Arizona State Board of Education
K-3 Literacy Ad Hoc Committee

NOTICE OF PUBLIC MEETING

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the K-3 Literacy Ad Hoc Committee and to the general public, that the Committee will hold a meeting open to the public as specified below. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Committee may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Committee may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. §38-431.03 (A) (3), the Committee may vote to convene in executive session for discussion or consultation for legal advice from the Committee's attorneys concerning any items on this agenda.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 13TH day of February, 2017.

By: _____

Karol Schmidt
Executive Director
(602) 542-5057

AGENDA

ARIZONA STATE BOARD OF EDUCATION
K-3 LITERACY AD HOC COMMITTEE
Thursday, February 16, 2017
1:00 PM
Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Conference Room 122

1:00 p.m.   CALL TO ORDER

GENERAL SESSION

    A. Executive Director's Report

       1. Updates on pending legislation

    B. Presentation, discussion and possible action by the Arizona
       Department of Education regarding an assessment framework

    C. Presentation, discussion and possible action regarding the
       definitions of intensive reading instruction, remediation and
       interventions

    D. Presentation, discussion and possible action regarding effective
       K-3 reading universal screeners

    E. Presentation, discussion and possible action regarding possible
       recommendations of rules and policies for the Move on When
       Reading program pursuant to A.R.S. § 15-211, § 15-701 and
       § 15-704.

    F. CALL TO THE PUBLIC. This is the time for the public to comment.
       Members of the Committee may not discuss items that are not
       specifically identified on the agenda. Therefore, pursuant to A.R.S.
       38-431.01(H), action taken as a result of public comment will be
       limited to directing staff to study the matter, responding to any
       criticism or scheduling the matter for further consideration and
       decision at a later date.

    G. FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The
       executive director, presiding officer or a member of the Committee may discuss
       future meeting dates and direct staff to place matters on a future agenda.

ADJOURN

1. **ADE will provide a draft of the criteria for an effective alternative literacy assessment for AzMERIT and MOWR alternatives for retention.**

ADE suggests the following criteria of an alternative reading assessment to AzMERIT for MOWR:

- Well aligned to the Arizona ELA Reading Standards for grade 3.
- Evidence of assessment reliability and validity.
- Administered by assessor with adequate training to ensure assessor reliability and validity.
- Evidence of criterion validity.
- Provides an accurate picture of student mastery of grade 3 reading standards.
- Cut score determined by the SBE to be equivalent with the AzMERIT cut score for retention under MOWR.

This table summarizes the requirements of other states with similar 3rd grade retention legislation.

State	Criteria	Assessments Approved by SBE	Other
FL	1. Internal consistency reliability coefficients of at least 0.80; 2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent or criterion validity; 3. Norming studies within the last five to ten years being referable; and 4. serves as a measure of grade 3 achievement in reading comprehension.	• SAT-10 (45%ile) • Terranova (50%ile) • ITBS (50%ile) • NWEA MAP(50%ile) • STAR Enterprise (50%ile) • I-Ready (50%ile) • I-Station (50%ile)	Districts may submit for approval alternative assessments to be used for good cause promotion. All submissions must meet the criteria outlined.
OH	1. Standardized assessment for reading determined by the Ohio Department of Education. 2. Department review of vendor materials in response to the RFQ.	• Iowa Assessments (176 scale score) • NWEA MAP (196 scale score) • Terra Nova 3 (617 scale score) • Renaissance Learning STAR Reading 3rd Grade Proficiency Assessment (959 scale score)	Summative reading assessment aligned to end of year 3rd grade standards that is comparable or more rigorous than the proficient score on the READING OAA (Ohio state test).
NC	Approved assessments only	• NWEA MAP (207 scale score) • Scholastic Reading Inventory (Lexile 725 or higher) • STAR Reading (537 scale	LEAs must submit documentation to Accountability Services by Dec. 1 of each school year indicating which of the approved assessments will be

		score) • Iowa Test of Basic Skills (Level 9 at 71%ile) • i-Station Benchmarks (258 scale score) • i-Ready (537 scale score) • Case 21 (24/30) • Discovery Education Grade 3 Summative Assessment (1505 scale score)	used with students. All assessments must have a Lexile level of 725 or higher. Scale scores were determined based on scale score of state test for promotion.
OK		• SAT 10 (45th %ile) • Iowa Test of Basic Skills (45th %ile)	

Questions to consider for clarification:

1. When can alternative assessments be delivered for promotion/retention decision purposes?
2. How many times can an alternative assessment be administered to the same student?
3. How many different alternative assessments may be administered to the same student?
4. Should schools indicate a designated person who will administer the testing?
5. Are schools required to purchase and administer an alternative assessment?
6. Are schools required to offer an alternative reading assessment?

2. ADE will provide a draft definition for *intensive reading instruction*.

Intensive reading instruction in grades K-3 is a proactive approach to reduce the likelihood of future reading problems and to address severe and persistent difficulties with learning to read. Intensive intervention is characterized by smaller-group settings, increased instructional time, and increased intensity using evidence-based instruction. The instruction is aligned to individual student needs or deficiencies and driven by ongoing student performance data from a valid assessment tool. Instructional programming is systematic with explicit instruction in the appropriate progression of foundational literacy skills and skill deficits. Intensive instruction is implemented when students have not responded adequately to an evidence-based instructional program delivered with fidelity in Tier I and/or Tier II.

According to the NCII White Paper (2015), Tier III (intensive) interventions differ from Tier II in the following ways:

1. Tier III requires more resources: higher levels of teacher expertise to identify instructional components that are likely to address the student's needs more effectively and integrate those components into modifications of standardized interventions.
2. Tier III often begins with a standardized framework or evidence-based intervention program that is customized over time in response to student performance.
3. Tier III is conceptualized as more long-term—many students require intensive interventions for years.

Resources:

Designing and Delivering Intensive Interventions: A Teacher's Toolkit.

http://www.centeroninstruction.org/files/Designing%20%26%20Delivering%20Intensive%20Inte___rventions%20Toolkit.pdf

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide.

http://www.centeroninstruction.org/files/Principal%20s%20Guide%20to%20Intervention.pdf

IRIS Center Peabody College Vanderbilt University (funded through U.S. Department of Education and Office of Special Education Programs.)
http://iris.peabody.vanderbilt.edu/module/dbi1/cresource/q1/p01/#content

National Center on Intensive Intervention at American Institutes for Research.
http://www.intensiveintervention.org/

Preventative and Remedial Interventions for Children with Reading Difficulties: Lessons from Research.

http://www.fcrr.org/science/pdf/torgesen/lda_2004new.pdf

Themes From the 2015 Summit on Intensive Intervention. White paper from December 2015 summit for improving the knowledge and understanding of intensive intervention.
http://www.intensiveintervention.org/sites/default/files/Intensive%20Intervention%20White%___20Paper_508.pdf

3. **ADE will provide a draft of the difference between remediation and intervention.**

Interventions **are instructional supports provided to students with the purpose of preventing and remediating reading difficulties. These supports are organized in tiers which provide increasing instructional intensity and support with each level.**

Prevention occurs _before_ students have experienced failure in learning to read.

Remediation occurs _after_ a student has experienced significant and persistent difficulties in learning to read.

4. ADE will provide a draft of guidance of the elements of an effective K-3 universal screener for reading.

Early literacy screeners sample specific indicators that are most predictive of success in passage reading comprehension at the end of grade 3 (LETRS Module 7, 2nd edition).   Universal screenings are very brief measures of the most beneficial information and are designed to improve accuracy of identifying those students who will likely need additional support for meeting grade level standards (Gersten, et al., 2008). Screeners have established standardized benchmarks or performance targets developed through extensive research.

Effective practices when using universal screeners include:

a) Consideration of efficiency (costs in time and personnel) when selecting the number and type of screening tools.
b) Screening of all students at the beginning of each school year and in midyear in kindergarten to grade 3.
c) Measurement of critical and age-appropriate reading related skills without being tied to any particular curriculum (See Table 3.).
d) Use of benchmarks and/or growth rates to identify students at low, moderate and high risk for developing reading difficulties.
e) Validity in benchmark scores based on longitudinal, predictive studies in which children's performance at one point is linked to their success in meeting a critical reading goal at some other point. These studies are conducted by researchers on normative samples to determine appropriate cut points.
f) Reliability of at least 0.70. Predictive validity should reach an index of 0.60 or above (Compton et al., 2006; Fuchs et al., 2004).
g) Immediate response to universal screening data for students who perform at a level seriously below the benchmark for a given time of year to accelerate development in skills that are low.

Additional Resources:

A Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders
http://www.fcrr.org/assessment/pdf/K-3%20Reading%20assessment.pdf

Table 3. Recommended target areas for early screening and progress monitoring

Measures	Recommended grade levels	Proficiencies assessed	Purpose	Limitations
Letter naming fluency	K–1	Letter name identification and the ability to rapidly retrieve abstract information	Screening	This measure is poor for progress monitoring since students begin to learn to associate letters with sounds. It is not valid for English learners in kindergarten, but seems valid for grade 1.
Phoneme Segmentation	K-1	Phonemic awareness	Screening and progress monitoring	This measure is problematic for measuring progress in the second semester of grade 1. As students learn to read, they seem to focus less on phonemic skills and more on decoding strategies.
Nonsense word fluency	1	Proficiency and automaticity with basic phonics rule	Screening and progress monitoring	This measure is limited to only very simple words and does not tap the ability to read irregular words or multi-syllabic words.
Word identification[26]	1–2	Word reading	Screening and progress monitoring	This measure addresses many of the limitations of nonsense word fluency by including multisyllabic and irregular words.
Oral reading fluency (also called passage reading fluency)	1–2	Reading connected text accurately and fluently	Screening and progress monitoring	Although the measure has moderately strong criterion-related validity, it cannot give a full picture of students' reading proficiency. Many students will score close to zero at the beginning of grade 1. The measure still is a reasonable predictor of end of year reading performance.

Source: Authors' compilation based on Fuchs, Fuchs, Thompson, Al Otaiba, Yen, Yang, Braun, and O'Connor (2001b); Speece et al. (2003b); Schatschneider (2006); O'Connor and Jenkins (1999); and Baker and Baker (2008) for letter naming fluency. For phoneme segmentation, O'Connor and Jenkins (1999). For nonsense word fluency, Speece et al. (2003b); Good, Simmons, and Kame'enui (2001). For word identification, Fuchs, Fuchs, and Compton (2004); Compton et al. (2006). For oral reading fluency, Fuchs, Fuchs, Hosp, and Jenkins (2001a); Fuchs, Fuchs, and Maxwell (1988); Schatschneider (2006); Speece and Case (2001); Gersten, Dimino, and Jayanthi (2008); Baker, Gersten, Haager, and Dingle (2006).

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

<u>**Acuity Reading/Language Arts**</u>
 	
Harcourt Assessment, Inc**.**
• CTB McGraw-Hill
  Two Penn Plaza
  New York, NY 10121
  (888) 282-5690
• http://www2.ctb.com/acuity/
 	
<u>**Purpose:**</u> Diagnostic
 	
<u>**Grade Levels**</u>: 3-8 and high school NCLB test
 	
<u>**Cost:**</u> Contact the publisher
	• Acuity is an online/paper-pencil comprehensive program that includes an integrated suite of diagnostic and predictive benchmark tests for Math and Reading covering grades three through eight and the high school NCLB test.	• Online
		• paper-pencil
			• **Content Coverage not determined**
			
			• Reading skills
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Online	*No evidence of technical adequacy is available at this time*
					
					Development of all content areas of the Acuity Assessments for Washington is still in the planning stages. There is no Washington reading assessment at this time.

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY

AIMSweb Pro Reading
 	
Harcourt Assessment, Inc.
• AIMSweb Customer Service
  P.O. Box 599700
  San Antonio, TX 78259
  (888) 944-1882
• http://www.aimsweb.com
 	
Purpose: Screening, formative, diagnostic, progress monitoring
 	
Grade Levels: K-8
 	
Cost: $3 per student per year.
 	
CBM
	• Screening and progress monitoring Curriculum-Based Measurement (CBM) testing materials and web-based software provides schools with a 3 Tier Progress Monitoring and Response to Intervention System. Includes CBM measures for Reading, Early Literacy, and support for DIBELS™.
	• AIMSweb provides links between assessment data and intervention options. Appropriate for use in an RTI setting
	• AIMSweb Pro Reading consists of Curriculum-Based Measurement (CBM) testing materials and web-based software to provide schools with a 3 Tier Progress Monitoring and Response to Intervention System. AIMSweb Pro Reading includes the following assessments: Reading-CBM, Oral Reading Fluency, Reading-CBM, Spanish Oral Reading Fluency, Maze-CBM, Reading Comprehension, TEL-CBM, Test of Early Literacy, MIDE-CBM, Spanish Early Literacy. AIMSweb Pro Reading also provides data management and reporting for the following 3rd party assessments: DIBELS™, IGDI, Get it Got it Go!
		• Paper/pencil and oral responses
		• Individual administration
		• English and Spanish versions available
		• Training for administration, scoring and interpretation provided by AIMSweb.
			• Content Coverage not determined
			• **Oral reading rate**
			• **Reading skills**
			• Reading strategies
			• **Reading comprehension**
			• Reading analysis
			• Reading critically
			• Narrative text
			• Informational text
				• 3-10 minutes to score for individual students, longer for large groups
				• Total score only for each subtest
				• Reading (ORF) (English and Spanish), Maze, test of early literacy, MIDE.
				• Pearson offers a variety of AIMSweb Training and Consultation options to choose from. These include customized on-site private sessions, Open Workshops, online training courses, live webinar sessions, or combinations of these options to provide high quality, efficient and effective professional development solutions for staff.
					Strong evidence of technical adequacy
					
					Parallel/alternate forms: = .94; Alternate form (1 week) = .89.
					
					Inter-rater reliability: = .99
					
					Test-retest reliability: (10 weeks) = .82; 10 parallel forms, 1 week apart = .91 (.84-.94); Test-retest (5 weeks) 4 parallel forms, 1 week apart = .90-.91 (median) & .89-.94 (range); 2 weeks = .97; 10 weeks .92.
					
					Content validity: CBM assessment practices are based on 25 years of scientific research.
					
					Criterion validity: Multiple studies, majority of correlations in the .70s (.39-.89)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
AIMSweb Pro Complete Harcourt Assessment, Inc. • AIMSweb Customer Service P.O. Box 599700 San Antonio, TX 78259 (888) 944-1882 • http://www.aimsweb.com **Purpose:** Screening, progress monitoring, CBM **Grade Levels**: K-8 **Cost:** $5 per student per year. AIMSweb training is approximately $3500. **CBM**	• AIMSweb Pro Complete consists of Curriculum-Based Measurement (CBM) testing materials and web-based software to provide schools with a 3 Tier Progress Monitoring and Response to Intervention System. • AIMSweb Pro Complete includes the following assessments: • Reading-CBM (Oral Reading Fluency) • Reading-CBM (Spanish Oral Reading Fluency) • Maze-CBM (Reading Comprehension) • TEL-CBM (Test of Early Literacy) • MIDE-CBM (Spanish Early Literacy) • Spelling-CBM (Spelling) • Written Expression-CBM (Writing) • TEN-CBM (Test of Early Numeracy) • Mathematics Computation-CBM (Math Computation | Math Facts) • AIMSweb Pro Complete also provides data management and reporting for the following 3rd party assessments: DIBELS™, IGDI, Get it Got it Go!, Monitoring Basic Skills Progress (MBSP)	• The administration and scoring guide is available by PDF on the web (http://www.aimsweb.com/measures/written/scoring.php) • Testers will require 1.5 - 2 hours of training. Paraprofessionals can administer the test. • Probes are 1-5 minutes to administer. Administered individually, paper and pencil and oral responses.	• Content Coverage not determined • **Oral reading rate** • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• AIMSweb systems provide assessment tools (CBM) and data organization and management software to frequently monitor progress of all students in grade K and above in the basic skills areas. • Raw score, percentile score, and developmental benchmark scores are available. Percentile scores are based on grade norms.	***Strong evidence of technical adequacy*** Parallel/alternate forms reliability: Writing: TWW = .56-.95; WSC = .53-.99; CWS = .75-.80; Math: .78-.93 (fall, winter, spring); Reading = .94. Inter-rater reliability: Writing: TWW = 96-100%; WSC = 95-99.5%; CWS = 86-97.4%; Math: .98-.99 across the 4 subtests; Reading: = .99 Test-retest reliability: Writing: TWW = .42-.91; WSC = .46-.81; Math: .79-.85 at 13 weeks; .78-.86 at 26 weeks; Reading: .82-.91. Content validity: Based on indicators of later academic success. Criterion validity: Test of Written Language = .63-.80.; reading: correlations in the .70s (.39-.89) Predictive validity: Writing: English Grades: TWW = .22 & .25, WSC = .25 & .29, CWS .33 & .35; School grades in grades 8-10: WSC = .31-.51; Math: WJ-R applied problems correlations: Fall AIMSweb Ten with WJ-R Spring: OC = .72, NI = .72, QD = .79, MN = .72.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Analytical Reading Inventory – 8th Edition (ARI) Prentice Hall • Allyn & Bacon/Merrill Professional Development • http://www.allynbaconmerrill.com/bookstore/product.asp?isbn=0131568086 **Purpose:** Formative, diagnostic **Grade Levels**: Unknown **Cost:** $48.00	• Analytical Reading Inventory is a thorough diagnostic reading inventory with clear step-by-step instructions for test administration. This instrument can be used to measure the reading progress of typical, remedial, and gifted readers. The Analytical Reading Inventory comes with a Readers' Passages booklet and two CDs. One CD walks listeners through a case study, while the second CD supports students' use of a study guide packet. These CDs help them to understand how to complete each portion of the ARI to evaluate a student's reading level and performance, and why each assessment of the ARI is important. New to this edition is an alignment of the ARI tests to standards.	• Unknown	• **Content Coverage not determined** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Unknown	*No evidence of technical adequacy is available at this time*

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Assess2Know Riverside Publishing • 3800 Golf Road, Suite 100 Rolling Meadows, IL 60008 Ph: (800) 323-9540 Fax: (630) 467-7192 • http://www.riverpub.com/ Published: 2007 **Purpose:** Formative **Grade Levels**: 3-10 **Language**: English only **Cost for 2008:** $3.00 per student, range of $5.25–$7.00 per student with Edusoft Assessment Management System	• The Assess2Know Benchmark item bank lets educators construct tests that are aligned to the Washington Learning Standards. • The Assess2Know Benchmark item bank allows districts and schools to create interim assessment programs that follow their district pacing guide or curricula, while being able to assess student mastery of the State Standards tested on the state's summative assessments. The Reading item bank contains items for grades 3–10 aligned to Washington Standards. Districts can use the Edusoft® Assessment Management System, an online test generator, with this item bank to select the standards they want to assess on a particular test. After the items have been selected and the order of the items determined, a PDF or Word document of the form is created so that the assessment can be printed. Alternatively, the assessment can be administered online.	• Admin: Individual or group • Time: Determined by test developer, dependent on number of items on each assessment • Qualification: Teacher can develop and administer tests • Online or on paper • Assess2Know can be delivered via the Edusoft Assessment Management System or as a content solution using local scoring and reporting methods.	The *Assess2Know Benchmark* Mathematics item bank includes the following numbers of items that are aligned to the Washington State Learning Standards: Grade 3 926 Grade 4 832 Grade 5 935 Grade 6 1,000 Grade 7 806 Grade 8 945 Grade 9 468 Grade 10 680 Total items 6,592 Item types include multiple choice, constructed response, and writing prompts All multiple-choice items in the item bank include a stem, correct answer, and three distractors. The stem and all options developed by our item specialists meet readability requirements for the grade level to which they are aligned. All constructed-response items are created with item-specific rubrics. The rubric for each constructed-response item has been developed to support accurate, unbiased, and consistent scoring.	**Score reporting:** Available reports, as delivered within the *Edusoft* system, include: • Performance Band Report • Class List Report • Student Performance Reports • Report Builder • School Comparison Reports • Benchmark Exam Labels • Item Analysis • Item Response Report • Intervention Groups • Teacher Tools Test Results • Teacher Tools Labels Scores available in the *Edusoft* system include raw scores, grade equivalents, age equivalents, and percentiles. The Item Analysis Report lists reliability, validity, difficulty, and discrimination for entire test and per question. **Alternate Forms**: Unlimited—OSPI or teachers can create as many tests as desired.	*No independent evidence of technical adequacy is available at this time.* Publisher claims that, based on the same process used to develop high-stakes tests, instrument is reliable and valid. No details provided. Publisher claims that items are "…tightly aligned to the Washington State Learning Standards at the most granular level." Bias and sensitivity reviews have been conducted.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Basic Early Assessment of Reading™ (BEAR®)
 	
Riverside Publishing
• 3800 Golf Road, Suite 100
  Rolling Meadows, IL 60008
  Ph: (800) 323-9540
  Fax: (630) 467-7192
• http://www.riverpub.com/
 	
Purpose: Summative, diagnostic, screening
 	
Grade Levels: K-3
 	
Cost: $280.75
	• Provides an assessment of young students' acquisition of the essential components of reading—phonemic awareness, phonics, vocabulary, comprehension, and oral reading fluency
	• Content written to measure students' mastery of standards in reading and language arts. Emphasis on skills students need to become successful readers by grade 3. Suite of four assessments to help teachers customize assessment program. Variety of item types: multiple-choice, open-ended, and extended-response questions. Developmentally appropriate for young students. Individual, small-group, or classroom administration. Software to organize test data and produce a variety of professional reports
		• Individual or group
		• Untimed, estimated administration times: Initial-Skills Analysis 45–60 minutes total; Specific-Skills Analysis 30–40 minutes per content area; Oral Reading Fluency Assessment 15–30 minutes per passage or list; and Summative Assessment 30–40 minutes per content area.
		• Initial Skills analysis given at beginning of year (or on school entry)
		• ORF can be given three times per year
		• Summative assessment given at year end
			• Content Coverage not determined
			• **Reading skills**
			• Reading strategies
			• **Reading comprehension**
			• Reading analysis
			• Reading critically
			• Narrative text
			• Informational text
				• Scoring done on site; software available for paper and pencil, computer administered test is scored automatically
				• Total scores and scores in each content area
				• Approximately 10,000 students participated in the field tests 2000-01
					Limited psychometric evidence (Buros Review)
					
					Internal consistency: Paper/pencil total test = .83-.88.; computer test = .82-.85.
					
					Inter-rater reliability: Paper/pencil test = 67-100% for accuracy, and 67-83%.
					
					Test-retest: 4 week interval = .70-.77 with small and large group.
					
					Correlations between paper/pencil and computer test: .71-.82.
					
					Content validity: Items reflect National Reading Panel Teaching Children to Read (2000) standards; readability conforms to grade level.
					
					Limited validity evidence (Buros)
					
					May be a difference in difficulty of paper and pencil versus computer versions of test (Buros)
					
					No reliability estimates for specific skills components; "a concern" (Buros)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Comprehensive Reading Assessment
 	
Options Publishing
• 4 Center St., PO Box 1749
  Merrimack, NH 03054
  (800)782-7300
  Fax (866) 424-4056
• http://www.optionspublishing.com
 	
• service@optionspublishing.com
 	
Purpose: Diagnostic
 	
Grade Levels:
 	
Cost: $14.95 for student books at each grade, $12.05 for teacher booklets at each grade.
	• According to the publisher the Comprehensive Reading Assessment provides test preparation and practice and diagnoses students' performance. It provides a visual matrix for each student that summarizes results and it includes instructional lessons to improve performance.
	
	• Critical skills covered include: Identifying Main Idea, Identifying Details, Identifying Sequence, Inferences, Identifying Author's Purpose, Identifying Genre, Using Context Clues
		• Each test includes a minimum of two pages of instruction for every question to help identify where students need help and HOW to improve their performance.	• Content Coverage not determined
			
			• **Reading skills**
			
			• **Reading strategies**
			
			• **Reading comprehension**
			
			• Reading analysis
			
			• **Reading critically**
			
			• Narrative text
			
			• Informational text
				• Unknown	*No evidence of technical adequacy is available at this time*

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
The Comprehensive Test of Phonological Processing (CTOPP) Pearson's Assessment • (800) 627-7271 • http://www.pearsonassessments.com **Purpose:** Diagnostic and formative **Grade Levels**: Ages 5-24 **Cost:** $231.00	• Assesses phonological awareness, phonological memory, and rapid naming • Persons with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not. • Because the test battery spans such a wide range of ages, and the abilities it taps are so varied across the ages, it was necessary to develop two versions of the test. The first version, developed for individuals ages 5 and 6 (primarily kindergartners and first graders), contains seven core subtests and one supplemental test. The second version, for individuals ages 7 through 24 (persons in second grade through college), contains six core subtests and eight supplemental tests. In both versions the supplemental tests are provided to allow the examiner to more carefully assess specific phonological strengths and weaknesses. • Assesses three components of processing: Phonological Awareness, Phonological Memory, and Rapid Naming	• Testing Time: 30 minutes • Administration: Individual • Only one form	• Content Coverage not determined • **Reading skills** • **Phonological sills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Provides scores on 11 subtests at ages 5-6 and 17 subtests at ages 7-24 • Provides standard scores, percentile ranks, and age and grade equivalents • Normative sample of 1,656 children from 30 states	***Strong evidence of technical adequacy (Buros Review)*** Internal consistency: .70-.96. Inter-rater reliability: =.98 with a caution from Buros review about validity of this value due to measurement issues. Test-retest: 2 week interval: 5-7 year olds= .68-.97; 8-17 year olds = 72-.93; 18024 year olds = .67-.90. Content validity: Includes item rationale, item response theory, and differential item functioning analysis. Criterion validity: Very well evaluated with several studies: WRMT-R,, TOWRE. Predictive validity: With the Lindamood Auditory Conceptualization Tests, the WRMT-R, the Gray Oral Reading Test –3, ad the WRAT-3 produced concurrent validity coefficients ranging between .00-.75 (mean=.43) and predictive validity coefficients ranging between .21-.72 (mean=.46). Construct validity: Factor loadings result between the factors and the subtests above .52. DIF analyses conducted

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Degrees of Reading Power Program (DRP)
 	
TASA, Inc.
• P.O. Box 382
  4 Hardscrabble Hgts
  Brewster, NY 10509
  (800) 800-2598
  Fax: (845) 277-3548
• http://www.tasaliteracy.com
  info@tasaliteracy.com
 	
Purpose: Diagnostic, formative
 	
Grade Levels: 1-12 and over
 	
Cost: $53 per kit (in 2003)
	• The Degrees of Reading Power (DRP) Program is the basis of a highly regarded line of reading comprehension tests for students in grades 1 – 12+. The tests are criterion-referenced and allow precise tracking of a student's reading development over time.
	• These tests consist of carefully constructed nonfiction paragraphs and/or passages on a variety of topics. Words have been intentionally omitted from these paragraphs and passages. Students are asked to fill the conceptual gap by selecting the correct word from a set of multiple choice options.
		• Multiple choice
		• Group
		• 45 minutes to adminster
			• Content Coverage not determined
			
			• **Reading skills**
			
			• Reading strategies
			
			• **Reading comprehension**
			
			• Reading analysis
			
			• **Reading critically**
			
			• Narrative text
			
			• Informational text
				• Total score only	***Little evidence of technical adequacy***
					
					(Buros review): the current handbook refers the reader to a technical manual published in 1987 for information on reliability and validity of measures. In addition to the age of the technical manual, it refers to data that were not generated by the current forms of the measures. Further, the forms J & K that are used for the main test are not those with the reliability and validity data.
					
					Content validity: The manual does not go into extensive discussion as to how the current form was developed in terms of the construction of the passages or the determination of which words to select for the cloze procedure

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY

Developmental Reading Assessment, Second Edition (DRA2)
 	
Pearson Learning Group
• 145 South Mount Zion Road
P.O. Box 2500
Lebanon, IN 46052
• (800) 321-3106
• Fax: (800) 393-3156
• http://www.pearsonlearning.com
 	
Purpose: Diagnostic
 	
Grade Levels: K-3, 4-8
 	
Language: English and Spanish
 	
Cost: Training video package: $261.50 K-3 kit: $146.95, K-3 complete package: $2,398.50
	• Field-tested for ten years the DRA helps K-3 teachers identify students' strengths and drive effective instruction. The DRA helps teachers pinpoint students' strengths and reading abilities in a one-on-one conference.
	• The DRA2 is a unified assessment for grades K-8 that provides a formative measure to help educators make instructional decisions and differentiate reading instruction. DRA2 helps educators understand where students are in their reading development so an instructional plan can be created that will address their needs.
	• To help teachers evaluate a student's level of skill development and readiness for instruction, DRA2 is designed for the following purposes:
	  • to measure how well students read fiction and nonfiction,
	  • to monitor student growth and development on a variety of crucial skills and strategies that successful readers utilize,
	  • to help teachers diagnose student needs and plan for timely instruction,
	  • to prepare students to be successful at meeting today's classroom and testing expectations, and
	  • to support teachers and school districts in keeping parents and other stakeholders informed about their students' levels of reading achievement.
		• **Administration**: Mix of individual and group depending on grade or portion
		• **Time**: Varies depending on level from 10-45 minutes
		• **Qualification**: Teacher, administrator, or paraprofessional
			• **Content Coverage not determined**
			• Reading skills
			• Reading strategies
			• Reading comprehension
			• Reading analysis
			• Reading critically
			• Narrative text
			• Informational text
				• Teacher Guides include an "Analyzing Student Performance: Descriptions and Examples" section. This familiarizes educators with the criteria used for establishing performance levels and provides definitions and examples of Independent and Advanced responses and directions for analyzing and scoring students' oral and/or written responses. Teachers also have the Focus for Instruction, documenting a plan to help students in their areas of needs.
				
				Specific reports include:
				
				• Student Book Graph monitors students' progress in reading level across their school years.
				• Class Reporting Form records students' DRA™2 text levels and scores for Reading Engagement, Oral Reading Fluency, and Comprehension.
				• Focus for Instruction: Class Profile enables teachers to decide how to group students for instruction based on specific needs.
				• Student Assessment Folder provides storage and longitudinal monitoring of an individual student's progress.
					Some evidence of technical adequacy
					
					Internal consistency: from .54 to .85 for oral fluency and .58 to .85 for comprehension across levels.
					
					Test-retest reliability (~ 2 weeks) was .97 for grades 1-3 and .93 for grades 4-6 for fluency and was .99 for grades 1-3 and .97 for grades 4-6 for comprehension.
					
					Inter-rater reliability: 30 students tested by 26 raters, overall agreement was .66 for fluency and .72 for comprehension. Exact agreement corrected for chance was .57 for fluency and .65 for comprehension.
					
					Concurrent validity of *DRA*2 assessed with three other assessments: GORT-4, DORF, Gates MacGinitie; correlation coefficients ranged from 0.60 to 0.76.
					
					Predictive validity measured between DRA2 and teacher ratings: .63 for fluency, .60 for comprehension.
					
					The correlation between the *DRA*2 subtests is 0.41 showing that the instrument measures two different facets of reading ability; although factor analytic results suggest instrument has three factors not two.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Diagnostic Achievement Battery - 3 (DAB-3) Slosson Educational Publications, Inc. • PO Box 544 East Aurora, NY 14052 (716) 652-0930 (888) 756-7766 Fax: (800) 655-3840 • http://www.slosson.com **Purpose:** Diagnostic, summative **Grade Levels**: Ages 6-0 to 14-11 **Cost:** Test Kit (Manual, 25 Student Worksheets, 25 Profile/Answer Sheets, and 1 Student Booklet) $295; 25 Student Worksheets $47; 25 Profile-Answer Sheets $67 **NRT**	• A standardized, norm referenced test. • This popular achievement test provides a comprehensive assessment of academic abilities in 6- to 14-year-old students. It profiles strengths and weaknesses in the following areas: Listening, Speaking, Reading, Writing, and Mathematics. DAB-3 is particularly useful in identifying students for special education placement or remedial planning. • The battery includes 14 subtests, all relevant to the assessment of learning disabilities: Story Comprehension, Capitalization, Characteristics, Punctuation, Synonyms, Spelling, Completion, Contextual Language, Alphabet/Word Knowledge, Math Reasoning, Reading Comprehension, Math Calculation, Story Construction, Analysis	• 90-120 minutes for administration. • Oral and paper/pencil test. The administrator reads most of the test aloud to an individual child and simultaneously records responses on a profile/examiner record booklet. There is a separate student response booklet for capitalization and punctuation, spelling, contextual language, story construction, and calculations	• Content Coverage not determined • Reading skills • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Standardized on more than 1,500 students, DAB-3 provides standard scores and percentiles for each subtest. By combining subtests, you can also generate various composite scores: Listening, Speaking, Reading, Writing, Mathematics, Spoken Language, Written Language, and Total Achievement. These are useful in determining the child's global strengths and weaknesses • 14 subtest scores (story comprehension, characteristics, synonyms, grammatic completion, alphabet/word knowledge, reading comprehension, captialization, punctuation, spelling, writing: contextual language, writing: story construction, mathematics reasoning, mathematics calculation, phonemic analysis) and 8 composite scores (listening, speaking, reading, writing, mathematics, spoken language, written language, total achievement)..	***Some evidence of technical adequacy*** Internal consistency: full test = .98 to .99, subtests = .80-.90. No information for parallel/alternate forms, or inter-rater reliability. Test-retest: low .70s to high .90s; Composite = .83 for writing & .99 for listening. CFA supports both a one and four factor solution, the manual reports that they consider both to be equally viable. Content validity: Offered in the form of thorough explanations of the rationale and development process for items in the individual subtests. Criterion validity: Scores on the DAB-3 correlate moderately with their counterparts in the Stanford achievement test (9) at the subtest level and strongly at the total achievement level

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Diagnostic Assessments of Reading (DAR2) Riverside Publishing • 3800 Golf Road, Suite 100 Rolling Meadows, IL 60008 • Ph: (800) 323-9540 • Fax: (630) 467-7192 • http://www.riverpub.com/ **Purpose:** Diagnostic **Grade Levels**: 1-12 **Cost:** $150 in 1995	• Provides an assessment of individual student achievement in print awareness, phonological awareness, letters and sounds, word recognition, word analysis, oral reading accuracy and fluency, silent reading comprehension, spelling, and word meaning. • Assess all five components of an effective Reading First program—phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. • Use in:Title I, special education, adult literacy, or reading placement programs.	• Untimed, usually takes about 40 minutes • Individually administered	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Scoring: simultaneous with administration, or DAR ScoringPro. • Aggregate and disaggregate student scores with DAR ScoringPro. Use the Interpretive Profile to synthesize information about individual student achievement. Fluency rating is now a part of the Oral Reading test. • Standardization sample consisted of 1,395 students in grades K–12 in 2004	***Some evidence of technical adequacy*** Buros review on first edition of DAR not positive. Much more complete information provided on DAR2. Internal consistency coefficients from .62-.99; lower at K and 1, higher values on almost all subtests from 3-12. Classification consistency from .66-.94 by subtest at grade K, .76-.96 at grade 1 for identifying students in need of instructional intervention Exact agreement inter-rater reliability from .80-.92 Content validity: Based on Caroll's (1977) theory of three components underlying reading comprehension: Language, cognition, and reading skills and comparison of blueprint to National Reading Panel components. Criterion validity with Gates-MacGinitie Reading Tests from .23-.76 across subtests and grades. Subtest intercorrelations provide some evidence of convergent and divergent validity. DIF analyses conducted.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Diagnostic Online Reading Assessment (DORA) Let's Go Learn, Inc. • 705 Wellesley Ave. Kensington, CA 94708 • (888) 618-7323 • http://www.letsgolearn.com **Purpose: Unknown** **Grade Levels**: K-12 **Cost:** 100 Test Pack: $499.00 30 Test Pack: $299.00	• Measures eight sub-skills of reading • Comprehensive student profiles result from assessing key reading sub-skills together: • high-frequency words • word recognition • phonics • oral vocabulary • spelling • reading comprehension • fluency • phonemic awareness • content adapts to each learner's ability in real-time • Interactive technology features a mix of audio, text, and multimedia images to engage all students • Spanish Edition Coming Soon!	• Online	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Online • After a child completes an assessment, teachers can retrieve a report which details his or her reading profile in a quantitative and qualitative fashion and provides important instructional recommendations specific to that child's reading profile • quantitative summary of the child's performance on each of the sub-tests • qualitative summary of the child's reading profile which is broken up into three sections: 1) Graphophonic Strategies, 2) Semantic and Syntactic Strategies, and 3) Overall Summary • The third section of the report is a summary of different kinds of instructional strategies in the three domains (graphophonic, semantic, and syntactic) which would best accelerate the child's reading development	*Little evidence of technical adequacy is available at this time* Criterion validity from .60-.89 with DAR, QRI depending on subtest (n=17 to 20)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Diagnostic Screening Test Reading (DSTR) Slosson Educational Publications, Inc. • PO Box 544 • East Aurora, NY 14052 • (716) 652-0930 • (888) 756-7766 • Fax: (800) 655-3840 • http://www.slosson.com **Purpose:** Achievement Test and Language Test (1977) **Grade Levels**: K-12 **Cost:** Contact the publisher **NRT**	• Subject area tests were compiled from sampling items from "end of chapter" tests, teachers reviewed items and then they were administered to students in grades K-12.	• Can be administered to groups at grades 2 and above.	• **Reading Content Coverage not determined** • **Science, social studies, literature and the arts, practical knowledge** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Achievement Test: 5 scores: science, social studies, literature and the arts, practical knowledge, total achievement • Language test: 8 scores: Punctuation, spelling rules, sentence structure, grammar, capitalization, formal knowledge of language, applied knowledge of language, total language.	*Little evidence of technical adequacy (Buros review)* Achievement test: Test items do not appear to be developmentally sequenced. Minimal reliability data, low to moderate values. Subject area tests were compiled from sampling items from "end of chapter" tests. Language test: Limited reliability and validity evidence,

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Center on Teaching & Learning • 5292 University of Oregon Eugene, OR 97403-5292 • http://dibels.uoregon.edu • E-mail: support@dibels.uoregon.edu **Purpose:** Formative, screening, progress monitoring **Grade Levels:** PreK-6 **Cost:** $1 per student per year, testing and scoring materials available for free download. **CBM**	• The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.	• 1-3 minute measures • Individual administration • Oral and pencil/paper responses • Multiple forms (20+) each measure/grade level • English and Spanish versions available • Teachers and paraprofessionals who have been thoroughly trained to administer DIBELS measures, DIBELS offers trainings – generally a two day training.	• Content Coverage not determined • **Oral reading rate** • **Phonemic skills** • **Reading skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Linked to intervention strategies • Assessment probes and scoring packets are available for free on the DIBELS website. DIBELS provides benchmarks in the free online manual, as well as an online database for comparison and report purposes. • 3-10 minutes, scored by hand. • Total score for each subtest, can compare to national database for percentiles compared to nation, region, school district, school building.	***Strong evidence of technical adequacy*** Reliability: ORF 1 probe = .65, multi-measure probe =.90; PSF 1 probe = .88, multi-measure probe = .96; NWF 1 probe = .92, multi-measure probe = .98; LNF 1 probe = .93, multi-measure probe = .98. Concurrent validity: ORF = .36-.48; PSF = .54- .65; NWF =.59; LNF = .70- .77 (with Metropolitan Readiness Test, Stanford Diagnostic Reading, and Woodcock-Johnson reading) Predictive validity: ORF = .36-.45; PSF = .62-.68; NWF =.66-.82; LNF = .65-.81. Buros review urges caution in the use of instructional categories derived from DIBELS (at risk, low risk, some risk); lack of measurement of reading comprehension and vocabulary an "important gap"

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Dominie Reading & Writing Assessment Portfolio
 	
Pearson Learning Group
• 145 South Mount Zion Road
  P.O. Box 2500
  Lebanon, IN 46052
  (800) 321-3106
  Fax: (800) 393-3156
• http://www.pearsonschool.com
 	
Purpose: Diagnostic
 	
Grade Levels: K-8 (Part 1 is K-3, Part 2 is 4-8)
 	
Language: English, Spanish version available
 	
Cost: Part 1 for grades K-3 = $237, Part 2 for grades 4-8 = $175.95
	• Based on National Reading and Writing Standards and Best Practices Research, the Dominie Reading & Writing Assessment Portfolios feature original fiction and nonfiction stories, leveled books, rubrics for story writing and reading fluency, case studies, essential phonics and spelling components, convenient reproducible assessment forms, and a scoring guide for spelling accuracy that is based on an analysis of developmental spelling tests.
	
	Educators can:
	
	• observe and assess student performance
	• analyze data and report assessment information to parents and other educational audiences
	• make instructional decisions from assessment results that can guide short and long-term interventions
	• determine instructional foci for student intervention services
	
	• Useful in a variety of settings, including elementary and secondary schools, clinics, reading centers, and post-secondary environments.
		• Individual and group administration.
		• Paper/pencil test.
		• Assessments are given in reading, phonics, writing and spelling.
		
		• Time: Varies depending on level of student, assessment component and assessment schedule. 5-20 minutes
		
		• Qualification: B , Teacher, Reading Specialist or Administrator
		
		• Reading: Oral and silent reading of passages in 1-on-1 settings with story retelling after silent reading.
		
		• Phoneme representation and spelling accuracy: Can be administered in large group after first grade, small group or one-on-one in kindergarten and first grades.
		
		• Vocabulary and Writing Vocabulary: Administered in one-on-setting.
		
		• Spelling: Lists of 45 words with graded word lists are dictated to students. Can be administered to whole class.
		
		• Phonemic Awareness and Phonics: Administered in one-on-one setting.
			• **Content Coverage not determined for reading**
			
			• Reading skills
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Raw scores can be converted grade-equivalent scores, and stanine rankings; competency criterion scores used for some tasks. Each scoring sheet has easy-to-use stanine/scoring charts.
				
				• Reading: Criterion scores, percentiles, fluency rubric, pace index for Correctly Read Words per Minute (CRWPM), retelling/question/answer analysis.
				
				• Writing: Stanine scores and Rubric.
				
				• Spelling: Stanine scores and Developmental Analysis of Spelling.
				
				• Phonics: Stanine scores.
				
				• Vocabulary: Stanine scores.
				
				• Phoneme representation and Phonemic Awareness: Stanine scores.
				
				• Concepts of Written Language: Stanine scores and standards
				
				• Alternate Forms:
				  A, B, & C alternate forms for phoneme representation, vocabulary, and spelling; A & B for phonics.
				
				• Individual student summaries providing composite scores; class records; individual analysis (raw scores, stanines, pattern analysis)
					Limited evidence of technical adequacy.
					
					Publisher reports a two-year study conducted by an independent research team of South Carolina students over two years resulting in fall to spring correlations ranging from .70-.86 and intercorrelations among subtests/tasks ranging from .45-.69
					
					Publisher reports r=.65 with Stanford Reading First in a sample of 2,500 students.
					
					Normed on a sample of 1,200 students in 20 states.
					
					Publisher reports coefficient alpha reliability in the ".90s"

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Early Reading Diagnostic Assessment™ Second Edition (ERDA™ Second Edition) Harcourt Assessment, Inc. • Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 (800) 211-8378 Fax: (800) 232-1223 • http://www.harcourtassessment.com **Purpose:** Diagnostic **Grade Levels**: K-3 **Cost:** Price available from the publisher	• Identify the Early Reading Skills of your K-3 Students to Target Instruction • Based on teacher input and designed for teacher administration, the Early Reading Diagnostic Assessment™ Second Edition (ERDA™ Second Edition) is the ideal individually administered diagnostic test to identify young children at risk for reading difficulty or failure. Based on reading research, this valid and reliable assessment provides specific information about a child's reading skills to help you.	• Individual administration • Working Time • 45-60 minutes including • 15-20 minutes for screening develop targeted, grade-specific instruction.	• Content Coverage not determined • **Phonological skills** • **Reading skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Hand-scoring Web-based scoring, reporting, and disaggregation with ERDA Second Edition Rapid Reports • Six composite scores: Brief and Full Vocabulary, Rapid Automatic Naming, Phonological Awareness, Narrative, and Informational Fluency • Raw scores, percentile ranges that translate into three literacy categories (Below Basic, Basic, and Proficient) • 2002-03 standardization sample of 800 students • Lack of standard scores or grade norms may be frustrating for some (Buros review)	***Some evidence of technical adequacy (Buros Review)*** Internal consistency: Split-half=.54-.98 for subtests. Inter-rater reliability: 199 student responses & 2 raters, word definitions = .88; multiple meanings = .96. Test-retest reliability: N=65, 7-30 days between. Most subtests had minimal gain in items correct; Most had coefficients in the .80s & .90s, some .70s & .60s. Content validity: Used professional judgment of curriculum experts in reading, speech, and other language arts who matched the content of the items with the curriculum standards specified by the US Dept. of Ed. Construct validity: Consistent evidence of low to moderate positive subtest correlations, the general direction and magnitude of the correlations "appear to be logical for the structure of the test" Criterion validity: Significant differences between SPED and RegEd on all subtests and composites.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
easyCBM • http://www.easycbm.com • accounts@easycbm.com **Purpose:** Formative, diagnostic **Grade Levels**: K-5 **Cost:** Free progress monitoring with charge for site license upon completion of benchmarking	• Test areas: Letter names, letter sounds, phonemic segmentation, word reading fluency, passage reading fluency, narrative passage reading comprehension • 17 alternate forms on all CBM measures provided.	• Training/administration directions including video vignettes and administrator tests for all test areas.	• Content Coverage not determined • **Oral reading rate** • **Reading skills** • Reading strategies • **Reading comprehension** • Error analysis • Reading critically • Narrative text • Informational text	• Web support for reporting. Can create reports for individuals as well as groups. • Website also allows linking to and tracking of interventions as well as a benchmarking guide for evaluating assessment results.	***Limited evidence of technical adequacy*** All forms have been calibrated using IRT for equivalence

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Expressive One-Word Picture Vocabulary Test (EOWPVT) Pearson's Assessment • (800) 627-7271 • http://www.pearsonassessments.com **Purpose:** *This is an English language test*, not a reading test **Grade Levels**: Ages 2-18 **Cost:** $140 per kit **NRT**	• Test of English language	• Testing Time: 10-15 minutes. • The EOWPVT (2000) assesses a student's English-speaking vocabulary by asking the individual to name objects, actions, and concepts pictured in illustrations. New administration procedures permit the examiner to prompt or cue examinees. This edition combines the lower and upper levels into a single record form for use with individuals age 2 through 18-11. As testing proceeds, items become progressively more difficult. When the examinee can not correctly name several consecutive items, testing is discontinued.	• Content Coverage not determined • **English language skills** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Provides raw scores, standard scores, confidence intervals, percentile ranks and age-equivalents.	***Limited evidence of technical adequacy for test of English language (Buros Review)*** Internal consistency: median .96 (.93-.98). Test-retest reliability: 20 day period, strong correlations. Inter-rater reliability: "strong confidence level" (Buros) Correlated with 12 other vocabulary measures (median = .79).

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY
Gates-MacGinitie Reading Test, 4th Edition Riverside Publishing • 3800 Golf Road, Suite 100 • Rolling Meadows, IL 60008 • Ph: (800) 323-9540 • Fax: (630) 467-7192 • http://www.riverpub.com/ **Purpose:** Summative assessment of reading and reading screening test Paper and pencil or online tests **Grade Levels**: K through adult reading, adult reading online assessment **Cost:** $78.75 per hand-scorable package including 25 test booklets; $119.25 per machine-scorable test booklet package (2005) **NRT**	**Subtests and skills assessed:** • Subtests vary somewhat across grade levels based on the key skills being assessed. • <u>Literacy Concepts</u> -- show knowledge of print mechanics • <u>Oral Language Concepts</u> -- demonstrate skills in phoneme sequencing, phoneme matching, phoneme segmentation, and word length. • <u>Letters and Letter-Sound Correspondences</u> -- show knowledge of letters, match letters with sounds (phonemes). Higher-levels: show knowledge of initial consonants, consonant clusters, final consonants, consonant clusters, and vowels. • <u>Listening (Story) Comprehension</u> -- listen to a passage read aloud, and answer comprehension questions • <u>Basic Story Words</u> -- show understanding of text-related vocabulary. • <u>Word Decoding</u> -- accurately identify isolated words in grade word lists. • <u>Comprehension</u> -- Student must read a passage of text and correctly answer relevant comprehension questions. • <u>Word Knowledge</u> -- select an appropriate word based on given cues. •	**Group or individual administration** • **Time to administer:** • Levels PR and BR (teacher paced) approx. 75-100 min. (paper-pencil only) • Level 1: 55 minutes (paper-pencil and online) • Level 2: 75 minutes (paper-pencil and online) • All other levels: 55 minutes (paper-pencil and online) • Forms S and T. • **Early levels:** items read to students. Higher levels student required to read aloud, answer questions • *Appears to require little training to administer levels above beginning reading.*	• Content Coverage not determined • Reading skills • **Reading strategies** • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • **Informational text**	• CD-ROM for self-scoring (PC only) with norm tables. Or available online • **Scores:** • National stanines, normal curve equivalents (NCEs), percentile ranks, grade equivalents, and extended scale scores. • Riverside Scoring Services® GMRT Score Converting and Reporting Software (paper 1999 norms only), or local scoring • In 1998-99 over 65,000 K-12 students participated in the standardization sample	***Some evidence of technical adequacy (Buros Review)*** Long-standing norm-referenced test. First published 1926. Many reviews. Technically adequate for summative assessment. Contains essential literacy skills NRP 2000 Self-described as diagnostic; appears used more as summative assessment Internal consistency: coefficients at or above .90 except Adult Reading. Alternate forms reliability: most above .90. Test-Retest: > .88 except grade 12 Limited concurrent and construct validity evidence. Criterion validity in one study: .58 - .86. Bias studies conducted

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Gray Diagnostic Reading Tests-Second Edition *(GDRT-2)* PRO-ED, Inc. • 8700 Shoal Creek Blvd. Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com Publication dates: 1991-2004 **Purpose:** Diagnostic, formative **Ages::** 6.0 through 13.11 years **Cost 2006:** $250 per complete kit including examiner's manual (2004, 113 pages), Adventures in Fancyland Storybook, Student Book Form A, Student Book Form B, 25 record Forms A, 25 record Forms B, and storage box; $73 per examiner's manual; $50 per Student Book Form A; $50 per Student Book Form B; $5 per Adventures in Fancyland Storybook; $47 per 25 record Forms A; $47 per 25 record Forms B. **NRT**	• The Gray Diagnostic Reading Tests-Second Edition (GDRT-2) is an individually administered battery of norm-referenced reading and related tests. The battery, designed for children ages 6 years, 0 months to 13 years, 11 months, has two forms, Form A and Form B. • he Gray Diagnostic Reading Tests-Second Edition (GDRT-2) is a revised edition of the Gray Oral Reading Tests-Diagnostic (Bryant & Wiederholt, 1991) that may be used independently or in conjunction with the Gray Oral Reading Tests-Fourth Edition (GORT-4; Wiederholt & Bryant, 2001) and/or the Gray Silent Reading Tests (Wiederholt & Blalock, 2000) • The GDRT-2 contains four core subtests and three supplemental subtests. The four core subtests are Letter/Word Recognition, Phonetic Analysis, Reading Vocabulary, and Meaningful Reading; the three supplemental subtests are Listening Vocabulary, Rapid Naming, and Phonological Awareness. According to the examiner's manual (manual), the core subtests directly "measure different aspects of reading" (p. 2), whereas the supplemental subtests measure factors that represent "only a correlative relationship to reading" (p. 4). Because the core subtests are theoretically related to one another, their scores can be combined into composite ability scores (composites) for Decoding, Comprehension, and General Reading. In contrast, because the supplemental subtests are theoretically unrelated to one another and do not directly assess the reading process, their scores cannot be combined.	• **Administration**: Individual • **Time to Administer:** 45-60 minutes • Two forms available for test-retest; A and B	• Content Coverage not determined • Oral reading rate • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Decoding (Letter/Word Recognition, Phonetic Analysis, Total), Comprehension (Reading Vocabulary, Meaningful Reading, Total), General Reading, Listening Vocabulary, Rapid Naming, Phonological Awareness • Six types of scores are obtained: raw scores, standard (scaled) scores for the subtests, composite ability scores, percentile ranks, age equivalents, and grade equivalents. Only the Rapid Naming subtest is timed, with a maximum of 2 minutes allowed. Appendices contain easy-to-use tables for the conversion of raw scores to scaled scores, percentile ranks, age equivalents, and grade equivalents. Additional tables permit the conversion of scaled scores to composite ability scores and percentile ranks. • "learning to administer it is easy, as is administration and scoring" (Buros) • Norm referenced; standardization sample of 1,414 students in 17 states as well as previous test users	*Some evidence of technical adequacy (Buros Review)* Internal consistency: For 80 coefficients across ages and subtests 9 coefficients were between .80 and .84, remainder were .85 or higher. Alternate forms reliability ranged from .74 to .99. Same form test-retest coefficients from .82 to .89, .90 to .94 for composite scores. For alternate forms and delayed administration (interval not specified) all but three coefficients were below .90. Sample size in study was small (N=40). Concurrent validity from .51 to .74 with Woodcock-Johnson depending on subtest (N=28). "moderate to high" correlations with WISC-III (Buros) "Additional research is needed to establish criterion-related validity and construct validity" (Buros) "the GDRT-2 lacks the depth and breadth needed to assess children's reading difficulties fully" (Buros)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Gray Oral Reading Tests - 4th Edition A **_(GORT-4)_** PRO-ED, Inc. • 8700 Shoal Creek Blvd. Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com Publication dates: 1967-2001 **Purpose:** Diagnostic, formative **Ages:** : 6.0 through 18.11 years or grades 1 - 12 **Cost:** GORT-4 (2001) $198 **NRT**	• Norm-referenced measure of growth in oral reading and an aid in the diagnosis of oral reading difficulties. (Publisher) • Five scores give information on a student's oral reading skills in terms of: Rate, Accuracy, Fluency, Comprehension, and Overall Reading Ability. • Used to identify students who are significantly below level in oral reading skills who may need additional support. • Provides system for recording types of oral reading errors or miscues across five areas.	• Multiple-choice format; oral reading rate, accuracy, fluency, and comprehension • Developmentally sequenced passages with comprehension questions after each. • Children read aloud 13 increasingly difficult passages, each followed by comprehension questions. • **Time to Administer:** 15-45 minutes • Strictly a measure of comprehension and oral reading ability, appropriate for more advanced readers. • Two forms available for test-retest; A and B • **Buros (2003)** suggests that formal training is required for valid administration of the measure due to technical skill requirements.	• Content Coverage not determined • **Oral reading rate** • Reading skills • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Norms using NCEs, T-scores, z-scores, standard scores and percentiles %iles preferable to grade equivalents given in other NRT measures. • Real-time evaluation of actual oral reading more relevant to instruction than multiple-choice independent reading. • Provides actual sample of oral reading. • Scoring rubric for miscue analysis may be useful.	_**Evidence of technical adequacy (Buros Review)**_ Technically adequate, in line with current theoretical rationale in measuring reading ability. Used extensively since 1967. Many studies, revisions and improvement in technical adequacy since first edition. **Reliability:** All average reliabilities are .90 or above, except test-retest with .85 - .95. **Validity**: Correlation with other measures .60s and .70s. Lower in comprehension subtest (.47). **Good content validity**: Items based on widely used word lists. **Norms:** Much improved, updated norm sample (1,600 students; 2000; stratified based on projected 2000 census across 28 states; sample inclusive of gender, racial, ethnic , and economic diversity) Analysis of item bias on all 140 items showed no statistically significant bias.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Gray Silent Reading Tests
 	
ProEd Publishing Co.
• 8700 Shoal Creek Blvd.
• Austin, TX 78757-6897
• Published: 2000
• http://www.proedinc.com
 	
Purpose: Summative
 	
Age Range: Child, Adolescent, Adult ages 7 – 25 years.
 	
Cost: (2003) $138 per complete kit including 25 profile/response forms, 10 each of reading book Forms A and B; and manual (101 pages); $15 per 25 profile/response forms; $29 per 10 reading books (specify A or B).
 	
NRT
	• The GSRT consists of two parallel forms each containing 13 developmentally sequenced reading passages with five multiple-choice questions.
	
	• Useful in a variety of settings, including elementary and secondary schools, clinics, reading centers, and post-secondary environments.
	
	• Publisher website: "The GSRT was developed to be used independently or as an adjunct to the Gray Oral Reading Test-4th Ed. (GORT 4). The GSRT helps you quickly and efficiently measure an individual's silent reading comprehension ability. GSRT results may be used to:
	  o identify individuals whose scores are significantly below those of their peers and who might need additional assessment and intervention designed to improve reading comprehension
	  o to determine areas of relative strength and weakness across reading comprehension
	  o to document overall progress in reading development as a consequence of intervention programs
	  o to serve as a measure for research efforts designed to investigate reading comprehension
		• Individual or group administration, 15-30 minutes.
		
		• Silent Reading comprehension: students read a short paragraph and then answer 5 multiple-choice comprehension questions about the passage.
		
		• Qualification Level: B
		A degree from an accredited 4-year college or university in Psychology, Counseling, or a closely related field PLUS satisfactory completion of coursework in Test Interpretation, Psychometrics and Measurement Theory, Educational Statistics, or a closely related area; OR license or certification from an agency that requires appropriate training and experience in the ethical and competent use of psychological tests.
			• Content Coverage not determined
			
			• Reading skills
			
			• Reading strategies
			
			• **Reading comprehension**
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Score reporting: Raw scores can be converted into age- and grade-equivalent scores, percentile rank, and standard score. A guide is also provided to convert standard scores into criterion-referenced categories (Very Superior, Superior, Above Average, etc.).
				
				• Each form yields raw scores, grade equivalents, age equivalents, percentiles, and a Silent Reading Quotient.
				
				• Alternate Forms: A and B
					Some evidence of technical adequacy (Buros review).
					
					Appropriate for use in identifying individuals whose scores are significantly below those of peers, who might need additional assessment or intervention in reading comprehension.
					
					Equivocal utility for progress documentation and research.
					
					Normed on a sample of 1,400 people in 31 states.
					
					Reliability demonstrated w/ alternate forms and time sampling. High coefficient alphas (.90s) but were "corrected" for range restriction.
					
					Relevant content-related validity evidence is absent.
					
					Validity was assessed using measures of criterion prediction (age prediction, group differentiation, etc.).

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Group Reading Assessment & Diagnostic Evaluation (GRADE) Pearson • 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 • (800) 627-7271 • Fax: (800) 393-3156 • http://www.pearsonschool.com **Purpose:** Diagnostic, summative **Grade Levels:** Levels 2-6 for upper elementary school; Level M for middle school grades 5 through 9; Level H for high school; and Level A for upper high school and post secondary students. **Cost:** (2002) $899.95 per Elem. Resource Spec. set (Levels P – 6) , 10 of Form A and Form B student booklets per . Level, 1 teacher's manual each form, 1 scoring and interpretative manual per . level (59-90 pages), 1 set hand-scoring templates, and 20 answer sheets for 4, 5, and 6; $429.95 per Secondary Resource Specialist Set (Levels M – A) including 10 of Form A, B, student booklets per level, 1 teacher's admin manual per level (22-2 pages each) , 1 scoring and interpretative manual per secondary level (72 – 90 pages each) , 1 set of hand-scoring templates, and 20 answer sheets per secondary level; $209.95 per levels P or K. **NRT**	• A series of group and individually administered emergent literacy and reading tests. Assesses pre-reading and reading skills for PreK through young adult. Can track student progress from year to year with Growth Scale Value score. Subtests: • Reading Comprehension, • Language Comprehension • Decoding, • Cipher Knowledge, • Lexical Knowledge, • Phoneme Awareness, • Letter Knowledge, • Concepts About Print, • Semantics (Vocabulary and Morphology), • Phonological Awareness. • Includes multiple developmentally and age-appropriate subtests/skills across a broad range of difficulty.	• Individual or group administration • P and K levels done individually only. Students write responses in test booklet in response to teacher instructions. Level 4 – A fill in circles in multiple choice format. • Buros: Much responsibility on examiner accuracy in timing passage reading, correctly marking errors, calculating rate, accuracy, fluency scores. Examiners must be highly trained in this standardized administration to achieve accurate results. Highly trained examiners recommended. Examples: • Listening Comprehension -- student listens to a sentence read orally by the teacher, and decides which picture best matches that sentence. • Word Reading -- student matches spoken words with written words. Both regular and irregular words are used in this task. All other levels can be done in groups, as students work through test independently.	• Content Coverage not determined • **Reading skills** • **Phonological skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Time to Administer: 45 minutes to 2 hours (depending on level), an untimed measure. • Forms A and B. • Levels P – 3 students write responses in test booklet. • Level 4 -A multiple choice. • Hand-scoring difficult and slow (Buros) • Scores: Stanines, standard scores, percentiles, NCEs, and grade equivalencies. 2,500 test items in four different forms. • Growth curves show reading performance changes by grade placement and experience with reading stimuli. • Information is provided by publisher to link assessment to instructional resources or support translation of assessment results into instructional intervention. • Diagnostic analysis included for child's item-by-item responses which may be compared to norm sample or classroom peers' performance. Develop p-values for specific classrooms.	***Evidence of technical adequacy (Buros review).*** Useful group test of reading ability (summative). Covers wide range of student ages and skill levels. Appropriate for yearly assessment of reading gains. Only two forms; Not suitable for progress monitoring. Reliability:.90s, Validities: mostly in .80s, depending on subtest, with more variability in lower skill levels. Adequate for educational decision making. New norm sample in 2000. N = 16K and N = 17K Adequate demographics. Good item pool (2,500), item analysis used. Buros review of diagnostic efficacy: Equivocal. Notes strength as "diagnostic reading test", but indicates weakness in # items per subskill to reliably interpret. Good effort in bias review, and diverse ethnicity, gender in stories, names.

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY
Illinois Test of Psycholoinguistic Abilities, Third Edition (ITPA-3) PRO-ED, Inc. • 8700 Shoal Creek Blvd. Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com Publication dates: 1961-2001 **Purpose:** **Ages:** : 5.0 through 12.11 years **Cost 2003:** $164 per kit including 25 profile/examiner record booklets, 25 student response booklets, manual (2001, 165 pages), and an audio cassette; $45 per 25 profile/examiner record booklets; $41 per 25 student response booklets; $71 per examiner's manual; $15 per audio cassette; $109 per software scoring and report system.	The Illinois Test of Psycholinguistic Abilities, Third Edition (ITPA-3) is designed to test true psycholinguistic abilities in children between the ages of 5-0 and 12-11 using 12 subtests. These subtests were selected to test function across three levels of organization (reflexive, form, and content), three psycholinguistic processes (reception, expression, and association), two channels of input (auditory and visual) and two channels of output (vocal and manual). The 12 subtests also have been designed and selected to represent three "global" composites: general language, spoken language, and written language. In addition, eight specific composites are sampled across spoken language (semantics, grammar, and phonology) and written language (comprehension, word identification, spelling, sight-symbol processing, and sound symbol processing). It is intended that this organization will enhance the clinical and diagnostic usefulness of the test.	**Administration**: Individual. **Time**: (45-60) minutes.	• Content Coverage not determined • Reading skills • Letter sound fluency • Oral reading rate • Phonological/Phonemic skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Scores reported: Spoken Analogies, Spoken Vocabulary, Morphological Closure, Syntactic Sentences, Sound Deletion, Rhyming Sequences, Sentence Sequencing, Written Vocabulary, Sight Decoding, Sound Decoding, Sight Spelling, Sound Spelling. • ITPA-3 Software Scoring and Report System tool to (a) convert ITPA-3 subTEST raw scores into standard scores, percentile ranks, and age equivalents; (b) generate composite quotients; (c) compare ITPA-3 subTEST performance and composite performance to identify significant intra-individual differences; and (d) provide a printed report of the student's ITPA-3 performance, including composite pattern analysis. Features include: • On-screen subTEST and quotient score comparisons • Reports printed using only Spoken Language Scores, only Written Language Scores, or both • Standard clinical report (two-page summary of TEST scores) • Detailed clinical report (fully customized six- to eight-page analysis, including composite pattern analysis)	***Some evidence of technical adequacy.*** Normed on a sample of 1,522 children aged 5 to 12 years in 27 states. With the exception of one subtest (Rhyming Sequences) average coefficients for individual subtests as well as subtest composites are at .90 or greater; The Rhyming Sequences subtests averaged .79. Test-retest correlations (2 weeks) for individual subtests and subtest composites ranged between .86 and .99; mean= .95 Inter-rater reliability on 30 randomly sampled protocols, correlations from .95 to .99 Rationale provided for content validity. Criterion-prediction validity: all but one of the 14 subtests had correlation coefficients of .75 or greater with similar subtests of Woodcock-Johnson, CSSA, CTPP, TLD. Pattern of subtest correlations supports construct validity. "ITPA-3 represents a major improvement over previous versions" (Buros)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Letter Sound Fluency Test (LSFT) Vanderbilt University (615) 343-4782 **Developer:** Doug Fuchs and Lynn Fuchs **Purpose:** Screening, progress monitoring, and outcome measures **Grade Levels:** Use in K-1 **Cost:** $20 **CRT**	• Criterion-referenced test of the beginning reading skill of students' translating letters into sounds with fluency (timed). • Narrow-band test for pre- and early readers. Example: • Teacher: "I'm going to show you some letters. You can tell me what sound the letters make. You may know the sound for some letters. For other letters, you may now know the sounds. If you don't know the sound a letter makes, don't worry. Okay? What's most important is that you try your best. I'll show you how this activity works. My turn first. (Refer to the practice portion of the CBM LSF sheet.) This says /b/. Your turn now. What sound does it say?" English only.	• Test consists of students saying Letter Sounds for all of the letters of the alphabet while being timed for 1 minute. Fluency increase is measured by number of letter sounds correctly translated in 1 minute. • May be used by teacher or support staff with minimal training. • Time to Administer: 5 minutes	• Content Coverage not determined • Reading skills • **Letter sound fluency** • **Oral reading rate** • **Phonological/Phonemic skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	Produces raw scores and developmental benchmarks: • At risk status: beginning of K-0 letters, end of K less than 12 letters or more per minute, beginning of first grade more than 19 letters per minute. • Scripted instructions and score sheets provided for easy scoring of errors. • Includes developmental benchmarks in letters-reading and letter-sounds skills. • Growth: K-1 sound per week; first half of first grade – 1.2 sounds per week.	***No evidence of technical adequacy.*** Review shows no evidence of technical adequacy currently, but shows face validity for naming letter sounds with fluency. Also, there is evidence from National Reading Panel 2000, that letter sound fluency, letter name fluency, and phoneme segmentation skills account for small but significant explained variance in outcome for early literacy skills. Author, Fuchs, is highly respected in field of CBM, educational assessment, and response to intervention.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

The Lindamood Auditory Conceptualization Test—3rd edition (The LAC Test)
 	
Pro-Ed, Inc. (1979)
• PRO-ED, Inc.
  8700 Shoal Creek Blvd.
  Austin, TX 78757-6897
• (800) 897-3202 , Fax: (800) 397-7633
• Website: www.proedinc.com
 	
Purpose : Use as a diagnostic measure
 	
Grade Levels: Ages Pre K-Adult
 	
Cost: $189 (3rd edition)
 	
NRT
	• Narrow band criterion-referenced test assessing phonemic awareness/auditory conceptualization (decoding skill). Described as diagnostic assessment but now includes age norms as well.
	
	• Phonemic Awareness: Sound discrimination and perception and comparisons of the number and order of sounds within spoken patterns. *To be used in conjunction with other reading diagnostic measures.*
	
	• Publisher's Website: "The LAC-3 is an individually administered, norm-referenced assessment that measures an individual's ability to perceive and conceptualize speech sounds using a visual medium. The LAC-3 also measures the cognitive ability to distinguish and manipulate sounds, which success in reading and spelling requires. Three new categories of items that relate to multisyllabic processing have been added."
	
	• Measures student performance in English and Spanish.
		• Children are asked to manipulate colored blocks in response to sound sequences given by the examiner.
		
		• Administered individually only; produces raw scores, subtest scores and composite scores.
		
		• Time: 15 – 25 minutes untimed.
		
		• Forms A and B available.
			• Content Coverage not determined
			
			• **Phonemic skills**
			
			  • **Isolated Phoneme Patterns**
			  • **Tracking Phonemes**
			  • **Counting Syllables**
			  • **Tracking Syllables**
			  • **Tracking Syllables and Phonemes**
			• **Reading skills**
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Provides norms, for 5.0 -18.11 years. Can be used to track progress in development of skill.
				
				• Raw scores can be converted into standard scores, percentile ranks, and age- or grade-equivalent scores.
					Limited evidence of technical adequacy (Buros Review).
					
					Small samples used for reliability and validity evidence. Needs further study with larger, independent samples.
					
					Normed on 1,000+ individuals from eight states from 1998-2002.
					
					Internal consistency: Alphas for 14 age in .90s.
					
					Reliability demonstrated using both content and time sampling.
					
					Test-Retest Reliability: .80s to .90s but very small sample sizes.
					
					Criterion validity evidence: Validity was assessed using existing assessments (CTOPP, DAB-3, TOPAS). No values provided except correlation with previous version.
					
					Absence of bias--studies showing the absence of gender, racial, linguistic, and ethnic bias have been added

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY
mCLASS:DIBELS Wireless Generation • 55 Washington Street, Suite 900 Brooklyn, NY 11201-1071 • (800) 823-1969 • http://www.wirelessgeneration.com **Purpose:** Formative , progress monitoring, Diagnostic (possibly with expert teachers) **Grade levels:** K – 3, early literacy skills that predict later reading success and 4 - 6th grades **CBM**	mCLASS®:DIBELS® is the handheld-to-web version of DIBELS® (The Dynamic Indicators of Basic Early Literacy Skills). The mCLASS platform provides web-based reporting, analysis, data management, and instructional planning tools for a complete assessment solution. Uses the following measures correlated with the five Big Ideas in early literacy skill development research: *Big Idea* — *DIBELS Measure* *Phonological Awareness* — *Initial Sound Fluency (ISF)* *Phonemic Segmentation* — *Fluency (PSF)* *Alphabetic Principle* — *Nonsense Word Fluency (NWF)* *Fluency and Accuracy* — *Oral Reading Fluency (ORF)* *Vocabulary* — *Word Use Fluency (WUF)* *Comprehension* — *Oral Reading Fluency (ORF) , Retell Fluency (RTF)* • Linked closely to Reading First five component reading skills. • Excellent for formative assessment and progress monitoring. • Multiple alternate forms allow frequent testing to assess progress small increments. Benchmarks and norms available in addition to criterion-referenced skill sequence. • Approved by Institute of Development of Educational Achievement for screening, diagnosis, progress monitoring instruments essential reading components K – 3. • Not for high-stakes decision-making. Use as indicators of early literacy skills. Available in Spanish and English.	• This hand-held system allows easier recording and reporting of DIBELS skill subtest information. • All of the effective indicator tests used in DIBELS are generated by using a hand-held electronic device to score and record student responses. • The device also records and tracks student progress, can find class or group mean scores, and can generate recommendations based upon analysis of scores reported. • Protocol requires training with the mCLASS hand-held before use.	• Content Coverage not determined • **Reading skills** • **Phonological skills** • **Fluency and accuracy** • **Vocabulary** • **Alphabetic principle** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Specifically designed to measure skills and graph growth in skills over time for individual students. • Group skills and mean levels can be reported over time as well. • Local norms can be easily created from use of the hand-held system for data keeping and reporting.	***Evidence of technical adequacy.*** Norming sample over 100,000 nationwide. Reliability and validity evidence increases with multiple indicator use during progress monitoring; values provided by indicator type, age group, single vs. multiple probe, concurrent, predictive validity with cluster scores on several disparate reading measure Internal consistency reliability: Multi-Probe (5 ~1 minute probes) from .90 - .99, K-3; Single Probe range .61 -93. Concurrent validity evidence: Single probe with W-J PE-Battery: Readiness cluster, range .36 - .70; PSF and LNF with Metropolitan Readiness Test .65 - .77; RTF with CBM Oral Fluency .45. From AERA Conference 2006 (Heinze and Hupert): Teachers believed that mCLASS DIBELS provided: Data relevant to instruction, Data that accurately represented student performance, Graphics that were easy-to-read and comprehensible to parents.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
<u>**Northwest Evaluation Association: Measures of Academic Progress (NWEA-MAPS)**</u> • 5885 SW Meadows Road, Suite 200, • Lake Oswego, OR 97035 • Ph: (503) 624-1951, Fax: (503) 639-7873 • http://www.nwea.org/assessments <u>**Purpose:**</u> Formative <u>**Grade Levels:**</u> 2 through 10 <u>**Cost:**</u> Contact the publisher.	• MAP tests measure: academic growth over time: Tests may be used up to four times per year to measure progress in basic skill areas, and are independent of age and grade placement. • All content areas: Reading, Mathematics, Language Usage, Science , Spanish Audio Mathematics • Publisher's website: • "Purpose is to monitor growth in student achievement over time, for all students toward state standards, and place students into appropriate courses or instructional settings and to help educators make student-focused, data-driven decisions. • System provides: Access to aggregated student reports, building and district level administrators use MAP data to inform curriculum and school improvement decisions. • "A state- aligned computerized adaptive assessment program - provides educators with the information to improve teaching and learning. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement." (Pub.)	• Time to complete: 1 hour per test, untimed (individually by student on computer) • Proctor administers test with directions to student taking test on computer. • Tests are adaptive and un-timed, they often are appropriate for students with special needs. • 4 types of tests: Survey tests, 20-items; Longer tests (35-50 items) ; Locator tests 16 items for testing placement; Demonstration tests : 20 items, to show how the tests are used, administered.	• Content Coverage not determined • **Reading skills** • **Language usage** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Reports ready next day; other types of reports available through website in 72 hours • Individual Scores: Plotted on growth chart; percentile rank scores tied to individual state expectations. • Benchmarks for performance: Students' performance judged according to state standards and expectations. Based upon NWEA State Standards Alignment Study. • Grade level: Each subject area has items of equal interval difficulty, tied to state achievement standards.	***Strong evidence of technical adequacy.*** Reports provide clear detail and direction to inform instruction. Samples available. Extensive research base available showing how MAPS assessments align with each state's goals and standards. Data-rich, detailed system for identifying component skills; descriptions of skill progressions available online. Schools can access Growth Research Database of 1200 districts, 10,000 schools, 45 states; results for past 9 years of achievement data on students. Norms data from over 2.3 million students. Internal consistency: =.90 - .95 for 1999 reading, and Test-retest reliability: =.84 - .91 for 2002 reading. Parallel/alternate forms =.76 - .89. Concurrent validity =69 - . 87.

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY

OWLS:
Listening Comprehension (LC) Scale and Oral Expression (OE) Scale
 	
Pearson
• 145 South Mount Zion Road
  P.O. Box 2500
  Lebanon, IN 46052
• (800) 627-7271, Fax: (800) 393-3156
• http://www.pearsonschool.com
 	
Purpose: Test of receptive and expressive language *(not a reading test).*
 	
Grade Levels: K, 1, 2, 3 and higher
 	
Cost: Contact the publisher
	Subtests and skills assessed
	
	• Listening comprehension
	• Oral expression
		• Listening comprehension -- Student must match oral descriptions with pictures.
		• Oral expression -- The student must respond to a verbal description and a picture by either answering a question, completing a sentence, or by generating a complex response.
		
		• Can be administered by teacher (individual or small group)
		
		• Other materials are needed for use and interpret instrument? Software to assist in scoring is available for PC and Mac.
		
		• Time: 15 – 25 minutes for individuals or small groups
			• **Reading Content Coverage not determined**
			
			• **Listening comprehension**
			
			• **Oral expression**
			
			• Reading skills
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Raw scores can be converted into standard scores, percentile ranks, normal curve equivalent scores (NCEs), stanines, and age-equivalent scores.	***Limited evidence of technical adequacy.***
					
					Seriously out-of-date norms diminish the test's current utility.
					
					Nationwide sample of 1,795 children in 1991.
					
					Criterion validity was assessed using the Test for Auditory Comprehension of Language (revised), the Peabody Picture Vocabulary Test (revised), and the Clinical Evaluation of Language Fundamentals (Revised). Coefficients not known.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
PASeries • Publisher: Pearson Education • Rerpresentative: • Phone: (888) 788-1817 • Website: http://www.paseries.com/ **Purpose:** Screening, diagnostic **Grade Levels**: 3-8 **Cost:** NA	PASeries (Progress Assessment Series®) connects classroom instruction to results, helping states and districts meet increasing demands for accountability. PASeries Reading measures reading growth and provides a Lexile® measure of student reading achievement as well as a forecast of end-of-year performance. PASeries Reading gives parents and teachers the ability to examine the growth of readers at any point during the development of their reading skills. PASeries Reading uses a standardized measure of performance to evaluate student progress: the widely adopted Lexilescale. The Lexile scale, part of the Lexile Framework for Reading and used in PASeries Reading, is a developmental scale for reading ability ranging from 200L for beginning readers to above 1700L for advanced readers	PASeries Reading consists of screener, progress, and diagnostic tests focusing on overall ability as well as specific skills in reading. Tests are administered progressively throughout the school year, allowing teachers to monitor student improvement and target instruction. Each test can be given online or on paper. Reading tests include: • One screening test for placement per grade • Three progress-monitoring tests for three different levels of ability in each grade, with individual series for below-, on-, and above-level readers • Four reading diagnostic tests for each student based on his or her tested Lexile level, including two diagnostic tests on comprehension, one on literary analysis, and one on vocabulary or vocabulary and phonics in lower grades	• **Reading Content Coverage not determined** • Listening comprehension • Oral expression • Reading skills • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	Online reporting and a host of report options including growth forecasting and prediction of state test performance. Reports available on web immediately or for more complex reports in 24 hours. Reports by student, classroom, school, district and state, including sub-groups. Test items field tested on 40,000 students from 5 districts across the US over the 2003-2004 school year.	*Limited evidence of technical adequacy is available at this time* General reports (no numeric values) for reliability; stated use of Rasch one-parameter IRT. Content validity claimed based on test development process. Correlations from .88 to .93 with Gates- MacGinitie, ITBS, Metropolitan, Stanford, TerraNova Sensitivity and bias reviews conducted.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Peabody Individual Achievement Test – Revised – Normative Update (PIAT-R/NU) Pearson • 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 • (800) 627-7271, Fax: (800) 393-3156 • www.pearsonasessments..com **Purpose:** Summative *(General achievement test)* **Grade Levels:** K- 12 **Cost:** (1999) $279 per complete kit including 50 combined test record and written response booklets, and manual ('98, 271 pages) ; $69 per 50 combined record/response booklets; $79 per manual; 415.95 per pronunciation guide cassette; 4199 per software package (DOS, Windows or Mac). **NRT**	• Individually -administered general achievement measure used for screening students who may need further assessment and support. • Normative update same as the PIAT-R 1998 NU, and PIAT-R 1989 NU. • Used widely by public school districts for screening. • Provides scores in: General Information, Reading Recognition, Reading Comprehension, Total Reading, Mathematics, Spelling, Total Test, Written Expression, Written Language. • Publisher website: "PIAT-R/NU is an individually administered achievement test providing wide-range screening in six content areas. Designed to evaluate students referred for special education."	• Uses oral responding, pointing to multiple choice responses. • Examiner uses a booklet of pictures/written items and four of the six subtests have four multiple choice responses, and also some oral responding. • Written expression requires written response and copying , dictation. Some have criticized the multiple choice format as subject to guessing producing spurious results. • Level B training required for administration.	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • **Mathematics, Spelling, Written Expression & Language** • Reading analysis • Reading critically • Narrative text • Informational text	• Gives composite scores in • Total Reading (Reading Recognition and Reading Comprehension subtest scores), • Total Test, (sum of General Information, Reading Recognition, Reading Comprehension, Mathematics, and Spelling subtests scores) and • Written Language Composite (sum of scores for Spelling and Written Expression subtests)	***Limited evidence of technical adequacy (Buros Review).*** Use for screening only. Not appropriate for high-stakes decision-making. Use in conjunction with other more formative measures. As of 2001: Psychometrics need to be updated. Norms and Census report info are old (11-14 years). Internal consistency reliabilities in .90s. Reliability and validity coefficients computed with scores across the wide age and grade range are inflated compared with coefficients based on specific age or grade levels. Psychometric problems due to counting all items below basal and above ceiling as correct. Scores tend to be lower than WJ-R or K-TEA.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Peabody Picture Vocabulary Test- 4th Ed. (PPVT-4) Pearson Assessments • Phone:800) 627-7271. • Website: www.pearsonassessments.com **Purpose:** Measure of receptive language *(not a reading test)* **Grade Levels:** 2.5 through 90+ years **Cost:** $170 (for each kit, Kit A or Kit B) $300 (when both Kits A and B are purchased together without software). **NRT**	• Well-established measure of receptive language skills used since the late 1950s. No reading or writing required of examinee. The PPVT has gone through four revisions and norm updates. Buros Review: • "Early Reading First grants require screening instruments in monitoring and informing intervention that are of "rigorous ...with proven validity and reliability that effectively screen and diagnose all students. PPVT-III appears on Reading First recommended lists for states applying for grants." Publisher website: • "Designed to measure receptive vocabulary attainment of standard English or Spanish (version 4) and can also be used as a screening test of verbal ability". (Pub.) • Forms: A and B • Measure student performance in Spanish and English	• Time to Administer: 12 minutes (10 – 15) • Student is shown a plate with four pictures and stimulus word. Examiner states the word, and asks the student to point to the picture that represents the stimulus word. • Examiner records responses to a series of stimulus card presented to the student with an easel book. • Items arranged in 17 sets of 12 items each for more efficient and accurate application of basal and ceiling rules • Easel tabbed for quick access to item sets • Items administered by complete sets—once you begin a set, you administer every item in that set • Basals and ceilings established by sets, not by consecutive items • Numerous stimulus words: 204 items in each form	• Content Coverage not determined • **Receptive vocabulary** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Administered individually and produces raw scores, standard score, %ile score, stanines, and normal curve equivalents, age and grade norms, and Growth Scale Values. • Can use the software package, PPVT-IV ASSIST for IBM and Mac for preparing individual and group reports. • Previous edition: Technical report compares PPVT-III scores of eight special populations : • Speech impaired, language delayed, language impaired, mentally retarded [child and adult], reading disabled, hearing impaired, and gifted with demographically matched control groups.	***Evidence of technical adequacy (Buros Review).*** Best used as a screening measure for *receptive vocabulary and comprehension of spoken English (*and Spanish available). Buros review: Well-standardized and reliability (.88 - .98) and validity were extensively assessed. New norming sample 5,500 students in 2005-06. Too few alternate forms or large enough item pool for use as a progress monitoring instrument. Authors warn against over-interpretation, as it is a limited portion of overall linguistic and cognitive functioning. National norms extended to include ages 2-6 to 90+ years.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

The Phonological Awareness Test 2 (PAT2)
 	
LinguiSystems, Inc.
• 3100 4th Avenue
East Moline, IL 61244 USA
• 800-776-4332
FAX: 800-577-4555
• http://www.linguisystems.com
• service@linguisystems.com
 	
Purpose: Diagnostic, summative
 	
Age Range: 5-0 through 9-11
 	
Grade Levels: K-3
 	
Language: English only
 	
Cost 2008: $169.95 per complete set including examiner's manual, statistics manual, color cubes, 2 flip books (graphemes book, decoding book), package of 15 test forms; $41.95 for package of 15 test forms.
 	
NRT
	• Use for diagnostic and outcome measures for phonological awareness, phoneme-grapheme correspondence and word attack
	
	Publisher Website:
	• The Phonological Awareness Test 2 is designed to diagnose deficits in phonological awareness and phoneme-grapheme correspondence. Results will pinpoint exactly which skills to address in your remediation program.
	
	• Introduced in 1997, the 2007 revision of this best-selling, industry-standard test includes:
	  • updated rationale that reflects and supports current research
	  • new normative data to reflect the national school population demographics
	  • separate scores for Phonological Awareness and Phoneme-Grapheme correspondence
	  • a Composite Score for the Total Test
	  • comparisons between 1997 and 2007 group performances
	
	• Test Description: Subtests assess a wide variety of tasks correlated with early reading and spelling achievement. The tasks are generally arranged in a developmental sequence. An optional Invented Spelling task is included to diagnose spelling deficits.
	
	• Subtests include: Rhyming, Segmentation, Isolation, Deletion, Substitution, Blending, Graphemes, Decoding, and Invented Spelling (optional).
		• Administered individually only;
		
		• Time to Administer: 40 minutes
		
		• The test is easy to administer, can be administered in two or more sessions, and is easy to score (Computerized Scoring Software is also available). Each response receives a 1 for a correct response or 0 for an incorrect response.
		
		• Examiner Qualifications: The test should only be administered by a professional trained in analyzing the phonological structure of speech (e.g., speech-language pathologist, learning disability teacher, reading teacher, special education consultant).
		
		• Test Procedures: All subtests are administered to each student. There are no basals or ceilings. Examiner discretion is used to determine whether or not to complete a subtest with younger students or those who have considerable difficulty. Subtests which may not be appropriate for five-year old students are identified on the test form and in the Examiner's Manual.
		
		• The Invented Spelling subtest is optional and does not yield standardized results.
			• Content Coverage not determined
			
			• **Reading skills**
			
			• **Phonological skills**
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Produces raw scores, standard score, percentile score, subtest score; and age norms
				
				• Separate scores can be obtained for Phonological Awareness and Phoneme-Grapheme correspondence, as well as a Composite Score for the Total Test.
				
				• normative sample of 1,582 subjects (an increase of 30-40 subjects per age group over the 1997 sample population) that reflects the national school population demographics from the 2004 National Census for race, gender, age, and educational placement
					Limited evidence of technical adequacy is available at this time
					
					Publisher says "Test-retest coefficients for section totals and the total test all exceed .90. Correlations between item scores and total test scores are significant at the .05 level in 89% of the comparisons. Inter-Rater reliability range is from 95% to 99% with a mean value of 97%."
					
					Differences between normal subjects and subjects at-risk for reading are significant (.01 or .05 level) at each level for every subtest, section, and the total test (except for 5-year-olds on the Decoding subtest total and 6.6-year-olds on the Graphemes subtest total)

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY
Process Assessment of the Learner™ (PAL™): Test Battery for Reading and Writing Harcourt Assessment, Inc. • Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 (800) 211-8378 Fax: (800) 232-1223 • http://www.harcourtassessment.com **Purpose:** Diagnostic, summative **Grade Levels**: K-6 **Cost:** $260-$285 for test kit, $150 for Windows scoring assistant	• Designed for assessing the development of reading and writing process in children in K-6. Goal is to evaluate strengths and weaknesses. • The author developed this battery on the basis f a model of neurodevelopmental mastery of reading and writing skills.	• 30-60 minutes if all subtests for a specific grade are administered (1-6 minutes per subtest).	• Content Coverage not determined • **Reading skills** • **Phonological skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text • **Sentence fluency** • **Word choice** • **Letter/digit naming** • **Alphabet writing** • **Copying**	• A) Kindergarten: scores • B) Grades 1-3 • C) Grades 4-6	***Limited evidence of technical adequacy*** ***(Buros review, useful instrument but needs additional technical support)*** Additional psychometric data required for recommendation, otherwise, does not appear to be recommended (Buros) Standardization sample composed 868 students ages 5-13 in four regions of the US, matched 1998 US census. Internal consistency: .52-.98 Test-retest reliability: 14-49 day interval, .61-.92 Inter-rater reliability: Alphabet Writing - .64-.85; Copying = .26-.79; implications from restriction of range. Content validity: provided by experts in the field and inter-item analysis Construct validity: Subtest intercorrelations by grade = 60-.99; and convergent evidence with WIAT-II, PPVT-III, VMI, CELF-III: correlations were variable. Criterion validity: analysis of the current research and literature of functional reading and writing systems.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Qualitative Reading Inventory-4 (QRI-4) Pearson Higher Education – Allyn & Bacon publishers • 1 Jacob Way Reading, WA 01867-3999 • (800) 848-9500 • http://www.pearsonhighered.com/educator **Purpose:** Screening, formative **Grade Levels**: K, 1, 2, 3, and higher **Cost:** $55.99 **CRT**	• Informal reading inventory designed to assess reading ability at emergent through middle school levels; Reading Comprehension, Decoding, Background Knowledge. • Comprehension in this assessment is measured through story retelling and comprehension questions (which are separated into explicit and implicit facts about the story). Before comprehension tests are given, a prior knowledge test is given to assess the child's prior knowledge in the subject area. • Use for screening and progress monitoring for fluency • Measures student performance in English only	• Administered individually only	• Content Coverage not determined • Reading skills • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Words per minute, and corrected words per minute fluency scores, teacher interpretation of information is necessary • A CD-ROM is included with this book to provide demonstrations for administration and scoring.	***Limited evidence of technical adequacy*** Parallel or alternate forms reliability: .90 Inter-rater reliability: .98 Criterion validity evidence: Compared with Woodcock Reading Mastery Test (Revised), reliability coefficients not found on website, but publisher indicates technical properties of the test are in the manual. (QRI-II compared with WJ-R, for small sample poor readers; Spearman rank order correlations moderate and significant. 50% obtained identical instructional levels, 50% were one half year higher or lower. WJ-R scores tended to be higher than QRI-I).

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Standardized Reading Inventory (SRI-2) PRO-ED, Inc. 8700 Shoal Creek Blvd. - Austin, TX 78757-6897 (800) 897-3202 - Fax: (800) 397-7633 - http://www.proedinc.com **Purpose:** Formative **Grade Levels**: Age 6.0-14.6 **Cost:** $224 for complete kit including manual, story book, 25 form A and B vocab sheets; $13 per 25 vocab sheets; $45 per 25 record booklets; $21 per 50 profile scoring forms; $47 per examiner's manual.	• Designed primarily to assess children's independent, instructional, and frustration reading levels in word recognition and comprehension skills. The reading passages are scored for oral reading accuracy, comprehension, and predictive comprehension. The student reads the passages orally first, then silently. After the silent reading, the comprehension questions are read by the examiner.	• Pencil/paper in group or individual setting	- Content Coverage not determined **Reading skills** **Reading strategies** **Reading comprehension** - Reading analysis - Reading critically - Narrative text - Informational text	• Passage, comprehension, word accuracy, vocabulary in context, reading quotient scores are provided. Raw scores can be converted into age-equivalent scores, grade-equivalent scores, percentile scores, and standard scores.	***Evidence of technical adequacy.*** Internal consistency: 80% of the alpha's are.90> Parallel or alternate forms reliability: .80 Test-retest reliability .83-.92 Author reports content sampling, time sampling (2 weeks), and inter-score differences. All forms of reliability were high (L); N of students used to calculate was low (30) (L). Reliability coefficients are high at all age intervals. The averaged *r* ranged from .88 to .97. (P) Criterion-referenced validity studies correlated SRI-2 with *Gray Oral Reading Test-Third Edition*, *Gray Silent Reading Test-Second Edition*, *Comprehensive Test of Phonological Processes*, and *Otis Lennon School Abilities Test* with favorable results. Evidence of content and criterion validity, discriminant validity and construct validity. Additional validity info provided.

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ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
STAR Early Literacy Renaissance Learning, Inc. • PO Box 8036 • Wisconsin Rapids, WI 54495-8036 • Ph: (715) 424-3636 • Fax: (715)424-4242 • http://www.renlearn.com/sel/ **Purpose:** Screening, formative and diagnostic **Grade Levels**: PreK-3 **Cost:** $1995 per single computer license kit (up to 40 students) includes manual, installation guide, tech manual, CD-ROM with pre test instructions, practice assmt, actual assmt questions, quick ref card, 12 month support plan; $2995 per school site license for up to 200 students; $79 per 50-student expansion modules for school site license packages.	• A computer-adaptive, progress-monitoring assessment designed to assess the early literacy skills of beginning readers. Content covered includes graphophonemic knowledge, general readiness, phonemic awareness, phonics, comprehension, structural analysis, vocabulary.	• Computer based, group administration	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Provides scale scores for graphophonemic knowledge, general readiness, phonemic awareness, phonics, comprehension, structural analysis, vocabulary; provides domain and skill scores which classify students into 3 stages of reading development (emergent, transitional, and probable reader).	*Some evidence of technical adequacy.* The assessment has attained recognition as a scientifically research-based progress monitoring instrument by the federally-funded National Center for Student Progress Monitoring (NCSPM). (L) Test-retest reliability: .87 and .86 Content validity evidence: scaled scores increased by grade and age. Compared to STAR Reading 2.1: correlation of .78; correlations between .57 to .64 for ITBS, Brigance K and 1 screen, DIAL, and Stanford Achievement Test.

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ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
STAR Reading • Renaissance Learning, Inc. • PO Box 8036 • Wisconsin Rapids, WI 54495-8036 • Ph: (715) 424-3636 • Fax: (715)424-4242 • http://www.renlearn.com/sr/ **Purpose:** Screening, formative, diagnostic **Grade Levels**: 1-12 **Cost:** $499 per single computer license kit (up to 40 students) includes manual, installation guide, tech manual, CD-ROM with pre test instructions, practice assmt, actual assmt questions, quick ref card, 12 month support plan; $1499 per school site license for up to 200 students.	• A computer-adaptive, progress-monitoring assessment designed to assess students' reading comprehension and overall reading achievement. Student must read graded passages of text (using authentic text in grades 3 and up) and fill in key missing words from a set of options (modified cloze procedure). Track growth in student reading achievement longitudinally, facilitating the kind of growth analysis recommended by state and federal organizations. Sessions take approximately 10 minutes each, and can be administered up to 5 times per year.	• Computer-based individual or group administration	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Criterion and norm referenced scores provided.	***Some evidence of technical adequacy.*** The assessment has attained recognition as a scientifically research-based progress monitoring instrument by the federally-funded National Center for Student Progress Monitoring (NCSPM). (L) Parallel or alternate forms reliability: .79-.91 across grade levels with an overall value of .94. Test-retest reliability: Yes. "Generic reliability" reported: .89-.92. Content validity evidence provided through item development. Construct validity: .60-.90 when compared with other standardized tests.

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ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Student Progress Monitoring System® **(SPMS)** Vantage Learning 110 Terry Drive, Suite 100 Newtown, PA 18940 (800) 230-2213 - Fax: (215) 579-8391 - http://www.vantagelearning.com **Purpose:** Screening, formative, diagnostic **Grade Levels**: K-12 **Cost**:	• The Student Progress Monitoring System® (SPMS) is a powerful suite of reading, math, and science assessment tools for teachers, students, and administrators. Designed for ease of use and to meet the needs of K-12 schools and districts, SPMS measures student progress in core academic skills and allows for prescriptive intervention and individualized learning strategies to help students meet proficiency levels and academic standards.	• Available for paper/pencil based testing, online testing, or both. • This appears to be a system that schools, districts, etc. can hire to create assessment tools geared toward their district or state standards/requirements, but does not have a set assessment tool that has been evaluated.	• Content Coverage not determined • **Reading skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text • **Math** • **Science**	• Unknown	*No evidence of technical adequacy is available at this time.*

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ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Test of Early Reading Ability (TERA-3) PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com **Purpose:** Screening, Formative, Diagnostic and Summative **Grade Levels:** Ages 3.6-8.6 **Cost:** $234 per complete kit including instructor's manual; 2 picture books, form A and B, 25 profile/examiner forms; $81 per instructor's manual, $56 per picture book, $25 per 25 profile/examiner forms.	• Designed to assess children's mastery of early developing reading skills. • Students demonstrate awareness of print, knowledge of environmental print, categorical vocabulary, reading comprehension, alphabet knowledge and knowledge of print concepts (L)	• Approximately 30 minutes of individual pencil/paper delivery	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Raw scores, age and grade equivalents, percentile scores, standard scores, confidence scores for each subtest.	***Some evidence of technical adequacy.*** Normed on national sample of 1,454 children in 15 states. Reliability in the .90 range, and validity measures, assessed using the Basic School Skills Inventory, were found to be in the .55 range. (L) Internal consistency: > .91 Parallel or alternate forms reliability above .80 Inter-rater reliability: .99 Test-retest reliability .88 and .92 Content sample reliability reported Content validity evidence: reviewing research, comparing lists of emerging reading behaviors, subjecting items for expert examination, employing conventional item analysis, differential item functioning. Compared to Tera-2, Stanford Achievement Test-9, Woodcock Reading Mastery Test-Revised (High validity with most). Revision of Tera-2; normed on n=875; matched in terms of gender, race, ethnicity, SES, disability, urban/rural; data collected 1999-2000. Reviewed for bias of gender, race, ethnicity, culture.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
<u>**Test of Language Development: Intermediate — Fourth Edition (TOLD: I-4)**</u> PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com **Purpose:** Oral language proficiency test **Grade Levels:** Ages 4-17 **Cost:** Whole kit: $207 **Complete TOLD-I:4 Kit Includes:** Examiner's Manual, Picture Book, and 25 Examiner/Record Forms, all in a sturdy storage box; TOLD: I-4 Examiner/Record Forms (25) $51.00; TOLD: I-4 Examiner's Manual $81.00; TOLD: I-4 Picture Book $80.00; TOLD-I:3 Profile/Examiner Record Forms (25) $47.00	• The TOLD: I-4 comprises six subtests that measure semantics (i.e., meaning and thought) or grammar (i.e., syntax and morphology) skills. Two subtests measure listening abilities; two measure organizing abilities; and two measure speaking abilities. The combination of all six subtests represents overall Spoken Language. Profiles indicate individual strengths and deficiencies in basic language abilities.	• Individual oral administration.	• Content Coverage not determined • **Listening ability** • **Organizing ability** • **Speaking ability** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Unknown	***Limited evidence of technical adequacy.*** According to the publisher, numerous validity studies, including studies of the test's "sensitivity" and "specificity" have been provided. Internal consistency reliability: >.80 except for Picture Vocabulary, where coefficients ranged between .61 and .72. Good reliability (above .80) for children with "language impairments." For criterion-related validity, the authors compared the TOLD test to existing criterion measures. The resulting correlation coefficients between the TOLD and several other measures were quite low. Test-retest reliability: Pearson product-moment coefficients were computed on the raw scores of 21 retested children, with coefficients being above the .80 level for all measures.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Test of Phonological Awareness-Second Edition: PLUS (TOPA-2+) PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com **Purpose:** Screening, Formative **Grade Levels**: Ages 5-8 **Cost:** $203 per complete kit including examiner's manual, 50 Kindergarten summary forms, 50 early elementary ed forms, 25 of each student booklets. $71 per exam booklet, $28 per 25 K forms or 25 Elementary forms, $45 per 25 K or Elem booklets. $110.00 for kit	• It measures young children's ability to isolate individual phonemes in spoken words and their knowledge of relationships between letters and phonemes in English.	• Paper/pencil administration of groups or individuals	• Content Coverage not determined • **Reading skills** • **Phonemic skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Raw, percentile and standard scores are given. Raw scores can be converted into age- and grade-equivalent scores, percentile scores, and standard scores.	***Some evidence of technical adequacy.*** Internal consistency reliability: .80-.90 Test-retest reliability: .80-.90 Concurrent validity with segmenting and sound isolation(.50-.55); Concurrent validity with word identification and word analysis of Woodcock Reading Mastery Test-Revised (.60-.66); Predictive validity (.59-.75) (L) Content validity evidence: Discussion of test format and content, rationales for subtest content, related research. Post hoc item analysis provided as support. This assessment was normed on a nation-wide sample of 926 students. Reliability was demonstrated using inter-rater reliability and time sampling. Validity was assessed using similar existing assessments (e.g. CTOPP, LAC, and DAB-3).

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ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Test of Reading Comprehension (TORC-3) PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com **Purpose:** Screening, formative and diagnostic **Grade Levels**: Ages 7-17 **Cost:** $189.00 for a classroom kit	• Designed to quantify the reading comprehension ability of individuals. Includes eight subtests: general vocabulary, syntactic similarities, paragraph reading comprehension, sentence sequencing, reading the directions of schoolwork, mathematics vocabulary, science vocabulary, and social studies vocabulary.	• Administration can be group or individual.	• Content Coverage not determined • Reading skills • **Reading strategies** • **Reading comprehension** • Reading analysis • Reading critically • **Narrative text** • **Informational text**	• Raw scores can be converted into standard scores, grade-equivalent scores, age-equivalent scores, and percentiles.	***Evidence of technical adequacy.*** Overall reliability reported .89-.97. Internal consistency reliability: above .90 Inter-rater reliability: .87-.98 Test-retest reliability: .79-.88 Reportedly valid except for analogy subtest. Content validity evidence: Theory and point-biserial correlations (above.40) Criterion validity evidence: CAT and CTBS, between .5 and .65; WISC-R is .81. This test was normed on 1,962 students in 1994 across 19 states. Reliability measures were all in the .90 range; criterion validity measures were assessed using a variety of other measures across a variety of examinations (summarized in the examiner's manual). Normed on 1962, gender, disability, SL disorders, LD, urban/rural race/ethnicity well represented.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Test of Silent Word Reading Fluency (TOSWRF) PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com Publication date: 2004 **Purpose:** **Forms, 2**: A, B **Ages:** : 6.6 through 17.11 years **Grades**: 1-12 **Cost:** $140	• The Test of Silent Word Reading Fluency (TOSWRF) measures a student's ability to recognize printed words accurately and efficiently. It is composed of two equivalent Student Record Forms and a test manual. The TOSWRF can be used by classroom teachers, special education teachers, reading specialists, school psychologists, or any other education professional who has some training in standardized test administration. A sample for the test is presented as: ofgoliketwobig/ onheupyesget/ Test-takers respond to this sample simply by drawing a line between consecutive words as follows: of/go/like/two/big/ on/he/up/yes/get/	• Administration: Group • Time: 3 minutes for a single form or 10 minutes for both forms • Two forms available, A and B	• Content Coverage not determined • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Total score only • The TOSWRF yields raw scores, standard scores, percentiles, and age and grade equivalents. • 2001-02 normative sample, spanning ages 6 through 17, totaled nearly 3,600 students; nearly 20% of the sample was "exceptional," composition not nationally representative.	***Some evidence of technical adequacy (Buros Review).*** Alternate form reliability coefficients by age from .73 to .87; Alternate forms administered two weeks apart reliability averaged .64 Two week test-retest reliability averaged .69 Scoring reliability on sample of 486 protocols .99 TOSWRF corrected correlations with Woodcock-Johnson Passage Comprehension, derived by collapsing students across a several-year age span, ranged from .33 and .39 across forms; .59 to .74 with WJ-reading comprehension. Correlations with TWRE from .36 to .82 Not really a measure of reading fluency despite test name; measures speed of word recognition.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

Test of Word Knowledge (TOWK)
 	
Harcourt Assessment, Inc.
• Attn: Customer Service
  P.O. Box 599700
  San Antonio, TX 78259
  (800) 211-8378
  Fax: (800) 232-1223
• http://www.harcourtassessment.com
 	
Purpose: Screening, formative and diagnostic (vocabulary/word knowledge)
 	
Grade Levels: Ages 5-17
 	
Cost: Complete Kit Includes Examiner's Manual, Stimulus Manual, and 12 Record Forms; ISBN: 015-8541-251; Unit Price: $199.00.
	• The *Test of Word Knowledge* (TOWK) identifies students who lack (or excel in) the semantic skills and repertories that are the foundation of mature language use in thinking, learning, and communication. It also provides a valuable criterion measure for evaluating residual or recovered semantic knowledge following traumatic head injury or acquired aphasia. TOWK evaluates knowledge of figurative language, multiple meanings, conjunctions and transition words, receptive and expressive vocabulary, and more.
	• Designed for use as part of a total diagnostic language battery, the Test of Word Knowledge (TOWK) evaluates students' ability to understand and use vocabulary by probing for indications of a semantic development and lexical knowledge.
		• Individual administration.
		• Level 1: Core Battery, 25 min.; Supplementary test, 6 min.: Level 2: Core Battery, 40 min.; Supplementary test, 25 min. (P); Buros review suggests longer (30-60).
			• Content Coverage not determined
			
			• **Language skills**
			
			• Reading skills
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Standard Scores, Receptive and Expressive Composite Scores, Age Equivalents, Percentile Ranks, Stanines, and Mean of Subtests.
				
				• Subscores: Level 1 includes the following core subtests - Expressive Vocabulary, Word Definitions, Receptive Vocabulary and Word Opposites. Synonyms, for use with 5 to 8 year olds, is a supplementary subtest. Level 2 includes the following subtests - Word Definitions, Multiple Contexts, Synonyms and Figurative Usage. Word Opposites, Receptive Vocabulary, Expressive Vocabulary. Conjunctions and Transition Words are supplementary subtests.
					Evidence of technical adequacy (Buros Review).
					
					Internal consistency reliability: .84-.94 for composite scores
					
					Test-retest reliability: .89-.94
					
					Content validity evidence: discriminates b/w non and LLD students with 67% accuracy.
					
					Construct validity ranged from .51-.74 for intercorrelations among subtests.
					
					Concurrent validity: correlated with Celf-R (.63) and WISC-III (.76).
					
					Development or normative sample: 1570 students, 26 states. Representation: gender, racial id, parental education based on US census from 1980 for each age group.

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY

Test of Word Reading Efficiency (TOWRE)
 	
PRO-ED, Inc.
• 8700 Shoal Creek Blvd.
• Austin, TX 78757-6897
• (800) 897-3202
• Fax: (800) 397-7633
• http://www.proedinc.com
 	
Purpose: Screening, formative, diagnostic
 	
Grade Levels: 1-3
 	
Cost: $178.00 for complete kit (Complete TOWRE Kit includes Examiner's Manual, 25 Form A Profile/Examiner Record Booklets, 25 Form B Profile/Examiner Record Booklets, Form A Word Cards, and Form B Word Cards, all in a storage box.)
	• The test provides an efficient means of monitoring the growth of two kinds of word reading skills that are critical in the development of overall reading ability: the ability to accurately recognize familiar words as whole units or "sight words" and the ability to "sound out" words quickly. The Test of Word Reading Efficiency contains two subtests: the Sight Word Efficiency (SWE) subtest assesses the number of real printed words that can be accurately identified within 45 seconds, and the Phonetic Decoding Efficiency (PDE) subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds.	• Individual administration
		• Paper/pencil
		• Each subtest has two forms (Forms A and B) that are of equivalent difficulty, and either one or both forms of each subtest may be given depending upon the purposes of the assessment.
		• The *Test of Word Reading Efficiency* contains two subtests: the Sight Word Efficiency (SWE) subtest assesses the number of real printed words that can be accurately identified within 45 seconds, and the Phonetic Decoding Efficiency (PDE) subtest measures the number of pronounceable printed nonwords that can be accurately decoded within 45 seconds.
			• Content Coverage not determined
			
			• **Reading skills**
			
			  • **Site reading**
			
			  • **Phonetic decoding**
			
			• Reading strategies
			
			• Reading comprehension
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• Percentiles, standard scores, and age and grade equivalents are provided. Subtest standard scores have a mean of 100 and a standard deviation of 15.	***Evidence of technical adequacy (Buros Review).***
					
					The TOWRE was normed on over 1,500 individuals ranging in age from 6 to 24 years old residing in 30 states.
					
					Correlation with Woodcock Test of Reading Mastery
					
					Internal consistency reliability .86-.98
					
					Test-retest reliability: The test/retest (time sampling) coefficients range from .83 to .96.
					
					Reliability of the TOWRE was investigated using estimates of content sampling, time sampling, and scorer differences. The average alternate forms reliability coefficients (content sampling) all exceed .90. The magnitude of the coefficients reported from all the reliability studies suggests that there is little error in the TOWRE and that examiners can have confidence in the results.
					
					Extensive evidence of the validity of TOWRE test scores is provided for content-description validity, criterion-prediction validity, and construct-identification validity.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

<u>**Texas Primary Reading Inventory (TPRI)**</u>
 	
McGraw-Hill Customer Service
• Attn: Order Processing - TPRI
  220 East Danieldale Road
  Desoto, TX 75115
• (888) 772-4543
• Fax: (972) 228-1928
• http://www.tpri.org
 	
Purpose: Screening, formative, diagnostic
 	
Grade Levels: K-3
 	
Cost: Contact the publisher
	• At all four grade levels, the TPRI consists of both a Screening Section and an Inventory Section. With a short series of student-friendly tasks, the Screening allows a teacher to gather information quickly about the development of the student's reading concepts. The Screening provides an easy way to identify students who are likely to experience success in reading so that time can be spent gathering more detailed information for other student who may be likely to need instructional intervention.	• Individually administered.
		• Pencil/paper instrument designed to be administered by the classroom teacher.
		• Each inventory is designed to permit a detailed, but informal, assessment of a student's reading and reading-related skills. The primary purpose of the inventories is to assist the teacher in setting learning objectives for the student. By administering the entire inventory, the teacher may obtain further support for a judgment of the student's reading skills development. Thus, the teacher can set learning objectives for an at-risk student, but also has an opportunity to rectify a false positive error by using the inventory. It is recommended that the inventory be administered with all students whose performance on the *Screening Section* indicates important reading concepts are still developing. The listening and/or reading comprehension tasks in the inventory should be administered to all students. The entire inventory can be administered with all students regardless of their performance on the *Screening Section* depending upon the time and resources available to the classroom teacher.
		• Inventory items begin at levels that are developmentally less complex (easier) than the screening items. This is because the screens are designed to be more accurate with a student not likely to be "at-risk" for reading problems. In addition, the developmental progression allows the teacher to determine a student's actual level of development in the components of the TPRI.
			• Content Coverage not determined
			
			• **Reading skills**
			
			• Reading strategies
			
			• **Reading comprehension**
			
			• Reading analysis
			
			• Reading critically
			
			• **Narrative text**
			
			• **Informational text**
				• Each inventory consists of five components: Book and Print Awareness (Kindergarten), Phonemic Awareness, Graphophonemic Knowledge, Reading Accuracy, Fluency and Reading Comprehension. The rationale for these components can be found in the Introduction to the TPRI at each grade level.
				• Scored by the teacher.
					Evidence of technical adequacy.
					
					Multiple forms of reliability were listed for each subtest; values ranged from .60-.90.
					
					K Screening Tasks
					  Internal consistency:.92
					  Test-retest: .87
					  Generalizability:.76
					K Inventory Tasks
					  Internal consistency: .89
					  Test-retest:.60
					  Generalizability .70
					  Book and Print Awareness was weak.
					1st Grade Screening Tasks:
					  Internal consistency: .86
					  Test-retest: 6
					  Generalizability: 86
					1st Grade Inventory Tasks
					  Internal consistency: .79
					  Test-retest: 4
					  Generalizability: 68
					  Book and Print Awareness was weak
					2nd Grade Screening & Inventory Tasks
					  The screen task shows uniformly excellent reliabilties (medians .88 - .91).
					  Internal consistency: .67
					  Test-retest: .65
					  Generalizability: .76

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Wechsler Individual Achievement Test -2nd Edition (WIAT-II) Harcourt Assessment, Inc. • Attn: Customer Service P.O. Box 599700 San Antonio, TX 78259 (800) 211-8378 Fax: (800) 232-1223 • http://www.harcourtassessment.com **Purpose:** Diagnostic (achievement) **Grade Levels:** PreK-16 **Cost:** $399.00 for complete kit (L). (P): **WIAT-II Complete Kit** Includes Stimulus Book 1, Stimulus Book 2, Record Forms pkg. of 25), Response Booklet (pkg. of 25), Examiner's Manual, Scoring Normative Supplement for Grades PreK-12, Scoring and Normative Supplement for College Students and Adults, Word Cards, Audiotape, and Bag. ISBN: 015-8983-505 Unit Price: $417.00. **NRT**	• The WIAT-II is a comprehensive yet flexible measurement tool useful for achievement skills assessment, learning disability diagnosis, special education placement, curriculum planning, and clinical appraisal for preschool children through adults. New norms also allow for the evaluation of and academic planning for college students with disabilities. WIAT–II provides guidance for intervention and IEP planning. Make decisions with confidence in identifying at-risk students using WIAT–II as part of your analysis for IDEA requirements. • Published in 2001.	• Extensive training is required to administer. It is administered individually, using pencil/paper. • PreK-K: 45 minutes, Grades 1-6: 90 minutes; Grades 7-16: 1.5 - 2 hours • Qualification level: B-Level	• Content Coverage not determined • Reading skills • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Raw scores can be converted to age-equivalent scores, grade-equivalent scores, percentile scores, stanines, and normal curve equivalancy scores. • Hand or software scoring.	***Evidence of technical adequacy (Buros Review).*** Correlations among tests on WIAT and WIAT-II: .80 and above except for tests that had changes a lot. The validity of the assessment was determined using a variety of other published assessments (e.g. WIAT, DAS, PAL-RW, etc.) Internal consistency reliability .85 or higher except for WE and LC which were .70 Test-retest reliability above .85 The reliability of the assessment was determined through internal-consistency measures, test-retest measures, and interrater reliability measures. (L) (P): Following a rigorous development and testing process, extensive reliability and validity studies demonstrate that WIAT–II subtests are reliable, internally consistent, unbiased and content-representative.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Woodcock-Johnson III Diagnostic Reading Battery (WJ III DRB) Riverside Publishing (2001) • Phone: 800-323-9540 • Website: www.riverpub.com **Purpose:** Diagnostic and summative battery **Grade Levels**: Ages 2 - 80+ **Cost:** $397.25 per complete kit with carrying case including test book, audio CD package, comprehensive manual (197 pages), software package, and 25 test records and subject response booklets; $61.25 per 25 test records and subject response booklets; $67 per comprehensive manual; $146 per scoring and reporting program (Windows/Mac).	• Purpose of assessment: "Measures important dimensions of phonological awareness, phonics knowledge, reading achievement, and related oral language abilities." • A well-standardized, much used, norm-referenced battery of reading skills, designed to be useful in measuring subject's overall reading skills. • **Subtests** from WJ III Tests of Achievement (8) and WJ III Test of Cognitive Ability (2). • **Cluster scores** for reading skills recommended for use in interpretation of individual's performance. • Publication Date: 2004	•Administered individually by examiner trained in standardized test administration, scoring and interpretation. •Requires approximately 60 minutes •Easel book provides subject with stimulus page while examiner side of easel shows questions or scoring guides (basal and ceiling instructions). Similar format to Woodcock-Johnson III Tests of Achievement and Woodcock-Johnson III Tests of Cognitive Ability.	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text • **Writing skills** • **Math skills**	• **Produces :** Raw score, standard score, %ile score, grade equivalents, IRT-based score, normal curve equivalents, developmental benchmarks, subtest scores, composite score, and age and grade norms. • **Significant**: 23 pages in manual devoted to Scores and Interpretation, how to evaluation test performance data, behavioral observations, error analysis, at item content level. Includes wide range of accommodations for examinees with difficulties. • <u>Caution</u>: Does not warn adequately against over-interpretation of results, and that one test <u>cannot</u> be used to "diagnose "reading problems. • **Reading Subtests:** Letter-Word Identification, Passage Comprehension, Word Attack, Reading Vocabulary, Reading Fluency, Spelling of Sounds, Sound Awareness, Sound Blending, Oral Vocabulary, Oral Comprehension. • <u>Caution</u>: Two subtests, Reading Fluency and Passage Comprehension may cause examiners to make invalid conclusions due to spurious confounds in testing process.	*WJ is one of the most-studied educational assessment instrument series. Buros reviews describe WJ III DRB as promising. Mostly moderate to strong technical properties, typical of WJ assessments.* Median cluster <u>reliabilities</u> .83 to .90 or higher; <u>validity</u> <u>evidence</u>: moderate correlations with independent tests of similar content. More validity studies needed as evidence is sparse and less impressive than reliabilities. **Standardization is excellent. Normative data** from 8,818 subjects in 100 geo. diverse U.S. communities (2001). Continuous testing through year – norms, %tiles based on distribution of scores at each examinee's exact chronological age and grade (not interpolated or extrapolated). Extreme care taken in sampling, item selection and testing, matching U.S. demographics, providing appropriate standard scores.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**

<u>**Woodcock-Johnson III Tests of Achievement (WJ III ACH)**</u>
 	
Publisher: Riverside Publishing (2001)
• Phone: 800-323-9540
• Website: <u>www.riverpub.com</u>
 	
Purpose: Summative (Achievement test)
 	
Grade Levels: K-12,
 	
<u>Cost</u>: $ 466.50 for Form A , Cost: $ 466.50 for Form B ; two equivalent forms available
 	
NRT
	• **Content:** Reading, Oral Language, Mathematics, Written Language, Academic Knowledge
	
	• WJ III Achievement test is a broad, standardized test battery of academic achievement. It contains the following subscales:
	
	  • **Reading measures**: Phonemic Awareness – segmentation; Letter Names; Word Attack nonsense words; Word Identification – regular and irregular; Reading Fluency – sentences; Listening Comprehension; Reading Comprehension – silent, retell, cloze; Vocabulary – oral and reading;
	
	  • **Other:** Oral Language, Written Language; Supplemental: Delayed Story Recall, Handwriting Legibility, Spelling of Sounds, Sound Awareness, Punctuation/Capitalization
	
	• Measures student performance in English and Spanish.
	
	• Not designed to inform instruction, or support progress monitoring.
		• Individually administered standardized achievement battery.
		• Easel stimulus booklet is placed between student and examiner so that student responds to stimuli, words, pictures, etc. while examiner records responses in response booklet. Timing occurs in some subtests. Basal and ceiling rules apply in some subtests. Many subtests, but few items per subtest.
		• Long used in public school districts for evaluation for helping to determine learning disabilities and needs for support , and summative evaluation.
		• *Explicit instructions for examiner qualifications, examiner expertise/training to adhere to standardized administration.*
		• Time to Administer: varies ~5 minutes per subtest
		• Two forms, A and B
			• Content Coverage not determined
			
			• **Reading skills**
			
			  o Very specific <u>component skills</u> (e.g., Letter-Word Identif., Fluency, Passage Comp., etc.)
			
			• **Oral reading rate**
			
			• Reading strategies
			
			• **Reading comprehension**
			
			• Reading analysis
			
			• Reading critically
			
			• Narrative text
			
			• Informational text
				• **Produces** raw score, standard score, %ile score, grade equivalents, IRT-based score, normal curve equivalents, developmental benchmarks, subtest scores, composite score, and age and grade norms
				• **High degree of training and skill with administering standardized assessments required.**
				• May be hand-scored or computer scored with Compuscore software which produces standard reports (summary narratives) about student performance (English or Spanish versions). Compuscore software program more accurate, efficient scoring, and generates summary reports which may be shared with consumers.
				• Can modify size of confidence intervals, and discrepancy cut scores can be modified. Separate sets of norm tables for ages, grades, subgroups, students with disabilities.
				• <u>Caution</u>: Developers suggests using <u>discrepancy model (among achievement/ cognitive skills).</u> Discrepancy model has little validity evidence.
				• May combine tests into <u>cluster scores</u> for Reading or Mathematics.
					Strong evidence of technical adequacy (Buros).
					
					Norm sample, though large and probably representative, is now about 10 years old. May affect relevance of results. Found 140 references to WJ. Normed from 1996 – 1999 on 8,818 individuals. Items reviewed for sensitivity and cultural bias, factor analysis suggests same constructs measured across groups.
					
					Internal consistency: <.80 for 38 tests, and above .90 for 11. Most above .70. Cluster reliabilities mostly above .90.
					
					Test-retest : .69 - .96
					
					Content validity: Item banks analysis of differential item function, Rasch scaling, moderate to strong correlations with other commonly used achievement batteries.
					
					Criterion validity: Scores on WIAT and K-TEA correlations in the range .50 to .80.
					
					Discriminant validity evidence: Scores from known groups (children ID'd as gifted, etc.) perform in expected patterns.
					
					Sensitivity and bias reviews conducted.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
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<u>**Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU)**</u> Pearson • 145 South Mount Zion Road P.O. Box 2500 Lebanon, IN 46052 • (800) 627-7271 • Fax: (800) 393-3156 • http://www.pearsonschool.com <u>**Purpose:**</u> Diagnostic <u>**Grade Levels**</u>: K-16 <u>**Cost:**</u> Complete kit: Includes G & H Test Books, 25 each NU Form G & H Test Records, Sample NU Form, G+H Summary Record Form, Pronounciation Guide Cassette, Sample Report to Parents, NU Examiner Manual, carry bag ($489.25).	• Provides thorough coverage of reading readiness, basic skills, and comprehension. Two different forms are available, with 4 or 6 subtests.	• Individual administration; each subtest takes 10-30 minutes.	• Content Coverage not determined • **Reading skills** • Reading strategies • **Reading comprehension** • Reading analysis • Reading critically • Narrative text • Informational text	• Age- and grade-based percentile ranks, standard scores ($M = 100$ $SD = 15$), and NCEs (for Chapter I), age and grade equivalents. • Standard scores, percentiles, NCEs, and Relative Performance Indexes by age or grade; age equivalents and grade equivalents; instructional ranges. • The four reading vocabularies in Word Comprehension can be evaluated only with raw scores, which may be profiled on the Diagnostic Comprehension Profile.	***Evidence of technical adequacy (Buros Review).*** Internal consistency reliability: Split-half: Tests Median=.91 (range: .68 to .98); Clusters Median=.95 (range: .87 to .98); Total Median=.97 (range: .86 to .99) Based on a national sampling of over 3,000 people, WRMT-R provides accurate score comparisons for reading decoding and reading comprehension with the other achievement batteries with which it was conormed: K-TEA/NU and PIAT-R/NU. Approximately 3,700 (varies by subtest/cluster); Based on Census data for 1994.

ASSESSMENT	DESCRIPTIVE INFORMATION	ADMINISTRATION	CONTENT	SCORING AND REPORTING	TECHNICAL ADEQUACY
Word Identification and Spelling Test (WIST) PRO-ED, Inc. • 8700 Shoal Creek Blvd. • Austin, TX 78757-6897 • (800) 897-3202 • Fax: (800) 397-7633 • http://www.proedinc.com Publication date: 2004 **Purpose:** Diagnostic **Ages:** : 7.0 through 18.11 years **Cost 2004**: $220 per complete kit including examiner's manual (142 pages), 25 Elementary examiner record booklets, 25 Secondary examiner record booklets, 50 Spelling response forms, word card-Regular Words, word card-Irregular Words, word card-Letter/Pseudo Words, Elementary Spelling card, Secondary Spelling card, and Irregular Spelling card; $50 per examiner's manual; $40 per 25 examiner's record booklets (specify Elementary or Secondary); $15 per 50 Spelling response forms; $15 per word card (specify Regular, Irregular or Letter/Pseudo Words); $15 per Spelling card (specify Elementary or Secondary).	• The Word Identification and Spelling Test (WIST) is designed to measure fundamental literacy skills in children and adolescents aged 7 to 18. The WIST consists of six item sets or tasks. Information from these item sets is used to generate norm-referenced scores and additional diagnostic information through informal methods. The WIST is designed to identify poor readers, poor spellers, and students requiring more intensive instruction, and to monitor annual progress in reading and spelling development. • The Word Identification subtest consists of the Read Regular Words item set (which consists of familiar and unfamiliar words that can be decoded with word attack skills) and the Read Irregular Words item set (which consists of high-frequency words with one or more orthographic irregularities). Likewise, the Spelling subtest consists of two item sets: Spell Regular Words and Spell Irregular Words. The Sound-Symbol Knowledge subtest consists of the Pseudo Words and Letters Sounds item sets. Both item sets measure the ability to identify a grapheme and recall its corresponding sound. The Fundamental Literacy Ability Index is a composite standard score consisting of the Word Identification and Spelling subtests.	• **Administration**: Individual • **Time**: 40 minutes • **Two levels,** elementary or secondary	• Content Coverage not determined • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Raw scores to percentiles, standard scores, and age and grade equivalents. • Scores: Word Identification, Spelling, Sound-Symbol Knowledge, Fundamental Literacy Ability Index. • The normative sample 1,520 students aged 7 to 18 years from 16 states; selected to match the 2000 U.S. Census according to geographic area, gender, ethnicity, parental educational attainment, exceptionality status, and age • "The ability to identify specific types of spelling and decoding errors is especially valuable to clinicians needing to make specific recommendations for remediation service providers" (Buros)	*Some evidence of technical adequacy (Buros Review).* Internal consistency ranged from .85 to .98; average was .97. Test-retest reliability from .93 to .99. Inter-rater reliability on forty protocols by two PRO-ED staff ranged from .95 to .98. Confirmatory factor analyses suggest a three-factor structure (isomorphic to the three subtests). Word Identification highly correlated with Spelling (.72 to .89) and Sound-Symbol Knowledge (.63 to .72); lower correlation between Spelling and Sound-Symbol Knowledge (.30 to .34). Criterion-related validity: WI subtest was highly correlated (.78 to .89) with WIAT-II Word Reading and Woodcock Reading Mastery. WI subtest moderately correlated with timed subtests such as the TWRE and TSWRF (.47 to .55). The WIST Spelling subtest was highly correlated (.80 to .87) with the WIAT-II Spelling subtest and the Test of Written Spelling-Fourth Edition. "…features that are unique to the WIST have little empirical backing" (Buros)

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
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Yearly Progress Pro • Publisher: CTB/McGraw-Hill • Rerpresentative: • Phone: (800) 538-9547 • Website: http://www.ctb.com/mktg/ypp/ypp_highlights.jsp **Purpose:** Formative **Grade Levels:** Reading 1-8, Language Arts 2-8 **Sample Reports:** Easy-to-read reports generated by skill, student, class, district, and student demographics **Language:** English only (limited Spanish) **Cost:** Per Student $9.25 first component Math or RLA; $14.25	• The Yearly ProgressPro system provides educators with a number of critical tools to assist them in the classroom, all linked to an easy to understand data management system that allows them to track and see trends in students' academic performance in real time. • Yearly ProgressPro provides a comprehensive set of pre-built curriculum-based assessments that can be delivered weekly. These assessments provide detailed diagnostic information on students' academic progress on a defined set of skills. • Yearly ProgressPro provides a dynamic and simple to use assessment creator, which gives educators the ability to quickly and easily create customized assessments from our vast bank of problems. An instructional exercise has been created for each of the skills we assess. • Our most important feature is the data management system, which allows educators to trend and track student performance in real time. The system measures individual students' skill strengths and weaknesses and can track whole class performance on specific skills or skill groupings.	• YPP offers online pre-built 15-minute Curriculum-Based Measurement assessments and/or online teacher-created Classroom Assessments • Qualification: Administrators and teachers administer YPP to assess student mastery, prescribe instruction and analyze results. • Admin: Individual or group • Time: 15 minutes • YPP enhances teacher efforts through the use of data on specific skills, allows educators and administrators to make decisions on skill-specific data and boosts student learning through identification of unique individual needs and use of YPP instructional exercises.	• **Content Coverage not determined** • Reading skills • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• YPP automatically scores and records all CBM and custom tests. Reports track progress over time. Real-time reports are available at student, class, school and district levels.	***Limited evidence of technical adequacy*** In an unpublished study (Stecher, 2005), internal consistency reliabilities for language on a national sample are reported from a low of .53 at grade 7 to .91 at grade 2across the multiple forms of the test. Median reliabilities ranged from .74 to .85 by grade with lower reliability at the higher grades. No reliability reported for reading. Validity evidence (Stecher, 2005): On a sample of approximately 84 students, Correlations between YPP reading maze and the ITBS reading and language subtests ranged from .31 to .73 by grade. Correlations between YPP reading maze and the Stanford 10 reading ranged from .44 to .78 by grade. Correlations between YPP reading maze and the CTBS/TerraNova reading ranged from .51 to .64 by grade.

WASHINGTON STATE READING ASSESSMENT INFORMATION MATRIX					
ASSESSMENT	**DESCRIPTIVE INFORMATION**	**ADMINISTRATION**	**CONTENT**	**SCORING AND REPORTING**	**TECHNICAL ADEQUACY**
Yopp-Singer Test of Phoneme Segmentation TEAMS Educational Resources • http://teams.lacoe.edu/reading/assessments/yopp.html • Developer Hallie Kay Yopp, California State University, Fullerton **Purpose:** Screening **Grade Levels**: PreK-1 **Cost:** It is available for free download from http://www.balancedreading.com/assessment/freeassessments.html	• This test (Yopp, 1995) consists of 22 items and requires students to separately articulate each phoneme in the presented words. The student receives credit only if all sounds in a word are presented correctly.	• The test is administered individually and requires about 5 to 10 minutes per child.	• Content Coverage not determined • **Reading skills** • **Phonemic skills** • Reading strategies • Reading comprehension • Reading analysis • Reading critically • Narrative text • Informational text	• Scores are given as percent correct -- guidelines simply state that children with high scores should be considered to be phonemically aware, and children with low scores need phonemic awareness instruction	***Limited evidence of technical adequacy.*** Reliability measures were found to be above .85. Predictive validity was determined by assessing reading achievement of students in a longitudinal study (7 years) using the Comprehensive Test of Basic Skills as a measure of reading achievement. Predictive of reading and spelling in Grades 1-6 (-.05-.55; 16 of the 25 correlations were positive and significant).

Types of Assessments:

Formative Learning Assessment	Formative Diagnostic Assessment	Benchmark/Interim Assessment	Summative Assessment
What is it? Formative learning is the process of teaching students how to set goals for their learning, to identify their growth towards those goals, to evaluate the quality of their work, and to identify strategies to improve.	**What is it?** Formative diagnostic assessment is a process of questioning, testing, or demonstration used to identify how a student is learning, where his strengths and weaknesses lie, and potential strategies to improve that learning. It focuses on individual growth.	**What is it?** Benchmark or interim assessment is a comparison of student understanding or performance against a set of uniform standards within the same school year. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.	**What is it?** Summative assessment is a comparison of the performance of a student or group of students against a set of uniform standards.
Who is being measured? Individual students are measuring themselves against their learning goals, prior work, other students' work, and/or an objective standard or rubric.	**Who is being measured?** Individual students. The way they answer gives insight into their learning process and how to support it.	**Who is being measured?** Individual students or classes.	**Who is being measured?** The educational environment: Teachers, curricula, education systems, programs, etc.
How often? Ongoing: It may be used to manage a particular long- term project, or be included in everyday lessons. Feedback is immediate or very rapid.	**How often?** Ongoing: Often as part of a cycle of instruction and feedback over time. Results are immediate or very rapid.	**How often?** Intermittent: Often at the end of a quarter or semester, or a midpoint of a curricular unit. Results are generally received in enough time to affect instruction in the same school year.	**How often?** Point in time: Often at the end of a curricular unit or course, or annually at the same time each school year.

For what purpose?	For what purpose?	For what purpose?	For what purpose?
To help students identify and internalize their learning goals, reflect on their own understanding and evaluate the quality of their work in relation to their own or objective goals, and identify strategies to improve their work and understanding.	To diagnose problems in students' understanding or gaps in skills, and to help teachers decide next steps in instruction.	To help educators or administrators track students' academic trajectory toward long-term goals. Depending on the timing of assessment feedback, this may be used more to inform instruction or to evaluate the quality of the learning environment.	To give an overall description of students' status and evaluate the effectiveness of the educational environment. Large-scale summative assessment is designed to be brief and uniform, so there is often limited information to diagnose specific problems for students.
What strategies are used? Self-evaluation and metacognition, analyzing work of varying qualities, developing one's own rubric or learning progressions, writing laboratory or other reflective journals, peer review, etc.	**What strategies are used?** Rubrics and written or oral test questions, and observation protocols designed to identify specific problem areas or misconceptions in learning the concept or performing the skill.	**What strategies are used?** Often a condensed form of an annual summative assessment, e.g. a shorter term paper or test. It may be developed by the teacher or school, bought commercially, or be part of a larger state assessment system.	**What strategies are used?** Summative assessments are standardized to make comparisons among students, classes, or schools. This could a single pool of test questions or a common rubric for judging a project.

Article 3. Curriculum Requirements and Special Programs

R7-2-318. K-3 Reading Program

A. Prior to the release of monies generated by the K-3 reading support level weight, a school district or charter school assigned a letter grade of C, D or F, or that has more than ten percent of its pupils in grade three who do not demonstrate sufficient reading skills as established by the Board, shall submit to the Department on or before October 1, a comprehensive local education agency K-3 reading program plan, using the format prescribed by the Department. Each school district or charter school assigned a letter grade of A or B shall submit its plan to the Department on or before October 1 in odd numbered years only beginning in 2016-2017.

B. Pursuant to A.R.S. 15-211, the K-3 reading program plan submission shall contain the following components for pupils in half-day and full-day kindergarten programs and grades one through three:
   1. School literacy contacts, literacy team members and master reading schedules;
   2. A list of the staff who reviewed and approved the individual school K-3 reading program plans;
   3. A budget and accompanying narrative for the prior and current school year regarding the expenditure of monies used only on instructional purposes intended to improve reading proficiency from the K-3 support level weight and the K-3 reading support level weight;
   4. An evaluation and accompanying narrative of the effectiveness of the local education agency's K-3 reading program for the previous school year and plans for improvement for the current school year.
   5. Core reading programs, including frequency, duration and date of last curriculum review;
   6. Tier II and Tier III reading intervention programs, including frequency, duration and date of last curriculum review;
   7. Initial benchmark assessment data and an accompanying narrative on pupil reading proficiency;
   8. Assessment data on universal screenings, diagnostic tools, progress monitoring tools, summative assessment tools, motivational assessments, collections of reading assessments and alternative standardized reading assessments;
   9. A sample template of a parental notification letter;
   10. Evidence-based intervention and remedial services provided to students;
   11. Evidence of ongoing teacher training based on evidence-based reading research; and
   12. Data for the prior school year on the total number of pupils that were subject to retention, the total number that were promoted, the total number actually retained and the interventions administered pursuant to A.R.S. 15-701.

C. The local education agency shall submit universal screening data on October 1, winter benchmark data on February 1 and end of year assessment data on June 1 for pupils in kindergarten programs and grades one through three.