

## Appropriate Reading Assessments for Data-Based Decision Making

Type of Assessment	Purpose	Assessment Questions	Characteristics/Specifications	Examples
<b>Screening</b>	<ul style="list-style-type: none"> <li>To know students' progress toward end of year grade level standards</li> <li>To identify students who may benefit from intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Is instruction sufficient for the majority of students to meet end-of-year grade-level standards?</li> <li>Which students have been identified as at-risk for not meeting grade level standards?</li> </ul>	<ul style="list-style-type: none"> <li>Administered to all students</li> <li>Has strong <i>predictive validity</i></li> <li>Fairly quick, easy to administer, efficient</li> <li>Some screeners provide measures of specific skills</li> <li>Computer Adaptive Tests (CAT)<sup>1</sup> are common screeners</li> </ul>	<ul style="list-style-type: none"> <li>FAST Star K-2</li> <li>MAP Growth</li> <li>iReady</li> <li>STAR</li> <li>FAIR FS</li> <li>DIBES Next</li> <li>AIMSweb</li> <li>ORF, NWF</li> </ul>
<b>Diagnostic Measure<sup>2</sup></b>	<ul style="list-style-type: none"> <li>To assess students' specific skill strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>What are students' weaknesses and strengths related to a particular skill?</li> <li>For what skills would students need intervention?</li> <li>Is there a particular skill that would benefit from being revisited in Tier 1?</li> </ul>	<ul style="list-style-type: none"> <li>Individually administered, typically to readers identified as at-risk, not all students</li> <li>Provides information regarding specific skills</li> <li>Identifies specific areas of weakness</li> <li>Norm or criterion referenced</li> <li>Some diagnostic assessments indicate size of gap for particular skills</li> </ul>	<ul style="list-style-type: none"> <li>Phonics Survey</li> <li>Spelling inventory</li> <li>DRA</li> <li>Qualitative analysis of reading</li> </ul>
<b>Progress Monitoring</b>	<ul style="list-style-type: none"> <li>To monitor students' progress toward an identified goal:                             <ul style="list-style-type: none"> <li>Progress toward <i>overall</i> reading proficiency and</li> <li>Progress on <i>specific skills</i> identified for intervention</li> </ul> </li> <li>To evaluate effectiveness of instruction</li> <li>To quantify rate of improvement</li> </ul>	<ul style="list-style-type: none"> <li>How well is instruction/ intervention resulting in growth for students?</li> <li>Are students acquiring the specific skills that have been taught at expected rates?</li> <li>How quickly, and at what proportion, are students closing academic proficiency gaps?</li> </ul>	<ul style="list-style-type: none"> <li>Should predict:                             <ul style="list-style-type: none"> <li>Whether students are on-track to meet end of year standards</li> <li>Whether gaps for students identified for intervention will be closed</li> </ul> </li> <li>Provides information on rate of growth relative to peers and standards</li> <li>Repeatable (forms equal in difficulty to measure growth)</li> <li>Sensitive to small amounts of growth when administered at regular intervals</li> <li>The frequency of progress monitoring is related to the intensity of the intervention</li> </ul>	<ul style="list-style-type: none"> <li>ORF</li> <li>DIBELS Next</li> <li>AIMSweb</li> <li>STAR CBM</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>Data are used as feedback to adjust ongoing teaching and learning</li> <li>Formative data is used to <i>inform</i> instruction</li> </ul>	<ul style="list-style-type: none"> <li>Are students, classes, and/or schools learning what is being taught?</li> </ul>	<ul style="list-style-type: none"> <li>Generally low-stakes</li> <li>Can be formal or informal</li> <li>A type of progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Thumbs-up/thumbs-down</li> <li>Ticket out the door</li> <li>Checks for understanding</li> <li>Spelling test</li> <li>Unit assessments</li> <li>Intervention curriculum-specific mastery test</li> </ul>
<b>Summative<sup>3</sup></b>	<ul style="list-style-type: none"> <li>To evaluate student learning at the end of an instructional unit or grade-level (end of the year)</li> </ul>	<ul style="list-style-type: none"> <li>Did students, classes, and/or schools meet grade-level standards?</li> </ul>	<ul style="list-style-type: none"> <li>Typically, outcome assessments</li> <li>Administered at the end of an instructional unit or at the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>FAST PM 3</li> <li>EOC</li> <li>Unit test</li> <li>Midterm exam</li> </ul>

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

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

<sup>3</sup> Data can be used formatively when used to guide efforts and activities in subsequent courses