



Kansas Guide
To Early Reading Assessments

Kansas State Department of Education

Kansas Guide to Early Reading Assessments

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Table of Contents

Overview	4
A Word about Assessment and Instruction.....	5
ASSESSMENT AND INSTRUCTION RELATIONSHIP	6
FORMATIVE ASSESSMENT	7
SCREENING ASSESSMENTS	7
DIAGNOSTIC ASSESSMENTS	7
<i>Informal reading inventory</i>	8
PROGRESS MONITORING ASSESSMENTS	8
SUMMATIVE ASSESSMENT	8
Interpreting Scores.....	10
NORM-REFERENCED MEASUREMENTS	10
CRITERION-REFERENCED MEASUREMENTS	10
Validity and Reliability.....	11
What We Can Test.....	12
Selecting Assessments.....	16
Assessment List.....	18
Overview of Assessments	20
References.....	34
Education Priorities for a New Century.....	39



Overview

The *Kansas Guide to Early Reading Assessments* is intended to provide administrators, teachers, and reading specialists with a list of reading assessments that can be used to identify the reading strengths and needs of primary level students. Practitioners will find the assessments described in this Guide suitable for initial screening, in-depth diagnosis of students' reading, monitoring of students' progress, and summative evaluation.

A cross-state committee of educators composed of elementary teachers, college professors, reading specialists, curriculum and program directors, and Kansas State Department of Education (KSDE) specialists analyzed a large number of assessments. Most tests evaluated came from the KSDE's database of assessments currently used in Kansas schools. Each test was viewed in terms of the match between what was assessed and what teachers need to know about students in order to maximize instruction. The criteria that helped determine placement on the list included:

- Information provided by publishers about validity, reliability, and test purpose
- No evidence of multiple misrepresentations of the assessed construct
- Latest edition of the assessment available to the committee

While the list of assessments presented in this guide is not exhaustive, the committee believes the 20 assessments included in this document are of high quality and supported by research. Brief definitions and explanations of concepts and procedures related to reading assessment are included in this Guide.

The assessment matrix found in this guide identifies individual and group administered tests addressing several categories of literacy. The matrix specifically denotes the recommended uses of each test; inclusion on the matrix does not imply recommendation to use all editions or to assess all grade levels available. The final section of the guide provides a "snapshot" or overview of the individual tests identified within the matrix. Committee members' comments are included in the "Descriptive Information" section.



A Word about Assessment and Instruction

The findings from the National Reading Panel Report identified five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (NRP, 2000). Additional components include language and concepts of print (Paris, Carpenter, Paris, & Hamilton, 2005). From the point of initial screening assessments, the teacher focuses on identifying each student's reading strengths and needs within the major components of reading.

Assessment is a critical part of the instructional cycle; it is not a separate activity. Its relationship with curriculum planning and instruction is reciprocal (Cobb, 2003). Once information from assessment is gathered, analyzed, and used to design further instruction, teaching is adjusted, fueled by the new information. In four to six weeks, or earlier, the process repeats, often as progress monitoring. This return to assessment allows the teacher to

Assessment and instruction are connected IF the information gathered is actually used. (Garrison & Ehringhaus, 2007)

determine whether teaching has made a difference and then make instructional decisions (see Assessment and Instruction Relationship Chart on following page). Careful examination, documentation, and analysis of each student's reading performance throughout the year will enable teachers to modify instructional practices when

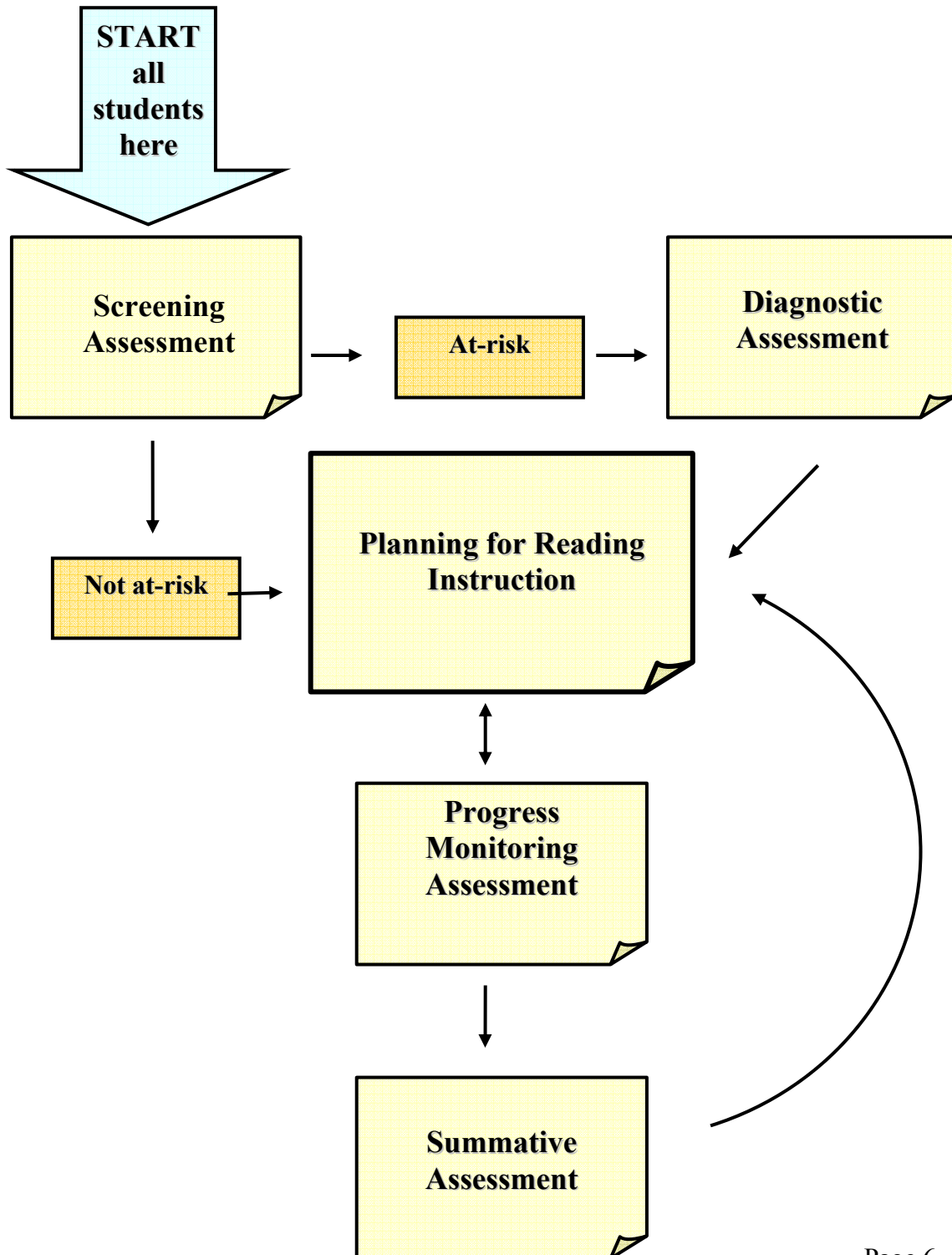
appropriate. Establishing a data-driven instruction cycle creates a structure to monitor student progress in a systematic way, thus ensuring that instructional time is not lost throughout the school year (Cobb, 2003).

When teachers use assessment to guide their instruction, the primary goal is to gather information about what students are doing as they read. The teacher looks for patterns in the students' work, sees strengths and challenges, and then uses this information to design instruction. Results from reliable and valid assessments allow the teacher to base instruction on multiple data to meet the specific needs of each student. Informed instruction is the hallmark of effective teaching and learning.

Recognizing the reciprocal relationship between assessment and instruction, the Kansas State Board of Education (KSBE) requires all schools to administer an early reading assessment to students in one of the early grades (K-2). The purpose of the requirement is to enable schools to identify students who need additional interventions to learn to read successfully. While the requirement is to assess students at just one of the early grades, research strongly suggests assessing reading development at each grade level to inform instruction. Further, researchers recommend that schools have in place an assessment system for identifying, diagnosing, and monitoring all students' reading development (Lipson & Wixson, 2003).

Assessment and Instruction Relationship

The following graphic demonstrates the cycle of assessment and instruction that occurs annually for all students. Student assessment provides information before (screening, diagnostic), during (progress monitoring) and after (summative) instruction. During progress monitoring, teachers make multiple decisions related to planning. Summative assessments indicate planning and instruction success or if revision is necessary.





Types of Assessment

Before any inferences about students are made, or any instructional actions taken, evidence about student performance must be generated (Wiliam & Black, 1996). For assessments teachers and schools use to inform their teaching practices. Two broad categories of assessment purpose are formative and summative. Definitions of each purpose are below.

FORMATIVE ASSESSMENT is part of a process intended to guide instructional decisions for individual students while lessons are still occurring (Black & Wiliam, 1998; Gronlund, 1985). Accordingly, the measurements used in the process should reflect the instructional focus for students. The information gathered provides feedback so that teachers can “form” or adjust ongoing instruction (Carey, 2001; Chatterji, 2003; Gronlund, 1985; McMillan, 1997; Olson, 2006).

Assessment that provides diagnostic information for appropriate instruction is a formative use of data. (Carpenter & Paris 2005)

Because formative assessments help teachers identify needs, shape plans, and revise instruction, they vary in terms of design and can range from informal observation or classroom exercises designed to reveal understandings, misconceptions, or gaps, to customized tests created by publishers (Chatterji, 2003). The common elements in all of these are feedback about the level of performance and adjustment of teaching practices to raise student achievement. It is only when this evidence of student performance is actually used to adapt teaching to meet students’ needs that it becomes formative (Black & Wiliam, 1998).

The *Kansas Guide to Early Reading Assessment* concentrates on three major types of assessment: screening, diagnostic, and progress monitoring. The three types fall under the broader concept of formative assessment.

► **Screening assessments** are routinely given to students at the beginning of each year, upon entry into a new school, or when a student is not progressing as expected. The crucial issue for selecting a screening assessment is evaluating its predictive accuracy (e.g., predictive validity). In other words, how well does the instrument identify which children are likely to experience reading difficulty?

Screening assessments are quick to administer. Consequently, this type of assessment does not typically give the teacher a clear, fine-grained picture of a student with reading difficulties. Screening assessments are most valuable when used to identify students who may need further diagnostic assessment or additional instructional support.

► **Diagnostic assessments** are administered to students who were identified through the screening process as potential struggling readers or at points during the year when students are not making adequate progress.

Diagnostic assessments provide detailed information about a student's reading development; they help us understand why a student's reading is not progressing as expected and help pinpoint the potential causes of difficulty. This assessment provides the teacher with specific student information necessary to develop an individual intervention plan; it is the heart of the instructional program for teachers of struggling readers. Within this category of assessment is the informal reading inventory (IRI), a method designed specifically to assess and interpret student comprehension of text (Paris, 2003).

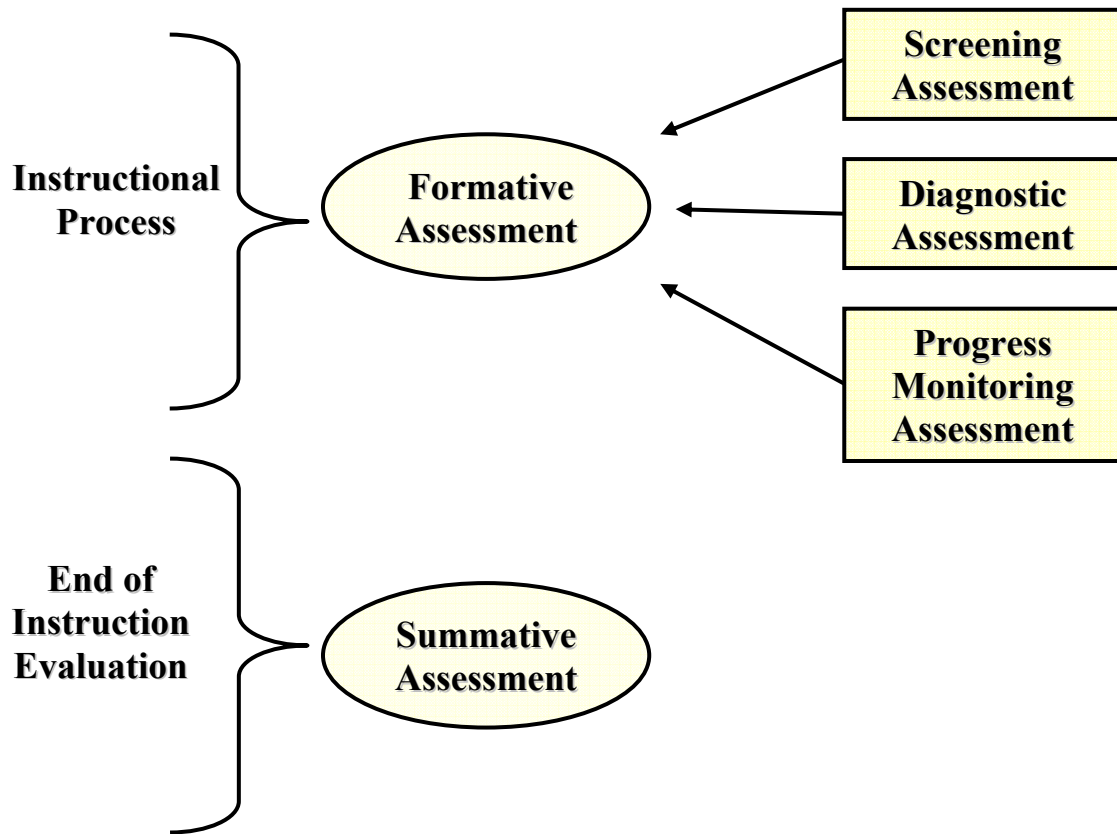
>**Informal reading inventories** are individually administered assessments of a student's ability to orally or silently read, retell, and answer questions about graded reading selections. At times, passages are read to the student to determine a listening comprehension level.

The administration of an IRI requires extensive training to ensure that the results are both valid and reliable. Paris and Carpenter (2003) found acceptable levels of reliability in most commercial informal reading inventories, although other researchers have questioned traditional IRIs in terms of inter-rater, test-retest, and alternate form reliability (Klesius & Homan, 1985; Pikulski & Shanahan, 1982; Spector, 2005). Newer versions of IRIs address those issues through major revisions (Leslie & Caldwell, 2006; Lipson & Wixson, 2003) creating instruments that a large number of published studies in peer-reviewed journals use as their measure of progress.

► **Progress monitoring assessments** are given throughout the school year to determine a student's progress toward the instructional goal/s and to help plan differentiated instruction. This type of criterion-referenced assessment (see page 10) is administered regularly— a minimum of three times per year— especially at critical decision-making points such as regrouping students. For students at-risk, progress monitoring occurs as frequently as needed, based on student growth.

SUMMATIVE ASSESSMENTS evaluate student performance after instruction is completed; they document what students know and do not know (Garrison & Ehringhaus, 2007). Because these assessments occur at the end of the instructional process, they are often used to assign students' grades or verify students' achievement (Gronlund, 1985). Summative assessment techniques include performance ratings and publisher- or teacher-made tests.

Relationship of Assessments to One Another





Interpreting Scores

Another framework for categorizing assessments is according to the method by which the results are interpreted; a test score without context has little meaning. Teachers can attach meaning to basic raw scores by choosing a frame of reference. The two basic methods of interpreting individual student performance are through norm-referenced and criterion-referenced measurements.

Norm-referenced measurements determine how an individual student's performance compares with the performance of other students on the same test (Gronlund, 1985).

Teachers use these measurements to determine whether a student's test performance is above average, average, or below average compared to classmates (local norms) or a broader group of like students (national norms). Teachers can also determine if a student's performance on the test is consistent with past performances.

"The most important part of giving a test is making sense of the scores."
(McKenna & Stahl, 2003, p. 25.)

Both local and national norms are based on representative groups of students at the same grade level. These students are tested and the data obtained from testing constitutes the norm group to which other students are compared. Therefore, it is essential that the normed population is similar in composition (i.e., demographics, ages, and grades) to the group being assessed. National norms should be up-dated periodically to represent the current population and then published by test-makers (Chatterji, 2003; Salvia & Ysseldyke, 1988; Gronlund, 1985).

To make comparisons against the normed group, the raw scores earned by each student are converted into derived scores such as percentile ranks, stanines, normal curve equivalents, or scaled scores. Most derived scores are based on the standard normal distribution of scores (McKenna & Stahl, 2003). Those scores then indicate a student's relative position within a clearly defined reference group (Gronlund, 1985).

Criterion-referenced measurements compare an individual student's performance against a pre-established criterion or other point of reference. Criterion-referenced score interpretations are descriptive in nature. That is, the score is converted into a description that allows teachers to express what an individual student can do, without referring to other students' performances (Gronlund, 1985). For example, teachers can describe the specific tasks a student can perform (i.e., recognize and name all 26 letters), indicate the percentage of tasks a student performs correctly (i.e., spells 90 percent of the words in the word list), or compare the test performance to a set standard in order to make a mastery decision (i.e., must answer 80 percent of the questions correctly on a comprehension test). Assessments that accompany basal reading series are usually criterion-referenced; the "passing" score is the criterion.



Validity and Reliability

The terms “validity” and “reliability” represent prominent concepts within the assessment literature and in federal guidelines for documenting student learning. Both concepts refer to the results obtained from the assessment instrument, not the instrument itself (Frisbie, 2005; Gronlund, 1985). Because tests are an indication of underlying knowledge, it is essential that administrators, reading specialists, and teachers select assessments that are appropriate for the specific test administration purpose.

Validity is based on various kinds of evidence to support the claim that the test measures what it is intended to measure so that inferences about student results are accurate.

"A 'standardized' assessment is any test for which the procedures for administration and scoring are rigorously prescribed."
(McKenna & Stahl, 2003, p. 27)

Most publishers report three basic approaches to test validation in their technical documentation. The approaches are construct validity, content validity, and criterion-related validity. The strongest case for validity can be made when evidence from all of the approaches is present. The *Standards for Educational and Psychological Testing*, published jointly by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council for Measurement in Education (NCME), (AERA, APA, & NCME, 1999) clearly describes how to evaluate educational assessments. The standards describe a broad-based approach to establishing validity, including uses, interpretation, and consequences of testing (see the Glossary for definitions of types of validity).

Reliability, tied closely to validity, refers to the consistency of the assessment results regardless of the conditions or settings of testing, number of times tested, or persons scoring the test. Reliability answers the question, “Are scores from this assessment consistent and accurate?” Assessments that are consistent more accurately estimate student ability (Carpenter & Paris, 2005).

One of the biggest threats to reliability is differences among practitioners in administering tasks and recording responses. Rathvon (2004) suggested that live-voice tasks (i.e., phoneme blending), fluency-based tasks, and complex administration and scoring tasks are likely to cause variances in administration that jeopardize reliability. The types of reliability commonly reported by reading test publishers include inter-rater, test-retest, internal consistency, and alternate forms. A brief description of the terms related to reliability is in the Glossary.



What We Can Test

Measurement issues in reading reflect the complex, multidimensional nature of reading itself. The wide ranges of reading capacities, including knowledge, application, and engagement, that teachers strive to develop in their students are not usually assessed; certainly not in one test (Snow, 2003).

The currently available reading assessments do measure many components of reading. The Early Reading Assessment Committee concentrated on evaluating assessments that included one or more of the five essential reading components (i.e., comprehension, vocabulary, fluency, phonemic awareness, and phonics) identified by the National Reading Panel (2000). A brief overview of each of the components follows, along with other commonly assessed reading components, language and concepts of print.

► **Comprehension** is described in the National Reading Panel Report (2000) as “the essence of reading.” The Kansas Reading Standards require students to comprehend a variety of text types including narrative, expository, persuasive, and technical texts, each of which has distinct structures. Over time, reading researchers have attached multiple definitions to comprehension from equating reading with thinking to looking at the words in the text as the origin of understanding. Currently, reading comprehension theory recognizes that the text does not stand alone; the reader, activity, and context also contribute to understanding. Comprehension is described as a process of simultaneously extracting and constructing meaning (Sweet & Snow, 2003).

Although comprehension has a dynamic, developmental nature, assessments typically measure only the products (i.e., retellings, answers to questions) of the complex cognitive processes involved in a student’s ability to read and understand a particular text. Because most comprehension assessments do not measure the strategies (i.e., prediction, comprehension monitoring, and so on) used or not used during oral or silent reading, teachers can only infer what lead to a student’s success or failure in understanding a particular passage.

Listening comprehension is the student’s ability to listen to and then answer questions or retell the gist of a given grade-level passage. Generally, a student’s listening comprehension is at or above his/her reading grade level.

► **Vocabulary** has been studied and recognized for its prominent role in reading achievement for more than 50 years (NRP, 2000). The goal of vocabulary instruction is to help students learn to apply their knowledge of words in appropriate reading situations and to increase their knowledge through independent encounters with words. Most vocabulary assessments evaluate a student’s receptive vocabulary

through either a listening or a reading task. World knowledge, life experiences, and wide reading profoundly affect a student's score on a vocabulary assessment. Because vocabulary is critical to reading comprehension, a vocabulary assessment will identify students who bring to the reading task a rich vocabulary that will support reading comprehension. Students with low vocabulary scores will likely encounter difficulty decoding and comprehending text. Unfortunately, there are few commercial assessments available that explicitly assess a student's vocabulary.

► **Fluency**, again linked with comprehension, is the ability to read text with appropriate pace (i.e., rate), accuracy, and proper expression (NRP, 2000). It is often associated with only rate. Oral reading rate assessments are individually administered assessments that determine the number of words a student can read correctly in one minute. This type of assessment tells the teacher whether the student can orally read grade-level text with sufficient rate for comprehension to take place. Oral reading rate assessments do not measure comprehension (Pressley & Hilden, 2005).

Researchers found that fluency is much more than the number of words read per minute (Kuhn & Stahl, 2003). There appears to be a consensus that fluency includes the following three components (Zutell & Rasinski, 1991):

- **Pace/Rate** is the speed at which text is read orally or silently. Rate is the number of words read correctly per minute. It ranges from slow and laborious reading to consistently conversational.
- **Smoothness** refers to automatic word recognition. Smoothness ranges from frequent hesitations, sound-outs, and multiple attempts at words to smooth reading, where most words are recognized automatically, and word-recognition and structure difficulties are resolved quickly, usually through self-correction.
- **Prosody** means reading with expression, using the rhythms and patterns of spoken language. Prosody ranges from monotone, word-by-word reading to reading expressively with appropriate phrasing. Prosody can be separated into pitch, stress, and juncture.

► **Phonemic awareness** falls under the umbrella of phonological awareness. Phonological awareness refers to an overall awareness of the sounds in spoken language. Moving through the various levels of phonological awareness takes the student from a general awareness of sounds in words into more sophisticated sound awareness tasks.

The following list shows the most commonly agreed-upon levels of phonological and phonemic awareness in terms of student tasks (Goswami, 2000; Goswami & Bryant, 1990; Yopp, 1988). Note that all tasks purporting to assess phonological awareness must be strictly oral.

Phonological Awareness

- A. Word Level
 - 1. Concept of Word
 - 2. Rhyme (Identification & Production)
- B. Syllable Level
 - 1. Word (cow/boy)
 - 2. Syllable (ta/ble)
- C. Onset and Rime Level
 - Onset and Rime
 - /m/ /ice/
- D. Phoneme (Sound) Level

Phonemic Awareness

- | Simple | Compound |
|-------------------------|-------------------------|
| 1. Phoneme Counting | 1. Phoneme Deletion |
| 2. Phoneme Isolation | 2. Phoneme Substitution |
| 3. Phoneme Segmentation | |
| 4. Phoneme Blending | |

► **Phonics** refers to the relationship between letters and the sound/s they represent—the alphabetic principle. In order to decode our alphabetic language, students must have knowledge of those relationships (i.e., phonic knowledge) and then apply that knowledge to decode unknown words. The following numbered list shows phonic elements that are likely to be assessed to determine a student’s understanding and application of phonic knowledge.

- | | |
|-----------------|-----------------------|
| 1. consonants | 4. digraphs |
| 2. short vowels | 5. long vowels |
| 3. blends | 6. vowel combinations |

Additionally, a teacher can determine a student’s proficiency in applying phonic knowledge by administering an assessment in which students use phonic knowledge to decode words. Sometimes, reading assessments include decoding strategies such as structural analysis in their phonics assessment sections, or the authors may include a separate section on decoding strategies.

► **Language** development has a longitudinal impact on reading achievement (Paris, Carpenter, Paris, & Hamilton, 2005). The varying degrees of developmental language skills that students come to school with affect both comprehension and word

recognition (Catts, Fey, Zhang, & Tomblin, 1999). Typically, language is assessed through a variety of oral language subtests such as expressive and receptive vocabulary, narrative recall, conceptual knowledge, and syntactic ability (Paris, Carpenter, Paris, & Hamilton, 2005).

► **Concepts of Print** refers to an understanding of the fundamental elements that are related to how print is organized and used in reading and writing tasks (Clay, 2005). Subtests about concepts of print survey how students believe text works and what ideas about language and print the student brought to school.



Selecting Assessments

Because educational researchers repeatedly find that early identification and subsequent intervention is a key to improving reading achievement (Snow, Burns, & Griffin, 1998), the quest to find assessments to identify, diagnose, and monitor at-risk students is a prominent issue for many schools and school districts. The information contained in this guide is designed to help make appropriate assessment decisions.

A single assessment cannot capture the variety of skills and developmental levels of most students in elementary schools. (Paris & Hoffman, 2004)

When selecting the appropriate assessments to meet their specific needs, schools and districts are advised to ensure that those individuals who will be administering the assessments are well trained in the specific administration procedures. Fidelity to each assessment's directions will support the validity and reliability of assessment results. Additionally, before

purchasing an assessment, schools and districts are advised to request sample copies of the assessment for more detailed descriptions of purpose, administration procedures, results, and other information that will be provided. The form on the following page provides a list of considerations in selecting assessments.

The assessment matrix follows the Considerations for Assessment Selection chart. The matrix identifies the recommended assessments. The matrix is followed by an overview of the individual tests.

Considerations for Assessment Selection

What is the specific purpose for the assessment?	
Do the purposes of the assessment stated by the authors match the needs (purposes) of the school? How?	
How are test results meaningful and usable for instructional design?	
How will the results be reported? <ul style="list-style-type: none"> • charts • narrative • graphs • other 	
How will the results be used? Are the results in a format that supports their use?	
Who will receive/use the assessment results? <ul style="list-style-type: none"> • Teachers • Principal • State officials • Parents • District office • Student teams 	
Which students will be assessed? Are the assessments administered individually or in groups?	
How much time per student or class will the assessment(s) occupy?	
Will the assessment(s) be part of the school's QPA, NCA, Title I, or At-risk plan?	
Who will administer the assessment(s)?	
Who will train the assessors?	
Will professional development be available for any phase of the assessment (administration, interpretation, and planning) process?	
Where will the testing take place? Is private space needed and/or available?	
Where will the information be stored?	
Which test(s) best fit the needs of the school, teachers, and students?	

**Kansas State Department of Education
Assessments: K-3**

Reading Assessment (listed in alphabetical order)	Grades Assessed	Spanish Available	Group /Individual	Assessment Type			Reading Level(s) Determined	Five Essential Reading Components					Other Components		
				Screening	Diagnostic	Progress Monitoring		Phonemic and Phonological Awareness	Phonics	Comprehension	Vocabulary	Fluency	Language Development	Concepts of Print	Oral Reading Rate
Assessment of Literacy and Language (ALL) 2005 Edition	K-1		Individual	√	√		no	√	√	√	√		√	√	
Bader Reading and Language Inventory, 5 th Edition (BRLI)	K-3		Individual	√	√	√	yes	√	√	√		√	√	√	
Basic Reading Inventory, 9 th Edition (BRI)	K-3	√	Individual		√		yes	√	√	√	√	√			√
Comprehensive Reading Inventory (CRI) 2007 Edition	K-3	√	Individual		√		yes	√	√	√	√	√		√	√
Developmental Reading Assessment – 2 (DRA-2)	K-3	√	Individual		√	√	yes	√	√	√	√	√	√	√	√
Diagnostic Assessments of Reading, 2 nd Edition (DAR)	K-3		Individual		√		yes	√	√	√	√	√		√	√
Dynamic Indicators of Basic Early Literacy Skills, 6 th Edition (DIBELS)	K-3	√	Individual	√		√	no	√	√	√					√
Early Reading Diagnostic Assessment, 2 nd Edition (ERDA)	K-3	√	Individual	√	√	√	no	√	√	√	√	√		√	√
Expressive One Word Picture Vocabulary Test, 3 rd Edition	K-3	√	Individual	√		√	no				√				
Gates MacGinitie Reading Tests, 4 th Edition	K-3		Group	√	√	√	yes	√	√	√	√		√	√	

**Kansas State Department of Education
Assessments: K-3**

Reading Assessment (listed in alphabetical order)	Grades Assessed	Spanish Available	Group /Individual	Assessment Type			Reading Level(s) Determined	Five Essential Reading Components					Other Components		
				Screening	Diagnostic	Progress Monitoring		Phonemic and Phonological Awareness	Phonics	Comprehension	Vocabulary	Fluency	Language Development	Concepts of Print	Oral Reading Rate
Gray Oral Reading Tests-4 (GORT-4)	K-3		Individual		√	√	yes		√	√					√
Group Reading Assessment and Diagnostic Evaluation, 2001 Edition (GRADE)	K-3		Individual and Group		√		no	√	√	√	√				
Observation Survey of Early Literacy Achievement, 2 nd Edition	K-1	√	Individual		√		yes		√					√	
Peabody Picture Vocabulary Test, 4 th Edition (PPVT)	K-3	√	Individual	√			no				√		√		
Phonological Awareness Literacy Screening (PALS)	1-3		Individual	√	√	√	yes	√	√	√	√	√		√	
Process Assessment of the Learner (PAL), 2001 Edition	K-3		Individual	√	√	√	no	√	√	√					
Qualitative Reading Inventory- 4 (QRI-4)	K-3		Individual		√		yes		√	√					√
Rigby ELL Assessment Kit Elementary, 2007 Edition	K-3		Individual	√	√		yes		√	√	√	√	√	√	√
Rigby Reads, 2005 Edition	K-3		Individual		√	√	yes	√	√	√	√	√		√	√
Stanford 10 Full Battery, 10 th Edition	K-3		Group	Summative			no	√	√	√	√		√		√

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Assessment of Literacy and Language (ALL)</p> <ul style="list-style-type: none"> • Developer: Linda Lombardino, R. Jane Lieberman, and Jaumeiko Brown • Publisher: (2005) Harcourt Assessment • Website: www.PsychCorp.com • Telephone: 1-800-211-8378 • Score interpretation: Norm-referenced and Criterion-referenced 	<ul style="list-style-type: none"> • Use for Pre-K to 1st grade • Time to Administer: Varies, estimated at 60 minutes • Oral, some paper-pencil • Assesses language and emergent literacy through concepts of print, phonological and phonemic awareness, phonics (includes invented spelling), comprehension (listening), and vocabulary (expressive and receptive) • Listening comprehension: tasks use both narrative and expository passages. The student retells a story from picture cards. • Vocabulary: multiple tasks including parallel sentence production (“These clowns are happy. These shoes ___ ___.”), word relationships (“How do <u>sun</u> and <u>hot</u> go together?”), picture identification (“Show me the <u>utensil</u>.”), and word generation (student given 60 seconds to name words in a given category) • Concepts of Print: covers book handling, directionality, first vs. last, and visual discrimination. Assessor needs own book. • Phonological and Phonemic Awareness: small number of tasks; at the sound level, student asked, “Which one does not start with ___?” • Phonics: at first grade level, asked to write letters for letter ID, uses sound production tasks (“What sound does this letter make?”), nonsense words, invented spelling uses detailed scoring guide • Language: extensive language subtests including rapid automatic naming and defining concepts 	<p>Use for screening and diagnostic assessment.</p> <p>Administered individually.</p> <p>Detailed scoring parameters available.</p> <p>Raw scores translated into percentile rank. Uses confidence intervals, scaled, and index scores. Cut scores available for each grade.</p> <p>The “initial indicator” score determines if further evaluation is necessary. Used as a screener for limited language or emergent literacy skills. Used diagnostically for language disorders.</p> <p>Includes a “caregiver” questionnaire to obtain further language information.</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Bader Reading and Language Inventory, 5th Edition (BRLI)</p> <ul style="list-style-type: none"> • Developer: Lois Bader • Publisher: (2005) Pearson Merrill Prentice Hall • Website: www.prenhall.com • Telephone: 1-800-282-0693 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: Not timed. Could run one session or multiple short sessions. • Oral and paper/pencil format • Comprehensive assessment includes “arithmetic tests,” written language expression, writing evaluation (including handwriting), and English Language Learning Quick Start screener. • Comprehension content: contains both narrative and expository passages, uses graded word lists to determine starting point • Comprehension procedures: provides suggestions for teachers to construct an “open-book” reading assessment from daily reading materials • Fluency: uses a checklist to determine fluency components (“reads with expression”); does not measure rate • Language: provides oral language expression checklist • Concepts of Print: basic concepts, distinguishes between drawing and writing • Phonological and Phonemic Awareness: tasks include rhyming (which words end the same way), hearing letter names in words, letter recognition, and writing • Phonics: includes a diagnostic spelling test, several structural analysis tasks 	<p>Use for screening, diagnostic, and progress monitoring</p> <p>Administered individually.</p> <p>Raw scores; instructions for determining instructional level</p> <p>Three graded reading passages available at each level</p> <p>Provides four cloze tests for semantic, syntactic, and grammatical evaluation.</p> <p>Includes a “student priority and interest” inventory</p> <p>Provides a “case study” to model administration</p>
<p>Basic Reading Inventory, 9th Edition (BRI)</p> <ul style="list-style-type: none"> • Developer: Jerry Johns • Publisher: (2005) Kendall/Hunt Publishing Company • Website: www.kendallhunt.com • Telephone: 1-800-247-3458 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: Not timed; estimated at 15-20 minutes per passage • Oral format • Comprehension content: mix of narrative and expository passages; graded word lists given to find starting point • Comprehension procedures: retelling rubric and explicit procedures for prompting; many passage questions are factual; however, all levels of questions are represented at some point • Fluency: oral reading rate; chart normed for fall, winter, and spring • Phonics: miscue analysis assesses phonic knowledge 	<p>Use for diagnostic assessment</p> <p>Available in Spanish and English</p> <p>Training CD available; may copy record forms from CD, not from book</p> <p>Multiple resources for recording information about students</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Comprehensive Reading Inventory (CRI or Flynt Cooter)</p> <ul style="list-style-type: none"> • Developer: Robert Cooter, Jr., E. Sutton Flynt, & Kathleen Cooter • Publisher: (2007) Pearson Merrill Prentice Hall • Website: www.prenhall.com • Telephone: 1-800-282-0693 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: Not timed; manual suggests can be administered in 20 minutes • Oral format • informal reading inventory • Comprehension content: graded sentences used to determine initial passage selection; uses aided and unaided retellings to assess silent reading, both narrative and expository passages available • Comprehension procedures: establishes a silent reading level first, then a listening comprehension level is determined using the silent reading frustration level as a starting point • Fluency: oral reading is timed; chart provides fall and spring grade level norms for words correct per minute • Phonemic Awareness: includes a Phonemic Awareness Test (PAT), and Phonemic Segmentation Test (PST) • Phonics: Phonics Quick Test uses nonsense words representing most common patterns, includes sight word test. • Phonics: possible dialect differences in a phonemic segmentation task • Concepts of Print: limited information based on teacher observation during student reading 	<p>Use for diagnostic assessment</p> <p>Raw scores available</p> <p>Includes miscue analysis</p> <p>The CRI Validation Study (2004-2005 data) used K-5th grade students enrolled in Memphis City Schools, a large urban area.</p> <p>Manual reports that test-retest reliability coefficients for the lower grades (K-3) on Form B were lower than for Form A indicating that the forms may not be equivalent for those grades.</p> <p>Includes an Interest Inventory and Attitude survey, but does not describe what to do with the information once collected</p> <p>Training DVD provided</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Developmental Reading Assessment 2 (DRA-2)</p> <ul style="list-style-type: none"> • Developer: Joetta M. Beaver • Publisher: (2006) Celebration Press Pearson Learning Group • Website: www.pearsonlearning.com • Telephone: 1-800-321-3106 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 3rd grade • Time to Administer: Not timed, except for some subtests in Word Analysis sections. Administration time varies depending on subtests given • Paper/pencil and oral formats • Assesses Language Development, Concepts of Print, Phonological Awareness, Phonics, Comprehension, Vocabulary, and Fluency. • Provides developmental continuum with information for teachers about using results for instruction. • Comprehension content: text passages consist of narrative and expository • Comprehension procedures: asks students to use prediction strategy after reading the title and first few pages of text; retelling, summary (written at levels 28-40), and questions • Vocabulary: the student generates a word to rhyme with a word the assessor pronounces. Sentences are produced with a given word to demonstrate understanding. • Fluency: uses fluency rubric for expression, phrasing, and rate. Oral reading is timed for oral reading rate on Levels 14 and beyond. • Concepts of Print: letter ID, first/last letter in words, counting words in sentences examined in Word Analysis section • Phonological Awareness: student produces a rhyming word from orally presented target word, claps syllables for word denoted by picture • Phonemic Awareness: uses Elkonin boxes (e.g., boxes and chips are used to teach phonemic segmentation and blending) • Phonics: provides an additional word analysis test if a student scores below the grade level benchmark • Phonics: timed subtests on sight words 	<p>Use for diagnostic and progress monitoring assessment.</p> <p>Administered individually.</p> <p>Provides a percent correct word accuracy score on leveled passages, oral reading rate, and comprehension score.</p> <p>Provides teacher training DVD, manual easy to follow.</p> <p>On-line management system available</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Diagnostic Assessments of Reading, 2nd Edition (DAR)</p> <ul style="list-style-type: none"> • Developer: Florence Roswell, Mary Curtis, Gail Kearns, Jeanne Chall • Publisher: (2005) Riverside Publishing • Website: www.riversidepublishing.com • Telephone: 1-800-323-9540 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: Varies according to student reading ability • Paper/pencil and oral formats • Comprehension content: narrative and expository passages; oral reading assesses accuracy; silent reading includes retelling and multiple-choice questions including why the author wrote the passage, vocabulary, and main purpose of passage. • Fluency: rating for phrasing, smoothness, and rate • Vocabulary: word meaning task asks student to tell what a stimulus word means (list 1: build, house, jump; list 9/10: ponder, coordinate), includes instructions for prompts • Phonological and Phonemic Awareness: most subtests provide instructions for teacher on how to teach the task first, then ask the student to perform task; includes word level and sound level tasks • Phonics: samples most phonic knowledge elements; includes word recognition lists; spelling test • Concepts of Print: uses student test booklet; samples most concepts 	<p>Use for diagnostic assessment</p> <p>Individually administered</p> <p>Two forms (A & B) available</p> <p>Raw scores for some sections can be converted to percentile ranks listed in technical manual</p> <p>A criterion for acceptable performance is provided</p> <p>Company offers an online resource for reading strategies including directions and materials for meeting the needs uncovered by the assessment (fee)</p> <p>Company offers DAR Scoring Pro software (not available for MacIntosh)</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)</p> <ul style="list-style-type: none"> • Developer: Roland Good & Ruth Kaminski • Publisher: (2005) Institute for the Development of Educational Achievement (web-based download version); Sopris West (print version); Wireless Generation (Palm-Pilot version) • Website: www.dibels.uoregon.edu • Telephone: 1-514-346-3108 (Oregon); 1-800-547-6747 (Sopris) • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 6th grade • Time to Administer: Each subtest is a one-minute fluency assessment except Initial Sounds Fluency which may take 90 seconds; timer essential • Oral format • Each beginning literacy component measured as a fluency task. • Phonological and Phonemic Awareness: assesses initial sounds (single task) and phoneme segmentation (single task) • Phonics: measures short vowel pattern using nonsense words • Comprehension procedures: uses narrative and expository text for one minute readings; then student retells the reading 	<p>Use for screening and progress monitoring assessment</p> <p>Raw scores converted to building or district- normed scores.</p> <p>On-line reports available for a fee</p> <p>Spanish assessment available without established benchmarks.</p>
<p>Early Reading Diagnostic Assessment, Second Edition (ERDA-2)</p> <ul style="list-style-type: none"> • Developer: Donna Smith • Publisher: (2003) Psychological Corporation • Website: www.PsychCorp.com • Telephone: 1-800-872-1726 • Score interpretation: Norm-Referenced and Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 3rd grade • Time to Administer: Ranges from 10 – 110 minutes depending on test(s) administered • Oral format • Comprehension procedures: student either reads words, sentences, or passages depending on grade level. • Vocabulary: both expressive and receptive tasks use pictures as stimulus • Fluency: checks accuracy, prosody, and rate • Concepts of Print: limited to checklist and letter identification tasks • Phonological and Phonemic Awareness: varied rhyming tasks (given three words, student tells which one does not rhyme; student is provided a word then asked to tell assessor words that rhyme). Phonemic Awareness tasks are limited (deletion) • Phonics: phonic knowledge is tested through pseudo-words; includes sight word list 	<p>Use for screening, diagnostic, and progress monitoring assessment.</p> <p>Individually administered</p> <p>At each grade level subtests are divided into groups: initial indicator, diagnostic, and optional</p> <p>Raw scores converted to grade-based percentile ranges</p> <p>Criterion-based scores attached to descriptive proficiency levels</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Expressive One Word Picture Vocabulary Test, Third Edition (EOWPVT)</p> <ul style="list-style-type: none"> • Developer: Rick Brownell, Editor • Publisher: (2000) Academic Therapy Publication • Website: www.AcademicTherapy.com • Telephone: 1-800-422-7249 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for Pre-K to 12th grade • Time to Administer: Not timed; manual estimates 15-20 minutes • Oral format • Chronological age used to determine first testing item and obtain scores from norm tables • Spanish-bilingual edition (2001) available that assesses a student’s combined Spanish and English speaking vocabulary (must be administered by an examiner fluent in both Spanish and English) • Vocabulary: student given a picture and then provides a word that names the object, action, or illustration shown 	<p>Use for screening or progress monitoring assessment</p> <p>Extensive discussion of appropriate prompts</p> <p>Manual states psychometric-trained examiners must interpret test results.</p>
<p>Gates MacGinitie Reading Tests, 4th Edition</p> <ul style="list-style-type: none"> • Developer: Walter MacGinitie, Ruth MacGinitie, Katherine Maria, Lois Dreyer • Publisher: (2002) Riverside Publishing • Website: www.riversidepublishing.com • Telephone: 1-800-323-9540 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for K to Post Secondary • Time to Administer: A range of 55-75 minutes for all subtests • Computer or paper/pencil format • Nationally-normed comprehensive reading assessment • Comprehension procedures: student reads a short text, and then selects a picture that matches the reading. Starting at 3rd grade passage, multiple-choice questions. • Comprehension content: Lexile measures are available for Levels 1 through 10/12, and can be used to link students with reading materials of appropriate difficulties through the Lexile website. • Fluency: not assessed • Vocabulary: taps both expressive and receptive • Concepts of Print: assesses “literacy concepts” • Phonological and Phonemic Awareness: assesses both word and sound level tasks • Phonics: taps into most phonic knowledge areas, some segment and blend tasks 	<p>Use for screening, diagnostic, and progress monitoring assessment</p> <p>Group or individually administered</p> <p>Raw scores are converted into national stanines, NCEs, national percentile ranks, grade equivalent, stanine, and scale scores.</p> <p>Can be teacher-scored, or sent to company for machine-scoring (fee)</p> <p>Software available</p> <p>“Linking Testing to Teaching” book included.</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Gray Oral Reading Tests-4 (GORT-4)</p> <ul style="list-style-type: none"> • Developer: William S. Gray (original); J. Lee Wiederholt & Brian Bryant • Publisher: (2001) Pro-Ed, Inc. • Website: www.proedinc.com • Telephone: 1-800-897-3202 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: 15-45 minutes depending on student reading level • Oral and paper-pencil format • Comprehension content: majority of the passages are narrative, a few expository passages; majority of the multiple choice questions are literal or explicit • Comprehension procedures: no “look back” strategy allowed; some questions are not passage dependent • Assesses reading accuracy, rate (in seconds), and provides optional miscue analysis procedures 	<p>Use for diagnostic or progress monitoring assessment</p> <p>Individually administered</p> <p>Two forms (A & B) available</p> <p>Raw scores converted to standard scores, percentile rank, NCE, and stanine scores</p> <p>Training needed to administer</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Group Reading Assessment and Diagnostic Evaluation (GRADE)</p> <ul style="list-style-type: none"> • Developer: Kathleen T. Williams • Publisher: (2001) Pearson Learning Group • Website: www.pearsonlearning.com • Telephone: 1-800-321-3106 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for Pre-K to Post secondary • Time to Administer: Not timed. Could run one session or multiple short sessions. Estimated at 45 to 90 minutes. • Paper/pencil format • Assesses phonological awareness, phonemic awareness, phonics (sight word recognition only), comprehension, vocabulary • Comprehension content: text passages consist of narrative, expository, poetry, and fables; main idea, some higher level questions • Listening comprehension: teacher reads a short statement then student must select the matching picture • Vocabulary: identify word to go in blank—application of context clues • Language: some items require language background (e.g., Find the picture with the boy wearing a hat and walking on the <u>shore</u>). • Rhyming: student matches two words based on rhyme • Phonemic Awareness: isolated sound matching for beginning and ending sounds • Phonics: not assessed beyond sight word recognition • Concepts of Print: limited to punctuation and letters versus words 	<p>Use for diagnostic assessment.</p> <p>Administered individually or in a group.</p> <p>Two forms at each level. Lower five levels are consumable tests. Upper six levels are reusable.</p> <p>Raw scores translated into percentile rank, standard scores, grade equivalent, NCE, and stanines. Spring and fall grade-based norms and out of level norms available</p> <p>Scoring and reporting software (single and multi-user) available. May also hand score.</p>
<p>Observation Survey of Early Literacy Achievement, 2nd Edition</p> <ul style="list-style-type: none"> • Developer: Marie Clay • Publisher: (2005) Heinemann • Website: www.heinemann.com • Telephone: 1-800-225-5800 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for K to 1st grade • Time to Administer: Varies according to subtest • Paper/pencil and oral formats • Extensive instructions for how to take a “running record.” • Comprehension content: limited to application of semantics and syntax in running record • Concepts of Print: comprehensive coverage of twenty-four print concepts • Includes other emergent literacy subtests such as letter identification and writing vocabulary. • Phonics: assesses sight words through graded word lists 	<p>Use for diagnostic assessment</p> <p>Individually administered</p> <p>Raw scores converted to stanines. Norms established for each subtest.</p> <p>Video available to teach how to take a running record.</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Peabody Picture Vocabulary Test, 4th Edition (PPVT)</p> <ul style="list-style-type: none"> • Developer: Lloyd Dunn & Douglas Dunn • Publisher: (2007) Pearson Assessments • Website: www.pearsonassessments.com • Telephone: 800-627-7271 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for Pre-K to Post Secondary • Time to Administer: untimed, typically administered in 10 minutes • Oral format (student points to pictures) • Assesses listening comprehension to screen verbal ability • Vocabulary: assesses receptive vocabulary using picture plates and stimulus words (i.e., nouns, verbs, attributes, and concepts) 	<p>Use for screening assessment</p> <p>Individually administered</p> <p>Spanish and English versions available</p> <p>Raw scores converted to standard, percentile, NCE, stanine, age equivalent, grade equivalent and confidence interval scores</p> <p>Normed with Special Education students</p>
<p>Phonological Awareness Literacy Screening (PALS)</p> <ul style="list-style-type: none"> • Developer: Marcia Invernizzi, Joanne Meier, & Connie Juel • Publisher: (2005) University of Virginia • Website: www.pals.virginia.edu • Telephone: 1-888-882-7257 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for 1 to 3rd grade • Time to Administer: varies, depending on subtests. Recommended to complete within a two-week window • Paper/pencil and Oral format • Comprehension content: lower level passages use narrative, most other passages are expository; questions are optional and include vocabulary. • Comprehension procedures: the “look back” strategy is not allowed • Fluency: a timer is used for rate; a rubric is provided for prosody and smoothness • Phonological and Phonemic Awareness: most tasks at sound level and include providing appropriate letter sounds and blending tasks • Phonics: word lists identify starting IRI reading level; includes spelling test from dictation 	<p>Use for screening, diagnostic, and progress monitoring assessment</p> <p>Individually administered</p> <p>Extensive on-line tutoring available for administration</p> <p>Raw scores are obtained and then summed. Benchmarks are available for fall and spring. PALS is part of Virginia’s Early Intervention Reading Initiative.</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Process Assessment of the Learner Test Battery for Reading and Writing (PAL-RW)</p> <ul style="list-style-type: none"> • Developer: Virginia Berninger • Publisher: (2001) Harcourt Assessment • Website: www.harcourtassessment.com • Telephone: 1-800-211-8378 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for K to 6th grade • Time to Administer: 30 to 60 minutes depending on grade level • Oral format • Comprehension procedures: student must listen to a story, then retell the important details. • Phonological and Phonemic Awareness: several rapid automatic naming tasks; some rhyming and deletion tasks • Phonics: nonsense words read to student, and then student writes the words using appropriate spelling-sound conventions • Phonics: student must decide which spelling of a word is incorrect • Includes “finger sense” tasks (e.g., student is asked to identify which finger is being touched by the teacher, or identify the letter that the teacher "writes" on the finger) 	<p>Use for screening, diagnostic, and progress monitoring assessment.</p> <p>Raw scores converted to decile scores (e.g., a distribution of ranked scores into equal intervals where each interval contains one-tenth of the scores)</p> <p>Manual states assessor should have graduate-level training in use of individually administered assessment instruments.</p>
<p>Qualitative Reading Inventory-4 (QRI-4)</p> <ul style="list-style-type: none"> • Developer: Lauren Leslie and JoAnne Caldwell • Publisher: (2006) Pearson Education Allyn & Bacon • Website: www.ablongman.com • Telephone: 1-800-328-6172 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: 15 to 20 minutes per passage • Oral format • Comprehension content: prior knowledge is assessed through concept questions and predictions; there is a rubric for evaluation; uses both narrative and expository passages • Comprehension procedures: retelling after reading that allows “look back” strategy, comprehension questions • Comprehension: extensive information on reading levels and criteria • Fluency: ranges for “correct words per minute” are provided • Phonics: application of letter sounds in story context is evaluated in miscue analysis form 	<p>Use for diagnostic assessment</p> <p>Individually administered</p> <p>Raw scores converted into reading level scores</p> <p>Manual provides extensive information about scoring, including information about judging correct answers for different dialects; a companion website is available</p> <p>A CD-ROM is included for training and scoring</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Rigby ELL Assessment Kit-Elementary</p> <ul style="list-style-type: none"> • Developer: Margo Gottlieb • Publisher: (2007) Rigby • Website: www.Rigby.com • Telephone: 1-800-531-5015 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 3rd grade • Time to Administer: 5-minute initial screener, up to 30 minutes for passages, depending on student reading ability • Paper/pencil and oral Format • Assesses listening, speaking, reading, and writing domains. Rubrics guide scoring and help determine which level of material is appropriate for the student. Levels are also aligned with TESOL levels. • Comprehension content: all levels include narrative and expository passages; levels are identified by letters (F,H,G, and so on) that correspond to Rigby kit • A teacher guide accompanies each story • Listening comprehension: student uses listening and speaking mat with separate cards in a variety of ways to demonstrate understanding of spoken directions (e.g., which card goes with a picture in a specific place; categorizing cards) • Fluency: rubric for smoothness, prosody; formula for rate • Phonics: phonic knowledge and decoding strategies determined by miscue analysis 	<p>Use for screening and diagnostic assessment</p> <p>Individually administered</p> <p>Raw scores converted to descriptive criterion such as beginning, developing, and proficient.</p> <p>CD-ROM for data management</p>

**Kansas State Department of Education
Assessments: K-3
Overview of Assessments**

Assessment	Descriptive Information	Purpose of Assessment and Scores Available
<p>Rigby Reads (Reading Evaluation and Diagnostic System)</p> <ul style="list-style-type: none"> • Developer: Rigby Publishing • Publisher: (2005) Harcourt Assessment • Website: www.HarcourtAchieve.com • Telephone: 1-800-531-5015 • Score interpretation: Criterion-referenced 	<ul style="list-style-type: none"> • Use for K to 3rd grade • Time to Administer: A few sections are timed; multiple sessions encouraged; overall time could be three hours, depending on subtests administered • Paper/pencil or online test format • Comprehension content: uses narrative, expository, and functional text; wide variety of questions • Fluency: one-minute oral reading rate; observation of smoothness, expression, and inflection • Vocabulary: subtest for vocabulary in context, a sentence completion task • Concepts of Print: limited to number of words in a sentence and voice to print match • Phonological and Phonemic Awareness: several auditory discrimination tasks administered as a screener prior to rhyming, and simple sound level tasks • Phonics: visual discrimination test given as screener prior to phonics tasks • Phonics: includes phonic knowledge and decoding strategies 	<p>Use for diagnostic and progress monitoring assessment</p> <p>Raw scores converted to reading levels; multiple reports available including a student yearly progress report (AYP)</p> <p>READS Online is available for a fee.</p> <p>Rigby Reads is aligned with the DRA levels and Guided Reading levels</p>
<p>Stanford 10 Full Battery, 10th Edition (SAT 10)</p> <ul style="list-style-type: none"> • Developer: Harcourt Assessment, Inc • Publisher: (2003) Harcourt Educational Measurement • Website: www.harcourtassessment.com • Telephone: 1-800-232-1223 • Score interpretation: Norm-referenced 	<ul style="list-style-type: none"> • Use for K to 12th grade • Time to Administer: Not timed, length depends on subtests; estimated at over two hours for reading-related components • Paper/pencil format • Comprehension content: passages include narrative, expository, persuasive, and poetry texts • Comprehension procedures: assessment format varies by reading level; some questions, cloze, matching text to picture • Fluency: optional oral reading fluency test, oral reading rate • Vocabulary: receptive and expressive (SESAT 1 to Advanced 2) • Language: language mechanics tasks including capitalization, punctuation, and usage; expression tasks including run-on sentences and fragments • Phonological and Phonemic Awareness: sound level matching • Phonics: samples most phonic knowledge 	<p>Use for summative assessment</p> <p>Raw scores converted to scaled, percentile rank, stanine, grade-equivalent, and NCE scores</p> <p>Lexile measures available</p> <p>Online reports available (fee)</p> <p>Ready Graph reports available (fee)</p>



Glossary

Alternate forms reliability determines if the two forms of an assessment (i.e., Form A, Form B) are equivalent.

Construct validity tells us if the test is effective in measuring what it is intended to measure. To have construct validity, an assessment must measure the construct according to its definition in that field's literature. If the assessment claims to provide information about student performance in one or more of the five essential components of reading (i.e., phonological awareness, phonics, vocabulary, comprehension, and fluency) then does the assessment, in fact, measure those components?

Content validity reveals whether the assessment is effectively sampling the relevant domain. Appropriate and thorough coverage of content should appear in the task format(s), item type(s), wording, questions, and test administration and scoring (AERA, APA, & NCME, 1999; Rathvon, 2004).

Criterion-related validity reports how effective the assessment is in predicting performance now (concurrent validity) or later (predictive validity).

Inter-rater reliability establishes the degree of agreement among examiners on a student's reading performance. That is, each person administering the test obtains similar results. This form of reliability is critical when scoring involves subjective judgment, such as rating a student's performance on a task (Invernizzi, Landrum, Howell, & Warley, 2005).

Internal consistency reliability indicates the degree to which all items in a test consistently measure the same concept. This reliability is estimated from a single form of a test (Gronlund, 1985).

Test-retest reliability measures consistency of results over time. The same assessment is administered to student(s) at a preset interval (i.e., minutes to weeks) to determine if the results are stable over time (Gronlund, 1985).



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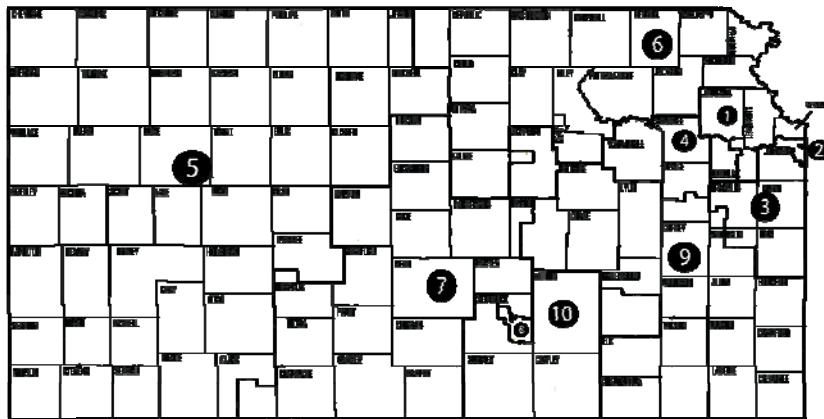
Education Priorities for a New Century

Kansas State Board of Education, Adopted 4/2001

To assist in fulfilling its responsibility to provide direction and leadership for the supervision of all educational interests under its jurisdiction, the Kansas State Board of Education has adopted as its mission promoting student academic achievement through vision, leadership, opportunity, accountability and advocacy for all. The State Board believes that the key to ensuring the fulfillment of its mission lies in helping schools work with families and communities to prepare students for success.

With that in mind, the State Board has established the following priorities to guide its work in the next century. Ensure that all students meet or exceed academic standards by:

- Redesigning the delivery system to meet our state's changing needs;
- Providing a caring, competent teacher in every classroom;
- Ensuring a visionary leader in every school;
- Improving communication with all constituent groups.



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