
Thank you for your request to our REL Reference Desk regarding evidence-based information about reading diagnostic instruments for high school students. Ask A REL is a collaborative reference desk service provided by the ten regional educational laboratories (REL) that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations on research based education questions.

The information below represents the most rigorous research available. Researchers consider the type of methodology and give priority to research reports that employ well described and thorough methods. The resources were also selected based on the date of the publication with a preference for research from the last ten years. Additional criteria for inclusion include the source and funder of the resource.

Question: *What are recommended diagnostic instruments for use with high school students broken down by the five areas of reading?*

Search Process

Key words and search strings used in the search: *high school AND reading AND diagnostic*

Search databases and websites:

1. ERIC: <http://www.eric.ed.gov/>
2. JSTOR: <http://www.jstor.org/action/showAdvancedSearch>
3. Google Scholar: www.google.com/scholar
4. Institute of Education Sciences (IES) Resources: <http://ies.ed.gov>
5. What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

Results:

Based on the database searches described above, there were no results that reflected rigorous research as defined by the Department of Education-Institute of Education Sciences. There are studies that include different types of reading diagnostic measures to answer specific research questions. However, these studies do not evaluate the instruments. Below are some resources to guide your search for information pertinent to your question.

Other Resources (*NOTE: Abstracts and executive summaries are copied directly from the reports when possible to ensure accuracy*):

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, New Jersey: Merrill/Prentice Hall.

Abstract/Summary: This fourth edition is a comprehensive sourcebook that presents theory and

assessment tools, along with word-study instruction for six stages of literacy development. It explicitly shows teachers how to incorporate word study into classroom instruction at every level of development. Included are explicit examples, figures, graphic organizers, lists, and pictures suitable for reproduction and use in the classroom.

Chappuis, S., Stiggins, R., Arter, J., & Chappius, J. (2005). *Assessment FOR learning: An action guide for school leaders* (2nd Ed.). Portland, OR: Assessment Training Institute.

Abstract/Summary: Designed as a guide to help educators develop an action plan using assessments to improve student learning, this book also provides easy-to-digest information and examples to build knowledge about classroom formative assessment. It describes the essential conditions for classroom assessment to be meaningfully infused into school or district practices. The book details how a strong assessment foundation can support improved initiatives, and it describes what is necessary for school leaders and teachers to optimize assessment data to inform classroom practice.

Hudson, R., Lane, H., & Pullen, P. (2004). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58 (3), 702-714.

Abstract/Summary: The authors define fluency and explain its important contribution to reading comprehension. They offer research support for the links from automaticity, reading accuracy, reading rate, and prosody to reading proficiency. Included are a summary of assessments for oral reading fluency and evidence-based instructional methods for fluency development. Tables provide reading fluency assessments, instructional resources for developing fluency, and recommended reading fluency rates.

Johnson, E.S., Pool, J., & Carter, D.R. Screening for Reading Problems in Grades 4 Through 12. RTI Action Network. Retrieved from:
<http://www.rtinetwork.org/essential/assessment/screening/screening-for-reading-problems-in-grades-4-through-12>

Abstract/Summary: When RTI is implemented with fidelity in the early grades, the anticipated outcome is that students who are struggling readers will be identified early and provided intervention. Even with an effective RTI process in place in Grades K–3, however, there will continue to be students in the later grades who require intervention to support their reading development. For schools, this means that a system for screening to identify struggling readers needs to continue beyond the early elementary grades into the middle and high school grades. This article provides information about measures that can be used to identify students at risk for reading problems in Grades 4–12. Before reviewing these measures, however, it is important to first consider the nature of reading instruction at the secondary level and the characteristics of students who struggle with reading.

Torgesen, J. K., & Miller, D. H. (2009). Assessments to guide adolescent literacy instruction. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from: <http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

Abstract/Summary: This document was prepared to assist literacy specialists and other technical assistance providers in their work with states to improve educational policy and practice in adolescent literacy. It is a companion volume to two other Center on Instruction publications that offer guidance in improving literacy outcomes in adolescents—Academic Literacy Instruction for Adolescents: A Guidance Document from the Center on Instruction (Torgesen, Houston, Rissman, et al., 2007) and Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (Torgesen, Houston, Rissman, 2007). Both may be downloaded at <http://www.centeroninstruction.org>.

Referrals

Organizations:

- RTI Action Network: <http://www.rtinetwork.org>
- RTI, International Reading Association: <http://www.reading.org/Resources/ResourcesByTopic/ResponseToIntervention/Overview.aspx>
- Reading is Fundamental: <http://www.rif.org>
- The Meadows Center for Preventing Educational Risk: <http://www.meadowscenter.org>
- The IRIS Center: <http://iris.peabody.vanderbilt.edu>
- The National Center on Learning Disabilities – www.nclld.org
- The Center on Learning Disabilities – www.ldonline.org
- National Dissemination Center for Children with Disabilities – www.nichcy.org
- Florida Center for Reading Research: <http://www.fcrr.org>
- Center on Instruction: <http://www.centeroninstruction.org>
- Reading Rockets: <http://www.pbs.org/launchingreaders/>
- National Center on Response to Intervention: <http://www.rti4success.org>
- Just Read, Florida!: <http://www.justreadflorida.com/educators/PrimSecDiagChart.asp>

Federally Funded Resources:

- Institute of Education Sciences (IES), public search engine available at: <http://ies.ed.gov/pubsearch/>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>



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