

# Helpful Hints for Diagnostic Reading Assessment

## **Introduce the Assessment Process to the Student**

- Explain why diagnostic assessment is being done and what you'll be asking them to do
- Give clear instructions to students for each assessment
- Explain that you will be writing down what they say
- Tell them how/when assessment results will be shared

## **Alphabetics Assessment**

### **Graded Word Lists - Bader 7th Edition**

Examiner copies pp. 23-24.

Student copies pp. RP-4-RP-8. Copy student lists onto separate sheets so students see only one list at a time.

- Start at the TABE/CASAS level.
- Give students an index card to move down each list as they go—this will help to slow them down.
- Encourage students to pronounce each word even if they aren't sure.
- Write what the student says on examiner copy.
- 0-1 errors are allowed for a list to be considered successful.
- Continue with the next higher or lower list to find the highest level list the student can read successfully.

### **Basic Phonics Assessment - Sylvia Greene's Informal Word Analysis Inventory**

Download Sylvia Greene assessment from STAR Resources

- Give if a student's success level on the graded word lists is level 4 or below.
- Begin with Sylvia Greene Level II, only give Level I if there are many errors.
- Give students an index card to move down the list as they go—this will help them to focus on one word at a time and to slow them down.
- Encourage students to pronounce each word even if they aren't sure.
- Write what the student says on examiner copy.

## **Fluency Assessment - Bader (7th edition)**

Select one of the "S" passages (A or B) at each level. See complete list on p. 29.

Student copies in Part 6 Reader's Passages.

Examiners mark errors on a copy of the Student passage.

- Start at the student's highest level word list read accurately from word identification assessment.
- While the student reads aloud, examiner marks errors on another copy of the passage. See Bader pp. 32-33 for scoring guidelines.
- Assist students in pronouncing key words if needed.
- Use Laura & Laurie's Fluency Allowable Errors Chart posted in the STAR Discussion Forum for the number of errors allowed for each passage.
- Continue with the next higher or lower passage to find the highest level passage the student can read with good accuracy. Decide if the student had good rate and prosody on that passage.
- Find the highest level the student read with with good accuracy. The instructional level is one level higher than that.
- On the highest level the student read accurately, did the student have good rate and prosody? If NO, the instructional level for fluency rate and prosody is that level. If YES, the instructional level for fluency rate and prosody is one level higher (the same as the accuracy instructional level)

## **Vocabulary Assessment - Word Meaning Test**

Download examiner materials from STAR Resources. No student materials.

Follow instructions in the Word Meaning Test for how to administer and score the test.

NOTE: This is an ORAL test! The examiner says each word and the student explains or defines it. Students don't read the words.

- Start one or two levels below the student's highest level word list read accurately from alphabets.
- Encourage students to try to give a meaning even if they aren't sure. Or use the word meaningfully in a sentence. Don't expect a "dictionary definition."
- Use prompts like "Tell me more" and "Can you give me an example?" if a student's responses are too vague.
- Four out of five correct responses are needed for a word list to be considered successful.
- Continue with the next higher or lower level list to find the highest list the student is successful on. The instructional level is one level higher.

## **Comprehension Assessment - Bader (7th edition)**

Use different passages for comprehension assessment than you used for fluency.

Select one of the "S" passages (A or B) at each level- complete list on p. 29.

Student copies in Part 6 Reader's Passages.

Examiner copies are in Part 2 of the Bader.

- Start at the student's TABE level.
- Let the student read silently and indicate to you when they have finished.
- Allow the student to refer back to the passage while answering questions.
- Ask all the comprehension questions following each passage, including the interpretive questions.
- Use Laura & Laurie's Comprehension Scoring Chart posted in the STAR Discussion Forum for the number of correct responses needed for a passage to be considered successful.
- Continue with the next higher or lower level passage to find the highest level passage the student is successful on. The instructional level is one level higher.