

Appropriate Reading Assessments for Data-Based Decision Making

Type of Assessment	Purpose	Assessment Questions	Characteristics/Specifications	Examples
Screening	<ul style="list-style-type: none"> To know students' progress toward end of year grade level standards To identify students who may benefit from intervention 	<ul style="list-style-type: none"> Is instruction sufficient for the majority of students to meet end-of-year grade-level standards? Which students have been identified as at-risk for not meeting grade level standards? 	<ul style="list-style-type: none"> Administered to all students Has strong <i>predictive validity</i> Fairly quick, easy to administer, efficient Some screeners provide measures of specific skills Computer Adaptive Tests (CAT)¹ are common screeners 	<ul style="list-style-type: none"> FAST PK-2 MAP Growth iReady Diagnostic <p>Curriculum-based measurements such as:</p> <ul style="list-style-type: none"> DIBELS Star-CBM Aimsweb
Diagnostic Measure²	<ul style="list-style-type: none"> To assess students' specific skill strengths and weaknesses 	<ul style="list-style-type: none"> What are students' weaknesses and strengths related to a particular skill? For what skills would students need intervention? Is there a particular skill that would benefit from being revisited in Tier 1? 	<ul style="list-style-type: none"> Individually administered, typically to readers identified as at-risk, not all students Provides information regarding specific skills Identifies specific areas of weakness Norm or criterion referenced Some diagnostic assessments indicate size of gap for particular skills 	<ul style="list-style-type: none"> Phonics Survey Spelling inventory Qualitative analysis of oral reading Phonological awareness survey Acadience Reading Diagnostic: CFOL
Progress Monitoring	<ul style="list-style-type: none"> To monitor students' progress toward an identified goal: <ul style="list-style-type: none"> Progress toward <i>overall</i> reading proficiency and Progress on <i>specific skills</i> identified for intervention To evaluate effectiveness of instruction To quantify rate of improvement 	<ul style="list-style-type: none"> How well is instruction/ intervention resulting in growth for students? Are students acquiring the specific skills that have been taught at expected rates? How quickly, and at what proportion, are students closing academic proficiency gaps? 	<ul style="list-style-type: none"> Should predict: <ul style="list-style-type: none"> Whether students are on-track to meet end of year standards Whether gaps for students identified for intervention will be closed Provides information on rate of growth relative to peers and standards Repeatable (forms equal in difficulty to measure growth) Sensitive to small amounts of growth when administered at regular intervals The frequency of progress monitoring is related to the intensity of the intervention 	<p>Curriculum-based measurements such as:</p> <ul style="list-style-type: none"> DIBELS Star-CBM Aimsweb Star Early Literacy (monthly PM) Star Reading (monthly PM)
Formative	<ul style="list-style-type: none"> Data are used as feedback to adjust ongoing teaching and learning Formative data is used to <i>inform</i> instruction 	<ul style="list-style-type: none"> Are students, classes, and/or schools learning what is being taught? 	<ul style="list-style-type: none"> Generally low-stakes Can be formal or informal A type of progress monitoring 	<ul style="list-style-type: none"> Thumbs-up/thumbs-down Observation Ticket out the door Checks for understanding Spelling test Intervention curriculum-specific mastery test
Summative³	<ul style="list-style-type: none"> To evaluate student learning at the end of an instructional unit or grade-level (end of the year) 	<ul style="list-style-type: none"> Did students, classes, and/or schools meet grade-level standards? 	<ul style="list-style-type: none"> Typically outcome assessments Administered at the end of an instructional unit or at the end of the year 	<ul style="list-style-type: none"> FAST EOC Unit test Midterm exam

¹ Computer Adaptive Test (CAT) composite scores are *best* as screeners, *okay* for progress monitoring, *not great* as diagnostic assessments

² Diagnostic Measures do not have predictive validity and should not be used for screening or progress monitoring

³ Data can be used formatively when used to guide efforts and activities in subsequent courses