

Assessment Tools for Secondary RtII

The Pennsylvania Department of Education defines four types of assessments within the Pennsylvania Standards Aligned System: summative, formative, diagnostic, and benchmark.

- **Summative Assessment** seeks to make an overall judgment of progress made at the end of a defined period of instruction. Assessments may occur at the end of a school level, grade, or course, or are administered at certain grades for purposes of state or local accountability. These are considered high-stakes assessments and the results are often used in conjunction with No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Summative assessment measures the extent to which students meet, fall short of, or exceed the expected standards.
- **Formative Assessment** is defined as classroom-based assessment that allows teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessment can consist of formal instruments or informal observations. The key to unlock the power of formative assessments is in how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessment broadly to include instructional formats that teachers utilize to get information, that when used diagnostically alter instructional practices and have a direct impact on student learning and achievement. With this definition, formative assessment may encompass questioning strategies, active engagement check-ins, (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads) and analysis of student work based on set rubrics and standards including homework and tests. Further, assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as providing individual students with corrective feedback that allows them to reach set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students.
- **Diagnostic Assessment** ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills in specific academic areas. Having this information allows the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs.
- **Benchmark Assessment** provides feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments: 1) measure the degree to which students have mastered a given concept; 2) measure concepts, skills, and/or applications; 3) are reported by referencing the standards, not other students' performance; 4) serve as a test to which teachers want to teach; 5) measure performance regularly, not only at a single moment in time.

This assessment inventory includes a list of assessments, their intended purposes, and selected characteristics of the instruments. The inventory is not an exhaustive listing, but rather a compilation of tools often utilized to assess the literacy skills of secondary students.

Literacy Assessment Tools for Use With Students Grades 4 Through 12

The following assessments are appropriate for use with older students. Review information may be obtained by sources listed at the bottom of the page. The inventory was compiled from material from the National Center on Response to Intervention and Pennsylvania's Standards Aligned System (SAS).

| ASSESSMENT | PURPOSE | GROUP/ INDIVIDUAL | AGE/GRADE RANGE | TEST LENGTH | SKILLS ASSESSED | | | | | PUBLISHER |
|-------------------------------------------------------------|--------------------------------------------------|------------------------|------------------|---------------------------------------------|----------------------------------|---------|-------|--------------|----------------------------------------------|--------------------------------------------------------|
| | | | | | Phonology (p) or Decoding (d) | Fluency | Vocab | Text Comp | Other | |
| Acuity | Benchmark | Group | Grades 3-8 | Varies depending on test construction | | | | X | | CTB McGraw Hill www.ctb.com |
| AimsWeb (R-CBM & MAZE) | Progress Monitoring/ Formative | Group or Individual | K-8 | 1 to 5 min. | | X | | X | | Aimsweb www.aimsweb.com |
| Assess2Know | Benchmark | Group | Grades 2-8 | 30-50 min. | | | | X | | Riverside www.riverpub.com |
| Basic Reading Inventory - 9th Edition | Screening | Individual | Grade K & higher | Varies depending on subtest | X (p) and (d) | | | | Concepts about Print | Kendall/Hunt Publishing Company www.kendallhunt.com |
| Clinical Evaluation of Language Fundamentals (CELF-4) | Diagnostic | Individual | Ages 5-21 | 30-60 min. | | | X | | | Harcourt Assessment www.pearsonassess.com |
| Comprehensive Test of Phonological Processing (CTOPP) | Diagnostic | Individual | Ages 5-24 | 30 min. | X (p) | | | | Memory & Rapid Naming | ProEd www.proedinc.com |
| CORE: Assessing Reading and Multiple Measures (2nd Edition) | Screening/ Diagnostic/ Progress Monitoring | Group or Individual | Grades K-12 | Varies depending on subtest | X (p) and (d) | X | X | X | Some subtests are available in Spanish | Arena Press www.corelearn.com |
| Critical Reading Inventory | Diagnostic | Individual | Grades Pre-K-12 | | | | | X | | Allyn & Bacon, 2008 www.pearsonhighered.com |
| Degrees of Reading Power (DRP) | Screening/Diagnostic | Group or Individual | Grades 1-12 | Untimed | | | | X | | TASA Literacy www.tasaliteracy.com |
| Developmental Reading Assessment 2 (DRA) | Diagnostic | Individual | Grades K-8 | Untimed | | X | | X | | Pearson www.pearsonschool.com |
| Diagnostic Assessment of Reading 2nd ed (DAR) | Diagnostic | Individual | Ages 5-Adult | Untimed 30-40 min. | X (p) and (d) | X | X | X | | Riverside www.riverpub.com |
| Diagnostic Online Reading Assessment (DORA) | Diagnostic | Individual | Grades K-12 | Varies | X (p) and (d) | X | X | X | | Curriculum Associates www.curriculumassociates.com |

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| | | | | | Phonology (p) or Decoding (d) | Fluency | Vocab | Text Comp | Other | |
| EdCheckup | Progress Monitoring/ Formative | Individual | Grades K-8 | 1-5 min. | X (p) | X | | X | | EdCheckup www.edcheckup.com |
| Expressive One Word Picture Vocabulary Test | Diagnostic | Individual | Ages 2 -18 | 10 -15 min. | | | X | | | ProEd www.proedinc.com |
| Gates-MacGinitie Reading Test (GMRT-3) | Diagnosis | Group | Grades K-12 | 75-100 min. | | | X | X | | Riverside Publishing www.riverpub.com |
| Gray Diagnostic Reading Tests - 2nd Edition (GDRT-2) | Screening/Diagnostic | Individual | Ages 6-14 | 45-60 min. | X (d) | | X | X | Letter Knowledge, Concepts about Print | ProEd www.proedinc.com |
| Gray Oral Reading Test (GORT-4) | Diagnostic | Individual | Ages 6-18 | 20-30 min. | | X | | X | | www.proedinc.com www.pearsonassessments.org/gort |
| Group Reading Assessment and Diagnostic Evaluation (GRADE) | Diagnostic | Group or Individual | Pre-K - Adult | 45-90 min. | X (p) and (d) | | X | X | | www.pearsonschool.com |
| GRADE Fluency Indicator (supplemental) | Diagnostic | Individual | Grades K-12 | 10-15 min. | | X | | | | Pearson www.pearsonschool.com |
| Iowa Test of Basic Skills (ITBS) | Summative | Group | Grades K-8 | | | | X | X | Spelling, Mechanics, Math, Social Studies, Science | Riverside www.riverpub.com |
| Kaufman Test of Educational Achievement (KTEA II) | Summative | Individual | Ages 4-Adult | 30-80 min. | | | X | X | Writing, Math | AGS Publishing www.pearsonschool.com |
| Lexia Comprehensive Reading Test (C.R.T.) | Screening/Diagnostic | Individual | Grades K-12 | 20-30 min. | X (p) and (d) | X | X | X | Word recognition | Lexia Learning Systems, Inc. www.lexialearning.com |
| Lindamood Auditory Conceptualization Test III, (LAC III Test) | Screening | Individual | Ages 5-18/Grade 11 | 10 min. | X (p) | | | | | www.lindamoodbell.com |
| Monitoring Basic Skills Progress (MBSP) | Progress Monitoring/ Formative | Group by computer | Grade 1 and above | 1 to 10 min. | | | | X | Math | www.proedinc.com |
| Nelson-Denny | Screening/Diagnostic | Individual | Grade 9-Adult | 35 min. | | X | X | X | | Riverside Publishing www.riverpub.com |
| Oral and Written Language Scales (OWLS-3) | Diagnostic | Individual | Ages 3-21 | 45-90 min. | | | | | | AGS Publishing www.pearsonschool.com |
| Peabody Picture Vocabulary Test (PPVT-III) | Diagnostic | Individual | Ages 2-90 | 10-15 min. | | | X | | | AGS Publishing www.pearsonschool.com |
| PA Classroom Diagnostic Tool (CDT) | Diagnostic | Individual | Grades 6-12 | 45-90 min. esti- mated, Untimed | | | | | Reading & Math | www.pdesas.org/assessment/ diagnostic |

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| | | | | | Phonology (p) or Decoding (d) | Fluency | Vocab | Text Comp | Other | |
| PA 4 Sight Benchmark | Screening/ Benchmark | Group | Grades 3-11 | 60 min. reading/ 60 min. math | | | | X | Reading & Math | www.successforall.com |
| PSSA/PVAAS | Summative, Screener | Group | Grades 3-8, Grade 11 | Untimed | | | | X | Reading & Math; Projections & Growth Data | www.education.state.pa.us http://pvaas.sas.com |
| Scholastic Reading Inventory (SRI) | Progress Monitoring/ Formative | Individual or Group | Grades 1-12 | 40-60 min. | | X | X | X | | Scholastic Inc. http://teacher.scholastic.com |
| Slosson Oral Reading Test - Revised (SORT-R) | Screening | Individual | Pre-K - Adult | 4-5 min. | | X | | | | Slosson Educational Publications Inc. www.slosson.com |
| Standardized Reading Inventory, 2nd Edition (SRI-2) | Diagnostic | Individual | Ages 6-14 | 30-90 min. | | | X | X | | ProEd Publishing Co. www.proedinc.com |
| Stanford Diagnostic Reading Test (SDRT-4) | Diagnostic | Group | Grades K-13 | 85-120 min. | | | X | X | | Harcourt Assessment www.pearsonassess.com |
| Stanford Achievement Test - 10th Edition (SAT-10) | Summative | Group | Grades K-12 | | | | | X | Math, Spelling, Science, Social Studies | Harcourt Assessment www.pearsonassess.com |
| STAR Reading | Diagnostic | | Grades K-12 | | | | | X | | Renaissance Learning, http://www.renlearn.com/ |
| System to Enhance Educational Performance (STEEP) | Screening/ Benchmark | Individual | Grades 1-5 Grades 6-12 | 1 min. | | X Grades 1-5 | | X Grades 6-12 | | www.isteep.com |
| Terra Nova - CAT (2nd edition Terra Nova; 6th edition CAT) | Summative | Group | Grades K-12 | | | | X | X | Math, Science, Social Studies | CTB McGraw Hill www.ctb.com |
| Test of Language Development-Intermediate: 3 (TOLD-I:3) | Diagnostic | Individual | Ages 8-12 | 30-60 min. | | | X | | | Pro-ed www.proedinc.com |
| Test of Phonological Awareness Skills (TOPAS) | Screening/Diagnostic | Individual | Ages 5-10 | 15-30 min./ Untimed | X (p) | | | | Oral reading levels | ProEd Publishing Co. www.proedinc.com |
| Test of Reading Comprehension (TORC - 3) | Screening | Individual or Group | Ages 7-17 | 30-90 min. | | | X | X | Content area vocabulary in math, social studies, & science | ProEd www.proedinc.com |
| Test of Silent Contextual Reading Fluency (TOSCRF) | Screening | Group | Ages 7-19 | 3 min. | | X | | | Printed words, syntax, mor- phology, word and grammar knowledge | ProEd www.proedinc.com |

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| | | | | | Phonology (p) or Decoding (d) | Fluency | Vocab | Text Comp | Other | |
| Test of Silent Word Reading Fluency (TOSWRF) | Screening | Group or Individual | Ages 6-17 | 3-10 min. | | X | | | | ProEd www.proedinc.com |
| Test of Word Knowledge (TOWK) | Diagnostic | Individual | Ages 5-17 | 25-40 min. | | | X | | | ProEd www.proedinc.com |
| Test of Word Reading Efficiency (TOWRE) | Screening | Individual | Ages 6-24 | 5-10 min. | | X | | | | ProEd www.proedinc.com |
| Test of Adolescent and Adult Language (TOAL-3) | Diagnostic | Individual | Ages 12-24 | 1-3 hrs. | | | | X | Listening, Speaking, Writing | ProEd www.proedinc.com |
| Wechsler Individual Achievement Test-II (WIAT-II) | Diagnostic | Individual | K-Adult | 90 min. | X (d) | | X | X | Spelling, Writing, Oral Language | Riverside www.riverpub.com |
| Woodcock Diagnostic Reading Battery (WDRB) | Diagnostic | Individual | Ages 2-Adult | 5-10 min per subtest | X (p) and (d) | | X | X | Oral Language | Riverside www.riverpub.com |
| Woodcock Johnson Test of Academic Achievement (WJ III) -- Standard Battery | Diagnostic | Individual | Ages 2- Adult | 1-3 hrs. | | X | X | X | Math, Written Language | Riverside www.riverpub.com |
| Woodcock Johnson Test of Academic Achievement (WJ III) -- Extended Battery | Diagnostic | Individual | Ages 2-Adult | 1-3 hrs. | X (p) and (d) | | X | X | Math, Written Language | Riverside www.riverpub.com |
| Woodcock Reading Mastery Test (WRMT-R/NU) | Diagnostic | Individual | Grades K-16 | 10-30 min. per cluster | X (p) and (d) | | X | X | | AGS Publishing www.pearsonschool.com |
| Word Identification and Spelling Test (WIST) | Diagnostic | Individual | Ages 7-18 | 40 min. | X (d) | | | | Spelling | ProEd www.proedinc.com |
| Yearly Progress Pro | Progress Monitoring/ Formative | Individual | Grades 1-6 | 1-3 min. | | X | X | X | | McGraw-Hill www.mcgrawhill.com |

References:

1. Rathvon, N. (2004). Early Reading Assessment: A Practitioner's Handbook. New York, New York: The Guilford Press.
2. Buros, O. K. (1978). The Eighth Mental Measurements Yearbook. Vol. I and II, Highland Park, N. J.: The Gryphon Press.

Pennsylvania Value Added Assessment System (PVAAS):

While not an assessment, PVAAS provides measures of growth on cohorts of students and projections to future performance on the PSSA for individual students; and provides important information in the design and implementation of instruction, interventions, and supports in Tiers 1, 2 and 3. Schools are encouraged to access PVAAS information through the Pennsylvania Department of Education's website, or PVAAS sites at: www.education.state.pa.us, <https://pvaas.sas.com> and <http://www.iu13.org/CommunityRegionandState/Pages/PVAAS.aspx>.



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