



## **Language Arts and Reading Assessments in TESD**

The Tredyffrin-Easttown School District utilizes a combination of the Pennsylvania Statewide System of Assessment (PSSA), Keystone Exams, commercially produced standardized assessments, nationally normed benchmark assessments and teacher-made assessments to measure the progress of our students. In addition, results from each of these assessments will be utilized to evaluate curriculum and instruction.

The following standardized and District-wide assessments are used to inform our instruction and provide for all students' curricular needs in the areas of Language Arts and Reading:

### **District-wide Screening Assessments:**

As part of the District's curriculum development process, teachers have created District-wide screening assessments in literacy skills. These screeners are aligned to the skills in kindergarten and first grade that students must know and be able to master by the end of the school year. The Early Literacy Assessment and Phonological Awareness Assessment provide specific skills assessments in upper and lower-case letter/sound identification, concepts of print, phoneme blending and segmentation, word recognition, and phonemic manipulation. The Test of Auditory Analysis Skills (TAAS) is included in these assessments.

### **\*Dynamic Indicators of Basic Educational Literacy (DIBELS):**

A great deal of research has been done on the skills that early readers need to develop into successful, fluent readers. These skills are measured using DIBELS (**now Acadience**), an evidence-based assessment tool. Kindergarten students are measured on fluency with nonsense word recognition probes, segmentation of sounds, initial sound fluency, letter recognition, and overall fluency. Students in grades one through four are assessed for their oral reading fluency. Oral reading fluency is the ability to read connected text quickly, accurately, and with expression. Oral reading fluency is one of several critical components required for successful reading comprehension. These assessments, given three times a year, are nationally normed. A description of each subtest is provided here:

- **DIBELS/Acadience Phoneme Segmentation Fluency (PSF)** A phoneme is a common letter sound. This measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently.
- **DIBELS/Acadience Nonsense Word Fluency (NWF)** assesses knowledge of basic letter-sound correspondences and the ability to blend letter sounds with words that have no commonly recognized meaning.
- **DIBELS/Acadience Correct Letter Sounds (CLS) and Whole Words Read (WWR)** describe the two means to score for Nonsense Word Fluency (NWF). The Correct Letter Sounds (CLS) is the number of letter sounds produced correctly. Whole Words Read (WWR) is the number of “make-believe” words read correctly as a whole word without first being sounded out.)
- **DIBELS/Acadience Oral Reading Fluency (ORF)** is a measure that assesses accuracy and fluency with text, the ability to effortlessly translate letters to sounds and sounds to words. The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to the comprehension and meaning of the text.
- **DIBELS/Acadience First Sound Fluency (FSF)**- is a brief direct measure of a student's fluency in identifying the initial sounds in words.
- **DIBELS/Acadience Letter Naming Fluency (LNF)**- is a standardized test that requires students to identify upper-case and lower-case letters. Based upon DIBELS/Acadience requirements, this skill does not contain a benchmark goal; it is included as an indicator of risk and as a predictor of later reading rather than an instructional target.

**K Screening, K Mid-Year, KIDS: Kindergarten Inventory of Developmental Screenings** include developmentally appropriate assessments of early literacy skills like concepts of print, upper and lower-case letter naming, letter sounds, rhyming, word recognition, and comprehension/listening skills.

**Shaywitz Dyslexia Screener (SDS)**- The Shaywitz Dyslexia Screener is a screening measure for students that is designed to provide an early indication of children who may demonstrate signs of dyslexia. The classroom teacher, the person who has worked most closely with the student and knows the student best, rates statements about a student’s language and academic behaviors based on the frequency of the student’s demonstration of each behavior. The rating results produce an individual and/or group reports.

**\*Curriculum-Based Measurement (CBM) Maze:**

Curriculum-based measurement (CBM) Maze passages are timed assessments that measure reading comprehension. Students are asked to read a passage silently. In the

passage, every seventh word (approximately) is blank, with a maze of options (i.e., three possible word choices for the blank). One of the words in the maze is always correct, and the other two are incorrect. Maze requires students to choose the correct word as they read the passage. Students are given three minutes to work on this task. Students in grade 2 take this assessment three times a year.

#### **\*4Sight Predictive Benchmark Assessments (4Sight):**

The 4Sight benchmark reading assessments, created by the Success for All Foundation based at Johns Hopkins University, provides teachers with reading data on each student that is aligned to state standards. This formative assessment tool also enables teachers to predict students' reading achievement multiple times throughout the year. These predictions allow teachers time to design instruction and intervention to help students meet proficiency on the reading sections of the PSSA. Students in grades 3 and 4 take the reading 4Sight three times a year.

#### **The Critical Reading Inventory (CRI):**

The Critical Reading Inventory is a formative assessment designed to help plan for reading instruction typically administered individually by a reading specialist. The Critical Reading Inventory uses three distinct item types in assessing comprehension: text-based, inference and critical response. Text-based items require the reader to recall explicitly stated material from text. Inference items require the reader to link experience with the text and to draw a logical conclusion about what they have read. Critical response items require the reader to analyze, react, and respond to elements of the text based on their experiences and values. Often the CRI is used to provide additional information when needed on a student's instructional reading level.

#### **Educational Records Bureau Testing (ERB Test)**

Students in grades 2, 3, 4, 6, and 8 take the ERB in the fall of each year in the areas of Reading and Math. The District administers the following subtests of ERB's Comprehensive Testing Program (CTP):

Grades 2 & 3: Word Analysis, Reading Comprehension, Mathematics

Grades 4, 6, & 8: Verbal Reasoning, Reading Comprehension, Quantitative Reasoning, Mathematics

The ERB helps compare content specific, curriculum-based performance to the more conceptual knowledge base found in reasoning tests. The individual student results measure performance in comparison to similar groups of achievers via national, independent, suburban public, and District norms using scaled scores, stanines, and percentiles. For more information on the ERB test, please access this link:

<https://www.erblearn.org/services/ctp-overview>

### **Pennsylvania State System of Assessment (PSSA):**

Students in grades 3-8 take the PSSA in the spring of each school year in the areas of English Language Arts and Math. Students in grades 4 and 8 also take a PSSA in the area of Science. These assessments are aligned to PA Core Standards and provide information on the progress of students across the state toward meeting these standards. For more information on ELA PSSA testing, please access this link:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/default.aspx>

The link below provides access to PSSA test design samples for English/Language Arts:

<https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/ELAs.aspx>

### **Keystone Exams:**

At the secondary level, the Keystone Exams are end-of-course assessments designed to assess proficiency in the Algebra I, Biology, and Literature. The Literature Keystone is aligned with the District's American Literature course typically taken in grade 10. Students can meet the statewide graduation requirement through several pathways including proficiency on the Keystone exam. For more information on Keystone Exams, please access this link: [https://www.education.pa.gov/K-](https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx)

[12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx](https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Keystone-Exams.aspx)

*\* Indicates measures used as Reading benchmark assessments in elementary school.*

*Teachers will share results of these assessments through conferences and progress reports. Standardized testing score reports are mailed to families once they are made available.*