

Literacy Assessments Resource Guide

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SPED 741: Methods and Assessment: Literacy Interventions
for Struggling Learners & Students with High-Incidence
Disabilities

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Comprehensive Literacy Assessments

Creating a comprehensive Literacy Assessment Resource Guide for educators is imperative in today's educational landscape, particularly considering the growing emphasis on evidence-based practices in literacy instruction. With the advent of the science of reading, which underscores the importance of systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, educators face the challenge of effectively assessing students' literacy skills and making data-driven instructional decisions aligned with these principles (Ehri et al., 2001). The assessment process must utilize multiple sources of valid and reliable information to inform instructional decisions. It begins with measurement, scoring, and comparing and interpreting gathered data. Subsequently, instructional decisions are made based on these conclusions. This cyclical process of measuring, interpreting, and decision-making is continuous and integral to effective teaching and learning (Wonders Assessment Handbook, Grades K-6, n.d.).

A robust resource guide is a vital tool for educators by providing them with a curated collection of evidence-based literacy assessments that align with the core components of reading instruction. By offering detailed information on various assessment types, including universal screeners, progress monitoring tools, diagnostics, formative assessments, and summative evaluations, educators can tailor their instructional approaches to meet the diverse needs of their students (National Reading Panel, 2000).

Furthermore, the resource guide supports educators in implementing a comprehensive and systematic approach to literacy assessment, ensuring that no aspect of reading development is overlooked. With the inclusion of assessments targeting specific literacy domains, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension,

educators are equipped with the necessary tools to identify areas of strength and areas needing improvement in their students' literacy skills (Snow et al., 1998).

Creating a comprehensive Literacy Assessment Resource Guide is essential for supporting educators in implementing evidence-based practices in literacy instruction and making data-driven instructional decisions. Assessment tools are vehicles we use to gather data. In contrast, the assessment process refers to our decisions and actions as we administer tools and interpret and communicate data.

Essential Components of Reading



To design a comprehensive literacy assessment resource guide for K-12 students, I have categorized assessments into the following categories: Universal Screener, Progress Monitoring (including Mastery Measurement and General Outcome Measurement), Diagnostic, Formative, and Summative. These assessments typically cover multiple domains of literacy as identified by the National Reading Panel in 2000. These include:

1. Phonological Awareness

- a) [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS 8\) \(PSF\)](#)
- b) [Acadience Reading K-6 DIBELS Next \(PSF\)](#)
- c) [Northwest Evaluation Association \(NWEA\) MAP](#)

2. Phonics

- a) [Dynamic Indicators of Basic Early Literacy Skills \(DIBELS 8\) \(NWF, WRF\)](#)
- b) [Acadience Reading K-6 DIBELS Next \(NWF\)](#)
- c) [Really Great Reading Decoding Surveys \(Beginning, Advanced, Advanced Plus\)](#)

d) Northwest Evaluation Association (NWEA) MAP

3. **Fluency** (Sight Words, High-frequency Words, Oral Reading, Nonsense Words, and Passage Reading Fluency)

a) Dynamic Indicators of Basic Early Literacy Skills (DIBELS 8) (WRF, ORF)

b) Acadience Reading K-6 DIBELS Next (ORF)

c) Really Great Reading Decoding Surveys (Beginning, Advanced, Advanced Plus)

d) Core Multiple Measures (MASI-R, San Diego Quick, Core high-frequency words)

e) Qualitative Reading Inventory – 6 (QRI – 6)

f) Northwest Evaluation Association (NWEA) MAP

g) GRADE ((Group Reading Assessment and Diagnostic Evaluation)

4. **Vocabulary**

a) Core Multiple Measures (Core Vocabulary Screening and Core high-frequency words)

b) Acadience Reading K-6 (Word Use Fluency)

c) I-Ready

d) TEXAS STAAR Reading

5. **Reading Comprehension**

a) Northwest Evaluation Association (NWEA) MAP

b) GRADE ((Group Reading Assessment and Diagnostic Evaluation)

- c) [Core Multiple Measures – CORE Reading MAZE Comprehension](#)
- d) [ORI-6 \(Qualitative Reading Inventory-6\)](#)
- e) [i-Ready](#)
- f) [TEXAS STAAR Reading](#)

6. Disciplinary Literacy

- a) [Strategic Content Literacy Assessment \(SCLA\)](#)
- b) [Disciplinary Literacy Assessment \(DLAT\)](#)

7. Spelling

- a) [Fastbridge Reading Assessments](#)
- b) [Primary Spelling Inventory \(PSI\)](#)
- c) [Quick Spelling Survey \(QSS\)](#)
- d) [Core Multiple Measures](#)

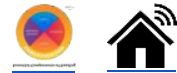


1. Universal Screener (Benchmark) and Progress Monitoring Assessments

Universal screeners are concise assessments administered to all students at various points throughout the academic year to identify those who may be susceptible to reading difficulties. These assessments efficiently screen students within a specific grade level or age group, pinpointing those needing additional support or intervention. Benchmark assessments for reading are pivotal in initiating interventions and selecting appropriate progress monitoring measures, highlighting students' areas of need. Some universal screeners also double as progress monitoring tools, allowing educators to track students' growth and intervention response over time (Good et al., 2001). Additionally, certain screeners offer diagnostic capabilities, pinpointing

specific areas of need and offering educators detailed insights into students' literacy strengths and weaknesses for tailored intervention planning (Catts et al., 2002).

These comprehensive screeners are essential in the primary grades to assess phonemic processing, promptly identify students at risk of academic struggles, and prevent persistent underachievement. These evaluations typically cover various literacy domains essential for early intervention and support (Moats, 2005).



Assessment 1: DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills)

Assessment Name	DIBELS 8th Edition
Type of Assessment	Type: Standardized assessment - Universal screening/Benchmark and Progress Monitoring <ul style="list-style-type: none"> This assessment can be used to track students' Fluency progress over a school year.
Age range	Grades K-8.
Completion Time	DIBELS assessment takes about 1-3 minutes per measure to administer
Scoring Options	Manual and or/Automatic
Targeted Areas of Reading	<ul style="list-style-type: none"> Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency (Correct Letter Sounds), Word Reading Fluency, and Oral Reading Fluency assessments are administered individually and typically take about 3 minutes per assessment

	<p>(scoring is manual)</p> <ul style="list-style-type: none"> Maze assessment administered individual and group; takes about 7 minutes to administer; scoring is manual
Language Options	English
Report Options	Individual student reports, group reports, progress monitoring reports
Publication Date	2019
Evidence and/or Research	This assessment has received high-reliability ratings from the National Center on Intensive Intervention in the category of academic screening, with some validity ratings ranging from “unconvincing evidence” to “convincing evidence” (depending on grade level). For a full description of these results, visit the NCI Tools Overview. Additional research for DIBELS can be found on the Research and Publications webpage.
Link to Assessment Resource	DIBELS 8th Edition

Assessment 2: Acadience Reading K-6 (DIBELS) Next



Assessment Name	Acadience Reading K-6 (DIBELS Next)
Type of Assessment	<ul style="list-style-type: none"> Standardized Assessment - Universal Screening and Progress Monitoring: <p>This reading assessment identifies students at risk for reading difficulties and pinpoints skills needing support.</p>

Age range	Grades K-6.
Completion Time	DIBELS assessment takes about 1-5 minutes per measure to administer
Scoring Options	Manual and or/automatic based on student responses (Administration and scoring manuals available for RAN and general Reading Assessments)
Targeted Areas of Reading	<ul style="list-style-type: none"> • Phonemic awareness, phonics, fluency, reading comprehension, language, and vocabulary skills for students in grades K-6. • The Preschool Early Literacy Indicators (PELI) (for 3- to 5-year-olds) - to measure pre-literacy and oral language skills. • The reading resources include diagnostic assessments, Word Use Fluency-Revised (untimed measure of oral language and expressive vocabulary), spelling assessment for K-1, a Rapid Automatized Naming (RAN) measure to help screen for dyslexia, and a reading survey, information/goal sheet to identify appropriate progress monitoring and instructional levels.
Language Options	<ul style="list-style-type: none"> • English - not appropriate for EL Students.
Report Options	Individual student reports, group reports, progress monitoring reports
Publication Date	2020

Evidence and/or Research	This assessment has received primarily mid to high ratings from the National Center on Intensive Intervention in the categories of academic screening and progress monitoring, with some areas receiving a rating of “unconvincing evidence.” To fully describe the results in the categories listed above, visit the NCII Tools Overview.
Link to Assessment Resource	Acadience Reading K-6 (formerly DIBELS Next)



2. Progress Monitoring (Mastery Measurement and General Outcome Measurement):

Progress monitoring assessments are vital for educators to make informed instructional decisions and provide targeted interventions to students. Research consistently demonstrates their effectiveness in improving literacy outcomes (Fuchs & Fuchs, 2001). These assessments track students' growth in specific skills over time, enabling educators to identify strengths and weaknesses and adjust teaching strategies accordingly (Fuchs & Fuchs, 2006; Stecker et al., 2008).

There are two main types of progress monitoring assessments: Mastery Measurement and General Outcome Measurement. Mastery Measurement assessments focus on evaluating a student's understanding of and proficiency in a single target skill or objective (Shinn & Good, 1992). For example, a Mastery Measurement assessment may involve testing for mastery of individual phoneme sounds or specific vocabulary words. These assessments provide detailed information about students' mastery of specific skills, allowing educators to target instruction to address areas of need.

In contrast, General Outcome Measurement assessments provide a broader assessment of overall literacy development by evaluating and tracking student progress across the entire curriculum (Deno, 1985). These assessments often involve administering frequent measures, such as Oral Reading Fluency assessments, to gauge students' overall literacy skills and monitor their growth over time. General Outcome Measurement assessments offer a comprehensive view of students' literacy development, allowing educators to identify trends and patterns in student performance and make informed instructional decisions (Deno et al., 2001).

In addition to the comprehensive assessments outlined in the Universal Screener section (such as DIBELS 8, Acadience DIBELS Next, Aimsweb Plus, and Fountas and Pinnell BAS), which serve as both Screener/Benchmark and Progress Monitoring Assessments, there are a couple more that have been categorized below.



Assessment 3: Northwest Evaluation Association (NWEA) MAP

Assessment Name	NWEA MAP: MAP Growth and MAP Reading Fluency
Type of Assessment	Standardized assessment – used as a Screener and as a Progress monitoring tool - provide teachers with a way to measure a student’s academic progress in literacy skills over time. Standards Alignment - • State standards • Common Core • Next Generation Science Standards (NGSS)* • AERO
Age range	Grades K-12.

<p>Completion Time</p>	<ul style="list-style-type: none"> • MAP Reading Fluency - uses speech-recognition technology - 20-minute group administration - Varies by subject and grade level, typically 1-2 hours per subject • Common Core MAP Growth - 45–55 minutes Untimed
<p>Scoring Options</p>	<p>Computer adaptive – automatic scoring. MAP scores, also known as RIT scores, are used to measure your child’s academic growth. Requires computer/tablet (secure testing or browser-only testing) and internet connectivity.</p>
<p>Targeted Areas of Reading</p>	<ul style="list-style-type: none"> • MAP Reading Fluency - an assessment for PreK-5 students and measures oral reading fluency, literal comprehension, and foundational skills. • MAP Reading Fluency measures and monitors oral reading fluency, literal comprehension, and foundational reading skills from season to season and year to year. • The MAP Reading Fluency dyslexia screener is an accurate, efficient, and reliable way to assess every child in grades K–3 • Common Core MAP Growth data provides you with a clear picture of K–12 student growth term-to-term and year-over-year.
<p>Language Options</p>	<p>English and Spanish</p>

Report Options	Individual student reports, growth reports, school/district reports
Publication Date	2022
Evidence and/or Research	MAP Growth has received high reliability and validity ratings from the National Center on Intensive Intervention in the categories of academic screening; MAP Reading Fluency has received high reliability ratings and ratings of “unconvincing evidence” for validity. For a full description of the results in the categories listed above, visit the NCII Tools Overview. For more information and other sources webpage or the Regional Education Laboratory Program.
Link to Assessment Resource	NWEA MAP: MAP Growth and MAP Reading Fluency



3. Diagnostic Assessments:

Diagnostic assessments are pivotal in informing instructional planning by providing educators with detailed insights into students' literacy abilities. These assessments go beyond surface-level observations and delve deeply into specific areas of strength and weakness, allowing educators to pinpoint areas requiring additional support or intervention (Hosp et al., 2015). Research has consistently shown the value of diagnostic assessments in improving student outcomes by facilitating targeted and individualized instruction (Torgesen et al., 1999).

By identifying students' specific literacy strengths and weaknesses, diagnostic assessments enable educators to tailor instruction to meet the diverse needs of their students (Mellard et al., 2010). For example, if a diagnostic assessment reveals that a student struggles with phonemic

awareness but excels in comprehension, educators can adjust instruction to provide targeted support in phonemic awareness while maintaining and enhancing the student's strengths in comprehension. This personalized approach to instruction has been associated with improved student engagement, motivation, and achievement (Archer & Hughes, 2011). In summary, diagnostic assessments serve as invaluable tools for educators in identifying students' individual literacy needs and guiding instructional decision-making to support their growth and success.



Assessment 4: Really Great Reading Diagnostic Decoding Surveys

Assessment Name	Beginning, Advanced & Advanced Plus Decoding Surveys
Type of Assessment	<p>Quick, Informal Diagnostic Assessment (Criterion-Referenced): This assessment helps educators:</p> <ul style="list-style-type: none"> • Evaluate basic and advanced decoding skills to assess fluency. • Identify gaps and specific weaknesses in phonics knowledge. • Group students for instruction and track growth in word knowledge over time.
Age range	Grade 2 – 12 (who have been identified as struggling readers.)
Completion Time	The Diagnostic Decoding Surveys take 3-5 minutes per student to administer.
Scoring Options	<ul style="list-style-type: none"> • If using a Teacher Recording Form: Check out directions for scoring responses from Really Great Reading. • If using Live Assess, the Grouping Matrix will automatically score your responses. The analysis can be

	<p>found on the Student Record page and the Student Progress Report.</p>
<p>Targeted Areas of Reading</p>	<ul style="list-style-type: none"> ● The assessment primarily focuses on testing phonics (decoding skills). ● Additionally, Really Great Reading offers additional assessments for high-frequency word (sight word) fluency and letter name and sound knowledge.
<p>Language Options</p>	<p>The assessment is primarily administered in English.</p>
<p>Report Options</p>	<p>Really Great Reading provides various report options, including individual student reports, grouping matrix analysis, and student progress reports.</p>
<p>Publication Date</p>	<p>2019 - The publication date of the Diagnostic Decoding Surveys is not specified in the provided text.</p>
<p>Evidence and/or Research</p>	<p>To comprehensively understand the Diagnostic Decoding Surveys, Really Great Reading (RGR) offers two case studies featuring a second grade and a ninth-grade student. These case studies detail each student's screening assessment scores, a thorough analysis of their Diagnostic Decoding Survey scores, and recommendations for further assessment or specific instructional interventions.</p> <p>While the information is derived from real students, their names have been changed for privacy. These case studies and additional ones available in the User's Guide serve as</p>

	illustrative examples of how the Diagnostic Decoding Surveys can be effectively utilized to inform instructional decision-making and support struggling readers at different grade levels.
Link to Assessment Resource	<u>Beginning, Advanced, and Advanced Plus Decoding Surveys</u>



Assessment 5: Assessing Reading: Multiple Measures (Core Multiple Measures)

Assessment Name	Core Multiple Measures
Type of Assessment	Quick, informal diagnostic assessment (criterion-referenced)
Age range	Grades K-12.
Completion Time	The assessment uses short, quick, and reliable tests, with immediate results.
Scoring Options	Scores are obtained immediately upon completion of each assessment.
Targeted Areas of Reading	<ul style="list-style-type: none"> ● The assessment evaluates various literacy domains, including phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, and oral reading fluency. ● Phonological Awareness <ul style="list-style-type: none"> ○ CORE Phoneme Deletion Test ○ CORE Phonological Segmentation Test ○ CORE Phoneme Segmentation Test

	<ul style="list-style-type: none"> ● Decoding and Word Attack <ul style="list-style-type: none"> ○ CORE Phonics Survey ○ San Diego Quick Assessment of Reading Ability ● Vocabulary <ul style="list-style-type: none"> ○ CORE Graded High-Frequency Word Survey ○ CORE Vocabulary Screening ● Comprehension <ul style="list-style-type: none"> ○ CORE Reading Maze Comprehension Test ● Fluency <ul style="list-style-type: none"> ○ MASI-R Oral Reading Fluency Measure ● Assessments in Spanish <ul style="list-style-type: none"> ○ CORE Spanish Phonemic Awareness Test ○ CORE Spanish Phonics Survey ○ CORE Spanish Spelling Inventory ○ Critchlow Spanish Verbal Language Scales
<p>Language Options</p>	<p>Spanish assessments are included in the early grades, where students may be in bilingual programs.</p>
<p>Report Options</p>	<p>Easy-to-follow instructions are provided for administration and scoring, along with reproducible record forms. Profile Forms and Class Records in the Appendix offer an easy way for teachers to summarize assessment results.</p>

Publication Date	Revised 2nd Edition: No specific publication date provided contains the same assessments as the 2nd edition.
Evidence and/or Research	The assessments included in <i>Assessing Reading: Multiple Measures</i> are designed based on research-based reading skills and selected for their quick, reliable, and easy-to-use nature. They assist teachers in identifying areas of strength and weakness, monitoring student reading development, and planning appropriate instruction. Specific evidence or research supporting these assessments is not provided in the text.
Link to Assessment Resource	Assessing Reading: Core Multiple Measures

Assessment 6: QRI-6 (Qualitative Reading Inventory-6)



Assessment Name	QRI-6 (Qualitative Reading Inventory-6)
Type of Assessment	Diagnostic (Informal assessment)
Age range	Grade (1st – 3 rd) - Pre-primer or primer list Grade (4th – 5 th) - 2nd or 3rd grade list Grade (6th and above) - 4th and/or 5th grade lists
Completion Time	Varies by assessment level; typically, 30-60 minutes per student
Scoring Options	Manual scoring by trained educators, based on observation and analysis

Targeted Areas of Reading	<ul style="list-style-type: none"> • The QRI-6 assesses oral reading accuracy, reading (fluency) rate and comprehension of passages read orally and silently. • It provides graded word lists and passages from pre-primer through high school levels. • Level-diagnostic passages determine the reading level and diagnose areas of needed instruction. Inference-diagnostic Passages assess the ability to answer inference questions aligned with CCSS. (Leslie & Caldwell, 2017).
Language Options	English
Report Options	Individual student reports, diagnostic reports, and summaries
Publication Date	2022
Evidence and/or Research	The QRI-6 is designed to provide information about students' ability to identify words and comprehend text successfully. It is backed by research on alternate-form reliability, inter-scorer reliability, reliability of diagnostic judgments, concurrent validity, and classification validity (Leslie & Caldwell, 2017).
Link to Assessment Resource	Qualitative Reading Inventory-6 (QRI-6)



Assessment 7: I-Ready

Assessment Name	i-Ready
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Type of Assessment	This Diagnostic (criterion and norm referenced computer adaptive) Assessment that provide teachers with information about students’ strengths and needs in basic literacy skills.
Age range	i-Ready offers a range of assessments: <ul style="list-style-type: none"> • Diagnostic: Adaptive reading assessment for grades K–12. • Standards Mastery: Evaluates grade-level standards in grades 2–8. • Literacy Tasks: Measures foundational skills in grades K–6. • Dyslexia Screener: Identifies potential risk factors for grades K–3.
Completion Time	Students have a 21-day window to complete assessments
Scoring Options	<ul style="list-style-type: none"> • Automatic scoring • One-on-one administration
Targeted Areas of Reading	<ul style="list-style-type: none"> • This computer-adaptive assessment measure reading skills including phonological awareness, phonics, high frequency words, vocabulary, and comprehension of informational and literary text. • Needs to be supplemented with assessments that address other CCSS domains like writing, speaking, and listening, and language.
Language Options	English, Spanish (audiovisual supports, closed captioning, and suggestions are available for multilingual learners)
Report Options	Reports available for student, class, school, and district levels and data collection and reporting are available within i-Ready

Publication Date	2023
Evidence and/or Research	This assessment has received mid to high reliability and validity ratings from the National Center on Intensive Intervention in the categories of academic screening and progress monitoring. For a full description of these results, visit the NCII Tools Overview. For more information about the research base, see the vendor’s Research and Efficacy page, including these documents: Evidence of the Impact of i-Ready on Students’ Reading and Mathematics Achievement and Research Base for i-Ready Personalized Instruction for Reading.
Link to Assessment Resource	i-Ready



Assessment 8: GRADE (Group Reading Assessment and Diagnostic Evaluation)

Assessment Name	GRADE (Group Reading Assessment and Diagnostic Evaluation)
Type of Assessment	Normative and Criterion-Referenced Diagnostic Reading Assessment; Group-administered assessment
Age range	PreK - Adult (typically designed for students ages 4 through 18)
Completion Time	45-90 minutes, Teacher administered in group or individual settings (one session or multiple, shorter sessions)

Scoring Options	Manual and Computer Scoring options, provides norm-referenced and criterion-referenced scores (Stanines, Percentile Ranks, Grade Equivalents, Standard Scores, Normal Curve Equivalents, Growth Scale Values)
Targeted Areas of Reading	<ul style="list-style-type: none"> • Grades PreK-Level 3 (Reading First) - Phonemic Awareness and Phonics, Listening Comprehension. • Grade 4 (Level 4)-Adult (Adequate Yearly Progress AYP) - with Vocabulary, Sentence and Passage Comprehension subtests, Listening Comprehension, Fluency with Reading Fluency Indicator
Language Options	English
Report Options	Individual and group reports; performance level descriptors; percentile rankings; growth tracking over time
Publication Date	2001
Evidence and/or Research	Backed by research studies and field testing for validity and reliability, detailed research on its development and alignment with educational standards available through Pearson
Link to Assessment Resource	Grade Assessment Sampler

4. Formative Assessments:



Formative assessments serve as integral tools in literacy instruction, providing educators with ongoing feedback to inform and guide their teaching practices. Research consistently demonstrates the effectiveness of formative assessments in improving student learning outcomes

(Black & Wiliam, 1998). These assessments are conducted throughout instruction, allowing educators to monitor students' progress, and understanding of literacy concepts in real-time (Wiliam, 2011). By providing timely feedback to both students and teachers, formative assessments enable educators to identify areas of strength and weakness, adjust instructional strategies, and tailor interventions to meet the individual needs of their students (Hattie & Timperley, 2007).

One of the key benefits of formative assessments is their ability to promote student engagement and ownership of learning (Heritage, 2013). When students receive immediate feedback on their performance, they gain insight into their strengths and areas for improvement, motivating them to take an active role in their learning process (Brookhart, 2007). Additionally, formative assessments help foster a culture of continuous improvement in the classroom, where mistakes are seen as opportunities for learning and growth rather than failures (Sadler, 1989).

Assessment Table. 1

Name of the Assessment	Assessment Type	Age Range	Language Options	Completion Time	Scoring Options	Report Options	Publication Date	Link to Assessment Resource
Running Records	Formative (Informal)	K- 5th Grade	English, Spanish (for some versions)	Varies by student; typically, 5-10 minutes per assessment	Manual scoring by trained educators - observation and analysis	Student reports, instructional feedback, ongoing progress notes	N/A (widely used, updated periodically)	https://ies.ed.gov/ncee/rel/regions/midwest/pdf/events/slides/running- records-training-1- 508.pdf

Informal Reading Inventories (IRI)	Formative	Kindergarten to 5th Grade	English	Varies by assessment level; typically, 20-40 minutes per student	Manual scoring by trained educators	Individual student reports, instructional feedback	N/A (Various publishers and resources available)	https://www.readingrockets.org/topics/assessment-and-evaluation/articles/informal-reading-inventory-qualitative-reading-inventory https://fcrr.org/reading-endorsement/competency3/session5
K-5 Literacy Skill Checklists	Formative	Kindergarten to 5th Grade	English	Varies by assessment level; typically, 10-20 minutes per student	Checklist-based, with manual scoring by educators	Individual student reports, instructional feedback	N/A (Various publishers and resources available)	https://improvingliteracy.org/checklist#/persons/practitioner
Exit Tickets	Formative	Kindergarten to 5th Grade	English, Spanish	2-5 minutes per student	Teacher observation, rubric-based scoring	Informal notes, quick checklists	N/A	https://dwwlibrary.westcd.org/resources/930
Observational Checklists	Formative	Kindergarten to Grade 3	Any language the student knows well	Varies depending on observation period	Manual scoring required	Informal notes and observations	N/A (widely used practice)	https://www.learnalberta.ca/content/mewa/html/assessment/observation.html

5. Summative Assessments:



Summative assessments play a crucial role in evaluating students' literacy skills at the culmination of an instructional period. Research has consistently emphasized the importance of summative assessments in providing a comprehensive evaluation of students' learning

outcomes (Guskey, 2003). These assessments serve as a culmination of students' learning experiences, measuring their overall proficiency and mastery of literacy skills and concepts taught throughout the instructional period (Brookhart, 2013).

The effectiveness of summative assessments lies in their ability to provide valuable insights into students' achievement levels and inform decision-making regarding instructional practices and curriculum development (Popham, 2008). By evaluating students' performance against established standards and learning objectives, summative assessments enable educators to gauge the effectiveness of their teaching strategies and identify areas for improvement in literacy instruction (Brookhart, 2010). Additionally, summative assessments provide valuable data for stakeholders, including educators, administrators, and policymakers, to assess the effectiveness of educational programs and initiatives aimed at improving literacy outcomes (McMillan, 2011).



Assessment 9: Texas STAAR Reading Assessment

Assessment Name	Texas STAAR Reading Assessment
Type of Assessment	<ul style="list-style-type: none"> The Texas STAAR Reading Assessment is a standardized, criterion-referenced summative assessment - to measure students' mastery of grade-level reading standards and skills as outlined in the Texas Essential Knowledge and Skills (TEKS) curriculum.
Age range	Grades 3-5.

<p>Completion Time</p>	<p>The completion time for the Texas STAAR Reading Assessment varies depending on the grade level and specific test administration. Typically, students are given several hours to complete the assessment, with breaks provided as needed to ensure optimal performance.</p>
<p>Scoring Options</p>	<p>The assessment utilizes automated scoring for multiple-choice questions, while trained evaluators may manually score constructed response items.</p>
<p>Targeted Areas of Reading</p>	<ul style="list-style-type: none"> ● The Texas STAAR Reading Assessment targets various areas of reading comprehension and literacy skills, including: ● Reading Comprehension: Assessing students' ability to understand and interpret various texts, including fiction and non-fiction passages. ● Vocabulary: Evaluating students' knowledge and understanding of words and their meanings within context. ● Literary Analysis: Analyzing literary elements such as plot, character development, and theme in fiction texts. ● Informational Text Analysis: Analyzing non-fiction texts' main ideas, supporting details, and organizational structures.

<p>Language Options</p>	<p>English.</p> <ul style="list-style-type: none"> • Accommodations and support may be provided for English Language Learners (ELLs), such as bilingual dictionaries, translated instructions, or extended time for completion.
<p>Report Options</p>	<p>Individual student reports are generated for each student.</p> <ul style="list-style-type: none"> • These reports provide detailed information on the student's performance in each tested area, including overall scores, proficiency levels, and areas of strength and weakness. • District and state-level reports are compiled to analyze aggregate data and inform educational policy and decision-making.
<p>Publication Date</p>	<p>This Assessment has been in use since the (STAAR) program was implemented. Specific publication dates may vary based on updates and revisions to the assessment.</p>
<p>Evidence and/or Research</p>	<p>The Texas Education Agency and independent educational researchers have conducted research supporting the validity and reliability of the Texas STAAR Reading Assessment.</p> <p>Studies have shown correlations between performance on the assessment and academic achievement, as well as alignment with state educational standards and curriculum goals (Texas Education Agency, n.d.).</p>

Link to Assessment Resource	Texas STAAR Reading Assessment
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Assessment 10: Structured Content Area Literacy (SCLA)

Assessment Name	Structured Content Area Literacy (SCLA)
Type of Assessment	Formative and Summative Teacher-created assessment focused on student ability to comprehend discipline-appropriate text
Age range	K-12, primarily secondary education (grades 6-12)
Completion Time	Varies based on task (typically 20-30 minutes)
Scoring Options	Manual (teacher judgment), Rubric-based, performance indicators; formative and summative scoring options using qualitative measures (e.g., +/- or checks) focusing on prior knowledge, summarization, inference, vocabulary, and metacognition. Oral fluency scored separately with criteria for pronunciation, expression, and pace.
Targeted Areas of Reading	Evaluates general and Content-specific literacy practices with a formative approach to academic language, complex text comprehension, vocabulary, acquisition, making inference, and summarizing in different subjects (math, science, history)
Language Options	Primarily English. Adaptations for other languages possible based on teacher modifications to reflect linguistic and cultural context.

Report Options	Individual, Classroom, or District-level formative and summative grades and reports on reading comprehension, application of strategies, and suggestions for improvement
Publication Date	Varies; Original framework outlined in 2006 (<i>Standard Reading Assessment</i>); SCLA adaptations refined by Alvermann, Gillis, & Phelps in 2013; 2013 (Shanahan et al.)
Evidence and/or Research	<ul style="list-style-type: none"> • Gillis & Van Wig (2011), Tim Shanahan • Based on Brownlie, Feniak, & Schnellert’s 2006 <i>Standard Reading Assessment</i>; refined by Alvermann et al., 2013. • Research highlights its effectiveness in improving comprehension and content literacy across disciplines (<i>Journal of Adolescent & Adult Literacy</i>, March 2015).
Link to Assessment Resource	SCLA Overview – Academia SCLA – Strategic Content Literacy Assessment



Assessment 11: Disciplinary Literacy Assessment (DLAT)

Assessment Name	Structured Content Area Literacy (SCLA)
Type of Assessment	Authentic, real-world assessments designed for discipline-specific literacy
Age range	Secondary (grades 6-12), adaptable for middle school to university levels
Completion Time	Varies; typically, 30-45 minutes per task, depending on

	cognitive processes
Scoring Options	Quantitative and qualitative based on discipline-specific criteria (e.g., lab reports, research papers)
Targeted Areas of Reading	Evaluate literacy skills within specific disciplines, including science, math, and history, offering detailed feedback on discipline-specific reading, analysis, and critical thinking.
Language Options	Primarily in English, with some adaptations for multilingual learners depending on the educator’s customization.
Report Options	Detailed feedback on disciplinary literacy, typically customized for each student or class
Publication Date	Developed in the 2010s, Research and descriptions of DLAT were developed and published as part of ongoing literacy studies, accessible via resources like ResearchGate (e.g., 2015 and later publications).
Evidence and/or Research	<ul style="list-style-type: none"> • National Research Council (2001); Hiebert & Carpenter (1992) • ResearchGate (2015) Research-backed tool with examples in <i>Journal of Adolescent & Adult Literacy</i>. • Highlights critical reading practices and discipline-specific literacy needs (<i>Disciplinary Literacy Assessment: ResearchGate publication, 2015</i>).

Link to Assessment Resource	ResearchGate DLAT Resource
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Assessment 12: Fastbridge Reading Assessments: aReading (Adaptive Reading), AUTOREading, CBMreading, CBMcomp, COMPEfficiency, earlyReading

Assessment Name	Fastbridge Reading Assessments
Type of Assessment	Fastbridge integrates Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for Universal Screening, Progress Monitoring, and Diagnostics, offering K–12 teachers’ insights into students’ literacy strengths and needs to support data-driven instruction.
Age range	<ul style="list-style-type: none"> • FastBridge Reading is used to screen and monitor student growth in grades K-12. • FastBridge CBMreading can be used on its own or paired with FastBridge Adaptive Reading for students in grades 1-8.
Completion Time	<ul style="list-style-type: none"> • Administered individually or in a group • Combination of computer-administered and teacher/paraprofessional-administered assessments • Progress monitoring assessments (CBMreading, CBMcomp) - Short (3-5 minutes) to administer
Scoring Options	Automatic scoring
Targeted Areas of Reading	This computer-adaptive assessment measures the five key areas of literacy instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension and recommendations of the National Reading Panel (NRP).

Language Options	EarlyReading and CBMreading are available in English and Spanish
Report Options	Reports available for student, class, school, and district levels and data collection and reporting are available.
Publication Date	2023
Evidence and/or Research	This research-based assessment system was developed in conjunction with researchers from the Universities of Minnesota, Georgia, Missouri, Buffalo, and Southern Florida, as well as Penn State and Syracuse.
	University. Additional information on research of FastBridge products can be found on Illuminate Education’s Research page. The National Center on Intensive Intervention (NCII) provided a reliability rating of “convincing evidence” (the highest available) for all Fastbridge assessments; most of their reading assessments received a rating of “Convincing evidence” for validity. For a full description of the results, visit the NCII Tools Overview.
Link to Assessment Resource	Fastbridge Reading Assessments: aReading (Adaptive Reading), AUToReading, CBMreading, CBMcomp, COMPefficiency, earlyReading



Assessment 13: Primary Spelling Inventory (PSI)

Assessment Name	Primary Spelling Inventory (PSI)
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<p>Type of Assessment</p>	<p>This informal assessment serves as both a diagnostic tool and a progress monitoring resource. It enables educators to:</p> <ul style="list-style-type: none"> • Assess students' orthographic knowledge and areas for improvement. • Identify their developmental stage of word knowledge or instructional level. • Group students for instruction and track growth in word knowledge over time.
<p>Age range</p>	<p>Primary Spelling Inventory (26 words of increasing difficulty) - Grades K-3</p>
	<p>Elementary Spelling Inventory (25 words of increasing difficulty) - Grades 1-5 (Lower elementary)</p> <p>Upper-Level Spelling Inventory (31 words) – Upper elementary, middle - Up to High School</p>
<p>Completion Time</p>	<p>20-30 minutes – to administer student(s) the appropriate inventory.</p>
<p>Scoring Options</p>	<ul style="list-style-type: none"> • When administering the inventory, pronounce each word naturally twice and use it in a sentence (oral spelling test). Stop if students show frustration. Manually scored, marking the orthographic features that the student got correct, to calculate the raw score and determine which stage (there is a beginning, middle, and end within each stage) the student falls into. • Analyze to see concepts mastered and the skills to target for their instruction.

<p>Targeted Areas of Reading</p>	<ul style="list-style-type: none"> • The spelling assessment words are organized in increasing levels of difficulty to assess key spelling features (Levelled spelling test). • Can be used multiple times to track progress Assessment includes testing of 26 words ranging from simply CVC words (Emergent Stage) to words with derivational endings (-ing) (Within Word Pattern Stage). • Student advances to the next inventory of he/she spells at least 20 words correctly. • Not tested on comprehension skills – does not give a comprehensive picture of the student’s literacy skills.
<p>Language Options</p>	<p>English</p>
<p>Report Options</p>	<p>Detailed Individual student summary recording sheets for score documentation, student diagnostic reports</p>
<p>Publication Date</p>	<p>2004</p>
<p>Evidence and/or Research</p>	<p>Spelling inventories provide information about students’ Reading skills and scores on inventories such as these can be used to predict reading achievement at all age levels. At the time of publication, information about evidence and research was not found.</p>
<p>Link to Assessment Resource</p>	<p><u>Primary, Elementary and Upper-level Spelling Inventory (PSI)</u></p>



Assessment 14: Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)

Assessment Name	Quick Phonics Screener and Quick Spelling Survey
Type of Assessment	<p>This untimed, criterion-referenced diagnostic assessment serves as both a diagnostic and progress-monitoring tool. The QPS evaluates students' strengths and instructional needs in phonics and decoding, while the QSS measures spelling (encoding) skills, including a time-efficient assessment of 12 skill sets. These tools support planning for instruction or intervention in word-reading and decoding and tracking students' progress as their phonics skills grow.</p>
Age range	<p>Suitable of any age range (older students with reading difficulty), Grades K-12</p> <ul style="list-style-type: none"> • HD Word – Primary use: 15 mins a day (supplemental instruction RTI Tier 1 Grades 2-5), Pace: Fast; Secondary use: Intervention for non- cognitively delayed students in Grades 2-12) • Phonics Boost – Primary use: RTI Tier 3 (intensive Intervention – Grade 3-12) and Special education, Pace: Slow/Moderate; Secondary use: Intervention for older non-readers.
	<ul style="list-style-type: none"> • Phonics Blitz – Primary use: RTI Tier 2 (Intervention – Grade 4-12) and Special education, Pace: Moderate, Secondary use: Intervention for older; Secondary use: Intervention for older ELL and Special Ed students. • Blast – Primary use: RTI Tier 1 (Supplemental whole class Daily Instruction, 15 mins a day – Grade 1 – Pace: Fast), Secondary use: Intervention for emerging readers in Grades 2-6

	<ul style="list-style-type: none"> Countdown - Primary use: RTI Tier 1 (Supplemental whole class Daily Instruction, 15 mins a day – Kindergarten – Pace: Fast), Secondary use: Intervention for emerging readers in Grades 1-2
Completion Time	Untimed Criterion-referenced informal assessment
Scoring Options	<ul style="list-style-type: none"> Includes a comprehensive assessment scoring guide QSS - administered one-on-one or in a group QPS - Three forms of each assessment, administered one-on-one for monitoring progress, 3 times a year Paper based assessment – a summary scoring sheets for RTI documentation
Targeted Areas of Reading	<ul style="list-style-type: none"> The assessment items are organized into 13 skill sets, beginning with letter names and letter sounds and continuing up through four-syllable words.
	<ul style="list-style-type: none"> For QPS, the teacher may refer to QSS results to determine a starting skill set. Student progresses through skill sets until unable to correctly read or spell at least half of the items. QPS targets specific weaknesses and guides in planning and adjusting intervention for Tier 2 and 3 students. Not tested on comprehension skills – does not give a comprehensive picture of the student’s literacy skills.
Language Options	English
Report Options	Detailed Individual summary scoring sheets for RTI documentation, student diagnostic reports

Publication Date	QPS, 3rd edition, 2017
Evidence and/or Research	These assessments were developed by Dr. Jan Hasbrouck and have been updated over the last decade to reflect recent research. At the time of publication, information about evidence and Research were not found.
Link to Assessment Resource	QPS and QSS

This resource guide provides a variety of assessments covering different aspects of literacy and catering to various age groups and diverse needs. Each assessment is briefly described, along with its key characteristics, and includes a link to access further information or resources. Educators can utilize these resources to effectively assess and support the literacy development. By organizing literacy assessments into these five categories, educators can design a comprehensive literacy assessment resource guide that addresses the diverse needs of K-12 students and supports effective instructional planning and intervention strategies.

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