CORE

assessing reading

MULTIPLE MEASURES 2nd Edition

for kindergarten through twelfth grade

Introduction to Assessing Reading

Phonological Awareness

- CORE Phoneme Deletion Test
- CORE Phonological Segmentation Test
- CORE Phoneme Segmentation Test

Decoding and Word Attack

- CORE Phonics Survey
- San Diego Quick Assessment of Reading Ability

Vocabulary

- CORE Graded High-Frequency Word Survey
- CORE Vocabulary Screening

Comprehension

- CORE Reading Maze Comprehension Test

Fluency

- MASI-R Oral Reading Fluency Measure

Assessments in Spanish

- CORE Spanish Phonemic Awareness Test
- CORE Spanish Phonics Survey
- CORE Spanish Spelling Inventory
- Critchlow Spanish Verbal Language Scales

READING IS THE MOST IMPORTANT SKILL TAUGHT IN school. For many students, however, it is neither easy nor straightforward. *Assessing Reading: Multiple Measures* contains a collection of formal and informal reading assessments for use with students in Grades K–12. These assessments assist the teacher in targeting areas of strength and weakness, in monitoring student reading development, and in planning appropriate instruction.

Unlike large-scale achievement tests, the majority of these assessments can be administered individually. Each assessment was selected because it measures an important research-based reading skill and because it is quick, reliable, and easy to use. Each assessment provides clear and accurate individual student information.

The assessments included in this book are designed to measure specific skills critical to successful reading. Some of the assessments are curriculum-based, while others are criteria-based, depending on the purpose of the assessment. Similarly, some assessments target specific skills, some are instruments for broader screening, and some can be used for both types of assessment. Spanish assessments are provided for the early grades where many students may still be in bilingual programs or may be receiving Spanish primary language instruction before transitioning to English programs. Profile Forms and Class Records found in the Appendix provide an easy way for teachers to summarize assessment results.

In an effective reading program, assessment informs instruction. This is true for large groups as well as for individuals. Different assessment instruments serve different purposes. The specific purpose determines the particular instrument selected and when in the instructional sequence it is used.

In the primary grades, reading instruction includes teaching discrete skills. These specific skills and strategies tend to be "enabling" skills, providing the foundation for long-term outcomes such as fluency and comprehension. Because of the need for mastery of these underlying skills, effective reading assessment in the primary grades is frequent and specific.

In Grades 4–12, assessment plays a role in monitoring progress as well as in identifying causes of reading difficulties, especially for struggling adolescent readers. Unlike primary grade assessment, which begins with the most discrete skills, reading assessment for older students often starts broadly and then becomes more discrete in order to pinpoint particular reading subskills that might cause reading difficulty. As a result, assessment becomes increasingly more specific in nature.

To meet students' various assessment requirements, schools should organize their assessment toolkits around four broad types of assessment: screening, progress monitoring, diagnostic (specific skills) assessment, and outcome assessment. In all cases, teachers need to understand the expected targets of mastery for individual skills in order to identify students at risk of difficulty and to tailor instruction to meet identified needs.

Types and Frequency of Effective Assessment Systems

	Screening	Progress Monitoring	Diagnostic Assessment	Outcome Assessment
Kindergarten	• Beginning of year, middle of year, and end of year • Can be the same tool used for progress monitoring • Often curriculum-based like DIBELS or AIMSweb	• At least three times a year • More frequent, to guide ongoing modification of the curriculum, particularly for students falling behind peers • Curriculum-based measurement and curriculum-embedded measurement	• If student fails to reach progress monitoring benchmarks • Tools that identify specific skill gaps	• At end of year or major instructional sequence • State or district assessments • Can be same tools used for screening
Grade 1	• Beginning of year and up to three times yearly • Can be the same tools used for progress monitoring • Often curriculum-based like DIBELS or AIMSweb	• At least three times a year • More frequent, to guide ongoing modification of the curriculum, particularly for students falling behind peers • Curriculum-based measurement and curriculum-embedded measurement	• If student fails to reach progress monitoring benchmarks • Tools that identify specific skill gaps	• At end of year or major instructional sequence • State or district assessments • Can be same tools used for screening
Grades 2 and 3	• Beginning of year and up to three times yearly • Can be the same tools used for progress monitoring • Often curriculum-based like DIBELS or AIMSweb	• At least three times a year • More frequent, to guide ongoing modification of the curriculum, particularly for students falling behind peers • Curriculum-based measurement and curriculum embedded measurement	• If student fails to reach progress monitoring benchmarks • Tools that identify specific skill gaps	• At end of year or major instructional sequence • State or district assessments • Can be same tools used for screening
Grades 4 through 12	• Beginning of year and beginning of term • Can be the same tools used for progress monitoring • For Grades 6 through 12, use prior year ending assessments	• At least 2 to 3 times a year • More frequent, to guide ongoing modification of the curriculum, particularly for students falling behind peers • Curriculum-based measurement and curriculum embedded measurement	• If student fails to reach progress monitoring benchmarks • Tools that identify specific skill gaps	• At end of year or major instructional sequence • State or district assessments • Can be same tools used for screening

Assessment Sequence for Primary Grade Students (Grades K–3)
See Diagnostic Plan for Grades 2–3 on page 14.

	Kindergarten Early Mid. Late	Grade 1 Early Mid. Late	Grade 2 Early Mid. Late	Grade 3 Early Mid. Late
Choose 1 of the following: ▸ **CORE Phoneme Deletion Test** ▸ **CORE Phonological Segmentation Test** ▸ **CORE Spanish Phonemic Awareness Test**			Only if indicated	Only if indicated
▸ **CORE Phoneme Segmentation Test**			Only if indicated	Only if indicated
▸ **CORE Phonics Survey** ▸ **CORE Spanish Phonics Survey**		Every 4–6 weeks until mastery; more frequently for at risk	Every 4–6 weeks until mastery; more frequently for at risk	Only if indicated
▸ **CORE Spanish Spelling Inventory**	Late	3 times a year	3 times a year	3 times a year
▸ **CORE Graded High Frequency Word Survey**	Middle	Every 4–6 weeks until mastery	Every 4–6 weeks until mastery	Every 4–6 weeks until mastery
▸ **San Diego Quick Assessment of Reading Ability**			If desired	If desired
▸ **Critchlow Spanish Verbal Language Scales**		Every 4–6 weeks until mastery	Every 4–6 weeks until mastery	Every 4–6 weeks until mastery
▸ **CORE Vocabulary Screening**		2 times a year	3 times a year	3 times a year
▸ **MASI-R Oral Reading Fluency Measure**		Winter and Spring; at least 2 times per month for at risk	3 times a year; at least 2 times per month for at risk	3 times a year; at least 2 times per month for at risk
▸ **CORE Reading Maze Comprehension**	n/a	n/a	3 times a year	3 times a year

Assessment Sequence for Upper Grade Students (Grades 4–12) See Diagnostic Plan for upper grades on page 15.			
	Grade 4–6 Early Mid. Late	**Grade 7–8** Early Mid. Late	**Grade 9–12** Early Mid. Late
▶ **CORE Reading Maze Comprehension**	3 times a year	As indicated, or to screen	As indicated, or to screen
▶ **MASI-R Oral Reading Fluency Measure**	Only if indicated	n/a	n/a
▶ **CORE Vocabulary Screening**	3 times a year	Only if indicated by low Maze or other comprehension scores	Only if indicated by low Maze or other comprehension scores
▶ **Critchlow Spanish Verbal Language Scales**	Only if indicated	Only if indicated	Only if indicated
▶ **San Diego Quick Assessment of Reading Ability**	Only if indicated	Only if indicated	Only if indicated
▶ **CORE Graded High-Frequency Word Survey**	Only if indicated	Only if indicated	Only if indicated
▶ **CORE Spanish Spelling Inventory**	Only if indicated	Only if indicated	Only if indicated
▶ **CORE Phonics Survey**	Only if indicated	Only if indicated	Only if indicated
▶ **CORE Phoneme Segmentation Test**	Only if indicated	Only if indicated	Only if indicated