



# **Connecticut Assessment Resource Guide for Specific Learning Disabilities in Reading and Written Expression**



**Connecticut State Department of  
Education  
Revised August 2023**

## **Connecticut State Department of Education**

Charlene M. Russell-Tucker, Commissioner

Sinthia Sone-Moyano, Deputy Commissioner for Educational Supports and Wellness

Charles Hewes, Deputy Commissioner for Academics and Innovation

### **Academic Office**

Irene Parisi, Chief Academic Officer

Joanne R. White, Education Consultant

Melissa K. Wlodarczyk Hickey, Director, Center for Literacy Research and Reading Success

### **Bureau of Special Education**

Bryan Klimkiewicz, Special Education Division Director

Alycia M. Trakas, Project Manager, Education Consultant

### **Talent Office**

Jule McCombes-Tolis, Bureau Chief, Office of Dyslexia and Reading Disabilities

Kristin Allen, Associate Education Consultant, Office of Dyslexia and Reading Disabilities

Lisa Gianni, Associate Education Consultant, Office of Dyslexia and Reading Disabilities

Athena McAlenney, Associate Education Consultant, Office of Dyslexia and Reading Disabilities

The Connecticut State Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race; color; religious creed; age; sex; pregnancy; sexual orientation; workplace hazards to reproductive systems, gender identity or expression; marital status; national origin; ancestry; retaliation for previously opposed discrimination or coercion, intellectual disability; genetic information; learning disability; physical disability (including, but not limited to, blindness); mental disability (past/present history thereof); military or veteran status; status as a victim of domestic violence; or criminal record in state employment, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes. Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Attorney Louis Todisco, Connecticut State Department of Education, by mail 450 Columbus Boulevard, Hartford, CT 06103-1841; or by telephone 860-713-6594; or by email [louis.todisco@ct.gov](mailto:louis.todisco@ct.gov).

---

## Contents

Preface .....	1
Acknowledgments .....	2
Introduction.....	3
Purpose of the <i>Resource Guide</i> .....	3
Elements of the <i>Resource Guide</i> .....	3
Format of the <i>Resource Guide</i> .....	4
Using the Resource Guide .....	5
Limitations of the <i>Resource Guide</i> .....	6
For More Information.....	7
References .....	8
Assessment Options for Reading-Related Component Skills .....	9
Letter/Word Recognition (real words) .....	9
Word Decoding (pseudowords) .....	10
Phonological Processing (phonological awareness, phonological memory, and rapid naming) ....	11
Text Reading Accuracy (oral).....	13
Text Reading Fluency/Rate (oral or silent) .....	14
Reading Comprehension (sentence and text level).....	15
Oral Language – Receptive Vocabulary and Morphology .....	16
Oral Language – Expressive Vocabulary and Morphology .....	17
Oral Language – Broad Comprehension Skills (sentence and text-level) .....	18
Oral Language – Broad Expressive Skills (sentence and text-level).....	19
Oral Language – Pragmatics .....	20
Spelling.....	21
Written Expression .....	22
Appendix A: List of Assessments.....	23

---

# Preface

The *Connecticut Assessment Resource Guide for Specific Learning Disabilities in Reading and Written Expression (Resource Guide)*, previously known as the Specific Learning Disability (SLD)/Dyslexia Assessment Resource Guide, was created in response to requests from educators and administrators from local education agencies (LEAs) and families seeking information about appropriate assessment options for the identification of SLD/Dyslexia and other reading-related learning disabilities. It was prepared by the State Education Resource Center (SERC) in 2016 in collaboration with the Connecticut State Department of Education (CSDE) and Connecticut experts in reading disabilities. The guide evolved from Dr. Louise Spear-Swerling's publication, *The Power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems* (2015), which identifies research-based reading-related abilities and assessments appropriate for evaluating reading component skills. Analysis of reading component skills is critical when a student is struggling to learn to read and/or when SLD or SLD/Dyslexia is suspected.

The *Resource Guide* enhances Dr. Spear-Swerling's work in several ways. It includes assessment options for written expression, an integral component of literacy; updates tests and subtests to reflect the most recently revised versions; and expands the assessment options for each reading-related component skill. Revisions made in 2017 included additional assessment options. Revisions made in 2023 included a new title for the assessment resource guide, updated assessments, as well as updated definitions of components skills, based on a review of applicable literature and current research. Although every effort was made to ensure that the current guide is as up to date as possible, published tests are revised on a regular basis. Therefore, readers of this resource should be mindful of possible new editions of tests.

The *Resource Guide* supports the integration of K-12 general education and special education systems for the benefit of all students who are below proficiency in reading. LEAs are encouraged to use this resource to explore their district's capacity to screen for students at risk for a Specific Learning Disability (SLD) in reading, including SLD/Dyslexia, and/or in written expression, monitor the progress of students receiving reading intervention, and conduct comprehensive evaluations when a reading disability is suspected.

---

# Acknowledgments

The CSDE would like to extend our gratitude for the guidance provided in the revision of the *Connecticut Assessment Resource Guide for Specific Learning Disabilities in Reading and Written Expression* (2023) to the following individuals:

**Claire Conroy**, Consultant, State Education Resource Center

**Lisa A. Fiano**, Education Specialist, Capitol Region Education Council

**Donna D. Merritt**, Education Consultant and Speech-Language Pathologist, State Education Resource Center (Retired)

**Perri Murdica**, Director of Special Education and Pupil Personnel Services, Watertown Public Schools

**Stephen Proffitt**, Director for Special Education Programs & Instructional Design, State Education Resource Center

**Louise Spear-Swerling**, Professor Emerita/Special Education, Southern Connecticut State University

---

# Introduction

Educational assessment is an ongoing process of gathering and analyzing data to improve students' learning and teachers' instruction by identifying students' strengths and targeted areas of need that require additional, differentiated, or specialized instruction. Assessment is also an integral part of the special education process of determining the presence of a disability. The appropriate identification of all disabilities, including a Specific Learning Disability (SLD) and SLD/Dyslexia, requires a comprehensive evaluation process completed by the student's planning and placement team (PPT), which includes qualified professionals and the parent(s) of the child. This process determines the student's Present Levels of Academic Achievement and Functional Performance, which, as stated in the [Connecticut IEP Manual](#) (CSDE, 2022b), "should be used to provide a holistic view of the student through a variety of means, including current classroom-based assessments, district and/or state assessments, and classroom-based observations, which includes parent, student and general education teacher input in all relevant areas. The determination of the student's present levels of performance should use a variety of technically sound assessment tools and strategies to gather academic and functional information" (p. 10).

## Purpose of the *Resource Guide*

The *Resource Guide* was developed to support PPT efforts to design and implement a comprehensive evaluation process for kindergarten through 12th grade (K-12) students suspected of having a reading or writing disability, utilizing both general education and special education data sources. A description of this comprehensive evaluation process of designing a comprehensive evaluation for students suspected of having an SLD is detailed in Connecticut's [Guidelines for Identifying Children with Learning Disabilities](#) (CSDE, 2023a), which is a valuable resource for professionals interested in learning more about assessment and instruction that is beyond the scope of this guide.

More information about SLD and SLD/Dyslexia, including the CSDE Working Definition of SLD/Dyslexia, which states "Dyslexia usually results from a significant deficit in phonological processing (i.e., a persistent difficulty in the awareness of and ability to manipulate the individual sounds of spoken language)," is available on the CSDE's [Specific Learning Disability \(SLD\) and SLD/Dyslexia](#) webpage, within the [Frequently Asked Questions \(FAQs\)](#) (2023b). The FAQs also provides guidance to PPTs regarding who can identify a child with this disability and information regarding an individualized evaluation and appropriate instruction for a child suspected of having a specific learning disability in reading, including SLD/Dyslexia, and/or in written expression.

## Elements of the *Resource Guide*

This resource guide seeks to support a comprehensive analysis of a student's strengths and areas of concern in relation to the various research-based components of reading, oral language, spelling, and written language. This guide defines component skills and provides examples of technically sound screening measures, tests, and subtests that can support a comprehensive analysis of these discrete component skills for identification and/or instructional purposes. These kinds of data can inform a PPT's determination of a student's Present Levels of Academic Achievement and Functional Performance and, when indicated, appropriate identification of a specific learning disability in reading, including SLD/Dyslexia, and/or in written expression. A list of the screening measures, tests, and subtests included in this guide is provided in [appendix A](#) with links to online reference information.

---

The *Resource Guide* also includes the CSDE's [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#) (2022a), merging them as assessment examples within their respective reading-related components.

Pursuant to Section 10-14t(a) of the Connecticut General Statutes (C.G.S.), the CSDE has revised the [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#) (2022a) for mandated use by local and regional boards of education for screening and progress monitoring, effective July 1, 2023. These reading assessments have been approved for use by districts to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading, and to assist in identifying, in whole or in part, students at risk for SLD/Dyslexia, or other reading-related learning disabilities. Such assessments shall:

- measure phonics, phonemic awareness, fluency, vocabulary, comprehension, and rapid automatic naming (RAN) or letter name fluency;
- provide opportunities for periodic formative assessment during the school year;
- produce data that is useful for informing individual and classroom instruction; and
- be compatible with current best practices in reading instruction and research.

The [Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#) (CSDE, 2022a) only consists of General Outcome Measurement measures (GOM measures), sometimes termed curriculum-based measures (CBMs). GOM measures are the most appropriate for use as universal screening and progress monitoring tools in kindergarten through third grade (K-3) for identifying students experiencing reading difficulties, and students at risk of SLD/Dyslexia, or other reading-related learning disabilities, because they assess the specific skill areas involved in learning to read. GOM measures are brief reading assessments that are highly sensitive to early reading skills growth, have a demonstrated utility in predicting reading acquisition, track individual students' growth and development in critical reading skills over time, and allow educators to reliably determine the extent to which a student is making progress toward long-term goals. In addition to using GOM measures in Grades K-3, local and regional boards of education may continue to use computer adaptive assessments, however, these assessments are not appropriate for use as screening tools to assist in identifying, in whole or in part, students at risk for SLD/Dyslexia, or other reading-related learning disabilities. Therefore, computer adaptive assessments are not referenced in this resource guide, as they concurrently measure a number of component reading skills in comparison to an individual test or subtest that focuses on assessing a specific skill area. Since it is difficult to isolate the component areas of reading being measured in these assessments, they have been omitted. PPTs may find computer adaptive assessment data useful in determining a student's Present Levels of Academic Achievement and Functional Performance. Additional information can be found in the CSDE [Grades K-3: Universal Screening Reading Assessments Frequently Asked Questions](#) (2022c).

## **Format of the Resource Guide**

Universal screening reading assessments in this resource guide are marked with an asterisk (\*) and are included along with tests and subtests within each relevant component area of reading, oral language, spelling, and written language. Please note: The CSDE does not endorse any particular test or subtest listed in this guide.

In addition to tools appropriate for assessing the phonological processes that play key roles in reading, such as phonological and phonemic awareness, this resource guide also includes assessment tools useful in determining Present Levels of Academic Achievement and Functional Performance in other component reading skills, as identified by the National Reading Panel (2000), such as fluency, vocabulary, and comprehension. Additional test and subtest options are offered to

---

assess spelling, written expression, and oral language comprehension and expression as well. These literacy domains should be assessed within a comprehensive evaluation for SLDs that affect literacy. This kind of evaluation can provide valuable information to the student's PPT when differentiating between reading disability subtypes (i.e., specific word recognition disabilities, abbreviated as SWRD; specific reading comprehension disabilities, abbreviated as SRCD; mixed reading disabilities, abbreviated as MRD). Educators should note that not all of the assessments listed in this resource guide can be administered to a whole group. Additionally, specific credentials are required to administer some of the assessments listed in this resource guide. See the publisher webpages (hyperlinked in [appendix A](#)) for the assessment qualification level.

## Using the Resource Guide

A comprehensive evaluation of a student suspected of having a disability is an individualized process (i.e., it should not rely on the same set of prescribed assessments for all students). Qualified professionals will find the *Resource Guide* useful in isolating and evaluating those component reading skills (and other areas of oral language and literacy, including writing) that present as areas of concern for a student suspected of having a specific learning disability in reading, including SLD/Dyslexia, and/or in written expression. Certain key components of reading should be consistently assessed in all students (e.g., word recognition, word attack, oral vocabulary, broad oral comprehension, broad reading comprehension). However, teams will not usually need to assess every single area specified in this guide; rather, they will want to put more emphasis in some areas and less or none in others, depending on previously available assessment data, including universal screening and progress monitoring data, and the suspected reading disability subtype. For instance, consider a student suspected of having SWRD, most commonly associated with SLD/Dyslexia, whose core oral language comprehension abilities have never been highlighted as an area of weakness. For a student with this kind of profile, more in-depth testing of areas involving phonological skills, word decoding, and reading fluency is necessary; however, beyond a broad measure of oral comprehension and an oral vocabulary measure, more in-depth testing of areas of oral language (e.g., multiple measures of vocabulary, syntax, pragmatics, etc.) is likely not needed.

PPTs are reminded that there is no single “best” or “approved” diagnostic battery. Many different assessment measures can tap into the same construct, such as word attack or vocabulary. Teams should consider which reliable and valid measures are available to them; which measures they have been properly trained to administer, score, and interpret; and which measures are most suitable for their student population. Also, teams should have a range of measures available to them to ensure that they are able to adequately develop a comprehensive evaluation for students referred for evaluation.

In selecting assessment tools, it is important to review the demographic information about the normative sample of the targeted test to determine if the student being assessed shares comparable characteristics, culture, and language background as the subjects in the sample. Comprehensive assessment of English learners (ELs)/multilingual learners (MLs) suspected of having a reading disability is a complex process and requires determining the student's oral language proficiency as a first step. A guidance document prepared by the Connecticut Administrators of Programs for English Language Learners (CAPELL) entitled, [English Language Learners and Special Education: A Resource Handbook](#) (2011), can support PPTs in this process. Educators can further enhance their understanding of this process by accessing the online learning module, *Distinguishing between Typically Developing English Learners (ELs) and Students with Reading Difficulties* (see the CSDE's [Specific Learning Disability \(SLD\) and SLD/Dyslexia](#) webpage for additional information on this and other professional learning opportunities). Additional information on this topic is also included in

---

Connecticut's [Guidelines for Identifying Children with Learning Disabilities](#) and other state eligibility guidelines.

Although many of the assessment tools in this guide measure specific component skills, it is also important for the assessment process to include broad measures of reading comprehension, written expression, listening comprehension, and communication (e.g., collecting and analyzing a spontaneous language sample). When these different types of assessments are considered in conjunction with each other, the results can help teachers pinpoint why a particular student might be struggling in a broad area such as reading comprehension. This allows teachers to target instruction for that student more effectively. Information gleaned from a variety of assessment sources can provide valuable information for PPTs to consider in determining disability-related needs that require specialized instruction via special education.

When a PPT considers the information from all assessments, patterns of evidence reflecting data consistencies or inconsistencies will emerge. Qualified professionals will need to analyze a student's evaluation results in relation to **what** each test or subtest is measuring and **how** the student is being assessed (Farrall, 2012). This involves examining the response requirements of the test (e.g., single words vs. sentences; oral vs. written), the testing format or structure provided (e.g., open-ended vs. cloze vs. multiple choice), and the types of supports or cues offered (e.g., pictures, allowing reference to the text as the student responds to a question). Synthesizing all of this information will yield a more comprehensive perspective of a student's individual strengths and areas of difficulty and will support appropriate identification and the process of determining a student's need for specialized instruction. PPTs should also consider individual students' developmental patterns over time, when these data are available. For example, a student with a specific reading comprehension disability may evidence mild weaknesses in oral language comprehension in the early grades that do not begin to impact reading comprehension until the middle or upper elementary grades, when the reading comprehension demands of schooling increase.

## Limitations of the *Resource Guide*

The *Resource Guide* has some limitations.

- It does not include the breadth of general education “diagnostic assessments” as described in [Using Scientific Research-Based Interventions: Improving Education for All Students](#) (CSDE, 2008) that could be “... used both by general educators and specialists to clarify and target the difficulties of individual students when the information provided by universal common assessments is not sufficient to do so” (p. 20). These include reading and writing inventories that can provide valuable instructional information.
  - It is not intended to provide an exhaustive list of all tests and subtests that could be used to screen, identify, or provide instructional data regarding a student with a specific learning disability in reading, including SLD/Dyslexia, and/or in written expression.
  - It does not include assessment options that PPTs would need to consider if a student presents with co-occurring types of learning difficulties (e.g., executive functioning, motor skills, etc.).
-

## For More Information

The *Resource Guide* will be updated periodically as new information becomes available.

Comments and suggestions can be directed to Athena McAlenney, Associate Education Consultant, CSDE, Talent Office, Office of Dyslexia and Reading Disabilities, at [Athena.McAlenney@ct.gov](mailto:Athena.McAlenney@ct.gov)

Most of the assessments presented in this guide are available at the [SERC Library](#) and can be borrowed for review. Please call the SERC at 860-632-1485 for additional information.

Additional information and resources on SLD and SLD/Dyslexia, including professional learning opportunities on SLD/Dyslexia, ranging from introductory/awareness-level information to comprehensive/advanced-level content are available at:

- [CSDE Bureau of Special Education - Specific Learning Disabilities \(SLD\) and SLD/Dyslexia webpage.](#)
  - CSDE Talent Office – Office of Dyslexia and Reading Disabilities webpage.
  - [CSDE/SERC Specific Learning Disabilities/Dyslexia Initiative webpage.](#)
-

## References

- Connecticut Administrators of Programs for English Language Learners (CAPELL). (2011). English language learners and special education: A resource handbook.
- Connecticut State Department of Education. (2008). Using scientific research-based interventions: Improving education for all students. Hartford, CT: Author.
- Connecticut State Department of Education. (2022a). Approved menu of research-based grades K-3 universal screening reading assessments. Hartford, CT: Author.
- Connecticut State Department of Education. (2022b). Connecticut IEP Manual. Hartford, CT: Author.
- Connecticut State Department of Education. (2022c). Grades K-3: Universal Screening Reading Assessments Frequently Asked Questions. Hartford, CT: Author.
- Connecticut State Department of Education. (2023a). Guidelines for identifying children with learning disabilities. Hartford, CT: Author.
- Connecticut State Department of Education. (2023b). Specific Learning Disability (SLD) and SLD/Dyslexia Frequently Asked Questions. Hartford, CT: Author.
- Farrall, M. L. (2012). Reading assessment: Linking language, literacy, and cognition. Hoboken, NJ: John Wiley & Sons.
- National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: National Institutes of Health.
- Scarborough, H. S., & Brady, S. A. (2002). Toward a common terminology for talking about speech and reading: A glossary of the “phon” words and some related terms. *Journal of Literacy Research*, 34, 299-334.
- Spear-Swerling, L. (2015). The power of RTI and reading profiles: A blueprint for solving reading problems. Baltimore, MD: Paul Brookes Publishing.
-

# Assessment Options for Reading-Related Component Skills

## Letter/Word Recognition (real words)

**Letter Recognition** – The ability to recognize and name written letters of the alphabet with ease and accuracy.

**Word Recognition** – The accuracy, ease, and automaticity with which a skilled reader is able to read individual words.

### ***Acadience Reading K-6\****

- Letter Naming Fluency
- Oral Reading Fluency

### ***aimswebPlus Early Literacy and Reading\****

- Letter Naming
- Letter Word Sounds Fluency
- Oral Reading Fluency
- Word Reading Fluency

### ***CORE Assessing Reading: Multiple Measures, Revised 2nd Edition***

- CORE Phonics Survey

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)\****

- Letter Naming Fluency
- Oral Reading Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition (DIBELS) or mCLASS DIBELS 8th Edition\****

- Letter Naming Fluency
- Oral Reading Fluency
- Word Reading Fluency

### ***easyCBM\****

- Letter Names
- Letter Sounds
- Word Reading Fluency

### ***Feifer Assessment of Reading (FAR)***

- Isolated Word Reading Fluency

### ***Gallistel-Ellis Test of Coding Skills (GE Test)***

### ***Gray Diagnostic Reading Tests, 2nd Edition (GDRT-2)***

- Letter/Word Recognition
- Reading Vocabulary

### ***Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)***

- Letter and Word Recognition (both timed and untimed subtests)

### ***Test of Word Reading Efficiency, 2nd Edition (TOWRE-2)***

- Sight Word Efficiency (timed)

### ***Wechsler Individual Achievement Test, 4th Edition (WIAT-4)***

- Word Reading (untimed)
- Orthographic Fluency (timed)

### ***Wide Range Achievement Test, 5th Edition (WRAT-5)***

- Word Reading

### ***Woodcock-Johnson IV Tests of Achievement (WJ-IV)***

- Letter-Word Identification (untimed)

### ***Woodcock Reading Mastery Tests, 3rd Edition (WRMT-III)***

- Letter Identification
- Word Identification

### ***Word Identification and Spelling Test (WIST)***

- Word Identification

## Word Decoding (pseudowords)

**Word Decoding (pseudowords)** – The ability to apply knowledge of letter-sound relationships and letter patterns to correctly read unfamiliar words, often assessed using nonsense words.

---

### ***Acadience Reading K-6\****

- Nonsense Word Fluency

### ***aimswebPlus Early Literacy and Reading\****

- Letter Word Sounds Fluency
- Nonsense Word Fluency

### ***CORE Assessing Reading: Multiple Measures, Revised 2nd Edition***

- CORE Phonics Survey

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)\****

- Nonsense Word Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition (DIBELS) or mCLASS DIBELS 8th Edition\****

- Nonsense Word Fluency

### ***Feifer Assessment of Reading (FAR)***

- Nonsense Word Decoding

### ***Gallistel-Ellis Test of Coding Skills (GE Test)***

### ***Gray Diagnostic Reading Tests, 2nd Edition (GDRT-2)***

- Phonetic Analysis

### ***Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)***

- Nonsense Word Decoding (timed and untimed subtests)

### ***Phonological Awareness Test, 2nd Edition: Normative Update (PAT-2: NU)***

- Decoding Section (untimed)

### ***Test of Integrated Language and Literacy Skills (TILLS)***

- Nonword Reading ***Test of Word Reading Efficiency, 2nd Edition (TOWRE-2)***
- Phonetic Decoding Efficiency (timed)

### ***Wechsler Individual Achievement Test, 4th Edition (WIAT-4)***

- Pseudoword Decoding (untimed)
- Decoding Fluency (timed)

### ***Woodcock-Johnson IV Tests of Achievement (WJ-IV)***

- Word Attack (untimed)

### ***Woodcock Reading Mastery Tests, 3rd Edition (WRMT-III)***

- Word Attack

### ***Word Identification and Spelling Test (WIST)***

- Sound-Symbol Knowledge
-

## Phonological Processing (phonological awareness, phonological memory, and rapid naming)

**Phonological Processing** involves “the formation, retention, and/or use of phonological codes or speech while performing [a] cognitive or linguistic task or operation” (Scarborough & Brady, 2002, pp. 17-18). Phonological processes such as phonological and phonemic awareness, phonological memory, and rapid naming play important roles not only in learning to read and spell printed words, but also in memory and word retrieval.

### ***Acadience Reading K-6\****

- First Sound Fluency
- Phoneme Segmentation Fluency

### ***Acadience RAN\****

- RAN Letters
- RAN Numbers
- RAN Objects

### ***aimswebPlus Early Literacy and Reading\****

- Initial Sounds
- Phoneme Segmentation

### ***aimswebPlus RAN\****

- RAN Objects

### ***Comprehensive Test of Phonological Processing, 2nd Edition*** (CTOPP-2)

- Phonological Awareness, Phonological Memory, Rapid Symbolic Naming, Rapid Non-Symbolic Naming, and/or Alternate Phonological Awareness quotients

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition*** (DIBELS)\*

- Initial Sound Fluency
- Phoneme Segmentation Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition*** (DIBELS) or ***mCLASS DIBELS 8th Edition\****

- Phonemic Segmentation Fluency

### ***easyCBM\****

- Phoneme Segmenting

### ***Feifer Assessment of Reading*** (FAR)

- Phonological Awareness
- Positioning Sounds
- Rapid Automatic Naming
- Verbal Fluency

### ***Gray Diagnostic Reading Tests, 2nd Edition*** (GDRT-2)

- Phonological Awareness
- Rapid Naming

### ***Kaufman Test of Educational Achievement, 3rd Edition*** (KTEA-3)

- Phonological Awareness

### ***Lindamood Auditory Conceptualization Test, 3rd Edition*** (LAC-3)

### ***mCLASS RAN\****

- RAN Numbers

### ***The Phonological Awareness Profile***

- Phonological Awareness

### ***Phonological Awareness Test, 2nd Edition: Normative Update*** (PAT-2: NU)

- Phonological Awareness Section

### ***Rapid Automatized Naming and Rapid Alternating Stimulus Tests*** (RAN/RAS)

### ***Test of Auditory Processing Skills, 4th Edition*** (TAPS-4)

- Word (Pair) Discrimination
- Phonological Blending
- Phonological Deletion
- Syllabic Blending (Supplemental)

***Test of Integrated Language and Literacy******Skills*** (TILLS)

- Phonemic Awareness
- Nonword Repetition

***Test of Phonological Awareness, 2nd******Edition: PLUS*** (TOPA-2+)***Wechsler Individual Achievement Test, 4th******Edition*** (WIAT-4)

- Phonemic Proficiency

***Woodcock-Johnson IV Tests of Cognitive******Abilities*** (WJ-IV)

- Phonological Processing

***Woodcock-Johnson IV Tests of Oral******Language*** (WJ-IV)

- Rapid Picture Naming
- Retrieval Fluency
- Segmentation
- Sound Awareness (rhyming and deletion)
- Sound Blending
- Rapid Picture Naming
- Retrieval Fluency

***Woodcock Reading Mastery Tests, 3rd******Edition*** (WRMT-III)

- Phonological Awareness
  - Rapid Automatic Naming
-

## Text Reading Accuracy (oral)

**Text Reading Accuracy (oral)** – The ability to read connected text accurately.

---

***Acadience Reading K-6\****

- Oral Reading Fluency

***aimswebPlus Early Literacy and Reading\****

- Oral Reading Fluency

***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition*** (DIBELS)\*

- Oral Reading Fluency

***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition*** (DIBELS) or ***mCLASS DIBELS 8th Edition\****

- Oral Reading Fluency

***easyCBM\****

- Passage Reading Fluency

***Feifer Assessment of Reading*** (FAR)

- Oral Reading Fluency

***Gray Oral Reading Tests, 5th Edition***  
(GORT-5)

- Accuracy

***Wechsler Individual Achievement Test, 4th Edition*** (WIAT-4)

- Oral Reading Fluency – Base rate data for accuracy

***Woodcock-Johnson IV Tests of Achievement*** (WJ-IV)

- Oral Reading
-

## Text Reading Fluency/Rate (oral or silent)

**Text Reading Fluency/Rate (oral or silent)** – The ability to read connected texts accurately, with ease, and with reasonable speed, as well as with a natural intonation.

---

### ***Acadience Reading K-6\****

- Oral Reading Fluency

### ***aimswebPlus Early Literacy and Reading\****

- Oral Reading Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition*** (DIBELS)\*

- Oral Reading Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition*** (DIBELS) or ***mCLASS DIBELS 8th Edition\****

- Oral Reading Fluency

### ***Feifer Assessment of Reading*** (FAR)

- Oral Reading Fluency
- Irregular Word Reading Fluency
- Silent Reading Fluency

### ***Gray Oral Reading Tests, 5th Edition*** (GORT-5)

- Rate (oral)
- Fluency (oral)

### ***Test of Integrated Language and Literacy Skills*** (TILLS)

- Reading Fluency (oral)

### ***Wechsler Individual Achievement Test, 4th Edition*** (WIAT-4)

- Oral Reading Fluency – Base rate data for rate (oral)
- Oral Reading Fluency Composite (oral)

### ***Woodcock-Johnson IV Tests of Achievement*** (WJ-IV)

- Sentence Reading Fluency (silent)

### ***Woodcock Reading Mastery Tests, 3rd Edition*** (WRMT-III)

- Oral Reading Fluency
-

## Reading Comprehension (sentence and text level)

**Reading Comprehension (sentence and text level)** – The ability of readers to understand what they are reading, including monitoring comprehension as they are reading, a complex multi-dimensional process.

---

### ***Acadience Reading K-6\****

- Maze

### ***aimswebPlus Early Literacy and Reading\****

- Reading Comprehension

### ***easyCBM\****

- Reading Comprehension

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition (DIBELS)\****

- Retell Fluency

### ***Dynamic Indicators of Basic Early Literacy Skills, 8th Edition (DIBELS) or mCLASS DIBELS 8th Edition\****

- Maze

### ***Feifer Assessment of Reading (FAR)***

- Silent Reading Comprehension (comprehension score)

### ***Gray Diagnostic Reading Tests, 2nd Edition (GDRT-2)***

- Meaningful Reading

### ***Gray Oral Reading Tests, 5th Edition (GORT-5)***

- Comprehension (passage reading and question answering)

### ***Gray Silent Reading Tests, 2nd Edition (GSRT-2)***

### ***Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)***

- Reading Comprehension

### ***Oral and Written Language Scales, 2nd Edition (OWLS-II)***

- Reading Comprehension

### ***Test of Early Reading Ability, 4th Edition (TERA-4)***

- Meaning

### ***Test of Integrated Language and Literacy Skills (TILLS)***

- Reading Comprehension

### ***Test of Reading Comprehension, 4th Edition (TORC-4)***

- Text Comprehension

### ***Wechsler Individual Achievement Test, 4th Edition (WIAT-4)***

- Reading Comprehension

### ***Woodcock-Johnson IV Tests of Achievement (WJ-IV)***

- Passage Comprehension
-

## Oral Language – Receptive Vocabulary and Morphology

**Oral Language: Receptive Vocabulary and Morphology** – The ability to comprehend the meaning of individual words or parts of words (e.g., prefixes, suffixes) when they are presented orally or through pictures.

---

***aimswebPlus Early Literacy and Reading\****

- Auditory Vocabulary

***Comprehensive Assessment of Spoken Language, 2nd Edition (CASL-2)***

- Receptive Vocabulary
- Synonyms
- Grammatical Morphemes

***Comprehensive Receptive and Expressive Vocabulary Test, 3rd Edition (CREVT-3)***

- Receptive Vocabulary

***Gray Diagnostic Reading Tests, 2nd Edition (GDRT-2)***

- Listening Vocabulary

***Montgomery Assessment of Vocabulary Acquisition (MAVA)***

***Peabody Picture Vocabulary Test, 5th Edition (PPVT-5)***

***Receptive One-Word Picture Vocabulary Test, 4th Edition (ROWPVT-4)***

***Test for Auditory Comprehension of Language, 4th Edition (TACL-4)***

- Grammatical Morphemes
- Vocabulary

***Wechsler Individual Achievement Test, 4th Edition (WIAT-4)***

- Receptive Vocabulary
-

## Oral Language – Expressive Vocabulary and Morphology

**Oral Language: Expressive Vocabulary and Morphology** – The ability to orally express individual words and word parts (e.g., -ed ending on verbs), and use them correctly, in a way appropriate to their meaning.

---

### ***Acadience Reading K-6\****

- Word Use Fluency-Revised (untimed)

### ***Comprehensive Assessment of Spoken Language, 2nd Edition*** (CASL-2)

- Antonyms
- Expressive Vocabulary
- Grammatical Morphemes
- Grammaticality Judgment

### ***Comprehensive Receptive and Expressive Vocabulary Test, 3rd Edition*** (CREVT-3)

- Expressive Vocabulary

### ***Dynamic Indicators of Basic Early Literacy Skills, 6th Edition*** (DIBELS)\*

- Word Use Fluency

### ***Expressive One-Word Picture Vocabulary Test, 4th Edition*** (EOWPVT-4)

### ***Expressive Vocabulary Test, 3rd Edition*** (EVT-3)

### ***Feifer Assessment of Reading*** (FAR)

- Semantic Concepts (synonyms and antonyms)

### ***Language Processing Test - Elementary, 3rd Edition*** (LPT 3: E)

### ***Montgomery Assessment of Vocabulary Acquisition*** (MAVA)

### ***Test of Integrated Language and Literacy Skills*** (TILLS)

- Vocabulary Awareness

### ***Test of Word Finding, 3rd Edition*** (TWF-3)

### ***Wechsler Individual Achievement Test, 4th Edition*** (WIAT-4)

- Expressive Vocabulary

### ***Woodcock-Johnson IV Tests of Cognitive Abilities*** (WJ-IV)

- Oral Vocabulary

### ***Woodcock-Johnson IV Tests of Oral Language*** (WJ-IV)

- Picture Vocabulary

### ***Woodcock Reading Mastery Tests, 3rd Edition*** (WRMT-III)

- Word Comprehension

### ***The WORD Test - Elementary, 3rd Edition***

### ***The WORD Test - Adolescent, 2nd Edition***

---

## Oral Language – Broad Comprehension Skills (sentence and text-level)

**Oral Language: Broad Comprehension (sentence and text level)** – The ability to understand the intended meaning of spoken sentences and longer discourse, including texts (e.g., stories) that are presented orally.

---

***Clinical Evaluation of Language Fundamentals, 5th Edition*** (CELF-5)

- Receptive Language Composite (varied formats)

***Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics*** (CELF-5 Metalinguistics)

***Comprehensive Assessment of Spoken Language, 2nd Edition*** (CASL-2)

- Receptive Language Index
- Sentence Comprehension

***Kaufman Test of Educational Achievement, 3rd Edition*** (KTEA-3)

- Listening Comprehension

***The Listening Comprehension Test, 2nd Edition*** (LCT-2)

***The Listening Comprehension Test - Adolescent: Normative Update*** (LCT-A: NU)

***Oral and Written Language Scales, 2nd Edition*** (OWLS-II)

- Listening Comprehension

***Test for Auditory Comprehension of Language, 4th Edition*** (TACL-4)

- Elaborated Phrases and Sentences

***Test of Adolescent and Adult Language, 4th Edition*** (TOAL-4)

***Test of Early Language Development, 4th Edition*** (TELD-4)

***Test of Integrated Language and Literacy Skills*** (TILLS)

- Listening Comprehension

***Test of Language Development - Intermediate, 5th Edition*** (TOLD-I:5)

***Test of Language Development - Primary, 5th Edition*** (TOLD-P:5)

- Listening Composite

***Test of Narrative Language, 2nd Edition*** (TNL-2)

***Wechsler Individual Achievement Test, 4th Edition*** (WIAT-4)

- Oral Discourse Comprehension

***Wide Range Achievement Test, 5th Edition*** (WRAT-5)

- Sentence Comprehension

***Woodcock-Johnson IV Tests of Achievement*** (WJ-IV)

- Oral Comprehension (cloze)

***Woodcock-Johnson IV Tests of Oral Language***

- Oral Comprehension
- Understanding Direction

***Woodcock Reading Mastery Tests, 3rd Edition*** (WRMT-III)

- Listening Comprehension
-

## Oral Language – Broad Expressive Skills (sentence and text-level)

**Oral Language: Broad Expressive Skills (sentence and text-level)** – The ability to produce coherent language orally in sentences and longer discourse (e.g., conversations, summaries, descriptions).

---

***Clinical Evaluation of Language Fundamentals, 5th Edition*** (CELF-5)

- Expressive Language Composite (varied formats)

***Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics*** (CELF-5 Metalinguistics)

***Comprehensive Assessment of Spoken Language, 2nd Edition*** (CASL-2)

- Double Meaning
- Idiomatic Language
- Inference
- Meaning from Context
- Nonliteral Language
- Sentence Expression

***Expressive Language Test, 2nd Edition: Normative Update*** (ELT-2: NU)

***Language Processing Test - Elementary, 3rd Edition*** (LPT-3: E)

***Oral and Written Language Scales, 2nd Edition*** (OWLS-II)

- Oral Expression

***Test of Adolescent and Adult Language, 4th Edition*** (TOAL-4)

***Test of Early Language Development, 4th Edition*** (TELD-3)

***Test of Integrated Language and Literacy Skills*** (TILLS)

- Story Retelling
- Delayed Story Retelling

***Test of Language Development - Intermediate, 5th Edition*** (TOLD-I:5)

***Test of Language Development - Primary, 5th Edition*** (TOLD-P:5)

- Speaking Composite

***Test of Narrative Language, 2nd Edition*** (TNL-2)

***Woodcock-Johnson IV Tests of Cognitive Abilities*** (WJ-IV)

- Story Recall

***Woodcock-Johnson IV Tests of Oral Language***

- Sentence Repetition
-

## Oral Language – Pragmatics

**Oral Language: Pragmatics** – The ability to understand and use social communication skills appropriate for the context, the topic, and the culture of the speaker and listener (e.g., conversations, negotiations).

---

***Clinical Evaluation of Language  
Fundamentals, 5th Edition*** (CELF-5)

- Pragmatics Profile
- Pragmatics Activity Checklist

***Clinical Evaluation of Language  
Fundamentals, 5th Edition, Metalinguistics***  
(CELF-5 Metalinguistics)

***Comprehensive Assessment of Spoken  
Language, 2nd Edition*** (CASL-2)

- Pragmatic Language

***Social Language Development Test –  
Adolescent: Normative Update*** (SLDT-A:  
NU)

***Social Language Development Test -  
Elementary: Normative Update*** (SLDT-E:  
NU)

***Test of Integrated Language and Literacy  
Skills*** (TILLS)

- Social Communication

***Test of Pragmatic Language, 2nd Edition***  
(TOPL-2)

---

## Spelling

**Spelling** – The ability to represent spoken words using printed letters in the correct sequence.

---

***Gallistel-Ellis Test of Coding Skills*** (GE Test)

- Spelling

***Kaufman Test of Educational Achievement, 3rd Edition*** (KTEA-3)

- Spelling

***Test of Integrated Language and Literacy Skills*** (TILLS)

- Nonword Spelling

***Test of Written Language, 4th Edition*** (TOWL-4)

- Spelling

***Test of Written Spelling, 5th Edition*** (TWS-5)

***Wechsler Individual Achievement Test, 4th Edition*** (WIAT-4)

- Spelling

***Wide Range Achievement Test, 5th Edition*** (WRAT-5)

- Spelling

***Woodcock-Johnson IV Tests of Achievement*** (WJ-IV)

- Spelling

***Word Identification and Spelling Test*** (WIST)

- Spelling
-

## Written Expression

**Written Expression** – The ability to compose coherent sentences and text in writing, including appropriate conventions such as correct spelling, grammar, and organization of ideas, as well as translate one's thoughts into language, a complex multidimensional process.

---

***Kaufman Test of Educational Achievement,  
3rd Edition*** (KTEA-3)

- Written Expression

***Oral and Written Language Scales, 2nd  
Edition*** (OWLS-II)

- Written Expression

***Test of Early Written Language, 3rd Edition***  
(TEWL-3)

***Test of Written Language, 4th Edition***  
(TOWL-4)

***Wechsler Individual Achievement Test, 4th  
Edition*** (WIAT-4)

- Sentence Composition
- Sentence Writing Fluency
- Essay Composition

***Woodcock-Johnson IV Tests of  
Achievement*** (WJ-IV)

- Sentence Writing Fluency
  - Writing Samples
-

## Appendix A: List of Assessments

For your reference, we have included a link to the [CSDE Approved Menu of Research-based Grades K-3 Universal Screening Reading Assessments](#).

[Acadience Reading K-6\\*](#)

[Acadience RAN\\*](#)

[aimswebPlus Early Literacy and Reading; aimswebPlus RAN\\*](#)

[Amira Learning\\*](#)

[Clinical Evaluation of Language Fundamentals, 5th Edition \(CELF-5\)](#)

[Clinical Evaluation of Language Fundamentals, 5th Edition, Metalinguistics \(CELF-5 Metalinguistics\)](#)

[Comprehensive Assessment of Spoken Language, 2nd Edition \(CASL-2\)](#)

[Comprehensive Receptive and Expressive Vocabulary Test, 3rd Edition \(CREVT-3\)](#)

[Comprehensive Test of Phonological Processing, 2nd Edition \(CTOPP-2\)](#)

[CORE Assessing Reading: Multiple Measures, Revised 2nd Edition](#)

[Dynamic Indicators of Basic Early Literacy Skills, 8th Edition \(DIBELS\)\\*](#)

[easyCBM\\*](#)

[Expressive Language Test, 2nd Edition: Normative Update \(ELT-2: NU\)](#)

[Expressive One-Word Picture Vocabulary Test, 4th Edition \(EOWPVT-4\)](#)

[Expressive Vocabulary Test, 3rd Edition \(EVT-3\)](#)

[Feifer Assessment of Reading \(FAR\)](#)

[Gallistel-Ellis Test of Coding Skills \(GE Test\)](#)

[Gray Diagnostic Reading Tests, 2nd Edition \(GDRT-2\)](#)

[Gray Oral Reading Tests, 5th Edition \(GORT-5\)](#)

[Gray Silent Reading Tests \(GSRT\)](#)

[Kaufman Test of Educational Achievement, 3rd Edition \(KTEA-3\)](#)

[Language Processing Test - Elementary, 3rd Edition \(LPT-3: E\)](#)

[Lindamood Auditory Conceptualization Test, 3rd Edition \(LAC-3\)](#)

[The Listening Comprehension Test, 2nd Edition \(LCT-2\)](#)

[The Listening Comprehension Test - Adolescent: Normative Update \(LCT-A: NU\)](#)

[mCLASS DIBELS 8th Edition; mCLASS RAN; mCLASS Vocabulary\\*](#)

[Montgomery Assessment of Vocabulary Acquisition \(MAVA\)](#)

---

[Oral and Written Language Scales, 2nd Edition \(OWLS-II\)](#)

[Peabody Picture Vocabulary Test, 5th Edition \(PPVT-5\)](#)

[The Phonological Awareness Profile](#)

[Phonological Awareness Test, 2nd Edition: Normative Update \(PAT-2: NU\)](#)

[Rapid Automatized Naming and Rapid Alternating Stimulus Tests \(RAN/RAS\)](#)

[Receptive One-Word Picture Vocabulary Test, 4th Edition \(ROWPVT-4\)](#)

[Social Language Development Test - Adolescent: Normative Update \(SLDT-A: NU\)](#)

[Social Language Development Test - Elementary: Normative Update \(SLDT-E: NU\)](#)

[Test for Auditory Comprehension of Language, 4th Edition \(TACL-4\)](#)

[Test of Adolescent and Adult Language, 4th Edition \(TOAL-4\)](#)

[Test of Auditory Processing Skills, 4th Edition \(TAPS-4\)](#)

[Test of Early Language Development, 4th Edition \(TELD-4\)](#)

[Test of Early Reading Ability, 4th Edition \(TERA-4\)](#)

[Test of Early Written Language, 3rd Edition \(TEWL-3\)](#)

[Test of Integrated Language and Literacy Skills \(TILLS\)](#)

[Test of Language Development - Intermediate, 5th Edition \(TOLD-I: 5\)](#)

[Test of Language Development - Primary, 5th Edition \(TOLD-P: 5\)](#)

[Test of Narrative Language, 2nd Edition \(TNL-2\)](#)

[Test of Phonological Awareness, 2nd Edition: PLUS \(TOPA-2+\)](#)

[Test of Pragmatic Language, 2nd Edition \(TOPL-2\)](#)

[Test of Reading Comprehension, 4th Edition \(TORC-4\)](#)

[Test of Word Finding, 3rd Edition \(TWF-3\)](#)

[Test of Word Reading Efficiency, 2nd Edition \(TOWRE-2\)](#)

[Test of Written Language, 4th Edition \(TOWL-4\)](#)

[Test of Written Spelling, 5th Edition \(TWS-5\)](#)

[Wechsler Individual Achievement Test, 4th Edition \(WIAT-4\)](#)

[Wide Range Achievement Test, 5th Edition \(WRAT-5\)](#)

[Woodcock-Johnson IV Tests of Achievement \(WJ IV\)](#)

[Woodcock-Johnson IV Tests of Cognitive Abilities \(WJ IV\)](#)

[Woodcock-Johnson IV Tests of Oral Language \(WJ IV\)](#)

[Woodcock Reading Mastery Tests, 3rd Edition \(WRMT-III\)](#)

---

[Word Identification and Spelling Test \(WIST\)](#)

[The WORD Test - Elementary, 3rd Edition](#)

[The WORD Test - Adolescent, 2nd Edition](#)