

READ Act Assessments	Language			Reading Domains Assessed						Administration					Purpose		
	English	Spanish - Translation	Spanish - Adapted	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Maximum Testing Time	Frequency of Assessment	Online	Paper/Pencil	Adaptive	Initial Screener/30-Day Screener	Diagnostic	Progress Monitoring
Istation - District Supported Opt-In Choice	x		x		x	x	x	x	x	Max 60 minutes (an average 30-40)	As often as needed/ desired	x		x	x	x	x Auto-scheduled monthly + on-demand subtests if needed
Aimsweb	x	x			x	x	x		x	Fluency Reading Curriculum-Based Measurement (RCBM) - 1 minute	Three times a year for Benchmark, as needed for Progress Monitoring	x	x		x		x
DIBELS Next / IDEL	x		Takes into account the linguistic structure of the Spanish language	x (Word use fluency)	x	x	x	x (Word use fluency and an experimental measure)	Grades 3-6	Varies per grade level and increases throughout the year. Typical testing time, 3- 10 minutes per skill	Three times a year for Benchmark, as needed for Progress Monitoring		x		x		x
Formative Assessment System for Teachers (FAST)	x		x	x	x	x	x	x	x	5 minutes (CBM) to 30 minutes (aReading)	At least three times a year - up to five	x	x	x	x		x
i-Ready	x				x	x		x	x			x		x	x	x	x
Phonological Awareness Literacy Screening (PALS and PALS Espanol)	x	x			x	x	x		x	Untimed. Vendor reports 25 minutes a student overall with efficient online data entry and administration.	Three times a year for Benchmark, as needed for Progress Monitoring (PALS Quick Checks)		x		x	x	x
STAR Early Literacy and STAR Reading	x			x	x	x	x	x	x			x		x	x	x	x Must administer whole assessment again
Children's Progress Academic Assessment (CPAA)	x				x	x			x						x		
Woodcock Reading Mastery Test, 3rd edition (VRMT-III)	x					x			x						x		
DIBELS Deep: PA and WRD	x				x	x									x		
Amplify Burst Reading Assessments	x			x	x	x	x	x	x						x		
Woodcock-Munoz LS (English)	x	x		x	x	x		x	x						x		

READ Act Assessments	Reports	Gaps	Potential Ways to Address Gaps	Reading Level	Used by DPS School(s) for READ Act
Istation - District Supported Opt-In Choice	Istation Reports Quick Reference Guide on ARE website: Istation Reports	Does not assess oral fluency. ISIP <i>Early Reading</i> comprehension subtest is sentence-based. Guidance document on ARE website: Addressing Istation Assessment Gaps	As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28). Guidance document on ARE website: Addressing Istation Assessment Gaps	Overall reading ability and subtest scores reported by tier level by grade. Comprehension subtest generates Lexile reading level.	90 schools in DPS: Istation Schools 2016-2017
Aimsweb	Classroom and Individual Benchmark Reports Goal Setting Report Classroom and Individual Progress Monitoring Reports Distribution Report http://www.aimsweb.com/assessments/features/data-management-and-reporting/reports	Isolated skills assessments, non-sense word fluency, comprehension	You can purchase a Reading Curriculum-Based Measurement (RCBM) (for an additional cost) that would listen to a child read for 1 minute and provide a report. To assist educators in assessing students using RCBM, Pearson has developed high quality sets of Standard Reading Assessment Passages for Grades K-8 as part of the Aimsweb system. Typically, there are over 30 equivalent passages at each grade. Maze is a multiple-choice close task that students complete while reading silently. The first sentence of a 150-400 word passage is left intact. Thereafter, every 7th word is replaced with three words inside parenthesis. One of the words is the exact one from		None
DIBELS Next / IDEL	Benchmark/Progress monitoring booklet includes graph for student current level, progress monitoring goal and aimline. Electronic Data Management to store reports Online reports available - DibelsNext for class, for student	No Letter Name Assessment/materials for progress monitoring Assessment selected based on grade level not student reading level/ability Highly phonics based Some skills are isolated and not in context Nonsense words DAZE assessment - Lack of comprehension questions - multiple choice	As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28).		Cesar Chavez Academy Cole Arts & Sciences Academy Denver Downtown Expeditionary School REACH Charter Samuels Elementary
Formative Assessment System for Teachers (FAST)	Individual and Aggregate reports are available. Individual Student Reports include benchmark/universal screening reports, details performance and skills information, and progress monitoring reports (including interventions over time). Group reports include benchmark score by risk status, class, grade, district, and national norms per measure. Instructional impact reports organize students by how they progress across the year. http://www.cde.state.co.us/uip/fastassessmentdescription	Though students do read aloud for a minute, the analysis of that reading doesn't address individual processing systems (meaning, structure, visual integration) For early reading (K-1), students are assessed on reading rate and accuracy, but not on comprehension and meaning Instructional and independent reading levels	As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28).	Tests available for reading in English (K-12) and Spanish (K-6). Approximate Lexile levels can also be found in certain reports.	None

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i-Ready	<p>Reports on phonological awareness, phonics, high frequency words, vocabulary, literature and informational text comprehension</p> <p>Reports are detailed for individual students and can support short-term goals</p> <p>Gives a report of what skills the child is currently demonstrating</p> <p>Provides report on normed scores compared with a nation-wide percentile</p> <p>Aligns Common Core State Standards (CCSS) with the skills in each report</p>	<p>Reports are on skills in isolation, not how students apply the skills in reading</p> <p>Teacher is not required to listen to children read to achieve a reading report</p> <p>Highly phonics based</p>	<p>Matches specific phonics lessons with the skill that needs to be addressed with students</p> <p>As best practice, we recommend that running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading at levels 1-28).</p>	<p>Scaled scores that indicate to teachers which skills students have mastered up to that scale/point and which skills still need to be addressed</p> <p>Placement levels to indicate to teachers where students should be receiving instruction</p> <p>Normed scores comparing students to nationwide results</p> <p>Lexile score aligned with scaled score</p>	<p>Asbury Elementary Bradley Elementary Highline Academy Highline Academy NE Lincoln Elementary Southmoor Elementary Steck Elementary Teller Elementary University Prep - Arapahoe University Prep - Steele Wyatt Academy</p>
Phonological Awareness Literacy Screening (PALS and PALS Espanol)	<p>Progress Monitoring report (details performance within and across interventions over time, comparing progress against performance goals)</p>	<p>No Kindergarten running records are included.</p> <p>PALS Espanol assesses skills that are non-essential for learning to read in Espanol.</p>	<p>As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28).</p>	<p>https://pals.virginia.edu/pdfs/login/Book_Level%20Equivalencies_2013.pdf</p>	<p>None</p>
STAR Early Literacy and STAR Reading	<p>Group Reports</p>	<p>1) Norm-referenced; Reports use predictive data based on where students score in relation to other students who also received the same score. The identified skills for students to improve do not necessarily equate to each student's skill level.</p> <p>2) Numerous reports to pull and numerous data points about reading level to look at; can be confusing (and misleading) unless teachers know what data is useful and how to use it</p> <p>Assessment does not provide the questions students saw or the answers they provided.</p>	<p>As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28).</p> <p>1) Use other assessments that will identify specific data to drive instruction rather than predictive assessment data.</p> <p>2) Creating a one-pager with reports to pull and what the data points actually tell us (for example, SS v. GE)</p>	<p>Scaled Scores</p> <p>Instructional Reading Levels</p> <p>Grade Equivalent Scores</p> <p>Percentile Ranks</p>	<p>Edison Elementary Polaris Elementary Kipp Montbello Elementary Monarch Montessori Odyssey Charter Roots Elementary Strive Network Schools</p>
Children's Progress Academic Assessment (CPAA)	<p>Group Report (Class or Grade): Details group performance by benchmark score (risk status), class, grade, district and national norms per measure. Error information and teacher notes/comments also provided per student (CBMReading, earlyReading)</p> <p>Literacy concepts addressed: Listening, Phonemic Awareness, Phonics & Writing and Reading & Reading Mechanics.</p> <p>Detailed narrative summaries, with expectation scores for each concept assessed and customized to reflect relevant state expectations.</p>	<p>Only approved as a diagnostic tool and approved to be used in conjunction with another READ ACT assessment. Its criterion referenced and not normed referenced.</p>	<p>As best practice, we recommend running records or progress monitoring passages be administered to determine instructional/independent reading levels, monitor progress, and guide instructional next steps (reading levels 1-28).</p>	<p>Pre-K through 3rd grade</p>	<p>None</p>

READ Act Assessments	Reports	Gaps	Potential Ways to Address Gaps	Reading Level	Used by DPS School(s) for READ Act
Woodcock Reading Mastery Test, 3rd edition (VRMT-III)	<p>Instructional Impact Report: Details group performance and organizes students by how they are progressing across the year. Allows teachers to track movement of students from risk category to risk category across the year.</p> <p>Oral expression, Listening, oral language, reading-writing, reading, writing, language comprehension, applied language proficiency, broad English ability, Broad English Ability - Total, oral language-total</p>	<p>Paper and pencil test --> lengthy testing time for students and teachers</p> <p>Teachers must manually enter student scores</p> <p>Not an assessment of reading continuous text</p>	<p>As best practice, we recommend that running records or DRA2/EDL2 progress monitoring passages be administered to determine instructional/independent reading levels, continuously monitor progress, and guide instructional next steps for students reading at levels 1-28.</p>	<p>Does not give a specific reading level, but does provide grade level equivalents</p>	<p>None</p>
DIBELS Deep: PA and WRD	<p>School and District Reports</p> <p>Accountability, Research and Evaluation and Curriculum and Instruction have limited information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited information on this assessment.</p>	<p>Cesar Chavez Academy Cole Arts & Sciences Academy</p>
Amplify Burst Reading Assessments	<p>Instructional Impact Report: Details group performance (available in percentage and quantity formats) and organizes students by how they are progressing across the year. Allows teachers to track movement of students from risk category to risk category across the year.</p> <p>Data "roll up" to show trends across a grade, school, and district, including data collapsed across grades, by measure/content area.</p> <p>DIBELS: English K-5, Spanish K-3; includes a running record assessment on line. Full support of all 12 HeadStart domains for Pre-K.</p>	<p>Vocabulary could be a gap within the assessment.</p>	<p>As best practice, we recommend that running records or DRA2/EDL2 progress monitoring passages be administered to determine instructional/independent reading levels, continuously monitor progress, and guide instructional next steps for students reading at levels 1-28.</p>	<p>K - 8th grade</p>	<p>None</p>
Woodcock-Munoz LS (English)	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited to no information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited to no information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited to no information on this assessment.</p>	<p>Accountability, Research and Evaluation and Curriculum and Instruction have limited to no information on this assessment.</p>	<p>None</p>