Informal Reading Assessments

Teacher Use:

Research provides evidence that specific early literacy concepts can predict young students' later reading achievement (DeBruin Parecki, 2004). These reading concepts include letter knowledge, phonemic awareness, decoding, fluency, and comprehension. An effective reading program includes assessments of all of these concepts for several purposes.

Literacy assessments provide teachers with information on what skills students have and have not mastered. Assessments can also help teachers monitor student progress. A teacher can learn which students need review before moving to new material. Through consistent assessment, a teacher can make informed decisions about what specific instruction is appropriate for each student.

The "Informal Reading Assessments List," is an index of benchmark and progress monitoring tools that can be used to track students' early reading development.

Informal Reading Assessment List

Assessment	What does it measure?	Link
Reading A-Z	-Phonological Awareness -Reading Accuracy -High Frequency Word Knowledge -Comprehension	**https://www.readinga-z.com/assessments/**
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	-Phonological Awareness -Fluency -Reading Accuracy -Comprehension	**https://dibels.uoregon.edu/materials**
Phonological Awareness Skills Test (PAST)	-Phonological Awareness	**https://www.idealconsultingservices.com/FORMS/Data%20Meeting%20Forms/Phonological_Awareness_Skills_Test_PAST.pdf**
High Frequency Word Assessment	-Automatic Recognition of High Frequency Words	**http://connect.readingandwritingproject.org/file/download?google_drive_document_id=1iJA6ysr6vgAuc_88aMg72BrRqbJ1EnpK**