

## Reading Language Arts (RLA)/English Language Development (ELD) Assessments Stand-Alones and Progress Monitoring Supports

Assessment	Instrument
<p style="text-align: center;"><b>Accelerated Reader</b></p>	<p><b>Description:</b> This is designed to be a motivational tool, not a diagnostic assessment tool. Students read books and take a test that earns them points for extrinsic rewards (i.e., AR store). The books are assigned points, and the test the students take earns them the points from the book, if they pass. The tests ask knowledge and comprehension questions rather than inference based. Students should be guided and encouraged to pick appropriate texts. Students often select books below their reading level to earn fast points. Some students choose books that are above their reading level and fail the assessment. A list of leveled books is included on the California Reading List (CRL) found at <a href="http://www.cde.ca.gov/ta/tg/sr/readinglist.asp">www.cde.ca.gov/ta/tg/sr/readinglist.asp</a>. This book is organized in terms of reading difficulty and interest that corresponds with a student's ability to read based on a single test score from the statewide assessment program during the previous spring.</p> <p><b>Grades:</b> K - 12</p> <p><b>Assessment:</b> Students can take a "test" after they read an AR book.</p> <p><b>Reading Component Addressed:</b> Comprehension, fluency, and vocabulary</p> <p><b>Publisher:</b> Renaissance Learning</p> <p><b>Contact:</b> <a href="http://www.renlearn.com">www.renlearn.com</a></p>
<p style="text-align: center;"><b>ADEPT</b> A Development English Proficiency Test</p>	<p><b>Description:</b> ADEPT is a valid and reliable oral language assessment instrument that can be used with students across K-8 grade levels. ADEPT assesses a student's ability to understand and generate utterances using a scope and sequence of language forms or structures across the five levels of English proficiency.</p> <p><b>Grades:</b> K-8</p> <p><b>Assessment:</b> -One to one assessment that takes 10-15 minutes per student and is recommended three (3) times a year</p> <p><b>Reading Component Addressed:</b> Listening and speaking</p> <p><b>Publisher:</b> California Reading &amp; Literature Project</p> <p><b>Contact:</b> <a href="http://www.cfep.uci.edu">www.cfep.uci.edu</a>-CRLP &amp; <a href="mailto:njmyers@callutheran.edu">njmyers@callutheran.edu</a> (805) 493-3599</p>

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<p><b>CRLP Results</b> Assessment, Instruction, and Intervention</p>	<p><b>Description:</b> Results uses data from multiple measures, focusing on the word analysis, fluency, content, and language demands required for all students to access grade-level appropriate content standards.</p> <p><b>Grades:</b> K-6</p> <p><b>Assessment:</b> Frequency 3 times a year.</p> <p>Reading Results 3</p> <ol style="list-style-type: none"> <li>1. Grade level oral reading accuracy - CRLP Passages</li> <li>2. Reading words with phonics patterns – Basic Phonics Skills Test III (BPST-III)</li> <li>3. Irregular Sight Words – Irregular Words Test (IWT)</li> <li>4. Oral Blending - Kindergarten and First Grade Blending</li> <li>5. Assessing motivation – Book Language Experience</li> <li>6. ADEPT (included in Results for English Learners only)</li> </ol> <p><b>Reading Component Addressed:</b> Word analysis and fluency</p> <p><b>Publisher:</b> CRLP, California Reading and Literature Project</p> <p><b>Contact:</b> California Lutheran University (805) 493-3705</p>
<p><b>DIBELS</b> Dynamic Indicators of Basic Early Literacy Skills</p>	<p><b>Description:</b> DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. There are benchmark and progress monitoring assessments.</p> <p><b>Grades:</b> K-6</p> <p><b>Assessment:</b> One on one assessment that takes 10-15 minutes per student and is recommended three (3) times a year. There are 20 progress monitoring assessments available for more frequent monitoring.</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>• Initial Sound Fluency</li> <li>• Letter Naming Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> </ul> <p>First Grade:</p> <ul style="list-style-type: none"> <li>• Letter Naming Fluency</li> <li>• Phoneme Segmentation Fluency</li> <li>• Nonsense Word Fluency</li> <li>• Oral Reading Fluency</li> </ul> <p>Second to Sixth Grade:</p> <ul style="list-style-type: none"> <li>• Oral Reading Fluency</li> </ul> <p><b>Reading Component Addressed:</b> Retell fluency for comprehension.</p> <p><b>Publisher:</b> University of Oregon</p> <p><b>Contact:</b> <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></p>

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<p><b>EISS Continuum</b> Early Intervention for School Success</p>	<p><b>Description:</b> EISS <i>Preschool Continuum</i>®: Development based assessment tool used for instructional planning and state reporting aligned with significant developmental milestones, <i>Desired Results</i>, <i>California State Preschool Foundations</i>, and the <i>California State Kindergarten Content Standards</i>.</p> <ul style="list-style-type: none"> <li>• <i>EISS K-2 Continuum</i>®: Development based assessment tool used for instructional planning aligned with the <i>California State Kindergarten, 1st and 2nd Grade Content Standards</i></li> </ul> <p><b>Grades:</b> Preschool <b>Assessment:</b> Monitoring and recording three times a year <b>Reading Component Addressed:</b> NA <b>Publisher:</b> Orange County Department of Education <b>Contacts:</b> <a href="http://www.seedonline.us/Resources.htm">http://www.seedonline.us/Resources.htm</a></p>
<p><b>ELDRA</b> English Language Development Retell Assessment</p>	<p><b>Description:</b> The ELDR A provides an oral and written retell protocol as a viable formative alternative for the second language and literacy assessment of English Learners. ELDR A consists of an assessment protocol and scoring guides linked to scored student samples with teacher commentary for use in K-5 classrooms that serve English Learners. The ELD Retell Assessment is based on the California English Language Development Standards, standards-based assessment, and second language literacy development. Professional development for total school faculties as part of school reform on the use of this curriculum embedded assessment is available as well as trainer of trainers' institutes for districts to work with school faculties.</p> <p><b>Grades:</b> K-5 <b>Assessment:</b> One on one assessment that takes 15-20/ minutes per student and is recommended three (3) times a year <b>Reading Component Addressed:</b> Comprehension <b>Publisher:</b> Los Angeles County Office of Education <b>Contact:</b> Los Angeles County Office of Education • 9300 Imperial Highway • Downey, CA 90242 - 2890 • (562) 922-6111</p>

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<p style="text-align: center;"><b>IDEL</b> Indicadores Dinámicos del Éxito en la Lectura (®IDEL)</p>	<p><b>Description:</b> IDEL is a research-based formative assessment series of measures designed to assess the basic early literacy skills of children learning to read in Spanish. The IDEL measures are not a translation of the DIBELS measures, but they take into account the linguistic structure of the Spanish language including the phonology, orthography, and syntax. Like DIBELS, the IDEL measures are based on the same theoretical and evidence-based principles of how children learn to read in alphabetic languages such as English and Spanish. All the IDEL measures are standardized, brief, individually administered, and can be used to regularly monitor the development of early Spanish literacy skills. IDEL can be used with students learning to read exclusively in Spanish, as well as in conjunction with the DIBELS measures for students in bilingual, transitional, or two-way immersion programs that teach early literacy skills in Spanish and English.</p> <p><b>Grades:</b> K-3</p> <p><b>Assessment:</b> IDEL also includes a measure that assesses letter naming fluency as an added indicator of risk. The IDEL measures are:          Fluidez en Nombrar Letras (FNL)          Fluidez en la Segmentación de Fonemas (FSF)          Fluidez en las Palabras sin Sentido (FPS)          Fluidez en la Lectura Oral (FLO)          Fluidez en el Relato Oral (FRO)          Fluidez en el Uso de las Palabras (FUP)          Frequency 3 times a year. 20 progress monitoring assessments available.</p> <p><b>Reading Component Addressed:</b> Phonological awareness, fluency, vocabulary, and comprehension</p> <p><b>Publisher:</b> University of Oregon</p> <p><b>Contact:</b> <a href="https://dibels.uoregon.edu/measures/idel">https://dibels.uoregon.edu/measures/idel</a></p>
<p style="text-align: center;"><b>Inspect</b> Identifying Needs: Standards Proficiency Exams for California Teachers</p>	<p><b>Description:</b> Red Schoolhouse Software has formed a partnership with Key Data Systems (formerly Sanford Systems) to provide the INSPECT Test Item Bank through OARS. Users can create tests, quizzes, benchmark exams, and CST or CAHSEE preparation tests directly in OARS using the items available in INSPECT. INSPECT is designed specifically for California Standards and includes 15,000 test items. Their goal is to have at least 20 items per assessable standard in all subjects and courses tested in STAR. A significant feature of INSPECT is that the Item Bank includes Distractor Analysis. For every question in the Item Bank, writers documented the most likely reasons students have chosen a distractor instead of the correct answer (e.g., student forgot to add interest to principal, student confused antonym and synonym, etc.) Distractor Analysis will soon be available through the Item Analysis reports in OARS.</p> <p><b>Grades:</b> K-12 Assessment: N/A</p> <p><b>Reading Component Addressed:</b> Strands from the Standards</p> <p><b>Publisher:</b> OARS</p> <p><b>Contact:</b> <a href="https://secure.oarsaccess.net/wasco/">https://secure.oarsaccess.net/wasco/</a></p>

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<b>LAS Links</b> Language Assessment Scales	<b>Test Administration Summary</b>				
	<b>Description:</b>				
	Test Topic	Subtest	Administration Mode	# Items	Scoring
	Speaking	<ul style="list-style-type: none"> <li>▪ Speak in Words</li> <li>▪ Speak in Sentences</li> <li>▪ Make Conversation</li> </ul>	Individual	6 constructed responses	Score according to rubrics while Administering test
	Listening	<ul style="list-style-type: none"> <li>▪ Listen for Information</li> <li>▪ Listen in the Classroom</li> </ul>	Group	6 multiple choice	Tabulation of correct items after test
	Reading	<ul style="list-style-type: none"> <li>▪ Analyze Words</li> <li>▪ Read for Understanding</li> </ul>	Group	6 multiple choice	Tabulation of correct items after test
Writing	<ul style="list-style-type: none"> <li>▪ Use Conventions</li> <li>▪ Write About</li> <li>▪ Write Why</li> </ul>	Group	5 multiple choice 2 constructed responses	Tabulation of correct items after test Score according to rubrics after test	
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• For English Learners</li> <li>• Similar to CELDT</li> <li>• Three (3) tests per grade level and a placement test</li> </ul> <b>Grades:</b> K - 12 <b>Reading Component Addressed:</b> Listening, reading, speaking, and writing <b>Publisher:</b> Indiana Department of Education <b>Contact:</b> <a href="http://www.doe.state.in.us">http://www.doe.state.in.us</a>					
<b>Lexiles</b>	<b>Description:</b> The Lexile Framework for Reading is a scientific approach to reading measurement that matches readers to text. The Lexile Framework measures both <u>reader ability</u> and <u>text difficulty</u> on the same scale, called the <u>Lexile scale</u> . This approach allows educators to manage reading comprehension and encourage reader progress using Lexile measures and a broad range of Lexile products, tools and services. Tens of thousands of books and tens of millions of articles have Lexile measures. Hundreds of publishers Lexile their materials and all major standardized tests can report student reading scores in Lexiles. The <i>Lexile Resource Kits</i> contains brief, practical fact sheets and detailed white papers. The <i>Lexile Book Database</i> includes search for tens of thousands of titles for their Lexile measure. The <i>Lexile Analyzer</i> analyzes text, literature and supplementary materials. The <i>Lexile Calculator</i> is a tool to calculate expected comprehension at various Lexile measures. <b>Assessment:</b> Ongoing <b>Reading Component Addressed:</b> Comprehension and fluency <b>Publisher:</b> MetaMetrics <b>Contact:</b> <a href="http://www.lexile.com">http://www.lexile.com</a>				

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<p style="text-align: center;"><b>Santillana</b> English Benchmark Assessments</p>	<p><b>Description:</b> Benchmark Assessments evaluate all areas of <u>language development</u> with specific evaluations designed to assess student proficiency in listening, speaking, reading and writing at 5 proficiency levels. This comprehensive standards-based assessment program works in conjunction with Santillana Intensive English or any other ESL program. It is delineated by grade level not ELD level</p> <p><b>Grades:</b> K-8</p> <p><b>Assessment:</b> For English Learners. There are 12 unit assessments, could be given in group or whole class setting (“speaking” is individually administered).</p> <p><b>Reading Component Addressed:</b> Listening, speaking, reading, and writing</p> <p><b>Publisher:</b> Santillana</p> <p><b>Contact:</b> <a href="http://www.santillanausa.com">www.santillanausa.com</a></p>
<p style="text-align: center;"><b>SRI</b> Scholastic Reading Inventory</p>	<p><b>Description:</b> Assesses student reading levels and monitors reading progress. Helps identify struggling readers, plan for instruction, and gauges the effectiveness of curriculum.</p> <p><b>Grades:</b> 1-12</p> <p><b>Assessment:</b> Three (3) times a year</p> <p><b>Reading Component Addressed:</b> Reading levels</p> <p><b>Publisher:</b> Scholastic</p> <p><b>Contact:</b> <a href="http://teacher.scholastic.com/products/sri/overview.htm">http://teacher.scholastic.com/products/sri/overview.htm</a></p>
<p style="text-align: center;"><b>The Six-Minute Solution</b></p>	<p><b>Description:</b> The Six Minute Solution is a Reading Fluency Program. In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly-an effective peer-monitoring and feedback system that keeps students motivated and on task. The Six-Minute Solution is used to build reading fluency.</p> <p><b>Grades:</b> K - 12 (25 passages per grade level designed for general education or intervention)</p> <p><b>Assessment:</b> Twelve unit assessments can be given in group or whole class setting (“speaking” is individually administered).</p> <p><b>Reading Component Addressed:</b> Fluency</p> <p><b>Publisher:</b> Cambium Learning</p> <p><b>Contact:</b> <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a></p>

## Progress Monitoring Supports

### Additional Web Resources:

<http://www.vcoe.org/cici/ResponsetoInterventionRtI/tabid/1918/Default.aspx>

<b>Aimsweb</b>	<p><b>Description:</b> Progress monitoring system based on direct, frequent and continuous student achievement. The results are reported via a web-based data management and reporting system to determine response to intervention. Scoring and reporting services are available for a fee.</p> <p><b>Contact:</b> <a href="http://www.aimsweb.com">http://www.aimsweb.com</a></p>
<b>Intervention Central</b>	<p><b>Description:</b> Intervention Central offers free tools and resources for academic and behavioral intervention. Guidelines and instructions for creating, administering and scoring, as well as probes, and benchmark standards are available.</p> <p><b>Contact:</b> <a href="http://www.interventioncentral.org">http://www.interventioncentral.org</a></p>
<b>National Center for Student Progress Monitoring</b>	<p><b>Description:</b> The National Center on Student Progress Monitoring (NCSPM) provides: webinars, downloadable articles, PowerPoint presentations, FAQs, and links to additional resources about student progress monitoring, Curriculum-Based Measurement, applying decision making to IEPs and other researched based topics. Publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level. Research-based and normative standards are available.</p> <p><b>Contact:</b> <a href="http://www.studentprogress.org">http://www.studentprogress.org</a> and <a href="http://www.studentprogress.org/summer_institute/2007/RTI/RTIHandouts2007.doc">www.studentprogress.org/summer_institute/2007/RTI/RTIHandouts2007.doc</a></p>