## Language Arts and Reading Assessments in TESD 2024-2025

Ongoing curriculum-based and other formative assessments will be administered to determine student strengths and needs, as well as to inform 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 for the 2024-2025 school year. Additional assessments may be considered, based upon our format as the school year progresses.

## *District-wide Screening Assessments:

As part of the District's curriculum development process, teachers have created Districtwide screening assessments in literacy skills. These screeners are aligned to the skills in kindergarten that students must know and be able to master by the end of the school year. The Kindergarten Screening, Kindergarten Mid-Year, and 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, and word recognition.

## *Acadience:

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 **Acadience** an evidence-based assessment tool. Acadience assessments are: standardized; reliable and valid; fast to administer and report; assess core early literacy skills, and when used as a universal screener can detect when students need extra support. Kindergarten students are assessed on fluency with identifying initial sounds, naming letters, segmenting phonemes and reading nonsense words which measures alphabetic principle and basic phonics. First grade students are assessed on fluency with naming letters, segmenting phonemes, reading nonsense words and oral reading fluency. Second grade students are assessed on fluency with reading nonsense words and oral reading fluency. Students in grades three and four are assessed with measures of Oral Reading Fluency and Maze. Oral Reading Fluency is the ability to read connected text quickly, accurately, and with expression. These assessments, given three times a year, are nationally normed. A description of each subtest is provided here:

- **Acadience First Sound Fluency (FSF)-** is a brief direct measure of a student's fluency in identifying the initial sounds in words.

- **Acadience Letter Naming Fluency (LNF)- i**s a standardized test that requires students to identify upper-case and lower-case letters. Based upon 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.

- **Acadience Phoneme Segmentation Fluency** (**PSF**) A phoneme is the smallest unit of sound. This measure assesses a student's ability to segment three and four phoneme words into their individual phonemes fluently.

- **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. There are two scores generated from the Nonsense Word Fluency (NWF): **Correct Letter Sounds (CLS)** and **Whole Words Read (WWR)**. 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.)

- **Acadience Oral Reading Fluency (ORF)** is a measure that assesses accuracy and fluency with text, the ability to effortlessly translate letter 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. Students are also required to provide a retelling of what they have just read hence it is also a comprehension measure.

- **Acadience Maze (Maze)** is a measure of reading comprehension. This assessment asks students to read a passage and choose the correct word that would best fit omitted words from the passage.

- **Acadience Reading Composite Score** is a combination of multiple Acadience Reading Scores, which provides the best overall estimate of the student's reading proficiency.

Additional information regarding Acadience reading benchmark goals can be found here:
https://acadiencelearning.org/wp-content/uploads/2020/01/AcadienceReadingBenchmarkGoals.pdf

### 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.

### *Reading Wonders Assessments:

The Wonders assessments help to gather data to address students' instructional needs. They measure the critical components of reading: phonological awareness, phonics, vocabulary, fluency, and comprehension. The Wonders assessment options are grounded in research, aligned with the Wonders K-4 curriculum, easy to manage, and designed to familiarize students with items and approaches associated with high-stakes testing.

### *iReady Diagnostic Assessment:

The iReady assessment helps to gather data to address students' instructional needs and is used in place of the 4Sight to gather information on 3rd and 4th grade students' comprehension skills and vocabulary.

### 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/K12/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/K12/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-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.*

## ERB:

The Comprehensive Testing Program (CTP) is a rigorous assessment for students in grades 2-4 that covers reading as well as verbal and quantitative reasoning. The CTP helps educators assess content specific, curriculum-based performance alongside reasoning ability and conceptual knowledge. For more information about interpreting CTP score reports, please access this link:

https://www.erblearn.org/ctpscorereporthelp/