



2018-19 Early Literacy MCL: 380.1280f Extensive Assessments

Extensive Assessments – *tools that are intended to be delivered to students who seem to display a deficiency as identified on the initial assessment or through formative and classroom assessments. Results from an Extensive Assessment may assist with the placement of students into intervention tiers and identification of specific support needs to address deficiencies in skills or competencies in component areas of English Language Arts.*

Assessments on this list are approved as an Extensive assessment for the 2018-2019 academic year and were reviewed based on materials submitted by vendors. These assessments are not intended to be used with students with significant cognitive impairments. Additional information on Extensive assessments can be found on the [Early Literacy MCL: 380.1280f Assessments website](#).

Although some of the assessments may be appropriate for grades below and beyond K-3, this list focuses on Grades K through 3 in support of the legislation MCL: 380.1280f. Districts are advised to perform additional reviews of materials to make appropriate assessment decisions for their students, staff, and communities. These tools are intended to fit as part of a larger assessment system. [The Balanced Assessment System Aligned to ELA Standards Tool](#) is available to help districts create a complete system for assessing literacy.

Assessment	Extensively Identified Construct of Coverage
A2i Online Assessments	<p>Kindergarten – Grade 3: Primarily focuses on Reading Foundations (RF), Language (L), Comprehension (RL/RI).</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified need.</p>
AIMSweb Plus	<p>Kindergarten – Grade 1: Primarily focuses on the Reading Foundations (RF) standards.</p> <p>Grades 2-3: Appears to align with Reading Comprehension (RL/RI) standards 1- 6, and may also address Language (L) standard 5.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>

AIMSweb	<p>Test of Early Literacy (TEL): Partially assesses Reading Foundations (RF)</p> <p>Reading CMB (R-CBM): Appears to primarily assess some RF standards</p> <p>Written Expression CBM (WE-CBM): Appears to assess Language (L) standards L1 and L2</p> <p>Spelling CBM (S-CBM): Appears to assess standard L2</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Developmental Reading Assessment- 2 nd Edition (DRA2)	<p>Levels up to 24: Appears to primarily assess Reading Foundations (RF) skills</p> <p>Level above 24: Appears to assess Reading Comprehension (RL/RI) skills</p> <p>Word Analysis: Appears to assess RF skills when used as prescribed for Kindergarten – Grade 1 and under-achieving students in Grades 1-3.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
DIBELS Deep Comprehension, Fluency, and Oral Language (DCFOL)	<p>Appears to assess Reading Foundations (RF), Reading Comprehension (RL/RI) standards 1-3, and Language (L) primarily standard 1</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
DIBELS Deep Phonemic Awareness, Word Reading, and Decoding	<p>Appears to assess Reading Foundation (RF) skills and standards</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
DIBELS Next	<p>Kindergarten: Primarily measures Reading Foundation (RF) standards and partially measures Language (L) standards</p>

	<p>Grade 1: Primarily assess RF standards with some assessment of L standards. The assessment may also measure a portion of the Reading Comprehension (RL/RI) skills through oral reading fluency.</p> <p>Grade 2: Appears to measure RF standards and a majority of RL/RI and L standards.</p> <p>Grade 3: Appears to measure the ELA standards broadly. Writing and Listening are not assessed.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
DIBELS Next Survey	<p>Kindergarten – Grade 3: Addresses Reading Foundation (RF) standards for fluency only. Only for students that scored below grade level on DIBELS Next.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
Edmentum Exact Path	<p>Kindergarten - Grade 3: Appears to primarily assess Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards.</p> <p>A school/district may need to supplement in the following areas: Writing (W) and Listening (SL) standards.</p>
FastBridge aReading	<p>Kindergarten: Appears to focus on the Reading Foundations (RF) standards.</p> <p>Grade 1 - 2: Appears to heavily align to the RF and Language (L) standards with partial alignment to Reading Comprehension standards (RL).</p> <p>Grade 3: Appears to align to RF, L, and Reading Comprehension (RL/RI) standards (RL/RI standard 1-3).</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
FastBridge FAST CBMreading	<p>Appears to align to the Reading Foundations (RF) standards.</p>

	<p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
FastBridge FAST earlyReading (composite)	<p>Appears to be an assessment for students in Kindergarten and Grade 1 and is aligned to the Reading Foundations (RF) standards.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
Fountas & Pinnell Benchmark Assessment System	<p>The current documentation submitted for this assessment mentions “fluency” and “reading comprehension”. However, depth and alignment was difficult to determine. In addition, information on text complexity is unclear at this time.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Iowa Assessments- Core Version	<p>Grades 1 – 3: Appears to assess Comprehension (RL/RI) and Reading Foundations (RF) standards.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
i-Ready Diagnostic Reading Assessment	<p>Appears to align with the Reading Foundations (RF), Reading Comprehension (RL/RI) and Language (L) standards</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
Lexia RAPID Assessment	<p>Kindergarten – Grade 2: Appears to align with Reading Foundations (RF), Reading Comprehension (RL/RI), and Language (L) standards.</p> <p>Grade 3: Appears to align with RL/RI and L standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Michigan Literacy Progress Profile (MLPP)	<p>The MLPP appears to assess Reading Foundations (RF) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>

Next Step Guided Reading	<p>Kindergarten – Grade 3: Appears to align with Reading Foundations (RF) and Reading Comprehension (RL/RI).</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
NWEA Map Growth (formerly NWEA MAP System) (Survey with Goals test and Survey test)	<p>Kindergarten – Grade 3: Appears to be a large focus on the Reading Foundations (RF) and Language (L) standards. Also, indicates that Language score includes Writing Process and Composition Structure.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
NWEA MAP Growth K-2 (formerly NWEA Map for Primary Grades (MPG) System) (Survey with Goals test, Screening test, and Skills Checklist)	<p>Primarily focuses on the Reading Foundation (RF) and Language (L) standards with some emphasis on Writing (W) and Reading Comprehension (RL/RI) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
NWEA Skills Checklist	<p>Appears to be an appropriate Extensive assessment of the Reading Foundations (RF) standards when used alone (not part of the larger system)</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
Observation Survey of Early Literacy Achievement	<p>Appears to primarily assess the Reading Foundations (RF) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
95 Percent Group’s Phonics Screener for Intervention (PSI)	<p>Grades 2 and 3: Appears to focus on Reading Foundations (RF) standards for phonics only.</p> <p>A school/district may wish to use an alternative Extensive assessment based on student identified needs.</p>
Predictive Assessment of Reading (Red-e Set Grow)	<p>Kindergarten – Grade 3: Appears to have an alignment with the Reading Foundations (RF) standards.</p>

	<p>A school/district may need to supplement in the following areas: Reading Comprehension (RL/RI), Language (L), Writing (W), and Listening (SL) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
<p>Renaissance Learning: STAR Early Literacy Reading Test</p>	<p>Primarily focuses on the Reading Foundations (RF) standards. Subdomains appear to include Reading Comprehension (RL/RI)</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
<p>Renaissance Learning: STAR Reading Test</p>	<p>Primarily assesses the Reading Comprehension (RI/RL) standards with some emphasis on Language (L) standards.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>
<p><u>Free or Very Low Cost Early Literacy Assessments with Diagnostic Value and Demonstrated Reliability and Validity</u></p>	<p>Kindergarten – Grade 3: Addresses Comprehension (RL/RI), Reading Foundations (RF), Language (L), and Writing (W) standards. Also addresses reading and writing attitudes.</p> <p>A school/district may wish to use an alternative Extensive Assessment based on student identified needs.</p>