

Assessment Correlation Chart

Alignment of Best Practices with the Goal

A resource to compare Brigance Assessments and District Reading assessments

Based on eligibility areas, related comprehensive reports, and information from the teacher, the **Brigance** and District Reading Assessments will be used to determine which essential skills need to be developed to ensure success in reading and writing. That data will be used to inform and develop appropriate measurable **IEP goals** that are linked to the **Common Core State Standards**. **Research Based Teaching Strategies** and best practice activities will be implemented to meet goals. This is just a framework of key correlations. It does not include all assessments or all links to CCSS.

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Brigance Assessment		District Reading Assessments	
Brigance Readiness	Determines which essential skills need to be developed to ensure success in reading and writing	DIBELS determines fluency or accuracy of specific skills and determines progress of a skill area Phonemic Segmentation, Letter Naming, Nonsense word, and Oral Reading Fluency	
		Assessment of Phonological and Phonemic Awareness (APPA)	Determines specific weaknesses in phonology and phonemes
		Ark. Rapid Automatized Naming (AR-RAN)	Determines risk in automatic retrieval
Prints upper/ lower Case Letters A-12-14 Pg 47-49	Determines if the student has early writing skills, letter formation, and alphabet knowledge.	Kindergarten Assessment of Spelling (KAS)	
Reads Upper Case Letters A-9-10 Pg44-45	Determines if the student know upper/lower case letters	Letter Identification Sounds Assessment (LISA) Determines which letters and sounds the student can identify	
Visual Discrimination A-6 Pg 40	Determines if the student has "print awareness". Does the student notice differences in letters?	Print Concepts Assessment (PCA) Determines students awareness of print concepts	
Understands Directional and Positional Concepts A-26 Pg 69	Determines student's readiness and comprehension of positions and directional vocabulary. (beginning, middle, and end of a word, top of the page, bottom of a page, beginning of a sentence or story, front or back of a book etc)		
Readiness for Reading A-27 Pg 72	Determines a student's familiarity and experience with		

Comprehensive skill Sequence pg 101	books	
Word Analysis pg 229-268	Determines which word analysis skills the student has mastered well enough to decode words with that feature. Provides an overview to identify which areas need further assessment.	Developmental Spelling Assessment (DSA) Determines which word analysis skills the student has mastered well enough to “encode” or spell words with that feature
Word Analysis pg 269	Determines if the student uses syllabication rules to divide words	
Spelling pg 302	Identifies basic word analysis skills that the student can apply to spell words	
Brigance Assessment		District Reading Assessments
Word Recognition Grade Placement D-1 pg 149	Determines which grade range to start reading assessments.	Developmental Reading Assessment (DRA) Assesses which specific reading level a student can read with accuracy and fluency while maintaining comprehension to determine a student’s independent reading level.
Functional Word Recognition pg 277	Determines if student can read common and important words that frequently appear in print.	
Oral Reading- Pg 155-166 This assessment does not determine the rate of reading/fluency pg 157.	Determines the highest grade range at which a student reads a selection orally with 97-100% accuracy (independent level)	
Reading Vocabulary Comprehension Grade-Placement Test	Determines the highest grade range the student can read and understand the meaning of the words read.	
Reading Comprehension Short Passages This assessment does not determine the rate of reading/fluency	Determines the highest grade range the student can read and comprehend vocabulary words and passages. *The questions types are who, what, when, and why. There is also one vocabulary question and one that asks what another title for this story should be.	
Reading Comprehension Long Passages	Determines the highest grade range the student can read and comprehend (higher level and varied question types) long reading selections. *The questions types include; Cause and effect, recalling details, comparing and contrasting, interpreting figurative language, fact and opinion, making conclusions, drawing inferences, and understanding	

	sequence.	
Responds to a Writing Prompt pg 255	Comprehensive informal assessment of student's ability to respond to a prompt based on rubric grading	
Capitalization pg331	Determines if student can apply capitalization skills in a prewritten sentence	
Punctuation pg 337	Determines if student can apply punctuation skills in a prewritten sentence	
	Ongoing Progress Monitoring	Running Records
	Ongoing Progress Monitoring	Fluency Checks

Expectations for Reading Level and Fluency by Grade Level

2015-2016

	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks
Kindergarten Reading Level			1	3
First Grade Reading Level WCPM	4 /	8 23wcpm	12 /	16 47wcpm
Second Grade Reading Level WCPM	18 52 wcpm	20 72 wcpm	24 /	28 87 wcpm
Third Grade Reading Level WCPM	28 70 wcpm	30 86 wcpm	34 /	38 100 wcpm
Fourth Grade Reading Level WCPM	38 90 wcpm	34 103 wcpm	44 /	50 115 wcpm

