

LCAS APPENDIX B – ENGLISH LANGUAGE ARTS and Literacy Assessment Summaries, Strengths, and Limitations

The tables below offer information, observations, and recommendations regarding the purpose and implementation of specific literacy and English Language Arts (ELA) assessments utilized at the local level (provider, school, district, supervisory union/district). This resource is included to further support supervisory unions/districts (SU/SDs) in the provision of local comprehensive assessment systems (please see the AOE’s Strengthening and Streamlining Local Comprehensive Assessment Systems: Guidelines and Support for Leadership Teams for additional information) and to meet the goals of [Act 173 of 2018](#) and [Act 28 of 2021](#).

This document is intended to provide a high-level overview of a sampling of assessments, including assessments known to be in use by SU/SDs in Vermont, to support local systems and schools in making informed decisions and investment requests. This appendix is not an exhaustive list, does not represent the full breadth and depth of information about the included assessments, and is not an endorsement of the assessments reviewed. LEAs are encouraged to evaluate assessments before purchasing or utilizing an assessment. For guidance on how to evaluate assessments, please refer to the Agency’s [LCAS Defining Essential Components](#).

Please note: *in limitations category we identify whether a particular assessment does or does not report Lexile measures. The reporting of Lexile measures is not inherently a limitation of an assessment. It is simply a means to AOE attempting to communicate clearly those assessments that report Lexile measures that can support connection to our statewide summative assessment.*

Assessment Name:	Phonological Awareness Literacy Screening (PALS): PALS-K and PALS 1-3
Type/Purpose/Uses:	<p>Type:</p> <ul style="list-style-type: none"> • Screener • Diagnostic • Progress Monitoring <p>Purpose: Measure knowledge of foundational early literacy skills</p> <p>Uses: PALS can be used to screen and identify students in need of additional instruction, diagnose specific areas of need, and monitor student progress.</p>
Summary of Tool/Assessment:	This is a criterion-referenced early literacy assessment that focuses on foundational reading skills including phonological awareness, alphabet awareness, letter sound knowledge, spelling, concept of word, word recognition in isolation, and oral passage reading. It can be used to identify children at risk for reading difficulties and to help educators tailor interventions to support early literacy development.

Assessment Name:	<u>Phonological Awareness Literacy Screening (PALS): PALS-K and PALS 1-3</u>
Evidence and/or Research:	<p>Several peer reviewed and independent studies have supported the validity of PALS in accurately assessing phonological awareness and its ability to predict future reading achievement. Most of these studies focus on students in preschool through first grade.</p> <p>This assessment received the highest rating of “convincing evidence” for reliability and validity from the National Center on Intensive Intervention in the category of <u>academic screening</u>. For a full description of the results in the categories listed above, visit the <u>NCII Tools Overview</u>.</p>
Technical Specifications:	<ul style="list-style-type: none"> • “Gated three-tiered approach”: Initially, students are administered Level A, which includes a spelling inventory and word recognition in isolation assessment, as well as measures oral reading in context (accuracy, fluency rate, and comprehension); this is followed by Level B, which measures alphabets for students who do not meet level A expectations; and finally, Level C, which measures phonological skills in depth for those students not meeting Level B benchmarks. • Comprehension questions are text-based and include literal and inferential level examples for each selection • Individual and group administration, 20-30 minutes • Two benchmarks are available per year in the spring and fall • Large print is available • Information on using the assessment with students with disabilities is available
Strengths:	<ul style="list-style-type: none"> • Diagnostic information can be obtained when students are not meeting benchmarks • Assesses foundational reading skills that align with CCSS reading standards, including diagnostics for foundational skills
Limitations:	<ul style="list-style-type: none"> • With limited comprehension selections, accurate progress monitoring may be difficult for oral reading in context • Does not report Lexile measures
Recommendation(s):	<p>If using this assessment for foundational literacy skills, districts should consider adding assessments that focus more on vocabulary, comprehension, and/or those that provide Lexile measures as part of their Local Comprehensive Assessment Systems.</p>

Assessment Name:	Fastbridge Reading Assessments: aReading (Adaptive Reading), AUTOreading, CBMreading, CBMcomp, COMPefficiency, earlyReading
Type/Purpose/Uses:	<p>Type:</p> <ul style="list-style-type: none"> • Screener • Diagnostic • Progress Monitoring <p>Purpose: These assessments provide K-12 teachers with information about students’ strengths and needs in literacy skills.</p> <p>Uses: FastBridge aReading 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. These assessments can be used alone or in tandem to screen, progress monitor, diagnose, and inform instruction.</p>
Summary of Tool/ Assessment:	FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) for universal screening and progress monitoring. The assessments support educators in making data-driven instructional decisions. The family of assessments focus on the five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Evidence and/or Research:	<p>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.</p> <p>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.</p>
Technical Specifications:	<ul style="list-style-type: none"> • Combination of computer-administered and teacher-administered assessments • Administered individually or in a group • Online training courses embedded in the platform each require 15-30 minutes to complete • Accommodations are available to support accessibility for students with documented disabilities • The assessments have been reviewed for bias and fairness • EarlyReading and CBMreading are available in English and Spanish <p>See the Technical Manual for additional information and learn more about each of the six Fastbridge reading assessments on the illuminate education website.</p>

Assessment Name:	Fastbridge Reading Assessments: aReading (Adaptive Reading), AUTOreading, CBMreading, CBMcomp, COMPefficiency, earlyReading
Strengths:	<ul style="list-style-type: none"> • Covers the 5 key areas for literacy instruction and recommendations of the National Reading Panel (NRP) • Common Core standards-aligned • Computer-based format is similar to many state assessments • Provides Lexile measures • Automatic scoring • Identifies students’ academic performance level using risk benchmarks and national norms • Several progress monitoring assessments (CBMreading, CBMcomp): <ul style="list-style-type: none"> ○ Short (3-5 minutes) to administer ○ Require less than an hour of training for teachers ○ A paraprofessional can administer
Limitations:	<ul style="list-style-type: none"> • Effective use requires training and professional development
Recommendation(s):	The training courses in aReading can be time-consuming and should be accounted for when planning professional learning. It is recommended that each assessment in the Fastbridge Reading suite is evaluated closely to identify which assessments will provide the most comprehensive picture of student proficiency based on your district’s literacy goals. Complement Fastbridge assessments with other assessments to capture the full range of student literacy skills.

Assessment Name:	Track My Progress
Type/Purpose/Uses:	<p><i>Type:</i> Progress Monitoring</p> <p><i>Purpose:</i> This assessment provides teachers with information about students’ strengths and needs in reading skills aligned to the Common Core State Standards for ELA.</p> <p><i>Uses:</i> Teachers can use this assessment to track individual student’s growth as well as whole class or school data over the course of the year. It can also be used as a universal screener, diagnostic assessment, or to prepare students for end of year testing.</p>
Summary of Tool/ Assessment:	Track My Progress is a computer-adaptive online assessment that students take four times a year to measure growth toward mastery of the Common Core State Standards for their grade level. There is a math component in addition to the reading component.
Evidence and/or Research:	More information about assessment research can be found in the publishers Track My Progress Technical Guide . No evidence base or research on the effectiveness, validity, or reliability of this assessment could be found at the time of this publication*.

Assessment Name:	Track My Progress
Technical Specifications:	<ul style="list-style-type: none"> • Each test takes about 20 minutes • Administered four times a year, or more frequently if educators would like to assess specific subjects • 10 different item types • Nationally normed assessment • Items are reviewed and piloted before being included in the item pool
Strengths:	<ul style="list-style-type: none"> • Automatic scoring and no data entry • Aligned to CCSS for Reading • Teachers can see which questions students missed • Computer-adaptive
Limitations:	<ul style="list-style-type: none"> • Does not provide Lexile measures
Recommendation(s):	If using this assessment for progress monitoring, consider supplementing with additional assessments (i.e., formative assessments) and include more frequent data points. Additionally, consider pairing with other assessments that report Lexile measures. Since this assessment is for CCSS Reading standards only, assessments that target the other Common Core domains should be included in a well-rounded, comprehensive assessment system.

Assessment Name:	Star Reading CBM (Curriculum-Based Measurement) (Renaissance)
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Screening • Progress Monitoring <p><i>Purpose:</i> Star CBM provides teachers with information about student achievement in reading.</p> <p><i>Uses:</i> Star CBM can be used as a progress monitoring tool as frequently as weekly.</p>
Summary of Tool/Assessment:	The assessment includes letter naming, letter sounds, phoneme segmentation, receptive nonsense words, expressive nonsense words, passage oral reading, sight and high frequency words (K-3), encoding (K-3), and rapid automatic naming. Can be used to screen for characteristics of dyslexia.

Assessment Name:	Star Reading CBM (Curriculum-Based Measurement) (Renaissance)
Evidence and/or Research:	This assessment has received high ratings from the National Center on Intensive Intervention in the category of academic screening and mid to high ratings on progress monitoring . For a full description of the results in the categories listed above, visit the NCII Tools Overview . Additional research for Star Renaissance products can be found in the white paper, Research Foundation for Star Adaptive Assessments .
Technical Specifications:	<ul style="list-style-type: none"> • One-minute literacy measures for kindergarten through sixth grade • Administered online, in print, or in a mixed format • Works on tablets 7" or larger and on Chromebooks • Administered one-on-one • Requires a computer or tablet and internet connection • Braille support available
Strengths:	<ul style="list-style-type: none"> • Computer-scored • Scoring and reporting is connected to the Star computer adaptive data through the Renaissance Star platform • Many options for administration as noted in technical specifications
Limitations:	<ul style="list-style-type: none"> • Learning the various components of this assessment can take time for educators to become comfortable administering
Recommendation(s):	This assessment targets specific foundational reading skills; consider using it as part of a comprehensive assessment system that includes assessments of other literacy skills (such as vocabulary and comprehension).

Assessment Name:	Star Early Literacy (Renaissance)
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Progress monitoring • Screening <p><i>Purpose:</i> This assessment provides educators in grades PreK-3 with a computer-adaptive universal screener that assesses students' skills in print concepts, phonological awareness, phonics and word recognition, fluency, and vocabulary acquisition and use.</p> <p><i>Uses:</i> In addition to being used as a screening tool and for progress monitoring, Star Early Literacy can also be used for benchmarking and instructional planning.</p>
Summary of Tool/Assessment:	Star Early Literacy is a computer adaptive assessment that measures early literacy skills in students in grades PreK-3.

Assessment Name:	<u>Star Early Literacy (Renaissance)</u>
Evidence and/or Research:	This assessment received “convincing evidence” ratings in Foundational Psychometric Standards and Progress Monitoring Standards from the <u>National Center on Student Progress Monitoring</u> and “convincing evidence” ratings in 10 of the <u>National Center on Intensive Intervention’s progress monitoring</u> categories. However, evidence of its effectiveness in improving student performance is “unconvincing.” Additional research for Star Renaissance products can be found in the white paper, <u>Research Foundation for Star Adaptive Assessments</u> .
Technical Specifications:	<ul style="list-style-type: none"> • Computer-adaptive assessment • Students respond to audio prompts • Takes 10-15 minutes to administer • Requires computers or tablets to administer
Strengths:	<ul style="list-style-type: none"> • Includes a built-in learning progression aligned with Common Core State Standards • Reports can be run for any subgroup population • Can be self-administered by computer (even for children who are not yet readers) • Can be administered in-person or remotely • Provides Lexile measures
Limitations:	<ul style="list-style-type: none"> • Vocabulary acquisition and use tests not yet available in Spanish
Recommendation(s):	This assessment does not address comprehension and therefore should only be considered a partial picture of the students’ literacy skills. Use as one assessment in a comprehensive literacy assessment system to ensure that all CCSS domains are addressed.

Assessment Name:	<u>Star Phonics (Renaissance)</u>
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Screening • Diagnostic <p><i>Purpose:</i> This assessment provides teachers of students in grades 1-6 with information about students’ strengths and needs in phonics.</p> <p><i>Uses:</i> This assessment can be used along with other universal screeners to determine which phonics categories a student, class, or entire grade struggle with.</p>

Assessment Name:	<u>Star Phonics (Renaissance)</u>
Summary of Tool/ Assessment:	Star Phonics is a technology-based phonics assessment that includes a screening element along with individual diagnostic assessments. It provides information about 12 phonics categories: CVC, CVCC, r-controlled, CVCe, vowel team, digraphs, blends, CVCCVC, prefixes, short vowel with suffix, long vowel with suffix, and contractions.
Evidence and/or Research:	No independent evidence base or research could be found at the time of this publication.* However, research for Star Renaissance products can be found in the Renaissance white papers <u>Research Foundation for Star Adaptive Assessments</u> and the <u>Science Behind Star Phonics</u> or on the <u>Star Phonics Evidence Page</u> .
Technical Specifications:	<ul style="list-style-type: none"> • Ability to assess remotely or in-person • Computer and online access necessary • Administered in 2-5 minutes per student • Administered one-on-one
Strengths:	<ul style="list-style-type: none"> • No manual data entry • Reports immediately available • Customizable to scope and sequence of any curriculum • Uses nonsense words to eliminate potential cultural bias
Limitations:	<ul style="list-style-type: none"> • Requires use of a combination of two devices (desktop computer, laptop, tablet, or smartphone)
Recommendation(s):	Since this assessment only measures phonics skills, schools and districts looking for a complete picture of student proficiency in literacy should use Star Phonics in conjunction with other assessments as part of a Local Comprehensive Assessment System.

Assessment Name:	<u>Star Reading (Renaissance)</u>
Type/ Purpose/ Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Progress monitoring • Screening <p><i>Purpose:</i> This assessment provides teachers of students in grades 1-12 with information about students’ strengths and needs related to reading comprehension and overall reading achievement.</p> <p><i>Uses:</i> This assessment can also be used for instructional planning and to measure growth.</p>

Assessment Name:	<u>Star Reading (Renaissance)</u>
Summary of Tool/ Assessment:	Star Reading is a computer-adaptive assessment of reading comprehension and overall reading achievement. It provides information on student performance in foundational skills, reading informational text, reading literature, and language.
Evidence and/or Research:	This assessment has received mostly mid to high ratings from the National Center on Intensive Intervention in the categories of <u>academic screening</u> and <u>progress monitoring</u> , with some areas receiving a rating of “unconvincing evidence.” For a full description of these results and other reviews, visit the <u>NCII Tools Overview</u> or <u>Review of K-12 Literacy and Math Progress Monitoring Tools</u> . Additional research for Star Renaissance products can be found from the publisher in the <u>Research Foundation for Star Adaptive Assessments</u> white paper and <u>Star Reading Key Research Support</u> .
Technical Specifications:	<ul style="list-style-type: none"> • Students may use the keyboard or the mouse, accommodating students with limited motor skills • Introductory screens respond to the Windows "high contrast" accessibility feature and the "switch to black and white" accessibility feature in Mac OS • Assessment screens within Star Reading provide visual contrast through a yellow background and black writing • Compatible with Mac’s "zoom in" accessibility feature
Strengths:	<ul style="list-style-type: none"> • Yields a variety of data • Automated record keeping • Time efficient administration • Includes a built-in learning progression aligned with Common Core State Standards • Star reports can be run for any subgroup population • Provides Lexile measures • Available in Spanish
Limitations:	<ul style="list-style-type: none"> • Selected response format only • Relies on student background information
Recommendation(s):	This assessment should be administered multiple times throughout the school year when being used for progress monitoring.

Assessment Name:	<u>aimswEBPlus®</u>
Type/Purpose/Uses:	<i>Type:</i> <ul style="list-style-type: none"> • Benchmark • Screening

Assessment Name:	aimswebPlus®
	<ul style="list-style-type: none"> • Progress monitoring <p><i>Purpose:</i> This assessment is a reading skills assessment, data management, and reporting system for students in grades K-8.</p> <p><i>Uses:</i> This assessment can be used to inform daily instruction and report out on student progress.</p>
Summary of Tool/ Assessment:	This assessment is a curriculum-based assessment system for screening and monitoring students in grades K-8. It assesses the early literacy skills of print concepts, letter naming fluency, and initial sounds in kindergarten; auditory vocabulary, letter word sounds fluency, phoneme segmentation, nonsense word fluency, and word reading fluency in grades K-1; and oral reading fluency in grade 1. It assesses the reading skills of vocabulary, reading comprehension, and oral reading fluency in grades 2-8 and silent reading fluency in grades 4-8.
Evidence and/or Research:	These assessments received high ratings from the National Center on Student Progress Monitoring and in the Review of K-12 Literacy and Math Progress Monitoring Tools ; the Letter Naming Fluency and Letter Word Sounds Fluency areas for kindergarten received “unconvincing evidence” ratings for reliability and validity from the National Center on Intensive Intervention (NCII).
Technical Specifications:	<ul style="list-style-type: none"> • Administered individually for all grades K-1 measures and grades 2-8 oral reading fluency; online administration for all other grades 2-8 measures • Test accommodations that are documented in a student’s Individual Education Plan (IEP) are permitted for most tests; the following accommodations are allowed for Letter Word Sounds Fluency during screening and progress monitoring: enlarging test forms, modifying the environment (e.g., special lighting, adaptive furniture) • Progress Monitoring measures take 1–7 minutes • Nationally normed assessment • Benchmarking administration time varies by grade level and measures • Browser-based and/or manual score entry • Requires computer or tablet and internet connection • Available in Spanish
Strengths:	<ul style="list-style-type: none"> • Combines curriculum-based measures and standards-based measures • Quickly produces detailed reports for students, classrooms, and districts • Aligned to Common Core State Standards and other guidelines • Provides Lexile measures • Ability to customize • Multiple alternate forms available • Can be completed in a single class period

Assessment Name:	aimswebPlus®
Limitations:	<ul style="list-style-type: none"> • Not all measures allow for accommodations • Subscription-based tool
Recommendation(s):	Schools and districts looking for a complete picture of student literacy proficiency should consider supplementing with assessments that measure other components of literacy as part of a Local Comprehensive Assessment System.

Assessment Name:	Clay's Observation Survey (POA)
Type/Purpose/Uses:	<p><i>Type:</i> Diagnostic</p> <p><i>Purpose:</i> This assessment provides six observational tasks for educators to assess students' early reading and writing knowledge.</p> <p><i>Uses:</i> The assessment was recently updated for more effective use as a progress monitoring tool.</p>
Summary of Tool/ Assessment:	Clay's Observation Survey was created to assess children's reading abilities for determination of Reading Recovery services. The subtests of this system were incorporated into a Vermont assessment that was created and tested in the mid-1990's to assess and monitor students in grades K-2. Benchmarks were set based on field testing and schools use those benchmarks for monitoring progress over the three years. The assessment includes observation tasks for concepts about print, reading continuous texts, letter identification, word reading, writing vocabulary, and hearing and recording sounds in words.
Evidence and/or Research:	<p>Independent research not found at the time of publication*.</p> <p>Marie Clay the developer of the Journal of Reading Recovery and founder of the Reading Recovery program published several studies about the use of Clay's Observation Survey, such as Changes in the Observation Survey: Making it Easy to Use! The publisher website, Heinemann, notes that the observation task procedures are based on a theory of how children learn to read and write continuous text. This theory is described in two of Clay's books <i>Becoming Literate: The Construction of Inner Control; By Different Paths to Common Outcomes</i>; and <i>Change Over Time in Children's Literacy Development</i>.</p>
Technical Specifications:	<ul style="list-style-type: none"> • Reading Recovery teachers receive extensive training in the administration, scoring, and interpretation of the Observation Survey
Strengths:	<ul style="list-style-type: none"> • Diagnostic measures for basic reading and writing knowledge
Limitations:	<ul style="list-style-type: none"> • Administration and analysis require an extended period of 1:1 time with students and teachers

Assessment Name:	Clay's Observation Survey (POA)
	<ul style="list-style-type: none"> Limited assessment of phonemic awareness and phonics, foundational reading skills as noted in the National Reading Panel The survey relies on the observation skills and judgments of the administrator. The interpretation of a child's performance can vary based on the observer's biases, experiences, and interpretations of behaviors, potentially introducing subjectivity into the assessment process that could affect the reliability and consistency of the assessment outcomes. Does not provide Lexile measures
Recommendation(s):	If a district or school uses this assessment, it is important that it is one piece of a comprehensive assessment system that includes multiple sources of data. It is critical to supplement the assessment with other assessments that focus on students' foundational skill levels (and not observation of a student's performance), additional teacher observations, and student work samples.

Assessment Name:	Developmental Reading Assessment – 3 (DRA-3)
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> Interim Assessment Benchmark <p><i>Purpose:</i> This assessment measures independent or instructional levels on reading engagement, oral reading fluency, and comprehension for grades K-8.</p> <p><i>Uses:</i> The DRA3 can be used to progress monitor and inform instruction.</p>
Summary of Tool/ Assessment:	<p>DRA3 is a criterion-referenced assessment designed for a classroom setting that measures reading engagement, oral reading fluency, and comprehension for grades K-8.</p> <p>In grades K-3, students are evaluated on an oral retelling in which they recall key concepts and vocabulary, main characters, and text events. In grades 4-8 students are evaluated on their prediction, summary, literal comprehension, interpretation, reflection and metacognitive awareness responses.</p>
Evidence and/or Research	The publisher, Pearson, provides an overview of the research behind the DRA3 . Independent research or evidence on the DRA3 was not found at time of publication*.
Technical Specifications:	<ul style="list-style-type: none"> Accommodations such as text to speech or the teachers serving as a scribe are available for the comprehension assessment Paper-based assessment Options and guidance provided by publisher for remote delivery of assessment

Assessment Name:	Developmental Reading Assessment – 3 (DRA-3)
	<ul style="list-style-type: none"> Administered individually
Strengths:	<ul style="list-style-type: none"> Provides detailed diagnostic information about a student’s strengths and areas for growth Vertically aligned grades K-8 Both fiction and nonfiction texts are included in assessment kits A nonfiction text choice is included at every level (A through 80), and there are specific nonfiction comprehension questions relating to nonfiction text features included
Limitations:	<ul style="list-style-type: none"> Assessment is administered individually and therefore can be time consuming Involves some qualitative teacher observations that may introduce subjectivity and variability Does not provide Lexile measures
Recommendation(s):	Consider the skills measured as well as strengths and weaknesses to determine if the DRA3 is a good fit for your school or district’s overall needs and goals. The assessment is best used in conjunction with other assessments as a part of a Local Comprehensive Assessment System.

Assessment Name:	Acadience Reading K-6 (formerly DIBELS Next)
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> Universal screening/benchmark Progress monitoring <p><i>Purpose:</i> Acadience Reading K-6 is an assessment of reading skills for screening, diagnostic, and progress monitoring purposes.</p> <p><i>Uses:</i> It can be used to identify students who are at risk for reading difficulties and provide feedback about which skills to target for support.</p>
Summary of Tool/ Assessment:	Acadience Reading K-6 assesses phonemic awareness, phonics, fluency, reading comprehension, language, and vocabulary skills for students in grades K-6. The Preschool Early Literacy Indicators (PELI) is an assessment for 3- to 5-year-olds designed to measure pre-literacy and oral language skills. The suite of tools includes diagnostic assessments, a reading survey to identify appropriate progress monitoring and instructional levels, a Rapid Automatized Naming (RAN) measure to help screen for dyslexia, and a spelling assessment for K-1, which also contributes to the screening for dyslexia.

Assessment Name:	Acadience Reading K-6 (formerly DIBELS Next)
Evidence and/or Research:	This assessment has received mostly 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.” For a full description of the results in the categories listed above, visit the NCII Tools Overview .
Technical Specifications:	<ul style="list-style-type: none"> • Includes discontinue rules to prevent student frustration • Requires 4-8 hours of training • Manual or automatic scoring (one minute per student) • Administration takes 5 minutes per student • Detailed administration manuals for both RAN and general Reading Assessments are available to download.
Strengths:	<ul style="list-style-type: none"> • Training and resources are available on the vendor website, as well as detailed administration manuals, which are available to download • Provides Lexile measures
Limitations:	<ul style="list-style-type: none"> • Not appropriate for students learning to read in a language other than English; students who are deaf; students with fluency-based speech disabilities; or students with severe disabilities who do not have learning to read connected text as an IEP goal
Recommendation(s):	Schools administering this assessment should ensure that the reading comprehension measures fully align to adopted state standards and expectations (e.g., VELs, CCSS, PBGRs, etc). Supplement for any gaps in skills that are not assessed with this tool (e.g., speaking, listening, writing standards, etc.)

Assessment Name:	DIBELS 8th Edition
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Universal screening • Benchmark • Progress monitoring <p><i>Purpose:</i> This assessment can be used to track students’ fluency progress over the course of a school year.</p> <p><i>Uses:</i> Teachers can use this assessment to get information on students’ fluency.</p>
Summary of Tool/ Assessment:	DIBELS 8th Edition consists of one-minute fluency measures for students in grades K-8.

Assessment Name:	DIBELS 8th Edition
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 NCII Tools Overview . Additional research for DIBELS can be found on the Research and Publications webpage.
Technical Specifications:	<ul style="list-style-type: none"> • DIBELS composite assessment takes about 5 minutes to administer; scoring is manual and or/automatic • Letter Naming Fluency, Nonsense Word Fluency Correct Letter Sounds, Oral Reading Fluency, Phonemic Segmentation Fluency, and Word Reading Fluency assessments administered individually; takes about 3 minutes per assessment; scoring is manual • Maze assessment administered individual and group; takes about 7 minutes to administer; scoring is manual
Strengths:	<ul style="list-style-type: none"> • Aligned to Common Core State Standards for ELA
Limitations:	<ul style="list-style-type: none"> • Manual scoring could be difficult for teachers without prior knowledge of fluency measures
Recommendation(s):	Since this assessment focuses on phonemic awareness, alphabetic principle/phonics, and fluency, it should be utilized with additional assessments that measure other areas of literacy development as a part of a Local Comprehensive Assessment System.

Assessment Name:	i-Ready
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Diagnostic <p><i>Purpose:</i> These assessments provide teachers with information about students’ strengths and needs in basic literacy skills.</p> <p><i>Uses:</i> The uses depend on the specific assessment:</p> <ul style="list-style-type: none"> • i-Ready Diagnostic is an adaptive reading assessment for students in grades K-12. • i-Ready Standards Mastery assesses students on grade-level standards in grades 2-8. • i-Ready Literacy Tasks measure foundational literacy skills in grades K-6.

Assessment Name:	i-Ready
	<ul style="list-style-type: none"> • i-Ready Dyslexia Screener identifies potential risk factors for grades K-3.
Summary of Tool/ Assessment:	i-Ready assessments are criterion and norm-referenced, adaptive assessments that measure reading skills, including phonological awareness, phonics, high-frequency words, vocabulary, and comprehension of informational and literary text.
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 .
Technical Specifications:	<ul style="list-style-type: none"> • Computer adaptive platform • Students have a 21-day window to complete assessments • Accessibility features on the diagnostics assessment include several audio-visual supports, closed captioning, and suggestions for multilingual learners • Supported by most browsers (Chrome is recommended) • Windows, MacOS, and Chromebook devices supported • Some accommodations are educator enabled • Automatic scoring • One-on-one administration • See this document for complete system requirements
Strengths:	<ul style="list-style-type: none"> • Item analyses capability • Resource center available for educators • Data collection and reporting within <i>i-Ready</i> • Reports available for student, class, school, and district levels • Aligned to CCSS-ELA • Professional development and implementation support available from vendor • Offers Teacher-Led Tools for Instruction • Provides Lexile measures
Limitations:	<ul style="list-style-type: none"> • Android devices are not supported for use • Unable to view test items that a student gets wrong

Assessment Name:	i-Ready
Recommendation(s):	i-Ready is primarily a reading assessment and therefore could be supplemented with assessments that address other CCSS domains (writing, speaking, and listening, and language).

Assessment Name:	Fountas and Pinnell Benchmark Assessment System
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> Benchmark assessment <p><i>Purpose:</i> This assessment can inform instructional reading levels.</p> <p><i>Uses:</i> This is a benchmark assessment that can be used for progress monitoring and to determine independent and instructional reading levels.</p>
Summary of Tool/Assessment:	The Benchmark Assessment System is used to determine students' independent and instructional reading levels.
Evidence and/or Research:	Independent research about the effectiveness of the assessment is limited. There is a body of research that indicates the assessment is not built on evidence-based practices and the assessment is not built around national norms . Research and information from the publisher is found on the Fountas and Pinnell: Benchmark Assessment System (F&P BAS) website .
Technical Specifications:	<ul style="list-style-type: none"> Administered one-on-one as a student-teacher assessment conference with read aloud, comprehension, and writing about reading components The Fountas and Pinnell website provides information about the assessment and offers FAQs about the assessment
Strengths:	<ul style="list-style-type: none"> Supplies and recording forms to document student levels are included in kit

Assessment Name:	<u>Fountas and Pinnell Benchmark Assessment System</u>
Limitations:	<ul style="list-style-type: none"> • The assessment is based on cueing strategies for word identification, which are not backed by evidence • Potential for subjective interpretation in the assessor’s observations of student performance • Texts that are used to assess students’ reading ability do not build in complexity; research does not support the use of leveled texts in acquiring literacy skills • May limit a student’s exposure to authentic and culturally relevant literature and genres • Does not include assessment of foundational reading skills (phonics, phonemic awareness, and word recognition) that are critical to decoding and reading comprehension • Does not provide Lexile measures
Recommendation(s):	<p>It is important that a Local Comprehensive Assessment System (LCAS) includes a comprehensive evaluation of important reading skills not assessed by the Fountas and Pinnell Benchmark Assessment System including phonemic awareness, phonics, vocabulary, or writing skills. It is also critical that students can interact with authentic texts to build vocabulary, background knowledge, and other critical language comprehension skills.</p> <p>If a district has invested in the Fountas and Pinnell system and are making a transition to other assessments, the Fountas and Pinnell readers could be available in the classroom for independent reading and fluency practice based on the Lexile level.</p>

Assessment Name:	<u>Primary Spelling Inventory</u>
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Diagnostic • Progress Monitoring <p><i>Purpose:</i> This assessment helps educators find out what particular orthographic features students know and what they need to study; identify students’ developmental stage of word knowledge or instructional level; group students for instruction; and monitor students’ growth in word knowledge over time.</p> <p><i>Uses:</i> Use as part of an informal assessment process that includes observation of students writing and reading.</p>
Summary of Tool/ Assessment:	Spelling inventories are words selected in increasing levels of difficulty that are chosen specifically to assess key spelling features.

Evidence and/or Research:	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.*
Technical Specifications:	<ul style="list-style-type: none"> Administered as an oral spelling test
Strengths:	<ul style="list-style-type: none"> Quick and easy to administer and score Leveled at grade Feature guide helps to analyze results globally Can be used multiple times to track progress Suggestions for how to use the results to assist with instructional planning are included
Limitations:	<ul style="list-style-type: none"> Does not assess all features of spelling
Recommendation(s):	As this assessment focuses only on spelling, there is no assessment of comprehension or other foundational reading skills, this assessment should only be considered a partial picture of the student’s literacy skills. A more comprehensive picture would require additional assessments.

Assessment Name:	<u>Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)</u>
Type/Purpose/Uses:	<p>Type:</p> <ul style="list-style-type: none"> Diagnostic Progress Monitoring <p>Purpose: The QPS measures phonics and decoding skills and the QPS measures spelling skills (encoding).</p> <p>Uses: The QSS can be used as a screener for determination on what students might benefit from the QPS.</p>
Summary of Tool/Assessment:	QPS includes two assessments: Quick Phonics Screener, which assesses phonics and decoding skills, and the Quick Spelling Survey (QSS), which assesses spelling (encoding). Both assessments follow the same phonics staging of skills and work together to evaluate decoding and encoding. There are 12 skill sets arranged from least difficult to most difficult.
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 was not found.*

Assessment Name:	<u>Quick Phonics Screener (QPS) and Quick Spelling Survey (QSS)</u>
Technical Specifications:	<ul style="list-style-type: none"> • <u>Complete assessment scoring guide</u> • QSS can be administered one-on-one or in a group • QPS is administered one-on-one and three times a year • Paper scoring sheet forms
Strengths:	<ul style="list-style-type: none"> • Multiple forms for recoding student results • Can determine decoding and encoding skills that need to be addressed • Can determine which students need additional assessments • Includes bibliography of related resources • Easily accessible and inexpensive
Limitations:	<ul style="list-style-type: none"> • Educator knowledge in encoding and decoding is helpful when interpreting student results when aligning instruction to student needs
Recommendation(s):	Use QSS first, administering to whole group, to determine which individual students would benefit from the QPS, which is administered individually. As there is no work on comprehension with this assessment, this should be considered a partial picture of the student’s literacy skills and used in combination with other assessments within a Local Comprehensive Assessment System.

Assessment Name:	<u>Phonological Awareness Skills Screener (PASS)</u>
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Screener <p><i>Purpose:</i> PASS identifies students who are at-risk for reading and spelling difficulties in early elementary school.</p> <p><i>Uses:</i> Though used primarily as a screener for identifying students who might be at risk for acquiring early reading skills, this assessment could also be used to monitor progress.</p>
Summary of Tool/ Assessment:	The PASS is designed to assess phonological awareness for students in kindergarten through second grade. It can be used with older students who are not meeting grade-level expectations. This assessment is designed to help teachers detect students who are at-risk for reading and spelling difficulties. Subskills assessed include: word discrimination; rhyme recognition and production; syllable blending, segmentation, and deletion; and phoneme recognition, blending, segmentation, and deletion.

Assessment Name:	<u>Phonological Awareness Skills Screener (PASS)</u>
Evidence and/or Research:	This assessment tool was originally developed by N. Mather in collaboration with B. Podhajski, D. Rhein, and N. Babur. The first version was entitled the Screening of Early Reading Processes and was published in Mather and Goldstein (2001). The phonological segmentation tasks were adapted from Sawyer’s (1987) Test of Awareness of Language Segments. The most recent edition, the PASS, was revised by N. Mather, J. Sammons, B. Podhajski, J. Kroese, and M. Varricchio. At the time of publication, information about evidence and research was not found.*
Technical Specifications:	<ul style="list-style-type: none"> • Materials needed for the test include 10 blocks, chips, or tiles (all the same color); a test record form; pencil; and directions • Administered individually
Strengths:	<ul style="list-style-type: none"> • Easy to administer and score. • No Cost and available online in the public domain
Limitations:	<ul style="list-style-type: none"> • The assessment prompts and teacher forms for recording students’ results might be hard to follow for educators without prior knowledge of phonological awareness
Recommendation(s):	This is a quick screener to assess phonological awareness, one skill that is important to screen in early reader development. This screener should be considered as a partial picture of the student’s literacy skills and used in combination with other assessments within a Local Comprehensive Assessment System.

Assessment Name:	<u>The Phonological Awareness Screening Test (PAST)</u>
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Screener <p><i>Purpose:</i> PAST identifies students’ phonological awareness skills.</p> <p><i>Uses:</i> While the assessment is primarily a screener, it can be used as a progress monitoring tool.</p>
Summary of Tool/ Assessment:	The assessment is designed to measure phonological awareness skills. The assessment measures a student’s skill level in recognizing and manipulating the individual sounds in spoken language (phonemes), a foundational skill for decoding. The assessment includes task that measures rhyming, segmentation of words into individual phonemes, blending of individual phonemes, deletion of phonemes, phoneme substitution, and phoneme manipulation. The assessment helps identify students who might need more targeted intervention in early elementary school to develop phonological awareness skills which are crucial for reading development.

Assessment Name:	The Phonological Awareness Screening Test (PAST)
Evidence and/or Research:	The short screening assessment was created by researcher, David Kilpatrick. Kilpatrick focuses his research on phonological processing and reading difficulties. This report, written by Kilpatrick , discusses the reliability and validity of the PAST and the use of PAST in clinical settings. Additional research or evidence about the PAST was not found at the time of publication.*
Technical Specifications:	<ul style="list-style-type: none"> • Instructions and forms for administration are available free online for downloading • Offered as a free public domain test • High correlation found between the PSAT and word level reading • Short test (2-5 minutes) administered 1:1 with students • Teachers orally provide prompts to students
Strengths:	<ul style="list-style-type: none"> • Easily accessible online and free • Provides a quick determination of a student’s phonological awareness strengths and weaknesses
Limitations:	<ul style="list-style-type: none"> • The teacher forms for recording students’ results are written and might be difficult for teachers without prior knowledge of phonological awareness to follow
Recommendation(s):	This is a quick screener to assess phonological awareness, one skill that is important to screen for early in early elementary school as one predictor of future reading difficulties. This assessment can provide insight into one aspect of literacy development of students, phonological awareness, and should be used in conjunction with other assessments as a part of a Local Comprehensive Assessment System.

Assessment Name:	NWEA MAP: MAP Growth and MAP Reading Fluency
Type/Purpose/Uses:	<p><i>Type:</i></p> <ul style="list-style-type: none"> • Progress monitoring • Screener <p><i>Purpose:</i> These assessments provide teachers with a way to measure a student’s academic progress in literacy skills over time.</p> <p><i>Uses:</i> Can be used to screen students or monitor progress over time. MAP Reading Fluency can screen students for characteristics of dyslexia.</p>

<p>Assessment Name:</p>	<p>NWEA MAP: MAP Growth and MAP Reading Fluency</p>
<p>Summary of Tool/ Assessment:</p>	<p>MAP Growth is a computer-administered and adaptive assessment that measures achievement and growth in K–12 reading and language usage.</p> <p>MAP Reading Fluency is an assessment for students in grades PreK-5 and measures oral reading fluency, literal comprehension, and foundational skills.</p>
<p>Evidence and/or Research:</p>	<p>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 providing supporting research, see NWEA's Research webpage or the Regional Education Laboratory Program.</p>
<p>Technical Specifications:</p>	<ul style="list-style-type: none"> • Available in English and Spanish • Adaptive technology • Includes a family toolkit • Requires computer or tablet and internet connectivity • Student technology requirements depend on where your student is testing (at school or remotely) and on a school's policy requirements (secure testing or browser-only testing) <ul style="list-style-type: none"> ○ Secure testing: Recommended when testing at school (for remote testing, use browser only). With proper setup, NWEA tools will prevent students from accessing other websites. Upon request, NWEA can activate a requirement for all students to use secure testing. ○ Browser-only testing: Testing with a standard browser such as Google Chrome is possible, but students can access outside resources during testing. As a result, there is a risk of compromising the assessment. <p>MAP Growth</p> <p>See the webpage for accessibility and other features.</p> <p>MAP Reading Fluency</p> <ul style="list-style-type: none"> • Utilizes speech-recognition technology • Group administration • Automatic scoring • 20-minute administration <p>For a more information on system requirements, visit this site.</p>

Assessment Name:	NWEA MAP: MAP Growth and MAP Reading Fluency
Strengths:	<p>MAP Growth</p> <ul style="list-style-type: none"> • Compares and predicts student achievement and growth over time via research-based normative and growth information • Produces standards-aligned reports • Provides Lexile measures <p>MAP Reading Fluency</p> <ul style="list-style-type: none"> • All items undergo multiple bias and sensitivity reviews • Provides Lexile oral reading measures • Individualized and adaptive
Limitations:	<ul style="list-style-type: none"> • Understanding of results data can take time and requires some background knowledge on the skills assessed
Recommendation(s):	This is primarily a reading assessment, and therefore it could be supplemented with assessments that address other CCSS domains (writing, speaking, and listening and language). Utilize a variety of assessment measures to gather a comprehensive view of a student's capabilities and progress.

* Please contact English Language Arts and Literacy Content Specialist (Emily.Leute@vermont.gov) if you have additional or updated information.