

Last Updated: Fall 2018



# GGSE Reading Clinic Assessment Plan

## Overview

The McEnroe Reading and Language Arts Clinic houses several educational programs and research initiatives, each grounded on a common philosophy that literacy involves multiple and complex sources of knowledge, skills, and abilities while also geared to specific, community-based interests and goals. As such, we have a multidimensional plan for assessments to be administered across our programs and initiatives.

## Our Assessments

The reading clinic uses three comprehensive literacy assessments and each are described in turn.

**The Strategy Use Measure (SUM).** The SUM is a formal assessment that measures an individual's knowledge and abilities necessary for using strategies while reading challenging, academic texts. Such strategies include morphological awareness (i.e., semantic knowledge of affixes or morphemes), contextual clues (for understanding unfamiliar terminology), organizational relationships in text (ability to conceptually map primary, secondary and tertiary ideas represented in text), and Spanish cognate awareness (awareness of shared words between English and Spanish). This assessment is administered online and has a current run-time of approximately 50 minutes.

**The Qualitative Reading Inventory, VI Edition (Leslie & Caldwell, 2017).** This QRI is generally used as a formative (FQRI) reading comprehension assessment composed of word lists, guided reading, and comprehension questions, and has a run time of 15-35 minutes.

We have further refined this QRI tool to serve as a summative (SQRI) version that would be used at the very beginning and end of a given program or series of instructional sessions. This summative session would have minimal relative instructional support that would ensure a fair comparison of a students' reading comprehension level at intake with their level at departure.

**In-Depth Assessment.** An in-depth, multi-component assessment may be requested and purchased by families. Parents seeking a comprehensive assessment for their child can request an appointment and coordinate schedule an assessment. The assessment takes approximately 90 to 120 minutes, depending on the age and needs of the child. Parents may seek this assessment when their child is struggling with various aspects of reading, including phonological processing, reading comprehension, fluency (reading efficiency), and orthographic knowledge (spelling).

Last Updated: Fall 2018

## Our Community Partners

The GGSE Reading Clinic currently serves four distinct groups of students: (1) students from Harding Elementary (who participate in the Community Based Literacies—CBL—program); students from both program sites for Girls Inc. of Greater Santa Barbara (who participate in the Curie-osity Project); students from the Goleta Boys and Girls Club (who participate in Literacies for Environmental Awareness and Farming for Youth—LEAFY—program); and students through individual family referrals. The assessments a student will use at the Clinic are largely determined by their membership in one of these groups. Students from Harding Elementary who participate in the CBL program, for example, will use the Strategy Use Measure pre-test and post-test as their primary assessment. All assessment decisions are the result of negotiations with partnering institutions as well as input from the McEnroe Clinic Advisory Board. This assessment program is summarized in the table below:

<b>Student affiliation</b>	<b>Assessments</b>
Community Based Literacies Program (Harding Elementary)	Strategy Use Measure (and school-based reading assessment, STAR)
Curie-osity Project (Girls Inc.)	Strategy Use Measure (may include a shortened version containing only MMRT and ICC sections)
LEAFY Program (Boys and Girls Club)	Strategy Use Measure Formative Qualitative Reading Inventory (as needed)
Students from individual family referrals	Strategy Use Measure Formative Qualitative Reading Inventory Summative Qualitative Read Inventory Multi-component, In-Depth Assessment

## Administration of the Formative Qualitative Reading Inventory (FQRI)

The Formative Qualitative Reading Inventory is the standard version of the QRI. Administration begins with the tutor's selection of a word list near the assumed reading level of the student. If this word list is discovered to be too difficult, a lower level reading should be selected. The tutor monitors the student's reading of the word list for miscues until the student's frustration level is determined. This information is used to inform selection of an appropriate level of text. The student reads the selected passage with the tutor while the tutor counts and covertly marks miscues. The tutor may provide ample help during the FQRI. At the completion of the passage, students respond to comprehension questions, which are scored by tutors. When working with independent students (as opposed to Harding or Curie-osity students), tutors should consult the list of texts used for the SQRI (table below) in order to ensure that these passage are *not* used for the FQRI.

Last Updated: Fall 2018

## Administration of the Summative Reading Inventory (SQRI)

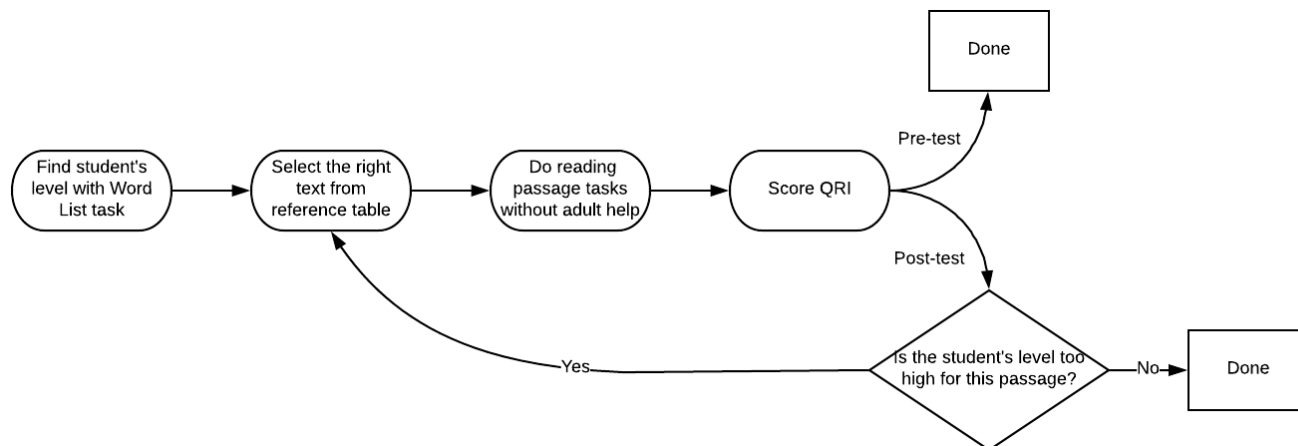
The same test materials are used for the SQRI as for the FQRI but in a different fashion. As on the Formative QRI, a Word List is used to select the passage level. For the Summative QRI, the reading level of any borderline cases should be downgraded. Once the student's passage level is determined based on the Word List task, the list below is consulted to select a text.

<b>Level</b>	<b>Pre-test</b>	<b>Post-test</b>
Pre-primer	Just Like Mom	Lost and Found
Primer	A Trip	A Night in the City
First	Mouse in the House	The Surprise
Second	Father's New Game	The Lucky Cricket
Third	A Special Birthday for Rosa	The Trip to the Zoo
Fourth	Johnny Appleseed	Tomie dePaola
Fifth	Farming on the Great Plains	The Octopus
Sixth	The Lifeline of the Nile	Clouds and Precipitation
Upper Middle	Life Cycles of Stars, pt.1	Life Cycles of Stars, pt.2
High School	Characteristics of Viruses, pt.1	Characteristics of Viruses, pt.2

The student reads the passage, miscues are counted, and the student responds to comprehension questions about the text, as in the Formative QRI. However, in the Summative QRI the child should do the work with as little adult help as possible. If a student is having too much trouble with one of the comprehension questions, simply ask them to skip it and move on – this is counted as a wrong answer.

Before the post-test version of the Summative QRI is administered, a reminder will be issued concerning which level of the test was administered during the pre-test. It is crucial that the post-test take place using the same level of text as the pre-test. If, after completing the assessment, it is apparent that the student's level is clearly far above the level of the post-test passage, please select the post-test passage from the next level up and repeat the process – you only need to take this step once. See the flow chart below for a summary of this protocol.

Last Updated: Fall 2018



## Administration of the SUM

The SUM is administered in a 35-50 minute online-only format in four short forms. Form A and B do not share any overlapping items and neither do forms C and D, but forms A, C, and D overlap, as do Forms B, C, and D. We suggest that forms A and C be used for pre-tests and forms B and D for post-tests, with students who take pre-test A taking post-test B and students who take pre-test C taking post-test D. This approach ensures that there are anchor items between forms in each administration of the test and that students taking the post test will not see any of the same items as in the prior administration. In classroom situations, QR codes of shortened URLs are efficient means of distribution. The classroom setting should be as quiet as possible during implementation. Students may request that portions of the test be read aloud to them by an adult.

## Administration of In-Depth Assessment

Families whose children attend the Reading Clinic may request that additional diagnostic reading tests be performed for a fee of \$210. The administration of these diagnostic tests varies by age group, reading level, assessment type, and the individual child's needs and parental concerns. The assessment contains up to five tests that evaluate different aspects of phonological processing and reading: TOWRE-2, CTOPP-2 (phonological awareness and decoding), GORT-5 (oral reading comprehension), PPVT-4 (vocabulary knowledge), and FAR (spelling ability). The assessment may take anywhere from 60 minutes to 120 minutes, depending on the age of the child and the number of breaks the child needs to take throughout the assessment period. The assessment can be completed in one sitting or across multiple assessment dates. Assessments are most commonly conducted after school for students, between the hours of 3:00pm and 7:00pm.

Last Updated: Fall 2018

## Comprehensive Test of Phonological Processing – 2nd Edition

The CTOPP-2 examines a student's reading ability related to phonological processing skills. The CTOPP-2 examines phonemes, or specific sounds, and evaluates an individual's awareness and knowledge of different sounds in the English language. Phonological Awareness is composed of the Elision, Blending Words, and Phoneme Isolation subtests. The Phonological Memory composite is made up of the Memory for Digits subtest and the Nonword Repetition subtest. The Rapid Naming Composite is made up of the Rapid Digit Naming and Rapid Letter Naming subtests. These two subtests seek to evaluate efficient retrieval of phonological information from long-term memory and rapid and repeated execution of a series of operations.

## Test of Word Reading Efficiency 2

The TOWRE-2 measures fluency and accuracy of print-based word reading strategies. During these subtests, the student is given 45 seconds to read a list of common sight words and a separate list of nonwords.

## Peabody Picture Vocabulary Test – 4th Edition

The PPVT-4 is a picture vocabulary test designed to assess a student's receptive vocabulary. The student is asked to look at four visuals on one page and is given a word by the assessor. The student is asked to pick which of the four pictures matches the word given by the assessor.

## Gray Oral Reading Test – 5th Edition

The GORT-5 evaluates how fast and how accurately a student reads, as well as a student's ability to comprehend the written material. The Rate subtest evaluates the speed at which a student reads out loud. The Accuracy subtest examines how many words a student can sound out appropriately. Combined, Rate and Accuracy subscores create an overall Fluency score. This assessment also provides a Comprehension subtest and an Oral Reading Index, which combines the Fluency (Accuracy + Rate) and Comprehension scores.

## Feifer Assessment of Reading

The FAR evaluates students' vocabulary, phonological awareness, decoding skills, rapid automatic naming, orthographical processing, morphological processing, word memory, reading fluency (word and story; silent and oral), and comprehension skills. This assessment can help to identify a child's specific type of dyslexia. Please note that our assessment does not provide a diagnosis but can give you an understanding of symptoms that may indicate a dyslexia subtype.