AIM Quick Guide For Reading Assessment

In partnership with AIM Institute for Learning & Research, the Kansas Department of Education presents the AIM Quick Guide for Reading Assessment. This assessment chart demonstrates how students’ reading skills build over time and how universal screening processes should mirror this developmentally appropriate progression of skills.

The purpose of this guide, including its accompanying decision-making flowcharts, is to help educators understand how to analyze and use student data to drive instructional and intervention decisions.

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Quick Guide For Reading Assessment

When assessing emerging readers, this progression should be utilized from the bottom of the progression up, with new assessment measures added and analyzed as they become developmentally appropriate. When assessing older students in third grade or beyond, the analysis should start at the top of the progression with reading comprehension and fluency measures, then down through the foundational sub-skills as needed.
Decision-Making Flowchart - Letter Naming Fluency

LETTER NAMING FLUENCY

If student is below benchmark...

Analyze Data

Accuracy Problems (incorrect)

Determine Instructional Needs and Set Goals

Explicit Instruction in Letter Naming and Letter-Sound Correspondence

Automaticity Problems (slow)

Set Automaticity Goals

Practice Fluency Building Activities Focusing on Letter Naming and Letter-Sound Correspondence
Decision-Making Flowchart - Phoneme Segmentation Fluency

PHONEME SEGMENTATION FLUENCY

If student is below benchmark...

Analyze Data & Include Informal Assessment Measures of Phonological Awareness Skills

Accuracy or Automaticity Problems (incorrect and/or slow)

Determine Instructional Needs Across the Phonological Skill Progression and Set Goals

Explicit Instruction in Phonemic Awareness
Decision-Making Flowchart - Letter Sound Fluency

**LETTER SOUND FLUENCY**

If student is below benchmark...

- **Review Data on Phonological Awareness Skills**

**Analyze Data**

- **Accuracy Problems (incorrect)**
  - Determine Instructional Needs and Set Goals
  - Explicit Instruction in Letter-Sound Correspondence and Decoding (Blending)

- **Automaticity Problems (slow)**
  - Set Automaticity Goals
  - Practice Fluency Building Activities Focusing on Letter-Sound Correspondence
Decision-Making Flowchart - Nonsense Word Fluency

**NONSENSE WORD FLUENCY**

If student is below benchmark...

- Review Data on Phonological Awareness Skills

**Analyze Data & Include Informal Assessment Measures of Phonics Skills**

- Accuracy Problems (incorrect letter-sound correspondence)
  - Determine Instructional Needs Across Phonics Skill Progression and Set Goals
    - Explicit Instruction in Letter-Sound Correspondence, Decoding (Blending) and Phonics Activities

- Automaticity Problems (slow or no recoding of whole word)
  - Determine Instructional Needs and Set Automaticity Goals
    - Explicit Instruction in Decoding (Blending) and Practice Fluency Building Activities Focusing at the Word Level
ORAL READING FLUENCY

If student is below benchmark...

Analyze Data & Include Informal Assessment Measures of Expression

Accuracy Problems (incorrect)
- Review Data on Decoding and Phonics Skills
  - Explicit Instruction in Decoding and Phonics Skills

Expression Problems
- Determine Instructional Needs and Set Goals
  - Practice Fluency Building Activities Focusing on Expression and Phrasing

Automaticity Problems (slow)
- Set Word Recognition Automaticity Goals
  - Practice Fluency Building Activities Focusing at the Word and Text Levels