



Reading Resources: Assessments to Inform Present Levels

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Document Use

This document has been designed to provide various reading assessments that will inform PLEPs (Present Levels of Educational Performance) for the IEP writing process. The PLEP should provide the foundation for the data-based decisions the IEP team is required to make with regard to a student's goals, supports, accommodations, modifications, and services for the next year. The PLEP also provides information for selecting appropriate interventions and supports and services, including the least restrictive environment (LRE).

This document will assist the educator in choosing appropriate assessments to inform each PLEP (i.e., basic reading, reading fluency, and reading comprehension) and ultimately inform aligned, deficit-based interventions in the area of reading.

Formatting Note

The notation "4:0-24:11" means 4 years 0 months through 24 years 11 months.

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Academic Improvement Measurement System (AIMSweb)



Ages:

- Early Literacy: Grades K-1
- R-CBM (ORF): Grades K-8
 - MAZE: Grades 1-8

Administration & Time:

≈1-10 minutes per subtest
1:1 administration for most subtests

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

English Learner Options:

Spanish Options:

- R-CBM Grades 1-8
- Syllable Segmenting K-1
- Word Reading Fluency 1-2
- Sentence Reading Fluency 1-2

Additional Information:

May be computer or paper administration

Basic Reading

- Early Literacy Assessments
- ORF-Accuracy and Error Rate

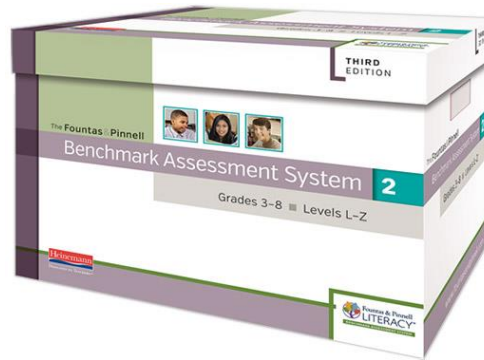
Reading Fluency

- ORF-words per minute

Reading Comprehension

- MAZE-cloze passages

Fountas & Pinnell Benchmark Assessment System (BAS, 3rd edition)



Ages:
Grades K-5

Administration & Time:
≈20-40 minutes
1:1 administration

- Purpose:**
1. To assess individual reading strengths and needs
 2. To observe, record, and evaluate changes in student reading performance

English Learner Options:
SEL Books: 28 texts from levels A-N in Spanish
(approximately grade levels K-3)

- Additional Information:**
- Aligns with Leveled Literacy Intervention (LLI) progression
 - Gives overall instructional reading level

Basic Reading

- Running record: Accuracy rate, Self-Corrections, and Error analysis

Reading Fluency

- Words per minute at instructional level

Reading Comprehension

- Comp Conversation Rubric

Brigance Comprehensive Inventory of Basic Skills (CIBS-II)



Ages:
Grades Pre-K-9

Administration & Time:
≈15-30 minutes per subtest
1:1 administration

- Purpose:**
1. To assess students' strengths and needs in the classroom
 2. To monitor growth and progress

English Learner Options:
Brigance ABS-R (Assessment of Basic Skills-Revised, Spanish edition) for grades Pre-K-9

Additional Information:
Subtests include Listening Vocabulary and Comprehension, Word Recognition, Oral Reading, Reading Vocabulary and Comprehension, Word Analysis, Functional Word Recognition, Spelling

Basic Reading

- Word Recognition
- Functional Word Recognition
 - Word Analysis
 - Spelling

Reading Fluency

- Oral Reading Rate

Reading Comprehension

- Vocab/Listening Comp
- Vocab/Rdg Comp

Comprehensive Testing Program (CTP4/CTP Online by ERB)



Ages:

Grades 1-10
(some subtests begin in grade 4)

Administration & Time:

≈2 ½ - 4 hours
Group administration (paper or online)
Standardized

Purpose:

1. To assess high-achieving students on content and conceptual knowledge

English Learner Options:

N/A

Additional Information:

- Gives percentile ranks based on national norms
- Primarily normed on private school students in the northeast

Basic Reading

- Word Analysis

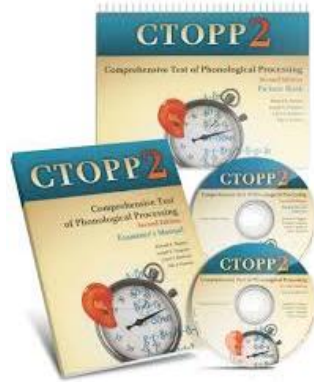
Reading Fluency

N/A

Reading Comprehension

- Auditory Comprehension
- Reading Comprehension
 - Vocabulary

Comprehensive Test of Phonological Processing (CTOPP-2)



Ages:
4:0-24:11

Administration & Time:
≈40 minutes
1:1 administration
Standardized

Purpose:

1. To identify phonological processing difficulties and track progress
2. To identify strengths and weaknesses within phonological processing

English Learner Alternative:

TOPPS (Test of Phonological Processing in Spanish)
for Grades K-Adult

Additional Information:

Subtests include Elision, Blending Words, Sound Matching, Phoneme Isolation, Blending Nonwords, Segmenting Nonwords, Memory for Digits, Nonword Repetition, Rapid Naming (Digit, Letter, Color, Object)

Basic Reading

- Phonological Awareness
- Phonological Memory
- Rapid Naming (Symbolic)

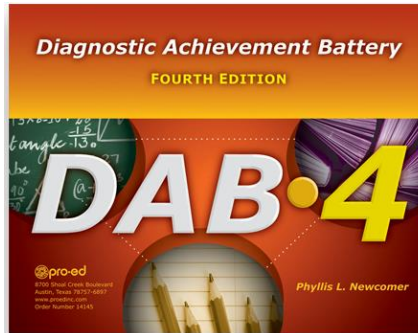
Reading Fluency

- Rapid Naming

Reading Comprehension

N/A

Diagnostic Achievement Battery (DAB-4)



Age:
6:0-14:11

Administration & Time:
60-90 minutes
1:1
Standardized

Purpose:
1. To assess academic abilities
2. To inform remediation planning

English Learner Options:
N/A

Additional Information:
Composite Score: Reading

Basic Reading

- Alphabet/Phonics/Word Identification
- Spelling

Reading Fluency

N/A

Reading Comprehension

- Listening Comp
- Synonyms
- Reading Comp

Diagnostic Achievement Battery Intermediate (DAB-I)



Age:

13:0-17:11

Administration & Time:

60-90 minutes

1:1

Standardized

Purpose:

1. Assess academic abilities
2. Inform remediation planning

English Learner Options:

N/A

Additional Information:

Composite Score: Reading

Basic Reading

- Word Identification
- Spelling

Reading Fluency

N/A

Reading Comprehension

- Reading Comp

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



Ages:

NORMS FOR GRADES K-6

- Phonemic Awareness: Grades K
- Letter Naming Fluency: Grades K-1
 - Phonics: Grades K-2
- Reading Fluency: Grades 1-6
- Reading Comprehension: Grades 3-6

Administration & Time:

≈3 minutes per subtest

1:1 Administration

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

English Learner Options:

Spanish *IDEL 7a Edición Materials*:

- FNL (Letter Naming)/FSF (Phoneme Segmentation): K-1
 - FPS (Nonsense Word Fluency): K-2
- FLO (Oral Reading)/FRO (Retell Fluency): 1-3
 - FUP (Word Use Fluency): K-3

Additional Information:

*May be computer or paper administration

Basic Reading

- Phonemic Awareness
- Letter Naming Fluency
 - Phonics

Reading Fluency

- Oral Reading Rate

Reading Comprehension

- K-2: N/A
- 3-6: DAZE-cloze passages

Developmental Reading Assessment (DRA2)



Age:

Grades K-3

Administration & Time:

≈30-40 minutes

1:1 Administration

English Learner Options:

EDL2+ (Spanish equivalent of DRA2)

Purpose:

1. To assess individual reading strengths and needs
2. Observe, record, and evaluate changes in student reading performance

Additional Information:

Gives overall instructional reading level

Basic Reading

- Running record: Accuracy rate, Self-Corrections, and Error analysis

Reading Fluency

- Words per minute at instructional level

Reading Comprehension

- Retelling Rubric

Easy CBM



Ages:

Norms for Grades K-8

- Phoneme Segmenting: Grades K-1
- Letter Names/Letter Sounds: Grades K-1
- Word Reading Fluency: Grades K-2
- Passage Reading Fluency: Grades 1-6
 - Vocabulary: Grades 2-6
- Reading Comprehension: Grades 2-6

Administration Time:

2-30 minutes per subtest

1:1 Administration for most subtests

English Learner Options:

Spanish Subtests

- Syllable Sounds K-1
- Syllable Segmenting K-1
- Word Reading Fluency K-2
- Sentence Reading Fluency K-2

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

Additional Information:

May be computer or paper administration

Basic Reading

- Letter Names
- Letter Sounds
- Phoneme Segmenting
- Word Reading Fluency

Reading Fluency

- Passage Reading Fluency

Reading Comprehension

- Vocabulary
- CCSS
- MCRC

Gray Oral Reading Test (GORT-5)



Age:

Ages 6:0-23:11

Administration & Time:

20-30 minutes

1:1

Standardized

Purpose:

1. To screen reading fluency and comprehension

English Learner Options:

N/A

Additional Information:

N/A

Basic Reading

- Accuracy

Reading Fluency

- Rate

Reading Comprehension

- Passage dependent comp

Kaufman Test of Educational Achievement (KTEA-3)



Age:
4:0-Adult

Administration & Time:
15-85 minutes
1:1
Standardized

Purpose:

1. To assess key academic skills
2. To determine academic progress

English Learner Options:
N/A

Additional Information:
Composite score: Reading, Sound-Symbol, Decoding, Reading Fluency,
Reading Understanding, Comprehension, Orthographic Processing
Composite

Basic Reading

- Phonological Processing
- Letter & Word Recognition
- Nonsense Word Decoding
 - Spelling
- Decoding Fluency

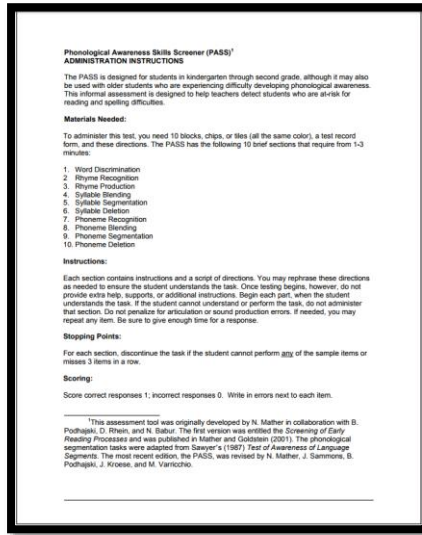
Reading Fluency

- Silent Reading Fluency
- Letter Naming Facility

Reading Comprehension

- Reading Comp
- Listening Comp
- Reading Vocabulary

Phonological Awareness Skills Screener (PASS)



Age:
Grades K-12

Administration & Time:
~15-20 minutes
1:1

Purpose:

1. To assess phonological awareness
2. Observe, record, and evaluate changes in student phonological awareness

English Learner Alternative:
N/A

Additional Information:

- Free resource created by Sopris Learning, part of TN Reading Course
- Go to <https://www.tn.gov/education/article/t doe3-rti-administrators-intervention-resources> (password protected)

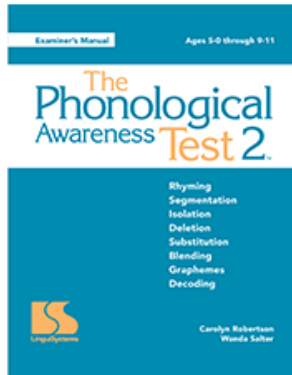
Basic Reading

- Word Discrimination
- Rhyme Recognition & Production
- Syllable Blending, Segmentation & Deletion
- Phoneme Recognition, Blending, Segmentation, and Deletion

Reading
Fluency
N/A

Reading
Comprehension
N/A

Phonological Awareness Test (PAT-2)



Ages:
5:0-9:11

Administration & Time:
≈40 minutes
1:1 administration
Standardized

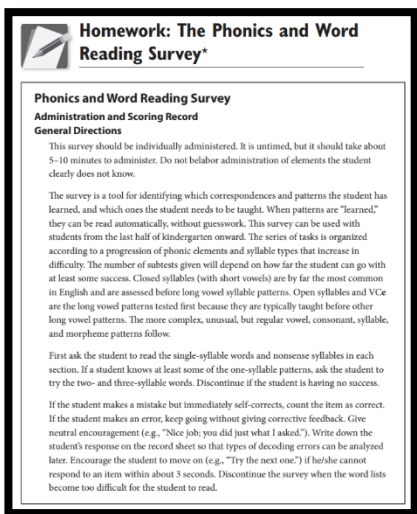
- Purpose:**
1. To assess prereading skills
 2. To identify students who lack explicit phonological knowledge

English Learner Alternative:
TPAS (Test of Phonological Awareness in Spanish)
for Ages 4:0-10:11

Additional Information:
Subtests include Rhyming, Segmentation, Isolation, Deletion, Substitution with Manipulatives, Blending, Graphemes, Decoding

- | <u>Basic Reading</u> | <u>Reading Fluency</u> | <u>Reading Comprehension</u> |
|--|------------------------|------------------------------|
| <ul style="list-style-type: none">• Phonological Awareness• Phoneme-Grapheme Correspondence | N/A | N/A |

Phonological Awareness Skills Screener (PWRS)



Age:
Grades K-12

Administration & Time:
~5-10 minutes
1:1

Purpose:

1. To identify which letter/sounds correspondences and patterns the student has learned, and which ones the student needs to be taught
2. To observe, record, and evaluate changes in student letter/sound correspondence

English Learner Alternative:
N/A

Additional Information:

- Free resource created by Sopris Learning, part of TN Reading Course
- Go to <https://www.tn.gov/education/article/tdoe3-rti-administrators-intervention-resources> (password protected)

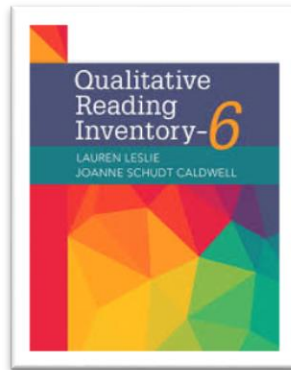
Basic Reading

- Letter Naming and Letter-Sounds Correspondences
 - High-frequency Words
- Word identification by syllable type (closed, long, vowel-r, teams, -le)
 - Encoding letters of the alphabet and 12 sounds

Reading Fluency
N/A

Reading Comprehension
N/A

Qualitative Reading Inventory (QRI-6)



Age:
Grades PreK-12

Administration & Time:

15-20 minutes

1:1

Purpose:

1. To assess individual reading strengths and needs
2. To observe, record, and evaluate changes in student reading performance

English Learner Alternative:

Spanish Reading Inventory: Pre-K-8

Additional Information:

- Gives overall instructional reading level
- Comprehension score differentiates for inferencing

Basic Reading

- Running record: Accuracy, Acceptability, Self-corrections, and Error analysis

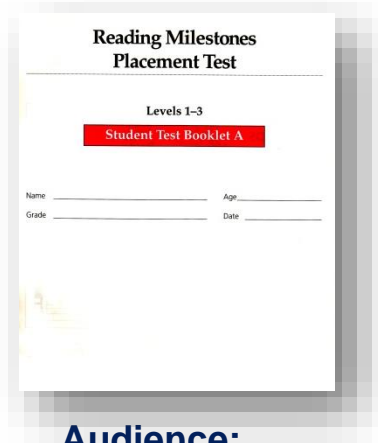
Reading Fluency

- Words per minute at instructional level

Reading Comprehension

- Retelling (unscored)
- Reading Comprehension (open-ended 50% literal and 50% inferential)

Reading Milestones Placement Test



Audience:

- Students whose verbal limitations inhibit access to other assessments
 - Students beginning the Reading Milestones Program

Age:

Ages 6-18

Administration & Time:

10-30 minutes

Purpose:

1. To place students within the Reading Milestones program
2. To determine overall approximate instructional reading level, with no verbal output required

English Learner Options:

N/A

Additional Information:

Test A is for K-1 readers and Test B is for grade 2-3 readers

Basic Reading

- Word Level Comprehension (word identification implied)

Reading Fluency

N/A

Reading Comprehension

- Sentence Level Comp
- Passage Level Comp

Stanford Achievement Test (SAT 10)



Age:

- Grades K-12 (paper)
- Grades 3-12 (online)

Administration & Time:

Abbreviated Battery: 3 hours

Complete Battery: 5 hours

1:1 (paper)

Group (online)

Standardized

Purpose:

1. To identify student strengths and needs
2. To support effective instructional planning

English Learner Options:

N/A

Additional Information:

- Composite Score: Total Reading
- Cluster Scores: Word Study Skills, Reading Vocabulary, and Reading Comprehension

Basic Reading

- Structural Analysis
- Phonetic Analysis-Consonants
- Phonetic Analysis-Vowels

Reading Fluency

N/A

Reading Comprehension

- Reading Comp: 8 subtests
 - Listening: 3 subtests
 - Reading Vocabulary :4 subtests

Slosson Oral Reading Test (SORT-R3)



Age:
Grades PreK-12

Administration & Time:
3-5 minutes
1:1
Standardized

Purpose:
1. To assess decoding in isolation
2. To determine overall sight word level

English Learner Options:
N/A

Additional Information:
Gives a sight word level, not a reading level

Basic Reading
• Sight words
• Decoding of real words by grade level in isolation

Reading Fluency
N/A

Reading Comprehension
N/A

Star Early Literacy (Renaissance)

RENAISSANCE Star Early Literacy®

Age:

Grades PreK-3

Administration & Time:

≈15-20 minutes

Computer administered

Computer-adaptive

Purpose:

1. To screen/monitor students for reading achievement levels
2. To determine placement in Accelerated Reader (AR)

English Learner Options:

N/A

Additional Information:

Provides scaled scores and percentile ranks

Basic Reading

- Word Facility and Skills

Reading Fluency

N/A

Reading Comprehension

- Sentence-level Comp
- Paragraph-level Comp

Star Reading (Renaissance)

RENAISSANCE Star Reading®

Age:

Grades 1-12

Administration & Time:

≈20 minutes

Computer administered

Computer-adaptive

Purpose:

1. To screen/monitor students for reading achievement levels
2. To determine placement in Accelerated Reader (AR)

English Learner Options:

STAR Reading Spanish: Grades 1-12

Additional Information:

*Provides scaled scores and percentile ranks

Basic Reading

N/A

Reading Fluency

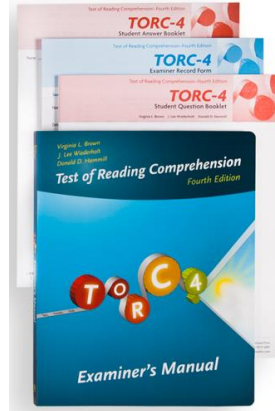
N/A

Reading Comprehension

- Comp Strategies/Constructing Meaning
- Analyzing Literary Text
- Understanding Author's Craft
- Analyzing Argument/Evaluating

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Test of Reading Comprehension (TORC-4)



Age:
7:0-17:11

Administration & Time:
25 minutes
1:1
Standardized

- Purpose:**
1. To assess silent reading comprehension
 2. To monitor remediation efforts

English Learner Alternative:
The Spanish Reading Comprehension Test: difficulty level ranges from three to nine years of education

Additional Information:
No composite scores

Basic Reading
N/A

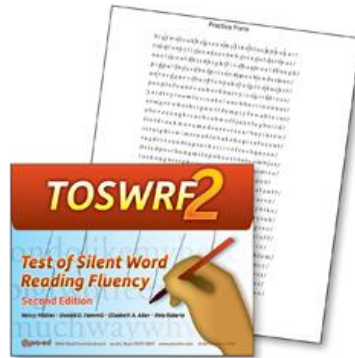
Reading Fluency

- Contextual Fluency (Silent, isolated words per minute)

Reading Comprehension

- Relational Vocabulary
- Sentence Completion
- Paragraph Construction
- Text Comprehension

Test of Silent Word Reading Fluency (TOSWRF)



Age:

6:3-24:11

Administration & Time:

3 minutes to administer to individuals or groups

Purpose:

1. To quickly assess the silent word identification ability of school-age students

English Learner Options:

N/A

Additional Information:

- An additional screening tool
- Primarily a measure of speed of silent word identification
- Design: given rows of words without spaces (*dimhowfigblue*), draw a line showing the boundaries for 3 min (*dim/how/fig/blue*)

Basic Reading

- Isolated word identification

Reading Fluency

- *Silent, isolated words per minute

Reading Comprehension

N/A

Weschler Individual Achievement Test (WIAT-III)



Age:

Grades Pre-K-12 (4:0-Adult)

Administration & Time:

Varies by grade level and number of subtests

1:1

Standardized

Purpose:

1. To identify academic strengths and weaknesses
2. To inform instructional decisions

English Learner Options:

N/A

Additional Information:

Composite scores: Oral Language, Total Reading, Basic Reading, Reading Fluency & Comprehension

Basic Reading

- Early Reading Skills
 - Word Reading
- Pseudoword Decoding
 - Spelling

Reading Fluency

- Oral Reading Fluency

Reading Comprehension

- Listening Comp
- Reading Comp

Word Identification and Spelling Test (WIST)



Age:

7:-18:11

Administration & Time:

≈40 minutes

1:1 (spelling could be group)

Standardized

Purpose:

1. To assess individual needs in decoding & encoding
2. To analyze and diagnosis by syllable type (color-coded for analysis)

English Learner Options:

N/A

Additional Information:

- Elementary version for grades 2-5
- Secondary version for grades 6-12
- Provide standard scores for Word Identification, Spelling, and Sound-Symbol Knowledge

Basic Reading

- Word Identification (regular/irregular/nonwords)
- Spelling (regular/irregular)
- Letter/Sound Knowledge

Reading Fluency

N/A

Reading Comprehension

N/A

Woodcock-Johnson IV Tests of Achievement and Oral Language (WJ Ach IV)



Age:

Grades Pre-K-12 (4:0-Adult)

Administration & Time:

Varies by grade level and number of subtests

1:1

Standardized

Purpose:

1. To identify and describe patterns of performance across achievement
2. To determine academic strengths and weaknesses

English Learner Options (Spanish):

- Clusters: Oral Language, Broad Oral Language, and Listening Comprehension
- Subtests: Vocabulario sobre dibujos, Comprensión oral, and Comprensión de indicaciones

Additional Information:

Cluster scores: Phoneme-Grapheme Knowledge, Reading, Broad Reading, Basic Reading, Reading Comprehension, Reading Fluency, Reading Rate, Oral Language, Total Reading, Basic Reading, Reading Fluency & Comprehension, Oral Language

Basic Reading

- Letter-Word Identification
 - Word Attack
 - Spelling
 - Segmentation
- Sound Awareness & Blending

Reading Fluency

- Rapid Picture Naming
 - Oral Reading
- Sentence Reading Fluency

Reading Comprehension

- Passage Comp
- Oral Comp
- Listening Comp

Wide Range Achievement Test (WRAT4)



Age:

Grades Pre-K-12 (5:0-Adult)

Administration & Time:

≈15-45 minutes

1:1

Standardized

Purpose:

1. To assess academic skills
2. To screen for further evaluation

English Learner Options:

N/A

Additional Information:

Composite Score: Reading

Basic Reading

- Word Reading
- Spelling

Reading Fluency

Reading Comprehension

- Sentence Comp

Young Children's Achievement Test (YCAT)



Age:
4:0-7:11

Administration & Time:

≈25-45 minutes

1:1

Standardized

Purpose:

1. To assess academic skills
2. To screen for further evaluation

English Learner Options:

Spanish Version: PHAI (Prueba de Habilidades Académicas Iniciales)

Additional Information:

Composite Score: Reading

Basic Reading

- Reading subtest (includes concepts about print, phonological knowledge)

Reading Fluency

N/A

Reading Comprehension

- Reading subtest (basic listening comp at some levels)



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