

## Analysis of Reading Assessment Measures

When deciding on which assessment(s) to use in your classroom, there are numerous things to consider. It is highly recommended that when reviewing assessments, the school/district make sure a person who is highly trained with assessments is involved, such as a school psychologist. It is also recommended that consortiums and/or REAs work together in decision making and training. A good assessment plan provides accurate estimates of student performance and enables teachers or other decision makers to make appropriate decisions based on the results. The results of an assessment plan should help in explaining which skills a student has, which skills the students needs, and what direction the instruction should take.

The chart below is only a starting point for discussion on possible assessments. There are so many other things to consider when making an assessment plan, such as: what assessments are needed in your school, when should the assessments be administered, and who will administer them.

### A. Measure

---

Name: \_\_\_\_\_ Cost: \_\_\_\_\_

Developer: \_\_\_\_\_

Publisher: \_\_\_\_\_

Publication Date: \_\_\_\_\_

### B. Descriptive Information of Instrument

---

This assessment is intended for use in grade(s):

- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> Fifth Grade   | <input type="checkbox"/> Ninth Grade    |
| <input type="checkbox"/> First Grade  | <input type="checkbox"/> Sixth Grade   | <input type="checkbox"/> Tenth Grade    |
| <input type="checkbox"/> Second Grade | <input type="checkbox"/> Seventh Grade | <input type="checkbox"/> Eleventh Grade |
| <input type="checkbox"/> Third Grade  | <input type="checkbox"/> Eighth Grade  | <input type="checkbox"/> Twelfth Grade  |
| <input type="checkbox"/> Fourth Grade |  |   |

This instrument assesses one or more of the following dimensions in reading:

- |  |  |
|--|--|
| <input type="checkbox"/> Phonemic Awareness      | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Letter Names            | <input type="checkbox"/> Oral                  |
| <input type="checkbox"/> Letter Sounds           | <input type="checkbox"/> Silent                |
| <input type="checkbox"/> Word Attack             | <input type="checkbox"/> Cloze                 |
| <input type="checkbox"/> Word Identification     | <input type="checkbox"/> Retell                |
| <input type="checkbox"/> Regular                 | <input type="checkbox"/> Maze                  |
| <input type="checkbox"/> Irregular               | <input type="checkbox"/> Question/Answer       |
| <input type="checkbox"/> Reading Fluency         | <input type="checkbox"/> Other _____           |
| <input type="checkbox"/> Words                   | <input type="checkbox"/> Vocabulary            |
| <input type="checkbox"/> Sentences               | <input type="checkbox"/> Other _____           |
| <input type="checkbox"/> Connected Text          | _____  |
| <input type="checkbox"/> Listening Comprehension | _____  |

### C. Descriptive Information of Instrument

---

This instrument provides the following types of information: (check all that apply)

- Screening
- Diagnostic
- Progress Monitoring
- Outcome

**Screening Measure:** Brief assessment that focuses on critical reading skills strongly predictive of future reading growth and development. Conducted at the beginning of the school year with all students to identify students likely to need extra or alternative forms of instruction.

**Diagnostic Measure:** Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction.

**Progress Monitoring Measure:** Assessment conducted a minimum of three times a year or on a routine basis (i.e. weekly, monthly, or quarterly) using comparable and multiple test forms to (a) estimate rates of reading improvement; (b) identify children who are not demonstrating adequate progress, and therefore, require additional or different forms of instruction; and/or (c) compare the efficacy of different forms of instruction for struggling readers, and thereby design more effective, individualized instructional programs for those at-risk learners.

**Outcome Measure:** Assessment for the purpose of classifying students in terms of whether or not they achieved grade level performance or improved performance.

### D. Validity and Reliability

---

Have an expert in assessments, such as a school psychologist, determine the validity and reliability of the assessment.

### E. Time, Administration, and Frequency

---

This assessment can be administered:

- Individually
- Group \_\_\_\_\_ Minutes to administer
- Both

There are discontinue Rules  Yes  No

There are alternative forms available  Yes  No # of forms \_\_\_\_\_

Cost for training \_\_\_\_\_

### F. Training Needed to Administer

---

Time required for training teacher or other professional responsible for administration:

- Less than 1 hour of training
- 1-4 hours of training
- 4-8 hours of training

Qualifications of the examiner:

- Professional
- Paraprofessional
- Information not available

### G. Scoring Structure

---

Types of scores available:

<input type="checkbox"/> raw score	<input type="checkbox"/> Standard score
<input type="checkbox"/> percentile score	<input type="checkbox"/> Grade equivalents
<input type="checkbox"/> IRT-based score	<input type="checkbox"/> Normal curve equivalents
<input type="checkbox"/> Stanines	<input type="checkbox"/> Composite scores
<input type="checkbox"/> Developmental benchmarks: _____	
<input type="checkbox"/> Error analysis	<input type="checkbox"/> Other _____

Does assessment indicate what score is considered proficient and non-proficient?  
 Yes  No

This form is a modified version of the "Analysis of Reading Assessment Measures Coding Form" developed by the Institute for the Development of Educational Achievement (IDEA) at <http://idea.uoregon.edu/>.