

Reading Assessment Plan for Grades 5-12

Joan Sedita, 2011

An assessment model for grades 5-12 is different from elementary assessment.

Step 1

Administer a reading comprehension assessment to determine which students are not able to comprehend grade-level text. If possible, use more than one assessment source (e.g., state ELA assessment combined with a norm-referenced reading comprehension sub-test). Also consider informal, formative assessment data and input from teachers about students. Those students who are not having difficulty benefit from Tier I content literacy instruction in all subjects.

Step 2

For those students not reading at grade level, assess oral reading fluency. An individual, quick, curriculum-based measurement that measures words-correct-per-minute, or a more formal oral reading assessment can be used. Those students who are fluent will most likely benefit from an intervention that focuses on vocabulary and comprehension (in addition to Tier I content literacy instruction).

Step 3

For those students not reading fluently, assess phonics skills. A quick, informal phonics screen can be used. Students who have solid phonics skills will most likely benefit from an intervention that focuses on fluency, vocabulary, and comprehension (in addition to Tier I content literacy instruction).

Step 4

Those students who have phonics difficulties will most likely benefit from an intervention that focuses on phonics and advanced word study, fluency, vocabulary, and comprehension. A quality phonics intervention program will most likely include more in-depth phonics assessments.

