration and scoring, along with reproducible record forms. Profile Forms and Class Records in the Appendix offer an easy way for teachers to summarize assessment results.
Publication Date	Revised 2nd Edition: No specific publication date provided; contains same assessments as the 2nd edition.
Evidence and/or Research	The assessments included in Assessing Reading: Multiple Measures are designed based on research-based reading skills and selected for their quick, reliable, and easy-to-use nature. They assist teachers in identifying areas of strength and weakness, monitoring student reading development, and planning appropriate instruction. Specific evidence or research supporting these assessments is not provided in the text.
Link to Assessment Resource	Assessing Reading: Core Multiple Measures

Assessment 9: Fastbridge Reading Assessments: aReading (Adaptive Reading),

AUTOreading, CBMreading, CBMcomp, COMPefficiency, earlyReading

FastBridge assessments (K – Grade 8) provide educators with valuable data to offer timely, targeted support for their students. Fastbridge earlyReading Composite (for grades K-1) assesses crucial early reading skills like print concepts, phonemic awareness, phonics, and fluency. This assessment, administered individually by teachers (Fall, Winter, and Spring), tracks student progress in foundational reading skills. The computer-adaptive assessments (for Grade 2-8), (Fall, Winter, and Spring) measures student progress and growth in reading. These assessments complement state and classroom-level evaluations, helping monitor student learning progress, inform curriculum development, and guide instructional decisions.

Assessment Name	Fastbridge Reading Assessments
Type of Assessment	Fastbridge combines Computer Adaptive Tests (CAT) and Curriculum Based Measures (CBM) for **Universal Screening, Progress Monitoring and for use as a Diagnostic assessment tool** - provides K-12 teachers with information about students' strengths and needs in literacy skills and support educators in making data-driven instructional decisions.
Age range	• FastBridge aReading is used to screen and monitor student growth in grades K-12. • FastBridge CBMreading can be used on its own or paired with

	• FastBridge Adaptive Reading for students in grades 1-8.
Completion Time	• Administered individually or in a group • Combination of computer-administered and teacher/paraprofessional-administered assessments • Progress monitoring assessments (CBMreading, CBMcomp) - Short (3-5 minutes) to administer
Scoring Options	• Automatic scoring
Targeted Areas of Reading	This computer-adaptive assessment measures the five key areas of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension and recommendations of the National Reading Panel (NRP).
Language Options	EarlyReading and CBMreading are available in English and Spanish
Report Options	• Reports available for student, class, school, and district levels and data collection and reporting are available.
Publication Date	2023
Evidence and/or Research	This research-based assessment system was developed in conjunction with researchers from the Universities of Minnesota, Georgia, Missouri, Buffalo, and Southern Florida, as well as Penn State and Syracuse

	University. Additional information on research of FastBridge products can be found on Illuminate Education's Research page. The National Center on Intensive Intervention (NCII) provided a reliability rating of "convincing evidence" (the highest available) for all Fastbridge assessments; most of their reading assessments received a rating of "Convincing evidence" for validity. For a full description of the results, visit the NCII Tools Overview.
Link to Assessment Resource	Fastbridge Reading Assessments: aReading (Adaptive Reading), AUTOreading, CBMreading, CBMcomp, COMPefficiency, earlyReading

Assessment 10: Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)

The Quick Phonics Screener (QPS) is used by teachers to identify students' strengths and instructional requirements in phonics and decoding skills. Similarly, the Quick Spelling Survey (QSS) enables teachers to administer spelling assessments to groups or entire classes. QPS results provide insight into a student's phonics and decoding strengths and needs, though they do not determine their reading grade level as the assessment is not comprehensive and does not assess phonemic awareness, fluency, vocabulary, or comprehension. These assessments allow educators to decide when to commence phonics instruction.

Assessment Name	Quick Phonics Screener and Quick Spelling Survey

Type of Assessment	While this **informal** assessment is primarily a **diagnostic**, it can also be used as a **progress monitoring tool.** **Diagnostic assessment** (Untimed Criterion-referenced assessment) QPS - measures students' strengths and instructional needs in phonics and decoding skills and QSS measures spelling skills (encoding) – and includes a time-saving spelling assessment (assess 12 skill set) - can be used to plan students' instructional or intervention programs in basic word-reading and decoding skills—and to monitor students' progress as their phonics skills develop.
Age range	Suitable of any age range (older students with reading difficulty), Grades K-12 • **HD Word** – Primary use: 15 mins a day (supplemental instruction RTI Tier 1 Grades 2-5), Pace: Fast; Secondary use: Intervention for non-cognitively delayed students in Grades 2-12) • **Phonics Boost** – Primary use: RTI Tier 3 (intensive Intervention – Grade 3-12) and Special education, Pace: Slow/Moderate; Secondary use: Intervention for older non-readers.

	• **Phonics Blitz** – Primary use: RTI Tier 2 (Intervention – Grade 4-12) and Special education, Pace: Moderate, Secondary use: Intervention for older; Secondary use: Intervention for older ELL and Special Ed students. • **Blast –** Primary use: RTI Tier 1 (Supplemental whole class Daily Instruction, 15 mins a day – Grade 1 – Pace: Fast), Secondary use: Intervention for emerging readers in Grades 2-6 • **Countdown** - Primary use: RTI Tier 1 (Supplemental whole class Daily Instruction, 15 mins a day – Kindergarten – Pace: Fast), Secondary use: Intervention for emerging readers in Grades 1-2
Completion Time	Untimed Criterion-referenced informal assessment
Scoring Options	• Includes a comprehensive assessment scoring guide • QSS - administered one-on-one or in a group • QPS - Three forms of each assessment, administered one-on-one for monitoring progress, 3 times a year • Paper based assessment – a summary scoring sheets for RTI documentation
Targeted Areas of Reading	• The assessment items are organized into 13 skill sets, beginning with letter names and letter sounds and continuing up through four-syllable words.

	• For QPS, the teacher may refer to QSS results to determine a starting skill set. • Student progresses through skill sets until unable to correctly read or spell at least half of the items. • QPS targets specific weaknesses and guides in planning and adjusting intervention for Tier 2 and 3 students. • Not tested on comprehension skills – does not give a comprehensive picture of the student's literacy skills.
Language Options	English
Report Options	Detailed Individual summary scoring sheets for RTI documentation, student diagnostic reports
Publication Date	QPS, 3rd edition, 2017
Evidence and/or Research	These assessments were developed by Dr. Jan Hasbrouck and have been updated over the last decade to reflect recent research. At the time of publication, information about evidence and research was not found.
Link to Assessment Resource	QPS and QSS

Assessment 11: Really Great Reading Diagnostic Decoding Surveys

Diagnostic Decoding Survey (DDS for students grades 2-12) by Really Great Reading is specifically designed to diagnose word-level reading difficulties and specific decoding weaknesses. DDS serves as a quicker alternative to the Quick Phonics Screener (QPS) and consists of two surveys: the beginning decoding survey and the advanced decoding survey. Beginning with the former, students are assessed on their proficiency in reading words typically mastered by the end of first grade, including high-frequency words, single-syllable words with short vowels, digraphs, and two-sound blends. The advanced decoding survey evaluates decoding skills expected to be mastered by the end of third grade, encompassing single-syllable words with short vowels, advanced phonics patterns (such as trigraphs and three-sound blends), single-syllable words with advanced vowel patterns (e.g., ai, oi, au), and multi-syllable words (both real and nonsense).

Assessment Name	Elementary and Advanced Decoding Surveys
Type of Assessment	Quick, informal diagnostic assessment (criterion-referenced) **Diagnostic assessment** helps educators observe students writing and reading to find out • Assess the basic and advanced decoding skills of readers of almost any age – to assess Fluency. • Establish whether a student has gaps in his/her phonics knowledge and pinpoint specific phonics weaknesses. • Helps to group students for instruction and monitor students' growth in word knowledge over time.

Age range	Grade 2 – 12 (who have been identified as struggling readers.)
Completion Time	The Diagnostic Decoding Surveys take 3-5 minutes per student to administer.
Scoring Options	• If using a Teacher Recording Form: Check out directions for scoring responses provided by Really Great Reading. - If using Live Assess: The Grouping Matrix will automatically score responses for you. The analysis can be found on the Student Record page and on the Student Progress Report.
Targeted Areas of Reading	• The assessment primarily focuses on testing phonics (decoding skills). • Additionally, Really Great Reading offers additional assessments for high-frequency word (sight word) fluency and letter name and letter sound knowledge.
Language Options	The assessment is primarily administered in English.
Report Options	Really Great Reading provides various report options, including individual student reports, grouping matrix analysis, and student progress reports.
Publication Date	2019 - The publication date of the Diagnostic Decoding Surveys is not specified in the provided text.

Evidence and/or Research	To provide a comprehensive understanding of the Diagnostic Decoding Surveys, Really Great Reading (RGR) offers two case studies featuring a second grade and a ninth-grade student. These case studies detail each student's screening assessment scores, a thorough analysis of their Diagnostic Decoding Survey scores, and recommendations for further assessment or specific instructional interventions. While the information is derived from real students, their names have been changed for privacy. These case studies, along with additional ones available in the User's Guide, serve as illustrative examples of how the Diagnostic Decoding Surveys can be effectively utilized to inform instructional decision-making and support struggling readers at different grade levels.
Link to Assessment Resource	**Elementary and Advanced Decoding Surveys**

Assessment 12: Primary Spelling Inventory (PSI)

The Primary Spelling Inventory is an informal assessment commonly for students in K-3 classrooms to evaluate students' word knowledge, where words are arranged by difficulty level, and the instructor verbally presents them while students spell them on paper. It typically takes about 15 minutes to complete and can be administered

individually or to small groups. The Elementary Spelling Inventory (ESI), on the other hand, is suitable for upper elementary grades but may be challenging for struggling students. In contrast, the Upper-Level Spelling Inventory (USI) is intended for use in upper elementary grades and beyond, although it may be too difficult for struggling students until late middle school or early high school. Both the ESI and USI can be administered using a spelling-to-dictation task, with the option to switch between assessments based on student needs and readiness.

Assessment Name	Primary Spelling Inventory (PSI)
Type of Assessment	While this **informal** assessment is primarily a **diagnostic**, it can also be used as a **progress monitoring tool.** **Diagnostic assessment** helps educators observe students writing and reading to find out • what orthographic features students know and what they need to study. • identify students' developmental stage of word knowledge or instructional level. • Helps to group students for instruction and monitor students' growth in word knowledge over time.
Age range	Primary Spelling Inventory (26 words of increasing difficulty) - Grades K-3

	Elementary Spelling Inventory (25 words of increasing difficulty) - Grades 1-5 (Lower elementary) Upper-Level Spelling Inventory (31 words) – Upper elementary, middle - Up to High School
Completion Time	20-30 minutes – to administer student(s) the appropriate inventory.
Scoring Options	• When administering the inventory, pronounce each word naturally twice and use it in a sentence (oral spelling test). Stop if students show frustration. Manually scored, marking the orthographic features that the student got correct, to calculate the raw score and determine which stage (there is a beginning, middle, and end within each stage) the student falls into. • Analyze to see concepts mastered and the skills to target for their instruction.
Targeted Areas of Reading	• The spelling assessment words are organized in increasing levels of difficulty to assess key spelling features (Levelled spelling test). • Can be used multiple times to track progress • Assessment includes testing of 26 words ranging from simply CVC words (Emergent Stage) to

	words with derivational endings (-ing) (Within Word Pattern Stage). • Student advances to the next inventory of he/she spells at least 20 words correctly. • Not tested on comprehension skills – does not give a comprehensive picture of the student's literacy skills.
Language Options	English
Report Options	Detailed Individual student summary recording sheets for score documentation, student diagnostic reports
Publication Date	2004
Evidence and/or Research	Spelling inventories provide information about students' reading skills and scores on inventories such as these can be used to predict reading achievement at all age levels. At the time of publication, information about evidence and research was not found.
Link to Assessment Resource	**Primary, Elementary and Upper-level Spelling Inventory (PSI)**

Assessment 13: i-Ready

i-Ready Learning encompasses resources that are built upon well-established instructional methodologies, delivering robust and compelling instruction in reading. Designed to engage students of diverse levels and backgrounds, i-Ready Learning fosters

perseverance in skill development while offering tailored support to address individual student needs. It facilitates personalized learning pathways for each student through i-Ready Personalized Instruction and integrates seamlessly with i-Ready Diagnostic data, empowering teachers to make data-driven instructional decisions.

Assessment Name	i-Ready
Type of Assessment	This **Diagnostic** (criterion and norm referenced computer adaptive) **Assessment** that provide teachers with information about students' strengths and needs in basic literacy skills.
Age range	• i-Ready Diagnostic is an adaptive reading assessment for students in grades K-12. • i-Ready Standards Mastery assesses students on grade-level standards in grades 2-8. • i-Ready Literacy Tasks measure foundational literacy skills in grades K-6. • i-Ready Dyslexia Screener identifies potential risk factors for grades K-3
Completion Time	Students have a 21-day window to complete assessments
Scoring Options	• Automatic scoring • One-on-one administration
Targeted Areas of Reading	This computer-adaptive assessment measure reading skills including phonological awareness, phonics, high

	frequency words, vocabulary, and comprehension of informational and literary text. • Needs to be supplemented with assessments that address other CCSS domains like writing, speaking, and listening, and language.
Language Options	English, Spanish (audiovisual supports, closed captioning, and suggestions are available for multilingual learners)
Report Options	• Reports available for student, class, school, and district levels and data collection and reporting are available within i-Ready
Publication Date	2023
Evidence and/or Research	This assessment has received mid to high reliability and validity ratings from the National Center on Intensive Intervention in the categories of academic screening and progress monitoring. For a full description of these results, visit the NCII Tools Overview. For more information about the research base, see the vendor's Research and Efficacy page, including these documents: Evidence of the Impact of i-Ready on Students' Reading and Mathematics Achievement and Research Base for i-Ready Personalized Instruction for Reading

Link to Assessment Resource	i-Ready

Assessment 14: QRI-6 (Qualitative Reading Inventory-6)

The QRI-6 (Leslie & Caldwell, 2017), a criterion-referenced assessment tool suitable for individual or group administration, assesses K-12 students' reading abilities from emergent to advanced readers. The QRI-6 assessment offers narrative and expository passages for each level, which evaluates oral reading accuracy, reading speed, and comprehension. QRI matches students to appropriate reading materials, confirming suspected reading difficulties, identifying strengths and areas for improvement, and guiding intervention strategies.

Assessment Name	QRI-6 (Qualitative Reading Inventory-6)
Type of Assessment	Diagnostic (Informal assessment)
Age range	Grade (1st – 3rd) - Pre-primer or primer list Grade (4th – 5th) - 2nd or 3rd grade list Grade (6th and above) - 4th and/or 5th grade lists
Completion Time	Varies by assessment level; typically, 30-60 minutes per student
Scoring Options	Manual scoring by trained educators, based on observation and analysis
Targeted Areas of Reading	• The QRI-6 assesses oral reading accuracy, rate of reading (fluency), and comprehension of passages read orally and silently.

	• It provides graded word lists and passages from pre-primer through high school levels. • There are Level-Diagnostic Passages used to determine reading level and diagnose areas of needed instruction, and Inference-Diagnostic Passages for assessing ability to answer inference questions aligned with CCSS. (Leslie & Caldwell, 2017).
Language Options	English
Report Options	Individual student reports, diagnostic reports, and summaries
Publication Date	2022
Evidence and/or Research	The QRI-6 is designed to provide information about students' ability to identify words and comprehend text successfully. It is backed by research on alternate-form reliability, inter-scorer reliability, reliability of diagnostic judgments, concurrent validity, and classification validity (Leslie & Caldwell, 2017).
Link to Assessment Resource	Qualitative Reading Inventory-6 (QRI-6)

4. **Formative Assessments:**

Formative assessments serve as integral tools in literacy instruction, providing educators with ongoing feedback to inform and guide their teaching practices. Research consistently demonstrates the effectiveness of formative assessments in improving student learning outcomes

(Black & Wiliam, 1998). These assessments are conducted throughout instruction, allowing educators to monitor students' progress, and understanding of literacy concepts in real-time (Wiliam, 2011). By providing timely feedback to both students and teachers, formative assessments enable educators to identify areas of strength and weakness, adjust instructional strategies, and tailor interventions to meet the individual needs of their students (Hattie & Timperley, 2007).

One of the key benefits of formative assessments is their ability to promote student engagement and ownership of learning (Heritage, 2013). When students receive immediate feedback on their performance, they gain insight into their strengths and areas for improvement, motivating them to take an active role in their learning process (Brookhart, 2007). Additionally, formative assessments help foster a culture of continuous improvement in the classroom, where mistakes are seen as opportunities for learning and growth rather than failures (Sadler, 1989).

Assessment Table. 1

Name of the Assessment	Assessment Type	Age Range	Language Options	Completion Time	Scoring Options	Report Options	Publication Date	Link to Assessment Resource
Running Records	Formative (Informal)	Kindergarten to 5th Grade	English, Spanish (for some versions)	Varies by student; typically, 5-10 minutes per assessment	Manual scoring by trained educators, based on observation and analysis	Individual student reports, instructional feedback, ongoing progress notes	N/A (widely used, updated periodically)	https://ies.ed.gov/ncee/rel/regions/midwest/pdf/eventslides/running-records-training-1-508.pdf
Informal Reading Inventories (IRI)	Formative	Kindergarten to 5th Grade	English	Varies by assessment level; typically, 20-40 minutes per student	Manual scoring by trained educators	Individual student reports, instructional feedback	N/A (Various publishers and resources available)	https://www.readingrockets.org/topics/assessment-and-evaluation/articles/informal-reading-inventory-qualitative-reading-inventory

								https://fcrr.org/reading-endorsement/competency3/session5
K-5 Literacy Skill Checklists	Formative	Kindergarten to 5th Grade	English	Varies by assessment level; typically, 10-20 minutes per student	Checklist-based, with manual scoring by educators	Individual student reports, instructional feedback	N/A (Various publishers and resources available)	https://improvingliteracy.org/checklist#/personas/practitioner
Exit Tickets	Formative	Kindergarten to 5th Grade	English, Spanish	2-5 minutes per student	Teacher observation, rubric-based scoring	Informal notes, quick checklists	N/A	https://dwwlibrary.wested.org/resources/930
Observational Checklists	Formative	Kindergarten to Grade 3	Any language in which the student is proficient	Varies depending on observation period	Manual scoring required	Informal notes and observations	N/A (widely used practice)	https://www.learnalberta.ca/content/mewa/html/assessment/observation.html

5. **Summative Assessments:**

Summative assessments play a crucial role in evaluating students' literacy skills at the culmination of an instructional period. Research has consistently emphasized the importance of summative assessments in providing a comprehensive evaluation of students' learning outcomes (Guskey, 2003). These assessments serve as a culmination of students' learning experiences, measuring their overall proficiency and mastery of literacy skills and concepts taught throughout the instructional period (Brookhart, 2013).

The effectiveness of summative assessments lies in their ability to provide valuable insights into students' achievement levels and inform decision-making regarding instructional practices and curriculum development (Popham, 2008). By evaluating students' performance against established standards and learning objectives, summative assessments enable educators to gauge the effectiveness of their teaching strategies and identify areas for improvement in literacy instruction (Brookhart, 2010). Additionally, summative assessments provide valuable data for stakeholders, including educators, administrators, and policymakers, to assess the effectiveness of educational programs and initiatives aimed at improving literacy outcomes (McMillan, 2011).

Assessment 15: DRA 3

DRA3 serves as a criterion-based benchmark and interim assessment for evaluating student reading abilities and behaviors from Kindergarten through Grade 8, determining independent or instructional reading levels in engagement, oral fluency, and comprehension. It aids educators in forming instructional groups and guiding practice by monitoring progress and

implementing targeted interventions, especially beneficial for struggling readers. Additionally, the DRA3 Word Analysis offers structured literacy tasks with scripted lessons for instruction, making it a comprehensive resource for educators. DRA3 represents the latest iteration of the DRA series.

Assessment Name	Developmental Reading Assessment – 3 (DRA 3)
Type of Assessment	• **Interim and Benchmark Assessment -** measures independent or instructional levels on reading engagement, oral reading fluency, and comprehension for grades K-8 - can be used as a **summative assessment** and to **progress monitor** (General Outcome Measurement) **and inform instruction.**
Age range	Grades K-8.
Completion Time	Varies by assessment level; Varies by student, typically 20-30 minutes
Scoring Options	Administered Individually; Paper-based assessment and manual scoring by assessors.
Targeted Areas of Reading	• DRA3 is a classroom-oriented criterion-referenced assessment tailored to measure reading engagement, oral reading fluency, and comprehension across (K-8) grade - Both fiction and nonfiction texts (text choice level - A through 80 are included and there are specific nonfiction

	comprehension questions relating to nonfiction text features included). • In (K-3) grades, students undergo an oral retelling assessment, where they recall crucial concepts, vocabulary, main characters, and events from the text. • In grades 4-8 are assessed on various cognitive abilities including prediction, summary, literal comprehension, interpretation, reflection, and metacognitive awareness.
Language Options	English
Report Options	Individual student reports
Publication Date	2021
Evidence and/or Research	The publisher, Pearson, provides an overview of the research behind the DRA3. Independent research or evidence on the DRA3 was not found at time of publication*.
Link to Assessment Resource	DRA 3

Assessment 16: Texas STAAR Reading Assessment

The State of Texas Assessments of Academic Readiness (STAAR®) serves as a standardized academic achievement test aimed at evaluating students' mastery and application of the Texas Essential Knowledge and Skills (TEKS) across tested grades,

subjects, and courses. Each STAAR question aligns directly with the relevant TEKS standards and show whether a student has mastered specific knowledge of a core subject at a certain grade level.

Assessment Name	Texas STAAR Reading Assessment
Type of Assessment	• The Texas STAAR Reading Assessment is a **standardized, criterion-referenced summative assessment** - to measure students' mastery of grade-level reading standards and skills as outlined in the Texas Essential Knowledge and Skills (TEKS) curriculum.
Age range	Grades 3-5.
Completion Time	The completion time for the Texas STAAR Reading Assessment varies depending on the grade level and specific test administration. Typically, students are given several hours to complete the assessment, with breaks provided as needed to ensure optimal performance.
Scoring Options	The assessment utilizes automated scoring for multiple-choice questions, while constructed response items may be manually scored by trained evaluators.

Targeted Areas of Reading	• The Texas STAAR Reading Assessment targets various areas of reading comprehension and literacy skills, including: • Reading Comprehension: Assessing students' ability to understand and interpret various types of texts, including fiction and non-fiction passages. • Vocabulary: Evaluating students' knowledge and understanding of words and their meanings within context. • Literary Analysis: Analyzing literary elements such as plot, character development, and theme in fiction texts. • Informational Text Analysis: Analyzing the main ideas, supporting details, and organizational structures of non-fiction texts.
Language Options	English. • accommodations and supports may be provided for English Language Learners (ELLs), such as bilingual dictionaries, translated instructions, or extended time for completion.
Report Options	Individual student reports are generated for each student.

	• These reports provide detailed information on the student's performance in each tested area, including overall scores, proficiency levels, and areas of strength and weakness. • District and state-level reports are compiled to analyze aggregate data and inform educational policy and decision-making.
Publication Date	This Assessment has been in use since the implementation of (STAAR) program. Specific publication dates may vary based on updates and revisions to the assessment.
Evidence and/or Research	Research supporting the validity and reliability of the Texas STAAR Reading Assessment has been conducted by the Texas Education Agency and independent educational researchers. Studies have shown correlations between performance on the assessment and academic achievement, as well as alignment with state educational standards and curriculum goals (Texas Education Agency, n.d.).
Link to Assessment Resource	DRA 3

This resource guide provides a variety of assessments covering different aspects of literacy and catering to various age groups and diverse needs. Each assessment is

briefly described, along with its key characteristics, and includes a link to access further information or resources. Educators can utilize these resources to effectively assess and support the literacy development. By organizing literacy assessments into these five categories, educators can design a comprehensive literacy assessment resource guide that addresses the diverse needs of K-12 students and supports effective instructional planning and intervention strategies.

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