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ABSTRACT
                This guide lists 64 commercially prepared English language
arts inventories to assist educators in attaining results as stated in the
Illinois Right to Read Initiative Best Practice #2: Assessment to Inform
Instruction. The inventories in this guide are offered as another resource
and are not meant to take the place of ongoing classroom assessment and
teacher observation. Each inventory listed in the guide includes the
following information: name of inventory/year published; time needed to
administer; availability in languages other than English; purpose; cost;
unique features; age/grade levels; administration to individuals and/or
groups; and publisher contact information. Appendixes contain a list of Best
Practices and Resources Committee members and a list of the 14 best practices
in reading. (RS)

Guide to Commercially Prepared English Language Arts Inventories

for Illinois Educators, Schools and Districts
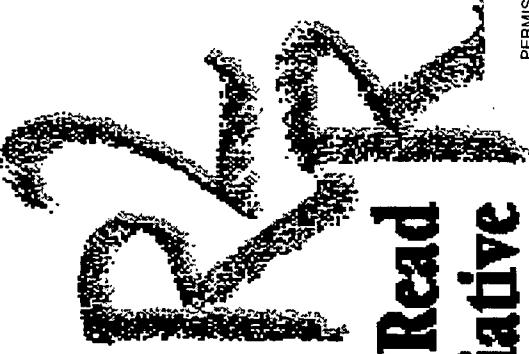
Right To Read Initiative

Illinois State Board of Education

Best Practices and Resources Committee

1998-1999

2

Introduction

The *Guide to Commercially Prepared English Language Arts Inventories* has been compiled by the Right to Read: Best Practices and Resources Committee (See Appendix A) to assist educators in attaining results as stated in the Illinois Right to Read Initiative.

- Every student will be able to read on grade level with fluency and comprehension.
- Every teacher will be able to teach reading using comprehensive, research-based methods.
- Every student will meet or exceed the Illinois English Language Arts Standards, as measured by the state reading and writing assessment.
- Illinois students will perform above the national average on national measures of reading ability.
- School and community literacy initiatives will be established and locally maintained.

This document also specifically addresses one of the 14 research-based practices (See Appendix B) that the Committee has recommended as guidelines for effective reading instruction. "Best Practice #2: Assessment to Inform Instruction" calls on teachers to routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation aligns with and informs instruction. Many teachers, schools and districts use informal assessments to determine the needs and progress of their students. **The inventories in this guide are offered as another resource and are not meant to take the place of ongoing classroom assessment and teacher observation.** The document includes inventories for grades kindergarten though 12, but some inventories also can be used for pre-kindergarten children and adults. Each inventory listed includes the following information:

Name of inventory/year published   Time needed to administer   Availability in languages other than English
Purpose   Cost   Unique features
Age/grade levels   Aministration to individuals and/or groups   Publisher contact information

Staff development is a necessary ingredient in improved reading assessment. Although almost anyone can administer an inventory, the interpretation of the results takes some degree of training--extensive training for some inventories. Even for an informal reading inventory, staff development is required to know how to effectively prepare the student, when to abandon or continue testing if results are questionable, and how to provide diagnostic scaffolding using the inventory once its formal administration has been completed. Schools may consider training paraprofessionals in classroom management strategies to assist the classroom teacher during the administration of an English Language Arts inventory. Districts and schools are encouraged to provide sufficient time and follow-up for educators to become familiar with administering the inventories and applying the results to classroom instruction. Staff development and an analysis of reading inventory results should be incorporated into the school improvement plan.

4

5

Staff development on the reading instruments may include, but not be limited to:

- general information about educational assessment,
- information on the purpose and content of the inventory,
- importance of helping students become comfortable with the administration of the inventory,
- information on students' development of reading/writing skills,

- accommodations that are allowed during administration,
- instructional support to be made available to teachers for follow-up,
- information on how to use the results of the inventory to evaluate and adapt best practices,
- plans for distributing the instruments within the school, and
- procedures for reporting results.

The list of reading inventories is a **work in progress** and will be updated periodically as more information is learned about other existing inventories and inventories are developed/updated. **Placement of a reading inventory on this list does not represent an endorsement by the Illinois State Board of Education.** Information contained in the document has been verified by the publisher to the degree possible. Blank spaces in the list means the information was not available at the time of this printing.

If you know of an inventory which could be included in this document, please contact:

Right to Read Initiative
Illinois State Board of Education
100 North First Street
Springfield, Illinois 62777-0001
217/524-4832

KEY to Column Headings

Training: NONE indicates that none was stated as necessary. It is assumed that those administering any of the above inventories will either be at the preservice level or will be classroom teachers. The level of interpretation and analysis of many of the inventories indicated potential benefits if scored by a reading specialist or someone with a strong background in reading, writing, and/or spelling.

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LIST OF ENGLISH LANGUAGE ARTS INVENTORIES

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Analytic Reading Inventory 6th ed. (Mary Woods and Alden Moe) 1998	• Identifies strengths and weaknesses in word-attack and comprehension strategies • Provides accurate information on each student's level of word recognition, oral and silent reading performance • Identifies each student's reading potential	K-12		$36	Indiv./Group	No	Tape included		Prentice-Hall School Division 4350 Equity Drive Columbus, OH 43216 800-848-9500
Bader Reading Inventory 3rd ed. (L. A. Bader) 1998	• Measures student progress • Assesses the effectiveness of specific reading strategies • Diagnoses specific literacy difficulties • Personal interviews and reflections • Graded reading passages • Word-recognition lists • ESL screening • Spelling tests • Pre-literacy • Phonics and structural analysis (11 subtests) • Cloze tests (four) • Evaluation of language abilities (expressive and receptive oral language, handwriting, written language expression) • Arithmetic • Open-book reading assessment	K-12 to adult	No	$43	Indiv.		Pre-literacy assessment Comprehensive tool -- teacher can determine an area of concern and administer only that area Comprehensive manual -- reproducible forms included in manual	ESL students	Prentice-Hall School Division 1 Lake Street Upper Saddle River, NJ 07458 800-350-3693

9

3

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Basic Inventory of Natural Language 1996	Assesses oral language production in regular classrooms, ESL, bilingual, natural language, immersion	K-12	No	$59	Indiv.	Recommended computer scoring can compensate for lack of training in grammatical analysis	Computer-scored cost: $ .90 each	Scored in 32 languages, including Arabic, Armenian, Cambodian, Cantonese, Chinese, Creole, Dutch, English, Farsi, French, German, Greek, Hindi, Hmong, Ibocano, Inupiaq, Italian, Japanese, Korean, Laotian, Navajo, Philipino, Polish, Portuguese, Russian, Spanish, Taiwanese, Tagalog, Toishanese, Ukranian, Vietnamese, Yugoslavian	CHECpoint Systems 1520 N. Waterman Ave. San Bernadino, CA 92404 800-635-1235
Basic Reading Inventory Performance (Jerry Johns) 1997	Assess reading using word lists and passages • determine student's three reading levels-- independent, instructional and frustration • determine strengths and weaknesses in reading words • identify strengths and weaknesses in comprehension, listening	Pre-primary to grade 12	No	$31	Indiv.	Recommended	Training videos available. Purchase of the Basic Reading Inventory, 7th edition gives a comprehensive manual and permission to copy or tear out test protocols. No additional purchase necessary.		Kendall/Hunt Publishing 2460 Kerper Blvd. P.O. Box 539 Dubuque, IA 52004-0539 800-228-0810

4

10

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Burns/ROE Informal Reading Inventory 4th ed. 1993	• Determine readers' independent, instructional and frustration reading levels and their listening and comprehension levels • Examine miscues and comprehension	Pre-primary to grade 12	Appx. 40 min.	$30	Indiv.	Skilled in reading analysis skills	No technical manual	No	Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143 800-323-9540
Classroom Reading Inventory 8th ed (Nicholas Silvaroli) ISBN: 0697241440 1994	• Elementary--assess application of word recognition skills, listening capacity, spelling ability, comprehension, and functional reading level • Junior/senior high/adult--assess word recognition and comprehension	Primary to adult	No		Indiv.	Specifically designed for preservice and classroom teachers with minimal assessment experience	Recognizes significance of "background knowledge" Minimal technical data		McGraw-Hill Company P.O. Box 545 Blacklick, OH 43004 800-338-3987 ISBN: 0697241440
Concepts about Print from two books: Sand and Stone (Marie Clay) 1993	Observing & evaluating: • concepts about book orientation • concepts about whether print or pictures carry the text message • concepts of page sequencing, directionality of words, lines of print • concepts about the relationship between written and oral language • concepts of words, letters, capitals, space and punctuation	Pre-primary, K-3	No	$4.50 each	Indiv.	Some required	Used with new entrant or non-reader	None mentioned	Greenwood-Heinemann 88 Post Road West West Port, CN 06881 800-793-2154

12

13

5

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Critchlow Verbal Language Scales (Assessing Reading: Multiple Measures for K-8th Grade) 1996	• Assesses vocabulary in English or Spanish • Words arranged in increasing order of difficulty	K-8	15 min.	$25	Indiv.	None	From Dos Amigos Verbal Language Scales	Spanish	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Degrees of Reading Power Test 1995	Holistic assessment of reading comprehension; can identify students who do not read well enough to succeed in school and/or meet locally set reading standards	Grade 1-12	No	Approx. $3 each	Group	No special training required	Test results link student reading ability to text difficulty—can be used to target instruction; all test levels report results on same scales to monitor growth across grades; has an associated Parent Program	None mentioned	Touchstone Applied Science Assoc. Inc. 1228 Dogwood Drive Benbrook, TX 76126 914-277-4900
Degrees of Word Meaning 1993	Developed to determine the size of student's reading vocabulary by measuring understanding of words in natural contexts.	3 to adult	Un-timed 45-60 min.	$31 manual $16 for 5 tests	Group	No special training required	Difficulty of test items linked to word frequency; test levels report results on same scale to monitor growth	None mentioned	Touchstone Applied Science Assoc. Inc. 1228 Dogwood Drive Benbrook, TX 76126 914-277-4900
Development Reading Assessment (DRA) (Joetta Beavers) 1996	• All-inclusive kit that allows teachers to analyze students' individual reading levels • Reading-Recovery-leveled books and easy-to-use forms combined into a pouched folder • Measures fluency and comprehension	K-3 (inter-mediate level under dev.)	15-25 min.	$89 incl. guide and bench-mark	Indiv.	Some training recommended	Supports Reading Recovery in the classroom. Running records are used to capture oral reading behaviors and note the strategies and skills they use or neglect	None mentioned	Celebration Press 1 Jacob Way Reading, MA 01867 800-237-3142, x. 5276

14

6

INVENTORY	PURPOSE	AGE/ GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Diagnosing Reading Skills through Passage Reading 1993	Identify strengths and weaknesses in comprehension, reading speed, vocabulary strategies, and independent reading strategies	Pre-primary to grade 12	No time limit	$15	Indiv.	No special training required	Works with The Linksman Learning Style Preference Assessment and Brain Hemispheric Preference Assessment AND the Linksman Letter-Sound Relationship Diagnostic Test	No	National Reading Diagnostics Institute 1775 Park St., Ste 200 Naperville, IL 60563 630-717-4221 Fax 630-778-0220
Differential Ability Scales: Word-Reading Test (C.D. Elliott) 1990	Evaluates the ability to recognize and pronounce out-of-context words of increasing difficulty	2.6 to 17.11 years	Under 5 min.	$676 13 sub-tests	Indiv.	None required	To be used in conjunction with a battery of tests	No	Psychological Corp. P.O. Box 839954 San Antonio, TX 78283 800-228-0752
Durrell Analysis of Reading Difficulty 3rd ed. (D. Durrell and J.H. Catterson) 1980	Oral and silent reading tests, listening comprehension tests, word recognition and analysis, letters (naming & writing), visual memory for words, sounds, spelling and handwriting, checklist for guiding the observation of reading behaviors	1-6 grade	Un-timed 30-90 min.	$122	Indiv.	Training highly suggested	The grade level specific checklists may be valuable in observing student behaviors while reading.	No	Harcourt Brace Educ. Measurement P.O. Box 839954 San Antonio, TX 78283 800-228-0752
Early Reading Screening Instrument (D. Morris) 1998	Evaluate early reading skills, alphabet, concept of word, phonemic awareness, word recognition	K-1	15 min.	Free	Indiv.	None required	See article in Illinois Reading Council Journal (1998, Vol. 26, No. 2, pp. 30-40)	No	Darrell Morris Duncan Hall, LRE Dept. Appalachian State Univ. Boone, NC 28608 828-262-6054

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Etwall/Shanker Reading Inventory 3rd ed (Eldon Ekwall) 1993	• Full diagnostic battery or screening device • San Diego Quick Assessment/Graded Word List • Oral and silent reading test • Listening comprehension test • Basic sight words and phrases test • Letter knowledge tests • Phonics tests • Structural analysis tests • Knowledge of contractions test • El Paso Phonics Survey • Quick-survey word list • Reading interests survey	K-9	Vary on inventory used	$43	Indiv.	None	Reproducible forms included	No	Allyn & Bacon Attention: Prentice-Hall 200 Old Tappan Road Old Tappan Rd, NJ 07675 800-852-8024
Flynt-Cooter Reading Inventory for the Classroom (E. Sutton Flynt, Robert B., Jr. Cooter, Deborah S. Flynt) 1993	• Interest/attitude questionnaire • Oral reading and analysis of miscues • Silent reading comprehension	Grade 1-9		$35	Indiv.	None		No	Merrill Publishing Co. 4350 Equity Drive Columbus, OH 43216 800-848-9500
Fry Oral Reading Test (Assessing Reading: Multiple Measures for K-8th Grade) 1995	• Assesses rate and accuracy with which a student reads text aloud • Guidelines are provided for determining student's independent, instructional and frustration reading levels based on oral reading levels • Good indication of fluency	Grade 1-8	15-20 min.	$25	Indiv.	No	From How to Teach Reading for Teachers, Parents, Tutors	No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGE	PUBLISHER
Gates-MacGinitie Reading Diagnostic Test 3rd ed. 1989	• Norm-referenced • Identifies the student's silent reading vocabulary and comprehension skills • Indicated by grade level, percent, standard scores	K-12	Rec. two ses-sions	$70-80 depend-ing on grade level	Group	None	Multiple choice Scantron scoring Publisher scoring Computer scoring Reusable manual	No	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143 800-323-9540 (7009)
Gray Oral Reading Test 3rd ed. (revised) 1992	• Identify and evaluate strategies used process written material ▪ Measures oral reading speed, reading accuracy, short-term retention, and comprehension	Ages 7-18	15-30 min.	$169	Indiv.	None		No	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143 800-323-9540 (7009)
Gray Oral Reading Test-D 1997	Subtest on paragraph reading for comprehension--if score poor, remaining six subtests are administered (decoding, word identification, word attack, phonemic analysis, word ordering, textual analysis)	K-6	45 min.	$172	Indiv.	None	Supplement to GORT; two alternate forms for pre- and post-tests, oral test	No	Riverside Publishing 425 Spring Lake Drive Itasca, IL 60143 800-323-9540
Informal Reading Comprehension Placement Test (revised) (A. Edson & E. Insel) 1994	• Instructional and independent comprehension skills • Word comprehension, passage comprehension, total comprehension	Grades 1-12	35-50 (15-20 Part I, 20-30 Part II)	$60	Indiv.	No	Useful for a screening device and estimating coping skills with grade level texts; software can give individual or classroom scores	No	Educational Activities, Inc. 1937 Grand Avenue Baldwin, NY 11510 800-645-2796
Informal Reading-Thinking Inventory (Manzo, et al) 1995	• Focuses on meaning-making • Measures meta-cognition	Grades 1-9		$35	Indiv./ Group		Book contains reproducible test materials		Harcourt Brace 6277 Sea Harbor Drive Orlando, FL 32887 ISBN 0-15-500956-7 800-211-8378

20

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Linksman Letter-Sound Relationships Diagnostic Test 1993	Determine letter-sound relationship skills from consonants, vowels, vowel combination, irregular consonants to reading multisyllable words, prefixes, suffixes and word ending	K-12 college adult	No time limit	$25 guide and one test; $4 for each test book	Indiv.	None	Administered by teachers, administrators, parents, tutors, childcare workers; links to Superlinks to Accelerated Reading Program and the Vowel and Consonant Guide	No	National Reading Diagnostics Institute 1775 Park St, Suite 200 Naperville, IL 60563 630-717-4221 Fax (630)778-0220
McLeod Assessment of Reading Comprehension (Assessing Reading: Multiple Measures for K-8th Grade) 1996	■ Assesses reading comprehension by means of "cloze" technique ■ Requires students to accurately decode words, apply knowledge of grammar, syntax, and vocabulary, and use critical reading strategies that aid in literal and inferential comprehension	Elem. 2-5 Upper level 6-8	15 min.	$25	Indiv./ Group	No	From New Gap	No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Metropolitan Achievement Test 7th ed. (Prescott, Balow, Hogan) 1992	• Visual discrimination • Letter recognition • Auditory discrimination • Sight vocabulary • Phoneme/grapheme: vowels • Vocabulary in context • Word-part clues • Rate of comprehension • Skimming and scanning • Reading comprehension	Survey test K-12.9 Instr. test K-9.9	Timed	Call	Group	None	Objective test which can be machine- or hand-scored	No	Psychological Corp. Order Service Center PO Box 839954 San Antonio, TX 78283-3954 800-211-8378
Nelson-Denny Reading Test (Brown, Fisher, Hanna) 1993	Assess achievement and progress in • Vocabulary • Comprehension • Reading rate	Grade 9; ages 16 to adult	two sessions 35-56 min.	$65 pack of 35 Examiners manual $15	Group		Optional extended time administration to meet needs of special populations		Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143 800-323-9540

10

22

23

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Observation Survey of Early Literacy Achievement -Part II (Heinemann) 1993	• Introduces teachers to observation of reading process--can monitor progress of children • Systematic analysis of oral language, control over sentence structures and inflections, vocabulary, concepts about print, dictation, and link of sounds to letters	K-3		$19	Indiv.	None		No	Greenwood-Heinemann 88 Post Road West West Port, CN 06881 800-793-2154
Phoneme Deletion Test (Orna Lenchner) (Assessing Reading: Multiple Measures for K-8th Grade) 1998	• Determines deficits in phonemic, or sound, awareness • Includes four phoneme-detection tasks arranged in order of difficulty	Late K to 1-3 and up	5-10 min.	$25	Indiv.	None		No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Phoneme Segmentation Test (Orna Lenchner) (Assessing Reading: Multiple Measures for K-8th Grade) 1998	• Assesses ability to break words into component phonemes • Determines deficits in sound awareness	Grade 2-8	5-10 min.	$25	Indiv.	No	Administer only after giving tests of comprehension, fluency and phonics	No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Phonics Surveys (Assessing Reading: Multiple Measures for K-8th Grade - Consortium on Reading Excellence) 1999	Assesses phonics and phonics-related skills that have a high rate of application in beginning reading	K-8	5-10 min.	$25	Indiv.		May be administered every 4 to 6 weeks; best used to plan instruction and develop instructional groups	Spanish	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249

25

24

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Phonological Awareness Test (Robertson & Salter) 1997	Segmentation of phonemes, phoneme isolation, phoneme deletion, phoneme substitution, blending five different measures of phonemic awareness, plus a measure of sensitivity to rhyme	K-3	40 min.	$90 - test manual, supplies & 15 test books	Indiv.	Speech pathology or special education training needed for Interpretation		No	Lingui Systems 3100 4th Avenue E. Moline, IL 61244-0747 800-776-4332
Phonological Awareness Screening Test (Jager-Adams, Foorman, Lundberg, Beeler) (Assessing Reading: Multiple Measures for K-8th Grade - Consortium on Reading Excellence) 1998	▪ Screens phonological awareness ▪ Contains six subtests on detecting rhymes, counting syllables, matching initial sounds, counting phonemes, comparing word lengths, and representing phonemes with letters	K-2	15-30 min.	$25	Indiv./ Group	Test is best used in conjunction with training in phonemic awareness	From Phonemic Awareness in Young Children	No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Phonological Segmentation Test (Orma Lenchner) (Assessing Reading: Multiple Measures for K-8th Grade - Consortium on Reading Excellence) 1998	▪ Contains three parts: sentences into words, words into syllables, words into phonemes ▪ Determines deficits in phonemic awareness	K-1	5-10 min.	$25	Indiv.			No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 1-800-422-7249

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Primary Language Record 1989	An observation and record-keeping system	K-5	on-going	$33	Indiv.	None	Recognizes work in English and other languages		Greenwood-Heinemann 88 Post Road West West Port, CN 06881 800-773-2154
Reading Progress Tests (Vincent, Crumpler and East London Assessment Group) 1996-97	• Literacy baseline covers pre-reading and initial skills including phonological awareness, print concepts, letter knowledge and decoding • Six reading comprehension subtests covering a range of literal and inferential skills and reading vocabulary, which are assessed using test items and text passages	Ages 5-11	45-50 min.		Indiv./ Group		Conventional standardized scores and reading ages are provided for each year group; progress norms make test suitable for year-on-year tracking of individual progress		New Zealand Council for Educational Research To order: www.acer.edu.au/ products.ed-resources/ 500
Qualitative Reading Inventory (QRI) 2 (Leslie & Caldwell) 1995	• To estimate reading levels, to match students to appropriate texts, for inclusions into reading portfolios, and to support suspected deficits and strengths	K-8	30-60 min.	$27	Indiv. (Parts can be whole class)	None	Considers prior knowledge, miscue analysis, retellings, text type, and predictions; concept of "Total Acceptability"		Addison Wesley Longman 1 Jacob Way Reading, WA 01867-3999 800-535-4391
Reading Miscue Inventory: Alternative Procedures (Goodman, Watson, and Burke) 1987	• Determine the varying causes of miscues • Highlight the strengths of high-quality miscues • Pinpoint specific and repetitive problems	K-adult	Appx. 45-60 min.	$38	Indiv.	Highly Recommended	Blank forms included in manual	None mentioned	Richard C. Owen Publishers, Inc. P.O. Box 585 Katonah, NY 800-336-5588

28

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Reading Styles Inventory (Marie Carbo) 1994	Assesses preferred learning styles (global analytic tendencies, perceptual strengths, preferred reading environment, physical preferences, sociological preferences, emotional profile)	1st.- adult	No 1st and 2nd require 3-4 settings	$15 disk, $15 packet of test books, $15 man.	Indiv./ Group		Can be computerized	Spanish	National Reading Styles Institute P.O. Box 737, Dept. CF Syosset, NY 11791-0737 800-331-3117
Retrospective Miscue Analysis: Revaluing Readers & Reading (Y.M. Goodman and A. M. Marek) 1996	Engages readers in analyzing own miscues to learn process of predicting, inferring, sampling, confirming and correcting	Presch.- adult	No	$25	Indiv.	Requires training in concepts of miscue analysis	Tape recorder required; includes reading interview; initially time-consuming to score/analyze	None mentioned	Richard C. Owen Publishers, Inc. PO Box 585 Katonah, NY 10536 800-336-5588
Roswell-Chall Auditory Blending Test 1997	Assesses phonemic awareness through blending of sounds to form words presented orally	K-4	10-20 min.	$10 test forms, $3.50 instr. manual	Indiv.			No	Educators Pub. Service 31 Smith Place Cambridge, MA 02138 800-225-5750
Roswell-Chall Diagnostic ReadingTest of Word-Analysis Skills 1998	Evaluates basic word analysis (phonics, decoding) and word recognition skills	Grade 1-4	10 min.	$10 test forms, $4 man. $4 tech. supp.	Indiv./ Group		Correlates with Metropolitan Reading tests, Metropolitan Achievement Tests, Gray Oral Reading Test	No	Educators Pub. Service 31 Smith Place Cambridge, MA 02138 800-225-5750

14

INVENTORY	PURPOSE	AGE/ GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
San Diego Quick Assessment of Reading Ability (LaPray) (Assessing Reading: Multiple Measures for K-8th Grade - Consortium on Reading Excellence) 1969	▪ Measures recognition of words out of context ▪ Consists of 13 graded word lists	Pre-primary to grade 11	10 min.	$25	Indiv.	No		No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Spadafore Diagnostic Reading Test (G. J. Spadafore) 1983	Criterion-referenced test of • Single-word reading • Listening • Reading comprehension skills • Prose reading	K - adult	30-60 min.	$60	Indiv.	No	Information ties performance to reading literacy to some vocational choices	No	Academic Therapy Publications 20 Commercial Blvd. Novato, CA 94949-6191
Spanish Phonemic Awareness Test (Mahler) (Assessing Reading: Multiple Measures for K-8th grade - Consortium on Reading Excellence)	Measures phonemic awareness - phoneme oddity and phoneme deletion	K-2	5-10 min.	$25	Indiv.		Performance on tasks is highly correlated to reading	Spanish	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249
Spanish Reading Comprehension Test 1993	• Measures learning ability/comprehension	Grade 1-6 Grade 7-12	30 min.	$20 incl. admin. manual/ reprod answer sheets	Indiv./ Group	None	Standardized using Mexican norms; can be used to identify gifted students learning potential	Spanish	Moreno Publishing Co. Post Office Box 19329 San Diego, CA 92159 Contact: Dr. Steve Moreno 619-461-0565

33

15

32

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Spanish Reading Inventory Performance Booklet A (Johns) 1997	Assesses reading level	Pre-primary to grade 12		$27	Indiv./ Group	No		Spanish	Kendall/Hunt Publishing 2460 Kerper Blvd. P.O. Box 539 Dubuque, IA 52004-0539 800-228-0810
Stanford Diagnostic Reading Test (B. Karlsen and E.R. Gardner) 1996	Identify strengths and weaknesses in major areas of the reading process: • Phonetic Analysis • Vocabulary • Comprehension • Scanning	1st - 1st sem. coll.	Timed (varies depend-ing on grade level)	Call	Group	Minimal	Identify trends at district level	None mentioned	Psychological Corp. P.O. Box 839954 San Antonio, TX 78283-3954 800-211-8378
Stanford Writing Assessment Program 2nd ed. 1991	• Descriptive • Narrative • Expository • Persuasive	Grade 3-12	30-35 min.	Call	Group	None	Standardized assessment for writing	None mentioned	Psychological Corp. P.O. Box 839954 San Antonio, TX 78283-3954 800-211-8378
STAR (Accelerated Reader) 1986	Computer-adaptive assessment program to the Accelerated Reader program gives immediate feedback related to an individual student's reading level	Grade 1-12	10 min.	Single com-puter license kit (1-40 stud.) $399 School-wide (200 stud.) $1499 Price doesnt incl. books.	Indiv./ Group	Minimal computer knowledge	Program has a motivation component incorporated; requires access to computer(s) manuals are comprehensive and well-written	Spanish	Advantage Learning Systems, Inc. P.O. Box 8036 Wisconsin Rapids, WI 54495-8036 800-338-4204 (Fax) 715-424-4242

'35

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced (SIRI) 2nd ed. (Stieglitz) 1997	Comprehensive, detailed analysis of student's reading skills • knowledge of sight words • assesses informal, instructional, and frustration reading levels • skill at reading words in context • analysis of student's dictated story • review of student's general awareness of oral and written communication	Grade 1-9	20-30 min.	$41	Indiv.	Two tests in one; preservice teachers and professionals with limited reading exp. can use initial assessment; scoring codes challenging	Examiners can obtain subjective information about student's reading history; assesses the differences between a student's reading of narrative or expository text	None listed	Allyn & Bacon Attn: Prentice-Hall 200 Old Tappan Rd. Old Tappan, NJ 07675 800-852-8024
Test of Awareness of Language Segments (Diane Sawyer) 1987	• Assesses phonemic awareness	Ages 4-7		$98	Indiv.	No		No	PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6697 512-451-3246
Test of Early Reading Ability (TERA-2) (Reid, Hresko, Hammill) 1989	• Norm-referenced • Reading, spelling, math	Age 3 to 9-11	Un-timed 15-30 min.	$192 per kit	Indiv.		Teacher must locate logos and labels used for the test	No	PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6697 512-451-3246
Test of Phonological Awareness (TOPA) (J.K. Torgesen and B.R. Bryant) 1994	• Identifies children at an early age who are at risk of reading difficulties • Children match words with same or different phonemes in the initial or final positions (Auditory discrimination skills)	Ages 5-8	15-20 min.	$143 per kit	Indiv./ Group	Clear articulation skills required	Group screening	No	PRO-ED, Inc. 8700 Shoal Creek Blvd. Austin, TX 78757-6697 512-451-3246

INVENTORY	PURPOSE	AGE/GRADE	TMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Test of Reading Comprehension TORC - 3rd ED (Brown, Hammill, and Wiederholt) 1995	▪ Silent reading assessment that quantifies a student's reading comprehension ability: core vocabulary, syntactic similarities, sentence sequencing, paragraph reading ▪ Diagnostic supplements in content areas	Age 7 to 17-11	No Approx. 30 min.	$154 per kit	Indiv.	Some	Inventory should be used with information from other sources; not appropriate for non-readers	No	PRO-ED, Inc. 8700 Shoal Creek Road Austin, TX 78757 512-451-3246 Ext. 655
Test of Word Reading Efficiency (TOWRE) (Torgesen, Wagner and Rashotte) 1999	● Measures fluency and accuracy in word reading skill	Ages 5-24	90 sec.	$85	Indiv.	No	Two sub-tests: site word efficiency and phonetic decoding	No	PRO-ED, Inc. 8700 Shoal Creek Road Austin, TX 78757 512-451-3246
Test of Written Language 3rd ed. 1996	● Assess the conventional linguistic & conceptual components of writing through contrived and spontaneous formats ● Vocabulary, spelling, style, logical sentences, sentence combining, contextual conventions, contextual language, story construction	Ages 7 -11	No Approx. 90 min.	$176 per kit	Indiv.	Strongly Recommended		No	PRO-ED, Inc. 8700 Shoal Creek Road Austin, TX 78757 512-451-3246
Watch Me Read and Write Assessment Package (Butler) 1997	Performance assessment on what children can do so that teaching can be modified to meet current proficiency level as teacher scaffolds	K-3		$63	Indiv.	None	Includes running records, observation guides for benchmark books, literacy continuum to guide assessment	No	Celebration Press One Jacob Way Reading, MA 01867 800-552-2259 800-628-4480

18

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER
Wide Range Achievement Test-3 (WRAT-Revised) 1993	•Reading and spelling components •Single words out of context •Assesses word recognition	5-adult	30-40 min.	Indiv.	None required	Developing accompanying comprehension reading test		No	Wide Range Publ. P. O. Box 3410 Wilmington, DE 19804 800-221-9728
Woodcock Diagnostic Reading Battery (WDRB) (R. W. Woodcock) 1997	Assesses reading achievement and related abilities •letter/word identification •passage comprehension •word attack •reading/oral vocabulary •memory for sentences •visual matching •incomplete words •sound blending •listening comprehension	4-90+	50-60 min. for ten sub-tests	$266 comp. kit	Indiv.		Optional computer scoring and reporting program		Riverside Publishing Co. 425 Spring Lake Drive Itasca, IL 60143 800-323-9540
Woodcock Reading Mastery Test - Revised (R. W. Woodcock) 1987	•Visual-auditory learning •Letter identification •Word identification •Word attack •Word comprehension •Passage comprehension •Authors suggest clustering scores from subtests for increased validity & generalizability	5-75 years	40-45 min.	$315 manual and forms	Indiv.	Strongly recommended	Computer scoring program available; Parental report training information included in manual		American Guidance Service 4201 Woodland Road Circle Pines, MN 55014-1796 800-328-2560
"Words Their Way" Qualitative Spelling Inventory (Assessing Reading: Multiple Measures for K-8th Grade) 1996	•Examines types of errors •Classifies skills into a particular developmental spelling stage: early letter naming, letter naming, within word pattern, syllable juncture and derivational constancy	K-6 upper level 6-8	10-15 min.	$25	Indiv./ Group	No	From Words Their Way Word Study for Phonics, Vocabulary and Spelling Instruction	No	Arena Press 20 Commercial Blvd. Novato, CA 94949-6191 800-422-7249

40

INVENTORY	PURPOSE	AGE/GRADE	TIMED	COST	ADM.	TRAINING	UNIQUE FEATURES	OTHER LANGUAGES	PUBLISHER

Written Language Assessment (Grill & Kirwin)
 	
1989
	• Students write three essays over 2 to 5 days
	• Quantitative
	  • Simple word count
	  • Word complexity (syllables)
	  • Readability level
	• Qualitative
	  • rhetorical skills evidenced in each piece of writing
	  • legibility & overall quality
		Ages 8-18	No Approx. 20 min.		Indiv./ Group	None	Recognizes the need to assess actual student writing	None mentioned	Academic Therapy Publications
									20 Commercial Blvd.
									Novato, CA 94949-6191

Yopp-Singer Phoneme Segmentation Test (International Reading Association) March 1995 Vol. 48 No. 6	Assesses phonemic awareness: ability to isolate and pronounce individual phonemes in words	K-1		Free	Indiv.	None		No	The Reading Teacher International Reading Association 800 Barksdale Road Newark, DE 19714-8139 pp. 20-29 302-931-1600

42

43

Appendix A: Illinois Right to Read Initiative: Best Practices and Resources Committee

Anderson, Mary; Program Specialist..North Central Regional Education Laboratory
Banach, Mary; Elementary Teacher..VIT School District #2, Table Grove
Beckman, Bill; High School Teacher..East Peoria District #309
Bowens, Sheila; Elementary Teacher..Edwardsville District #7
Boros, Donna; Director of Staff Development..Jackson-Perry Regional Office of Education
Brissenden, Linda; Principal...Effingham District #40
Brooks, Roberta; Consultant..Chicago Public School Dist. #299, English Language Arts Department
Buhle, Roberta; At-Risk Coordinator...Mannheim District #83
Castrale, Gale; Reading Consultant..St. Clair Regional Office of Education
Fogelberg, Ellen; Reading/LA Curriculum Coordinator................................Evanston District #65
Gallagher, Marj; School Improvement Consultant..Professional Development Alliance (Will-Grundy ROE)
Gottlieb, Margo; Director, Assessment & Evaluation...................................Illinois Resource Center
Granger, Maureen; Principal..Aurora West District #129, McCleery Elementary School
Heelen, Ann; Principal Consultant..Change Initiatives Division, Illinois State Board of Education (ISBE)
Holt, Cleo; Early Childhood Director...Mt. Vernon District #80
Horvath, Kathy; Special Education Teacher...Dolton District #149
Jackson, Darleen; Principal Consultant...Workforce Preparation Partnerships, ISBE
Johnson, Lenore; Assistant Superintendent (Committee Co-Chair)...............Naperville District #203
McCaw, Donna; Director of Curriculum/Principal...Monmouth District #38
Meyer, Marie; Director..Thornton Fractional Cooperative, Calumet City-Lansing
Mickle, Carole; Asst. Supt., Curriculum and Instruction.............................Quincy District #172
Norman, Linda; Learning Center Teacher..Pekin District #108
Poggi, Sheryl; Division Administrator (Committee Co-Chair)........................Change Initiatives Division, ISBE
Rauscher, Christine; Assistant Supt. for Learning..Hinsdale CCSD #181
Rigg, Debbie; Instructional Leader for Literacy..Springfield District #186
Wasmer, Rosella; Assistant Superintendent...St. Clair Regional Office of Education
Williams, Mattie; Manager...Chicago Public School Dist. #299, English Language Arts Department

45

Appendix B: Best Practices in Reading

BEST PRACTICE 1: Explicit and Systematic Word Analysis Instruction, Including Phonics and Phonemic Awareness
Teachers provide explicit instruction, build word knowledge and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, use of context clues) with and without the use of text.

BEST PRACTICE 2: Assessment to Inform Instruction
Teachers routinely monitor and assess the reading levels and progress of individual students. This ongoing evaluation is aligned to and informs instruction.

BEST PRACTICE 3: Instructional Planning to Create Independence through Student-Owned Strategies
Teachers plan instruction considering three phases: before, during and after reading.

BEST PRACTICE 4: Collaboration & Reflection
Teachers routinely self-reflect and collaborate on instructional practices and student progress within the school.

BEST PRACTICE 5: Learning Standards
Teachers facilitate students' conceptual knowledge of Illinois English Language Arts learning standards.

BEST PRACTICE 6: Independent Reading
Students have opportunities for sustained reading (oral and/or silent) every day to increase fluency and vocabulary.

BEST PRACTICE 7: Variety of Genre
Students have broad, frequent reading and writing experiences (multiple reading genres and writing styles). Reading to students at all grade levels is part of this broad experience.

BEST PRACTICE 8: Appropriate Instructional Levels
Students have opportunities to read at their instructional level every day.

BEST PRACTICE 9: Reading for Purpose
Students have extensive opportunities to read for a variety of purposes and to apply what is read every day. Students use discussion and writing to organize their thinking. They read for specific purposes and reflect on what they read.

BEST PRACTICE 10: Building Comprehension Skills and Strategies
Students are taught and given opportunities to build vocabulary concepts and to practice and apply comprehension strategies for constructing meaning, including making and confirming predictions, visualizing, summarizing, drawing inferences, generating questions, making connections, self-monitoring, and clarifying misunderstandings.

BEST PRACTICE 11: Building Cognitive Skills and Strategies
Students are taught and given opportunities to use cognitive strategies to synthesize, analyze, evaluate and make applications in authentic situations.

BEST PRACTICE 12: Integration
Reading and writing are integrated and used as tools to support learning in all curricular content areas.

BEST PRACTICE 13: Literacy-Rich Environment
Literacy-rich environments display words and print everywhere, provide opportunities and tools that engage students in reading and writing activities, and celebrate students' reading and writing efforts. Each classroom has an extensive collection of reading materials with a wide range of high-interest fiction and nonfiction books that motivate and support reading and writing on a variety of levels. The room design supports individual, whole- and small-group instruction.

BEST PRACTICE 14: School/Family/Community Partnerships
Families, communities, and schools collaborate to support literacy development of students at home and school.

22

47

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001

Louis Mervis
Chairperson

Glenn W. McGee
State Superintendent

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