

4 Kinds of Reading Assessments

An effective, comprehensive reading program includes reading assessments to accomplish four purposes:

- **Outcome**—to provide a bottom-line evaluation of the effectiveness of the reading program.
- **Screening**—to determine which children are at risk for reading difficulty and who will need additional intervention.

4 Kinds of Reading Assessments

- **Progress Monitoring**—to determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.
- **Diagnosis** —to help teachers plan instruction by providing in-depth information about students' skills and instructional needs.

Defining *At Grade Level*

- *At grade level* is often used to refer to the *average* or *typical* reading skill for a grade level. The use of the term here is different.
- It's not the same as a grade equivalent score or class average.
- Students are *at grade level* if they meet expectations for reading proficiency on a state assessment or are predicted to meet expectations. (About the 40th percentile).

What is *Reliable* Assessment?

- Reliability of the assessment refers to the stability or consistency of test scores.
- To have confidence in assessment, we would expect a similar score if the students were tested:
 - a) On a different day.
 - b) By a different tester.
 - c) On a minimally different set of items.

What is *Valid* Assessment?

- Validity of assessment refers to evidence that the test measures what it is supposed to measure.
- Validity is established by showing that the test agrees with or predicts scores on other accepted measures.
- Screening tests must have predictive validity.

What is *Efficient* Assessment?

- It takes a minimum amount of time to give.
- It is not expensive.
- Data are easy to interpret and manage.
- Key reading skills have been selected for measurement.
- There is a big pay-off in terms of the usefulness of the information gathered.

What is *Fidelity of Implementation*?

- Administering the same assessment
 - the same way
 - scoring it in the same way
- Rules can not be altered or modified
- Items can not be eliminated or repeated
- Instruction cannot be given

What is **Screening**?

- All children are assessed.
- Each child's assessment is brief, 10 minutes or less.
- Screenings are given at the beginning, middle, and end of the year.
- The purpose is to flag children who are at risk for not being at grade level.

Use of Screening Data

- Screening is useful for **predicting** who is likely to have reading difficulty.
- The primary purpose of screening is to identify children **before they fail** and make sure the instruction is appropriate.
- **Identification is not enough!** Screening is only valuable if it leads to differentiated instruction.

What is **Progress Monitoring**?

- Assessing a child every few weeks on alternate forms of a task, such as oral passage reading fluency, to measure growth resulting from instruction



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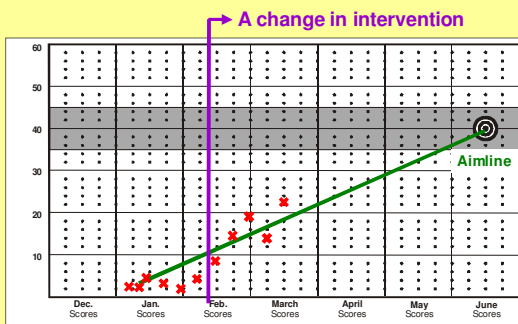
Why Monitor Progress?

- Children's responses to instruction cannot be assumed. About 1 in 3 do not respond as we hope they will.
- Students with true disabilities can be identified by poor response to instruction; refer them for additional evaluation.
- We should document objectively whether students are on the right track toward improvement; we are all biased observers.

Progress Monitoring

- Progress monitoring (PM) is conducted frequently and is designed to:
 - Estimate rates of student improvement
 - Identify students who are not demonstrating adequate progress
 - Compare the efficacy of different forms of instruction and design more effective, individualized instructional programs for problem learners

Progress: The Teacher's Map



Limitations of Progress Monitoring

- Large discrepancies between student and grade level curriculum
- Lack of specificity of skills taught and assessment
- Lack of consistency between order of skills taught and those test items in assessment

What to Consider When a Student Does Not Make Progress

- Three questions you can ask yourself when a student does not make progress toward the goal:
 1. Is my instruction aligned with the needs of this student?
 2. Is the intensity of instruction enough for this student?
 3. Are the group size and group dynamics conducive to learning for this student?

What is Diagnostic Assessment?

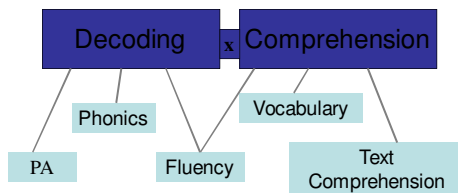
- It's given to the "at-risk" children.
- It takes more time than screening.
- It is designed to inform instruction.

What Gets Diagnosed?

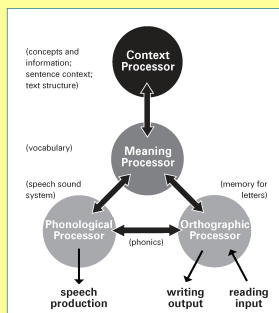
- Strengths and weaknesses in specific skills along the continuum of reading development:
 - Phonemic awareness
 - Phonics inventory
 - Spelling inventory
 - Passage reading fluency
 - Language comprehension
- Student characteristics so that small, flexible, homogeneous groups can be formed *for intensive instruction*.

Lower Level and Higher Level Skills Must Be Assessed

Decoding (the ability to read the words accurately and fluently) and language **comprehension** (understanding those words).



Four-Part Processing System



Seidenberg, M. S., & McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review*, 96, 523-568.

Diagnostic Challenges

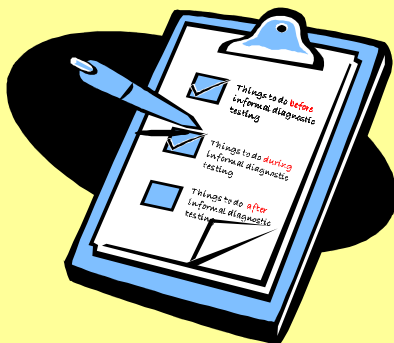
- Time
- Appropriate Diagnostic materials
- Analyzing data based materials

Caution



The devil is
in the details

So How Do we Start?



Domains to Assess and Diagnostic Assessments to Use

- Review the charts in the Participant's Handout
- Determine which domains to assess
- Determine which assessments will be used for each grade

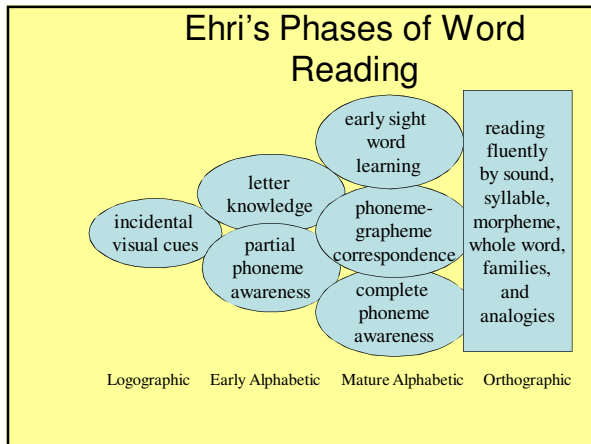
How To I Know Which Domains To Assess?

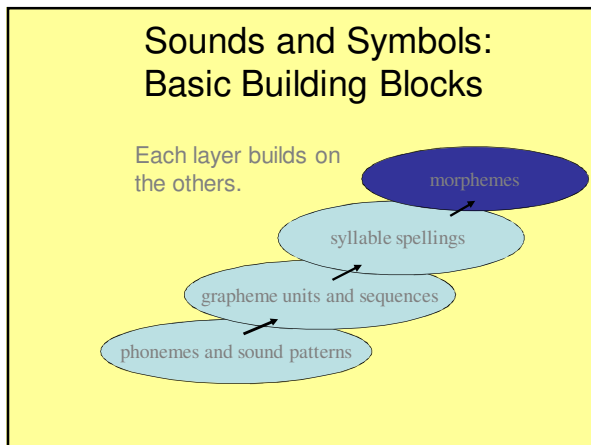


Grade	CBM Probe	Cut-Off
Kindergarten	Letter Sound Fluency	< 10 letters/minute
Grade 1	Word Identification Fluency	< 15 words on list/minute
Grade 2	Passage Reading Fluency	< 15 words in text/minute
Grade 3	Passage Reading Fluency	< 50 words in text/minute
Grade 4	Maze Fluency	< 10 Maze replacements/ 2.5 minutes
Grade 5	Maze Fluency	< 15 Maze replacements/ 2.5 minutes
Grade 6	Maze Fluency	< 20 Maze replacements/ 2.5 minutes

Select the Domains

- Phonics
- Phonological Awareness
- Sight Words
- Letter Name Knowledge
- Concepts about Print
- Spelling
- Comprehension
- Oral Reading Fluency
- Writing





Letter Name Fluency (LNF)

Letter name fluency is a test of rapid letter naming. It works well as a risk indicator for most children from fall of kindergarten through fall of first grade.

Each probe is a random array of upper and lower case letters. Students can track across the line with their finger.

DIBELS Letter Naming Fluency (LNF)

Benchmark 6.2—Letter Naming Fluency

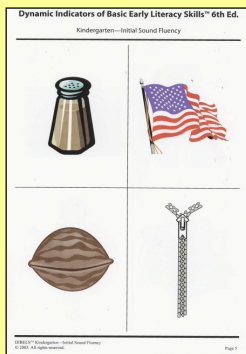
S	I	u	n	s	X	k	U	x	i
I	D	H	h	T	c	r	D	g	t
u	a	n	r	U	w	C	M	J	i
n	q	R	m	t	X	O	R	B	F
s	d	I	d	w	a	f	E	F	W
X	m	z	c	j	C	Q	I	S	b
k	J	B	O	W	h	q	K	s	o
U	N	b	V	v	k	p	g	p	A
x	M	A	Z	L	u	K	G	e	V
i	Y	Y	N	P	G	T	j	Q	y
L	v	f	I	S	I	u	n	s	X

Students are asked to read aloud the names of alphabetic letters for one minute.

Initial Sound Fluency

- Intended for most children from late preschool through winter of kindergarten.
- May be appropriate to monitor progress of older children with very low skills in phonological awareness.
- Reliability in early kindergarten is lower than reliability at mid-K and up.

Initial Sound Fluency



Progress Monitoring
Initial Sound Fluency

This is jam, bread, bike, slippers (point to pictures).	
1. Which picture begins with /j/?	0 1
2. Which picture begins with /b/?	0 1
3. Which picture begins with /s/?	0 1
4. What sound does "bike" begin with?	0 1
This is cowbird, open, ball, elephant (point to pictures).	
5. Which picture begins with /b/?	0 1
6. Which picture begins with /c/?	0 1
7. Which picture begins with /w/?	0 1
8. What sound does "cowbird" begin with?	0 1
This is coat, hat, sports, feet (point to pictures).	
9. Which picture begins with /h/?	0 1
10. Which picture begins with /s/?	0 1
11. Which picture begins with /t/?	0 1
12. What sound does "hat" begin with?	0 1
This is pepper, flag, wet, zipper (point to pictures).	
13. Which picture begins with /p/?	0 1
14. Which picture begins with /f/?	0 1
15. Which picture begins with /w/?	0 1
16. What sound does "pepper" begin with?	0 1
Time: _____ Seconds	Total Correct: _____
66 = Total Correct Seconds _____ Correct Initial Sounds per Minute	

Phoneme Segmentation Fluency

DIBELS™ Phoneme Segmentation Fluency			
rich	/r/ /i/ /ch/	hawk	/h/ /o/ /k/
passed	/p/ /a/ /s/ /d/	roof	/r/ /oo/ /f/
sea	/s/ /ea/	shout	/sh/ /oo/ /t/
arms	/a/ /r/ /m/ /s/	smile	/s/ /m/ /il/ /s/
fish	/f/ /i/ /sh/	wood	/w/ /oo/ /d/
his	/h/ /i/ /s/	ling	/l/ /i/ /ng/
life	/l/ /ai/ /f/	patch	/p/ /a/ /ch/
thin	/th/ /i/ /n/	when	/w/ /en/ /d/
add	/a/ /d/	learn	/l/ /e/ /r/ /n/
chips	/ch/ /i/ /p/ /s/	taste	/t/ /e/ /s/ /t/
wrapped	/w/ /r/ /a/ /p/ /d/	mad	/m/ /a/ /d/
bull	/b/ /u/ /l/	meant	/m/ /e/ /n/ /t/
Error Pattern:	Total:		

→ sea /s/ /ea/

→ his /h/ /i/ /z/

→ learn /l/ /i/ /r/ /n/

→ wrapped /r/ /a/ /p/ /t/

Nonsense Word Fluency

- Nonsense word fluency is intended for most children from spring of kindergarten through spring of first grade.
- It may be appropriate for monitoring the progress of older children with low sound-symbol association abilities and poor decoding skills.

Nonsense Word Fluency (NWF)

kik woj sig faj yis
kaj fek av zin zez
lan nul zem og nom
yuf pos vok viv feg
bub dij sij vus tos
wuv nij pik nok mot
nif vec al boj nen
suv yig dit tum joj
yaj zof um vim vel
tig mak sog wot sav

Oral Reading Fluency (ORF)

- Intended for use from mid-first grade through third grade
- Passages are standardized for one-minute time samples of words correct per minute (w.c.p.m.)
- Benchmark goals are
 - 40 w.c.p.m. in spring of first grade
 - 90 w.c.p.m. in spring of second grade
 - 120 w.c.p.m. in spring of third grade

Point to the first word in the body of the passage.

ORF Directions—First Passage

SAMPLE STUDENT PAGE

Benchmark 2.1 DIBELS™ Oral Reading Fluency	
Spring Is Coming	13
It has been so cold this winter. The wind blew and blew. It rained and rained. The days have been gray and dark. I had to wear mittens and a hat to school every day. It even snowed twice.	26
At first winter was fun. Now I'm tired of the cold. It has been too cold and wet to play outside. At school, we sit in the library and read during recess. After school I just stay in the house and play. I don't want to play inside anymore.	39
But today was nice. The sun was shining brightly even though it was still cold. The wind didn't blow. My friends and I played kick ball at recess. We had to take off our jackets because we were warm. We even got hot and thirsty.	53
On the way home from school I saw a purple flower on our street. It was blooming in the grass. I told my mother about it. She wanted me to show it to her. She bent down and touched it.	67
"Come sniff this," she said. It smelled like perfume and sun all mixed together. "Spring must be right around the corner," she said. "This is a crocus. It's one of the first flowers of spring."	80
I can't wait for spring.	88
Retell:	Total:
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57
58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84	85 86 87 88 89 90 91 92 93 94

"Please read this (point to the passage) out loud. If you get stuck, I will tell you the word so you can keep reading. When I say 'Stop,' I may ask you to tell me about what you read, so do your best reading. Start here (point to the first word of the passage). Begin."

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Oral Reading Fluency (ORF)

Choose The Measures

- Early Literacy
 - Dolch Words
 - Phonological Awareness Inventory
 - Phonics Inventory
 - Letter Names
- Reading
 - QRI
 - DAR

Diagnostic Assessments

- To provide more information about students' skills and instructional needs to plan instruction (educational)
- To diagnose a medical, psychological, or educational handicapping condition through expert evaluation by one or more related disciplines (SLP, occupational therapist, psychologist, social worker, developmental pediatrician, neurologist, etc.)

Diagnostic Assessments

- May include a variety of standardized or specialized assessments, but should be closely aligned to the accountability outcomes for the grade.
- For those children who are having trouble achieving benchmark or grade level standards, you need to identify where they are in the progression of reading skill development.
- For example, can they segment initial sounds, final sounds, medial sounds? Do they know any sight words?

NOTE: The following list of assessment instruments was generated through a review conducted by the Just Read, Florida! Office in consultation with the Florida Center for Reading Research (FCRR). *This chart is not a statement of endorsement.* Rather, it serves as a resource to inform users of the growing pool of diagnostics appropriate for grades K-12 that meet psychometric standards. Each of the instruments listed below meet criteria for reliability and validity. This listing will be updated periodically to reflect new information about the technical qualities of these and other diagnostic measures of reading.

Diagnostic	Assessment Grade Range	Test Design			Available in CB or CBW	Administration		Major Components				
	Primary	4-12	Options	Item Response	Individual	Group	TR	PA	Phonics	Fluency	Writing	Comp.
(CTOPP) Comprehensive Test of Phonological Processing	K-3	All	X		X		30 min	X				
(DAB) Diagnostic Assessment of Reading, 2 nd ed.	K-3	All	X				20-30 min	X	X	X	X	X
(JERDA) Early Reading Diagnostic Assessment	K-3	All	X		X		45-60 min	X	X	X	X	X
(EWT) Expressive Vocabulary Test	K-3	All	X				17 min				One	
Fixa in a Box	K-2			Sampling	X	30 min	X	X	X	X	X	Listening
(GMR2) Group MacroClictor Reading Test, 3 rd ed.	PreK-K	All	X		X		25-30 min	Level 1B			Reading	X
(EORT-4) Group Oral Reading Test-4	1-3	All	X		X		20-30 min	Level 1A & X			X	X
(ERAD2) Group Reading Assessment & Diagnostic Evaluation	PreK-K	All	X	Scoring & Reporting	X	X	40-50 min	Level 1A & X	Level K		Reading	Level 1A

[illegible]

The review of assessment instruments included examination of the following resources:

- 2002 Analysis of Reading Assessment Instruments for K-3 (National Assessment Committee)
- 2002 Commissioner's (Texas) List of Reading Instruments: Recommendation for Approval
- 2002 Florida Department of Education's list of approved diagnostic measures

- ☐ Name some you use now
 - ☐ Letter naming
 - ☐ Phonological Awareness Survey
 - ☐ Phonics Inventory
 - ☐ Dolch Word List

Conduct Training Calibrations

- ☐ Running Records
- ☐ Prosody rating
- ☐ Retells
- ☐ Answers to Comprehension questions
- ☐ Writing Process Assessments

Assessment of Sight Words

- Which list?
 - Dolch
 - Fry
 - ELP
 - Core Reader
- How to score?
 - 1 second rule/automaticity
 - Decoded/accuracy
 - Unknown

The Boy and the Fox

on^o was sleep
 One day a boy saw a fox sleeping on top of a rock. The boy said out loud, "If I kill the fox, I can
 away always sell her skin. I can use the money to buy and plant bean seeds. Then I will sell the beans ^ and use
 the money to buy the field across the way." "I will then plant bean seeds in my own field.
 People will see my beans and say, 'Oh, what nice beans this boy has.' Then I will say, 'Keep away from
 the my beans.' They won't listen to me, so I will shout to them loudly, 'Keep away from my beans.'" ^{showed}
 The boy shouted so loudly that the fox woke and ran away. In the end, the boy was left with
 nothing.

During Diagnostic Assessment

- **ADMINISTER** Diagnostic **MEASURES THE SAME WAY TO EVERY STUDENT BEING ASSESSED**
- Curriculum Based Measures are also standardized tests that need to be given the same way to every student, every time!

During Informal Assessment

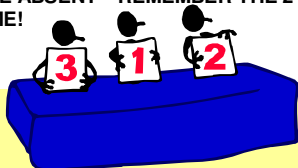
☐ **CONDUCT PERIODIC CHECKS ON ADMINISTRATION PROCEDURES**

- ✓ Determines adherence to establish protocol
- ✓ Assessment administration checklist of procedures
- ✓ FIDELITY



After Assessing

- **SCORE ASSESSMENTS IMMEDIATELY**
 - Follow standardization guidelines for scoring each measure.
- **REVIEW WITH RTI TEAM ANY CONCERNS OR CONFLICTS THAT OCCURRED DURING THE ASSESSMENT**
- **SCHEDULE ANY MAKE-UP TESTING FOR STUDENTS THAT WERE ABSENT—REMEMBER THE 2 WEEK TIME FRAME!**

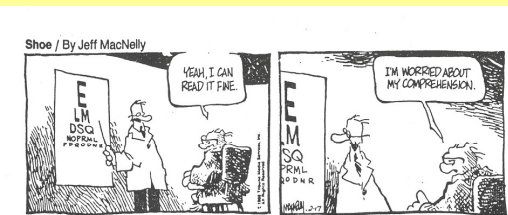


Informal Phonics Inventory

- Review the **Beginning Decoding Skills Survey** in the Participant's handout.
- How might you use this survey with students?
- What information would it provide to drive instruction?

Using A Developmental Spelling Inventory

- Designed to assess students' knowledge of regular spelling correspondences, patterns, and rules.
- Organized so that students' need for instruction is directly apparent.
- Follows research-based progression of word learning.



After Assessing

- ❑ SHARE RESULTS AS SOON AS POSSIBLE WITH CLASSROOM TEACHER
- ❑ USE TO INFORM INSTRUCTION



Goals and Objectives in Reading

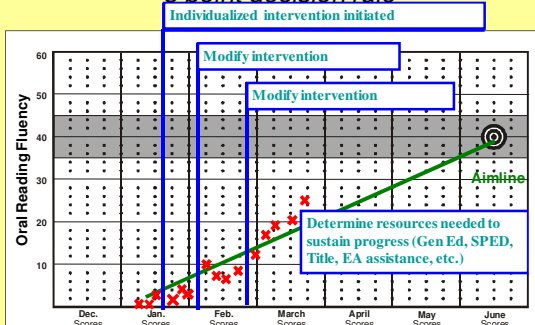
- **Present Level of Performance**
 - Given randomly selected passages at the third-grade level, J. R. currently reads aloud 65 words correct per minute.
- **Annual Goal**
 - Given randomly selected passages at the third-grade level, J. R. will read aloud 115 words correct per minute by the end of the year (or in 35 weeks).
- **Measurable Objective for Progress**
 - Given randomly selected passages at the third-grade level, J. R. will read aloud 1.4 additional words correct per minute each week [(115 – 65)/35 = 1.43].

BUT

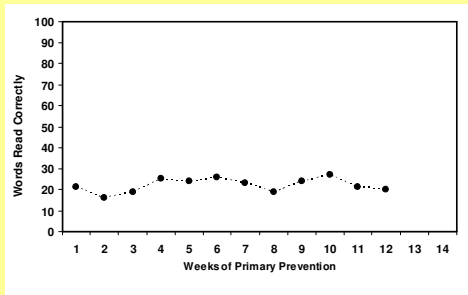
What if student lacks so many WR skills and WAskills progress is not reflected?

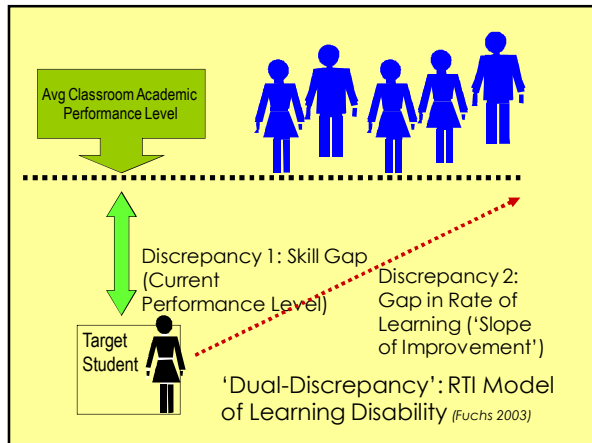
Assessing Response to Intervention

3 point decision rule



Graphing CBM Scores





Curriculum-Based Measurement

- Not interested in making kids work faster
- Interested in kids becoming better in academics
- The CBM score is an OVERALL INDICATOR of academic competence
- Students who score high on CBMs are better:
 - Decoders
 - At sight vocabulary
 - Comprehenders
 - Computers
 - Problem-solvers
- Correlates highly with high-stakes tests

