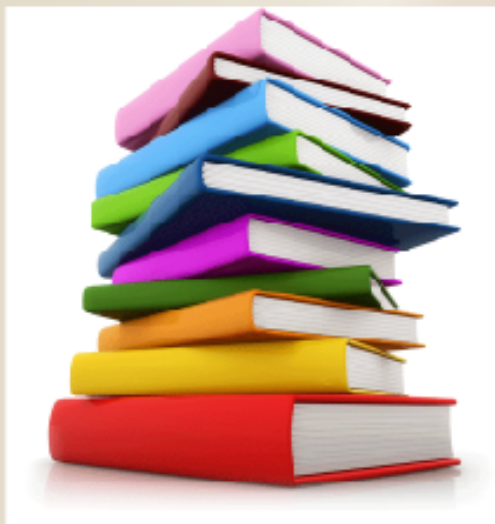


## Differences

Informal Reading Assessments are content and performance based tests that allow educators to keep a record of how the student is progressing throughout the school year. These tests analyze a variety of reading skills such as Letter/sound recognition, Concepts of print awareness, Phonological awareness, Phonemic awareness,

Qualitative reading inventory, Reading comprehension, Oral reading accuracy, Reading fluency, Word recognition, Phonic elements, and Portfolios.

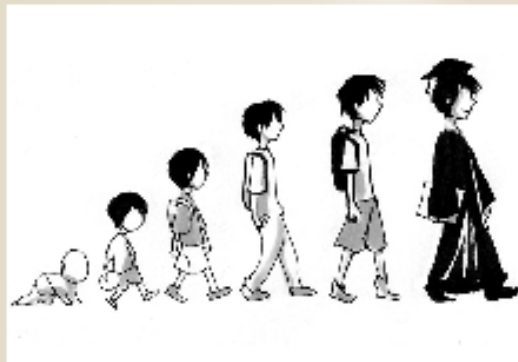
Formal Reading Assessments are data driven and support the conclusions made from the test. These are relative to standardized tests. The Texas Primary Reading Inventory (TPRI), Iowa Test of Basic Skills (ITBS), and Phonological Awareness Test (PAT) are examples of a formal reading assessment.



## Overall Review

Most of the informal assessments are administered individually with the students. Each student's progress should be recorded accordingly. Most of the formal assessments are taken as a class, and reflect state mandated testing in the future. The student's progress is recorded and kept in their file for future references. These formal assessments have the power to classify students on literacy levels based on the results.

Remember, we are here to examine the student's progress throughout the school years in order to prepare them for their future. We as educators should make a point to use these assessments to keep track of students and see where their strengths and weaknesses are. From there, we can make adjustments to help the students individually grow.



# Formal and Informal Assessments



Dawn Ohlhausen

## Informal Assessments

The informal assessments needed to examine where our students are at in the K-3rd grade levels are as listed:

### 1. Letter/Sound Recognition:

This assessment measures the ability of the student to recognize letters and their corresponding sounds. This should be conducted at the beginning, middle and end of the year. Students should be able to identify all letters capital and lower case as well as their sounds before entering second grade.

### 2. Concepts of Print Awareness

This is an important assessment as it measures the understood knowledge of the content within a book and where to find specific parts of a book. Students should be tested at least twice a year; at the beginning and end of the year. Students should be able to identify where the cover is, author, illustrations, certain words and phrases, and much more. Students should master this concept by first grade.

### 3. Phonological Awareness

Students should be assessed to see if their knowledge of rhyming, letter recognition, sound blending, and syllable recognition is acceptable. Students should be tested at the beginning, middle, and end of the year to get an accurate amount of data and to see progress. All tests should be mastered before entering the fifth grade level.



## Categorizing Assessments

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is considered a screening test that measures literacy skills and improvements in grades 1-3.

Developmental Reading Assessment (DRATM) is a diagnostic test used to observe, record, and evaluate changes in student reading performance during grades K-8.

Curriculum-Based Measurement Reading Assessments (CBM-R) are progress-monitoring tests based on curriculum that analyze the amount of correctly read words within a given time limit to show competency of reading.

Outcome-Based Assessments are not available, but rather have been implemented to all classes once the No Child Left Behind Act was instated.

## Formal Assessments

Some formal assessments needed for students to attend public schools and move up through grade appropriately are listed:

### 1. Texas Primary Reading Inventory (TPRI):

This assessment identifies students who are at risk for reading difficulties from kindergarten to second grade. It is administered at the beginning and ends of kindergarten and first grade. It is also administered at the beginning of second and third grade. It is specifically designed to assess a student's reading-level skills.

### 2. Phonological Awareness Test (PAT):

This is a comprehensive assessment of a child's phonological awareness, phoneme-grapheme correspondences, and phonetic decoding skills. The results help educators focus on the details of a child's oral language that may not be regularly targeted in classroom reading instruction. It should be taken at least twice a year for those children who struggle in reading.

### 3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Procedures and measures for examining the achievements of early literacy skills from kindergarten through sixth grade. They are usually one minute long fluency measures used to regularly monitor the development of early literacy and early reading skills. This should be taken bi-weekly or monthly to track student