Reading Resources: Assessments to Inform Present Levels

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Kate Martin Special Populations and Student Support Sept. 2017

Document Use

This document has been designed to provide various reading assessments that will inform PLEPs (Present Levels of Educational Performance) for the IEP writing process. The PLEP should provide the foundation for the data-based decisions the IEP team is required to make with regard to a student's goals, supports, accommodations, modifications, and services for the next year. The PLEP also provides information for selecting appropriate interventions and supports and services, including the least restrictive environment (LRE).

This document will assist the educator in choosing appropriate assessments to inform each PLEP (i.e., basic reading, reading fluency, and reading comprehension) and ultimately inform aligned, deficit-based interventions in the area of reading.

<u>Formatting Note</u>
The notation "4:0-24:11" means 4 years 0 months through 24 years 11 months.

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Academic Improvement Measurement System (AIMSweb)

Ages:

- Early Literacy: Grades K-1
- R-CBM (ORF): Grades K-8
- MAZE: Grades 1-8

Administration & Time:

≈1-10 minutes per subtest

1:1 administration for most subtests

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

English Learner Options:

Spanish Options:

- R-CBM Grades 1-8
- Syllable Segmenting K-1
- Word Reading Fluency 1-2
- Sentence Reading Fluency 1-2

Additional Information:

May be computer or paper administration

Basic Reading	Reading Fluency	Reading Comprehension
• Early Literacy Assessments • ORF-Accuracy and Error Rate	• ORF-words per minute	• MAZE-cloze passages

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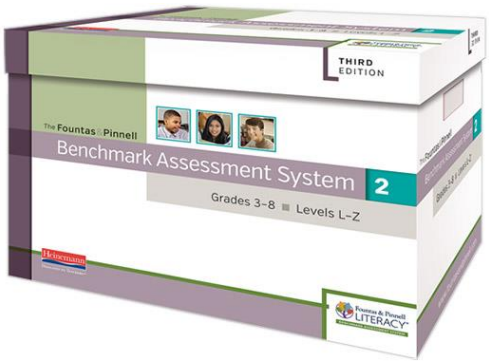
Fountas & Pinnell Benchmark Assessment System (BAS, 3rd edition)



Ages:
Grades K-5

Administration & Time:
≈20-40 minutes
1:1 administration

Purpose:
1. To assess individual reading strengths and needs
2. To observe, record, and evaluate changes in student reading performance

English Learner Options:
SEL Books: 28 texts from levels A-N in Spanish (approximately grade levels K-3)

Additional Information:
- Aligns with Leveled Literacy Intervention (LLI) progression
- Gives overall instructional reading level

Basic Reading	Reading Fluency	Reading Comprehension
• Running record: Accuracy rate, Self-Corrections, and Error analysis	• Words per minute at instructional level	• Comp Conversation Rubric

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Brigance Comprehensive Inventory of Basic Skills (CIBS-II)

Ages:
Grades Pre-K-9

Administration & Time:
≈15-30 minutes per subtest
1:1 administration

Purpose:
1. To assess students' strengths and needs in the classroom
2. To monitor growth and progress

English Learner Options:
Brigance ABS-R (Assessment of Basic Skills-Revised, Spanish edition) for grades Pre-K-9

Additional Information:
Subtests include Listening Vocabulary and Comprehension, Word Recognition, Oral Reading, Reading Vocabulary and Comprehension, Word Analysis, Functional Word Recognition, Spelling

Basic Reading	Reading Fluency	Reading Comprehension
• Word Recognition • Functional Word Recognition • Word Analysis • Spelling	• Oral Reading Rate	• Vocab/Listening Comp • Vocab/Rdg Comp

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Comprehensive Testing Program (CTP4/CTP Online by ERB)

Ages:
Grades 1-10
(some subtests begin in grade 4)

Administration & Time:
≈2 ½ - 4 hours
Group administration (paper or online)
Standardized

Purpose:
1. To assess high-achieving students on content and conceptual knowledge

English Learner Options:
N/A

Additional Information:
- Gives percentile ranks based on national norms
- Primarily normed on private school students in the northeast

Basic Reading	Reading Fluency	Reading Comprehension
• Word Analysis	N/A	• Auditory Comprehension • Reading Comprehension • Vocabulary

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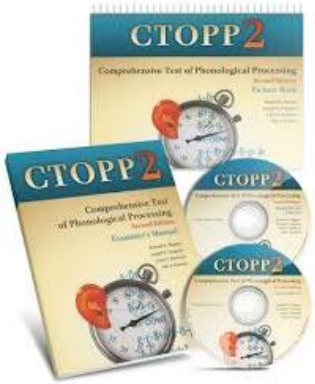
Comprehensive Test of Phonological Processing (CTOPP-2)



Ages:
4:0-24:11

Administration & Time:
≈40 minutes
1:1 administration
Standardized

Purpose:
1. To identify phonological processing difficulties and track progress
2. To identify strengths and weaknesses within phonological processing

English Learner Alternative:
TOPPS (Test of Phonological Processing in Spanish)
for Grades K-Adult

Additional Information:
Subtests include Elision, Blending Words, Sound Matching, Phoneme Isolation, Blending Nonwords, Segmenting Nonwords, Memory for Digits, Nonword Repetition, Rapid Naming (Digit, Letter, Color, Object)

Basic Reading	Reading Fluency	Reading Comprehension
• Phonological Awareness • Phonological Memory • Rapid Naming (Symbolic)	• Rapid Naming	N/A

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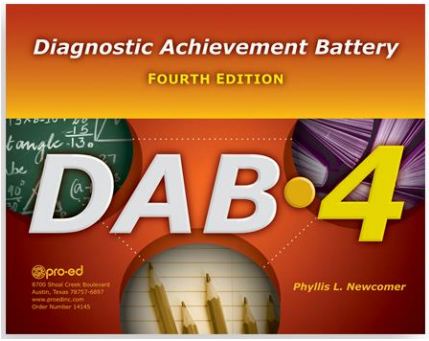
Diagnostic Achievement Battery (DAB-4)



Age:
6:0-14:11

Administration & Time:
60-90 minutes
1:1
Standardized

Purpose:
1. To assess academic abilities
2. To inform remediation planning

English Learner Options:
N/A

Additional Information:
Composite Score: Reading

Basic Reading	Reading Fluency	Reading Comprehension
• Alphabet/Phonics/Word Identification • Spelling	N/A	• Listening Comp • Synonyms • Reading Comp

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Diagnostic Achievement Battery Intermediate (DAB-I)

Age:
13:0-17:11

Administration & Time:
60-90 minutes
1:1
Standardized

Purpose:
1. Assess academic abilities
2. Inform remediation planning

English Learner Options:
N/A

Additional Information:
Composite Score: Reading

Basic Reading	Reading Fluency	Reading Comprehension
• Word Identification • Spelling	N/A	• Reading Comp

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Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Ages:

NORMS FOR GRADES K-6

- Phonemic Awareness: Grades K
- Letter Naming Fluency: Grades K-1
- Phonics: Grades K-2
- Reading Fluency: Grades 1-6
- Reading Comprehension: Grades 3-6

Administration & Time:

≈3 minutes per subtest

1:1 Administration

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

English Learner Options:

Spanish *IDEL 7a Edicíon Materials:*

- FNL (Letter Naming)/FSF (Phoneme Segmentation): K-1
- FPS (Nonsense Word Fluency): K-2
- FLO (Oral Reading)/FRO (Retell Fluency): 1-3
- FUP (Word Use Fluency): K-3

Additional Information:

*May be computer or paper administration

Basic Reading	Reading Fluency	Reading Comprehension
• Phonemic Awareness • Letter Naming Fluency • Phonics	• Oral Reading Rate	• K-2: N/A • 3-6: DAZE-cloze passages

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Developmental Reading Assessment (DRA2)

Age:
Grades K-3

Administration & Time:
≈30-40 minutes
1:1 Administration

English Learner Options:
EDL2+ (Spanish equivalent of DRA2)

Purpose:
1. To assess individual reading strengths and needs
2. Observe, record, and evaluate changes in student reading performance

Additional Information:
Gives overall instructional reading level

Basic Reading	Reading Fluency	Reading Comprehension
• Running record: Accuracy rate, Self-Corrections, and Error analysis	• Words per minute at instructional level	• Retelling Rubric

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Easy CBM

Ages:

Norms for Grades K-8

- Phoneme Segmenting: Grades K-1
- Letter Names/Letter Sounds: Grades K-1
- Word Reading Fluency: Grades K-2
- Passage Reading Fluency: Grades 1-6
- Vocabulary: Grades 2-6
- Reading Comprehension: Grades 2-6

Administration Time:

2-30 minutes per subtest

1:1 Administration for most subtests

English Learner Options:

Spanish Subtests

- Syllable Sounds K-1
- Syllable Segmenting K-1
- Word Reading Fluency K-2
- Sentence Reading Fluency K-2

Purpose:

1. To screen all students (universal screening tool)
2. To progress monitor broad progress
3. To identify skill-level needs (some subtests)

Additional Information:

May be computer or paper administration

Basic Reading	Reading Fluency	Reading Comprehension
• Letter Names • Letter Sounds • Phoneme Segmenting • Word Reading Fluency	• Passage Reading Fluency	• Vocabulary • CCSS • MCRC

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Gray Oral Reading Test (GORT-5)

Age:
Ages 6:0-23:11

Administration & Time:
20-30 minutes
1:1
Standardized

Purpose:
1. To screen reading fluency and comprehension

English Learner Options:
N/A

Additional Information:
N/A

Basic Reading	Reading Fluency	Reading Comprehension
• Accuracy	• Rate	• Passage dependent comp

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Kaufman Test of Educational Achievement (KTEA-3)

Age:
4:0-Adult

Administration & Time:
15-85 minutes
1:1
Standardized

Purpose:
1. To assess key academic skills
2. To determine academic progress

English Learner Options:
N/A

Additional Information:
Composite score: Reading, Sound-Symbol, Decoding, Reading Fluency, Reading Understanding, Comprehension, Orthographic Processing Composite

Basic Reading	Reading Fluency	Reading Comprehension
• Phonological Processing • Letter & Word Recognition • Nonsense Word Decoding • Spelling • Decoding Fluency	• Silent Reading Fluency • Letter Naming Facility	• Reading Comp • Listening Comp • Reading Vocabulary

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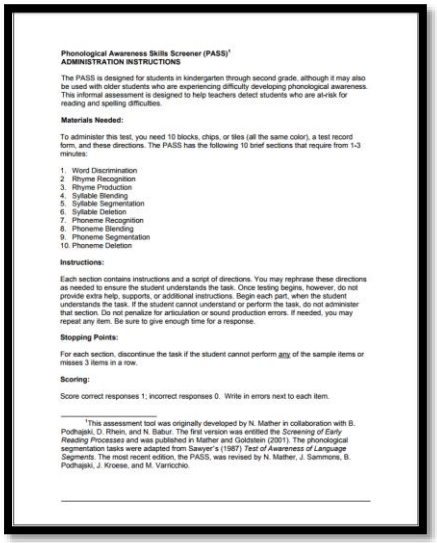
Phonological Awareness Skills Screener (PASS)



Phonological Awareness Skills Screener (PASS)[1]
ADMINISTRATION INSTRUCTIONS

The PASS is designed for students in kindergarten through second grade, although it may also be used with older students who are experiencing difficulty developing phonological awareness. This informal assessment is designed to help teachers detect students who are at-risk for reading and spelling difficulties.

Materials Needed:

To administer this test, you need 10 blocks, chips, or tiles (all the same color), a test record form, and these directions. The PASS has the following 10 brief sections that require from 1-3 minutes:

1. Word Discrimination
2. Rhyme Recognition
3. Rhyme Production
4. Syllable Blending
5. Syllable Segmentation
6. Syllable Deletion
7. Phoneme Recognition
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Deletion

Instructions:

Each section contains instructions and a script of directions. You may rephrase these directions as needed to ensure the student understands the task. Once testing begins, however, do not provide extra help, supports, or additional instructions. Begin each part, when the student understands the task. If the student cannot understand or perform the task, do not administer that section. Do not penalize for articulation or sound production errors. If needed, you may repeat any item. Be sure to give enough time for a response.

Stopping Points:

For each section, discontinue the task if the student cannot perform any of the sample items or misses 3 items in a row.

Scoring:

Score correct responses 1; incorrect responses 0. Write in errors next to each item.

[1]This assessment tool was originally developed by N. Mather in collaboration with B. Podhajski, D. Rhein, and N. Babur. The first version was entitled the *Screening of Early Reading Processes* and was published in Mather and Goldstein (2001). The phonological segmentation tasks were adapted from Sawyer's (1987) *Test of Awareness of Language Segments*. The most recent edition, the PASS, was revised by N. Mather, J. Sammons, B. Podhajski, J. Kroese, and M. Varriochio.

Age:
Grades K-12

Administration & Time:
~15-20 minutes
1:1

Purpose:
1. To assess phonological awareness
2. Observe, record, and evaluate changes in student phonological awareness

English Learner Alternative:
N/A

Additional Information:
- Free resource created by Sopris Learning, part of TN Reading Course
- Go to https://www.tn.gov/education/article/tdoe3-rti-administrators-intervention-resources (password protected)

Basic Reading	Reading Fluency	Reading Comprehension
• Word Discrimination • Rhyme Recognition & Production • Syllable Blending, Segmentation & Deletion • Phoneme Recognition, Blending, Segmentation, and Deletion	N/A	N/A

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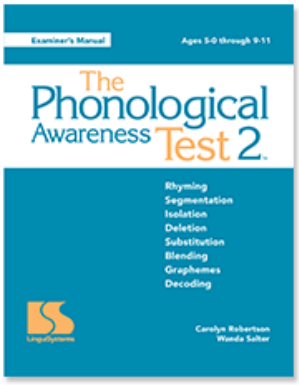
Phonological Awareness Test (PAT-2)



Ages:
5:0-9:11

Administration & Time:
≈40 minutes
1:1 administration
Standardized

Purpose:
1. To assess prereading skills
2. To identify students who lack explicit phonological knowledge

English Learner Alternative:
TPAS (Test of Phonological Awareness in Spanish)
for Ages 4:0-10:11

Additional Information:
Subtests include Rhyming, Segmentation, Isolation, Deletion, Substitution with Manipulatives, Blending, Graphemes, Decoding

Basic Reading	Reading Fluency	Reading Comprehension
• Phonological Awareness • Phoneme-Grapheme Correspondence	N/A	N/A

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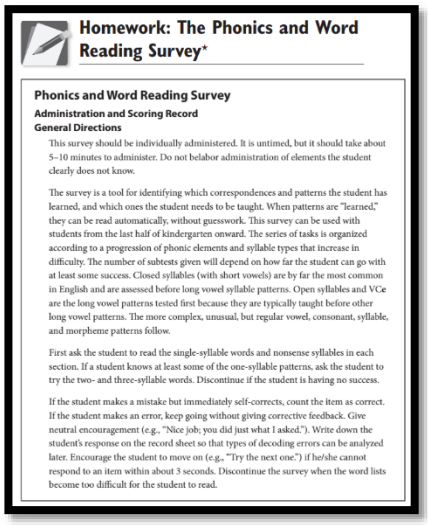
Phonological Awareness Skills Screener (PWRS)



Homework: The Phonics and Word Reading Survey*

Phonics and Word Reading Survey

Administration and Scoring Record

General Directions

This survey should be individually administered. It is untimed, but it should take about 5–10 minutes to administer. Do not belabor administration of elements the student clearly does not know.

The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught. When patterns are "learned," they can be read automatically, without guesswork. This survey can be used with students from the last half of kindergarten onward. The series of tasks is organized according to a progression of phonic elements and syllable types that increase in difficulty. The number of subtests given will depend on how far the student can go with at least some success. Closed syllables (with short vowels) are by far the most common in English and are assessed before long vowel syllable patterns. Open syllables and VCe are the long vowel patterns tested first because they are typically taught before other long vowel patterns. The more complex, unusual, but regular vowel, consonant, syllable, and morpheme patterns follow.

First ask the student to read the single-syllable words and nonsense syllables in each section. If a student knows at least some of the one-syllable patterns, ask the student to try the two- and three-syllable words. Discontinue if the student is having no success.

If the student makes a mistake but immediately self-corrects, count the item as correct. If the student makes an error, keep going without giving corrective feedback. Give neutral encouragement (e.g., "Nice job; you did just what I asked."). Write down the student's response on the record sheet so that types of decoding errors can be analyzed later. Encourage the student to move on (e.g., "Try the next one.") if he/she cannot respond to an item within about 3 seconds. Discontinue the survey when the word lists become too difficult for the student to read.

Age:

Grades K-12

Administration & Time:

~5-10 minutes

1:1

Purpose:

1. To identify which letter/sounds correspondences and patterns the student has learned, and which ones the student needs to be taught
2. To observe, record, and evaluate changes in student letter/sound correspondence

English Learner Alternative:

N/A

Additional Information:

- Free resource created by Sopris Learning, part of TN Reading Course
- Go to https://www.tn.gov/education/article/tdoe3-rti-administrators-intervention-resources (password protected)

Basic Reading	Reading Fluency	Reading Comprehension
• Letter Naming and Letter-Sounds Correspondences • High-frequency Words • Word identification by syllable type (closed, long, vowel-r, teams, -le) • Encoding letters of the alphabet and 12 sounds	N/A	N/A

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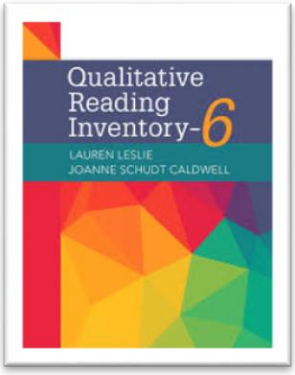
Qualitative Reading Inventory (QRI-6)



Age:
Grades PreK-12

Administration & Time:
15-20 minutes
1:1

Purpose:
1. To assess individual reading strengths and needs
2. To observe, record, and evaluate changes in student reading performance

English Learner Alternative:
Spanish Reading Inventory: Pre-K-8

Additional Information:
- Gives overall instructional reading level
- Comprehension score differentiates for inferencing

Basic Reading	Reading Fluency	Reading Comprehension
• Running record: Accuracy, Acceptability, Self-corrections, and Error analysis	• Words per minute at instructional level	• Retelling (unscored) • Reading Comprehension (open-ended 50% literal and 50% inferential)

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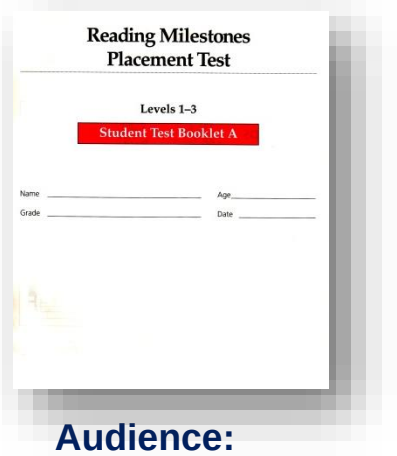
Reading Milestones Placement Test


Reading Milestones
Placement Test

Levels 1–3

Student Test Booklet A

Name _____ Age _____

Grade _____ Date _____

Audience:

- Students whose verbal limitations inhibit access to other assessments
- Students beginning the Reading Milestones Program

Age:

Ages 6-18

Administration & Time:

10-30 minutes

Purpose:

1. To place students within the Reading Milestones program
2. To determine overall approximate instructional reading level, with no verbal output required

English Learner Options:

N/A

Additional Information:

Test A is for K-1 readers and Test B is for grade 2-3 readers

Basic Reading	Reading Fluency	Reading Comprehension
• Word Level Comprehension (word identification implied)	N/A	• Sentence Level Comp • Passage Level Comp

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Stanford Achievement Test (SAT 10)

Age:

- Grades K-12 (paper)
- Grades 3-12 (online)

Administration & Time:

Abbreviated Battery: 3 hours
Complete Battery: 5 hours
1:1 (paper)
Group (online)
Standardized

Purpose:

1. To identify student strengths and needs
2. To support effective instructional planning

English Learner Options:

N/A

Additional Information:

- Composite Score: Total Reading
- Cluster Scores: Word Study Skills, Reading Vocabulary, and Reading Comprehension

Basic Reading	Reading Fluency	Reading Comprehension
• Structural Analysis • Phonetic Analysis-Consonants • Phonetic Analysis-Vowels	N/A	• Reading Comp: 8 subtests • Listening: 3 subtests • Reading Vocabulary :4 subtests

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Slosson Oral Reading Test (SORT-R3)

Age:
Grades PreK-12

Administration & Time:
3-5 minutes
1:1
Standardized

Purpose:
1. To assess decoding in isolation
2. To determine overall sight word level

English Learner Options:
N/A

Additional Information:
Gives a sight word level, not a reading level

Basic Reading	Reading Fluency	Reading Comprehension
• Sight words • Decoding of real words by grade level in isolation	N/A	N/A

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Star Early Literacy (Renaissance)

RENAISSANCE
Star Early Literacy®

Age:
Grades PreK-3

Administration & Time:
≈15-20 minutes
Computer administered
Computer-adaptive

Purpose:
1. To screen/monitor students for reading achievement levels
2. To determine placement in Accelerated Reader (AR)

English Learner Options:
N/A

Additional Information:
Provides scaled scores and percentile ranks

Basic Reading	Reading Fluency	Reading Comprehension
• Word Facility and Skills	N/A	• Sentence-level Comp • Paragraph-level Comp

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Star Reading (Renaissance)

RENAISSANCE
Star Reading®

Age:
Grades 1-12

Administration & Time:
≈20 minutes
Computer administered
Computer-adaptive

Purpose:
1. To screen/monitor students for reading achievement levels
2. To determine placement in Accelerated Reader (AR)

English Learner Options:
STAR Reading Spanish: Grades 1-12

Additional Information:
*Provides scaled scores and percentile ranks

Basic Reading	Reading Fluency	Reading Comprehension
N/A	N/A	• Comp Strategies/Constructing Meaning • Analyzing Literary Text • Understanding Author's Craft • Analyzing Argument/Evaluating Text

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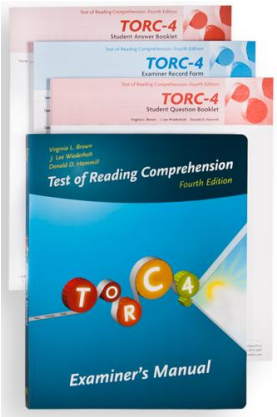
Test of Reading Comprehension (TORC-4)



Age:
7:0-17:11

Administration & Time:
25 minutes
1:1
Standardized

Purpose:
1. To assess silent reading comprehension
2. To monitor remediation efforts

English Learner Alternative:
The Spanish Reading Comprehension Test: difficulty level ranges from three to nine years of education

Additional Information:
No composite scores

Basic Reading	Reading Fluency	Reading Comprehension
N/A	• Contextual Fluency (Silent, isolated words per minute)	• Relational Vocabulary • Sentence Completion • Paragraph Construction • Text Comprehension

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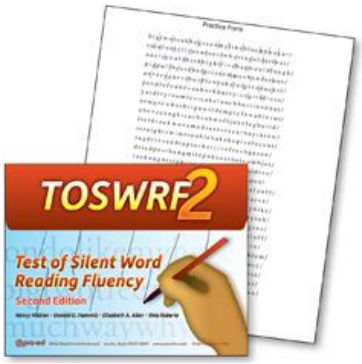
Test of Silent Word Reading Fluency (TOSWRF)



Age:
6:3-24:11

Administration & Time:
3 minutes to administer to individuals or groups

Purpose:
1. To quickly assess the silent word identification ability of school-age students

English Learner Options:
N/A

Additional Information:
- An additional screening tool
- Primarily a measure of speed of silent word identification
- Design: given rows of words without spaces *(dimhowfigblue)*, draw a line showing the boundaries for 3 min (*dim/how/fig/blue)*

Basic Reading	Reading Fluency	Reading Comprehension
• Isolated word identifcation	*Silent, isolated words per minute	N/A

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Weschler Individual Achievement Test (WIAT-III)

Age:
Grades Pre-K-12 (4:0-Adult)

Administration & Time:
Varies by grade level and number of subtests
1:1
Standardized

Purpose:
1. To identify academic strengths and weaknesses
2. To inform instructional decisions

English Learner Options:
N/A

Additional Information:
Composite scores: Oral Language, Total Reading, Basic Reading, Reading Fluency & Comprehension

Basic Reading	Reading Fluency	Reading Comprehension
• Early Reading Skills • Word Reading • Pseudoword Decoding • Spelling	• Oral Reading Fluency	• Listening Comp • Reading Comp

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Word Identification and Spelling Test (WIST)

Age:
7:-18:11

Administration & Time:
≈40 minutes
1:1 (spelling could be group)
Standardized

Purpose:
1. To assess individual needs in decoding & encoding
2. To analyze and diagnosis by syllable type (color-coded for analysis)

English Learner Options:
N/A

Additional Information:
- Elementary version for grades 2-5
- Secondary version for grades 6-12
- Provide standard scores for Word Identification, Spelling, and Sound-Symbol Knowledge

Basic Reading	Reading Fluency	Reading Comprehension
• Word Identification (regular/irregular/nonwords) • Spelling (regular/irregular) • Letter/Sound Knowledge	N/A	N/A

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Woodcock-Johnson IV Tests of Achievement and Oral Language (WJ Ach IV)

Age:
Grades Pre-K-12 (4:0-Adult)

Administration & Time:
Varies by grade level and number of subtests
1:1
Standardized

Purpose:
1. To identify and describe patterns of performance across achievement
2. To determine academic strengths and weaknesses

English Learner Options (Spanish):
- Clusters: Oral Language, Broad Oral Language, and Listening Comprehension
- Subtests: Vocabulario sobre dibujos, Comprensión oral, and Comprensión de indicaciones

Additional Information:
Cluster scores: Phoneme-Grapheme Knowledge, Reading, Broad Reading, Basic Reading, Reading Comprehension, Reading Fluency, Reading Rate, Oral Language, Total Reading, Basic Reading, Reading Fluency & Comprehension, Oral Language

Basic Reading	Reading Fluency	Reading Comprehension
• Letter-Word Identification • Word Attack • Spelling • Segmentation • Sound Awareness & Blending	• Rapid Picture Naming • Oral Reading • Sentence Reading Fluency	• Passage Comp • Oral Comp • Listening Comp

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Wide Range Achievement Test (WRAT4)

Age:
Grades Pre-K-12 (5:0-Adult)

Administration & Time:
≈15-45 minutes
1:1
Standardized

Purpose:
1. To assess academic skills
2. To screen for further evaluation

English Learner Options:
N/A

Additional Information:
Composite Score: Reading

Basic Reading	Reading Fluency	Reading Comprehension
• Word Reading • Spelling		• Sentence Comp

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Young Children's Achievement Test (YCAT)

Age:
4:0-7:11

Administration & Time:
≈25-45 minutes
1:1
Standardized

Purpose:
1. To assess academic skills
2. To screen for further evaluation

English Learner Options:
Spanish Version: PHAI (Prueba de Habilidades Académicas Iniciales)

Additional Information:
Composite Score: Reading

Basic Reading	Reading Fluency	Reading Comprehension
• Reading subtest (includes concepts about print, phonological knowledge)	N/A	• Reading subtest (basic listening comp at some levels)

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