



assessing reading

MULTIPLE MEASURES

for kindergarten through eighth grade

 CORE CONSORTIUM ON READING EXCELLENCE, INC.

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Introduction to Assessing Reading

Formal Assessments

English

- Phonological Awareness Screening Test
- San Diego Quick Assessment of Reading Ability
- Fry Oral Reading Test
- “Words Their Way” Qualitative Spelling Inventory
- Critchlow Verbal Language Scale
- McLeod Assessment of Reading Comprehension

Spanish

- Critchlow Spanish Verbal Language Scale

Informal Assessments

English

- CORE Phonological Segmentation Test
- CORE Phoneme Segmentation Test
- CORE Phoneme Deletion Task
- CORE Phonics Survey

Spanish

- CORE Spanish Phonemic Awareness Test
- CORE Spanish Phonics Survey
- CORE Spanish Spelling Inventory

READING IS THE MOST IMPORTANT SKILL TAUGHT IN school. For many students, however, it is neither easy nor straightforward. *CORE Assessing Reading: Multiple Measures* contains a collection of formal and informal reading assessments for use with students in grades K–8. These assessments assist the teacher in targeting areas of strength and weakness, in monitoring student reading development, and in planning appropriate instruction.

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

Some of the assessments included in this book are formal assessments that have been refined through rigorous field testing and validation studies; others are informal curriculum-based assessments designed to measure specific skills critical to successful reading. Spanish assessments are provided for the early grades where many students may still be in bilingual programs before transitioning to regular English programs. Profile Forms found in the Appendix provide an easy way for teachers to summarize assessment results.

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

In the primary grades, reading instruction includes teaching discrete skills. These specific skills and strategies tend to be “enabling” skills, providing the foundation for long-term outcomes such as

comprehension and fluency. Because of the need for mastery of these underlying skills, effective reading assessment in the primary grades is frequent and specific.

In the upper grades, assessment plays a role in monitoring progress as well as in identifying causes of reading difficulties. Unlike primary grade assessment, which begins with the most discrete skills, reading assessment in the upper grades often starts broadly and then becomes more discrete in order to pinpoint particular reading subskills that might cause reading difficulty. As a result, assessment becomes increasingly diagnostic in nature.

To meet students' various assessment requirements, schools should organize their assessment toolkits around three broad types of assessment: screening, formative assessment, and summative assessment. In all cases, teachers need to understand the expected targets of mastery for individual skills in order to identify children at risk of difficulty and to tailor instruction to meet identified needs.

Types and Frequency of Effective Assessment Systems			
	Screening	Formative Assessment	Summative Assessment
Kindergarten	<ul style="list-style-type: none"> • Mid-year and year-end • Can be same tools used for summative 	<ul style="list-style-type: none"> • Frequent, to direct ongoing modification of the curriculum • Informal curriculum-based assessments 	<ul style="list-style-type: none"> • At end of a major instructional sequence • Can be same tools used for screening and formative
Grade 1	<ul style="list-style-type: none"> • Two or three times yearly • Can be same tools used for summative 	<ul style="list-style-type: none"> • Frequent, to direct ongoing modification of the curriculum • Informal curriculum-based assessments 	<ul style="list-style-type: none"> • At end of a major instructional sequence • Can be same tools used for screening and formative
Grades 2 and 3	<ul style="list-style-type: none"> • Two or three times yearly • Can be same tools used for summative 	<ul style="list-style-type: none"> • Frequent, to direct ongoing modification of the curriculum • Informal curriculum-based assessments 	<ul style="list-style-type: none"> • At end of a major instructional sequence • Can be same tools used for entry-level and formative
Grades 4 through 8	<ul style="list-style-type: none"> • Beginning of year • Can be same tools used for summative 	<ul style="list-style-type: none"> • Frequent, for monitoring formal and informal measures, including assignments as part of regular curriculum 	<ul style="list-style-type: none"> • At end of a major instructional sequence • Can be same tools used for screening and formative

Assessment Sequence for Primary Grade Students (Grades K–3)

See Assessment Sequence for upper grades on the following page.

	Kindergarten			Grade 1			Grade 2			Grade 3		
	Early	Mid.	Late	Early	Mid.	Late	Early	Mid.	Late	Early	Mid.	Late
Choose 1 of the following: ▶ Phonological Awareness Screening Test ▶ CORE Phoneme Deletion Test ▶ CORE Phonological Segmentation Test ▶ CORE Spanish Phonemic Awareness Test	First assessment: Middle			Early/Middle			Only if indicated			Only if indicated		
▶ CORE Phoneme Segmentation Test							Only if indicated			Only if indicated		
▶ CORE Phonics Survey ▶ CORE Spanish Phonics Survey	First assessment: Middle*			Every 4–6 weeks until mastery			Every 4–6 weeks until mastery			Only if indicated		
▶ Fry Oral Reading Test				First assessment: Late			3 times a year			3 times a year		
▶ San Diego Quick Assessment of Reading Ability				First assessment: Middle			3 times a year			3 times a year		
▶ “Words Their Way” Elementary Qualitative Spelling Inventory ▶ CORE Spanish Spelling Inventory				First assessment: Late			3 times a year			3 times a year		
▶ Critchlow Verbal Language Scale ▶ Critchlow Spanish Verbal Language Scale	First assessment: Middle			Every 4–6 weeks until mastery			3 times a year			3 times a year		
▶ McLeod Assessment of Reading Comprehension, Elementary Level							3 times a year			3 times a year		

*Alphabet names and consonant sounds only.

Assessment Sequence for Upper Grade Students (Grades 4–8)

See Diagnostic Plan for upper grades on the following page.

	Grade 4	Grade 5	Grade 6	Grades 7–8
▶ McLeod Assessment of Reading Comprehension, Upper Level	3 times a year 	3 times a year	3 times a year	3 times a year
▶ Critchlow Verbal Language Scales	3 times a year 	3 times a year	3 times a year	3 times a year
▶ Fry Oral Reading Test	Only if indicated 	Only if indicated	Only if indicated	Only if indicated
▶ San Diego Quick Assessment of Reading Ability	Only if indicated 	Only if indicated	Only if indicated	Only if indicated
▶ “Words Their Way” Elementary Qualitative Spelling Inventory ▶ CORE Spanish Spelling Inventory	3 times a year 	3 times a year	3 times a year	
▶ “Words Their Way” Upper Level Qualitative Spelling Inventory	3 times a year 	3 times a year	3 times a year	3 times a year
▶ CORE Phonics Surveys	Only if indicated 	Only if indicated	Only if indicated	Only if indicated
▶ CORE Phoneme Segmentation Test	Only if indicated 	Only if indicated	Only if indicated	Only if indicated



5855 Christie Avenue
Suite A
Emeryville, CA 94608
1-510-595-3400
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CORE
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