

**Aspen Academy FastBridge Reading Assessments**

Three times per year, Fall, Winter, and Spring, the school administers reading and math assessments to all scholars. The results are used to determine which students need additional instruction or intervention support. Each assessment has a grade level target score - the score that we would like students to achieve, to indicate their skills are on-track.

When students start receiving intervention services, interventionists will administer assessments weekly, this is called progress monitoring. Title 1 progress reports include progress monitoring graphs.

The table below shows which FASTBridge assessments are administered during the seasonal testing windows for kindergarten and first grade. When progress reports follow a seasonal testing window, results from these assessments will be included as part of Title 1 progress reports.

Early Reading Subtest	Kindergarten			First Grade			2nd - 5th grades		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Concepts of Print	x								
Onset Sounds	x	x							
Letter Names	x	x	x						
Letter Sounds	x	x	x						
Word Segmenting	x	x	x	x	x	x			
Nonsense Words		x	x	x	x	x			
Sight Words			x	x	x	x			
Sentence Reading				x					
CBMReading					x	x	x	x	x
aReading							x	x	x
AutoReading							x (3-5)	x (3-5)	x (3-5)

**aReading computer test (grades 2 - 8)**

aReading is a computer adaptive test that includes between 30 - 60 questions aligned with the Common Core Standards. This computer adaptive test adjusts the test item difficulty based on each student's performance of the previous test item. If the scholar answers an item correctly then the software will present a harder test item. If the scholar answers an item incorrectly, then the software will generate an easier test item.

### AutoReading

This is a computer administered assessment and requires 6 - 8 minutes for students to complete. It requires them to respond rapidly to a variety of reading tasks. Students complete phonics, fluency and vocabulary items.

### **Reading Assessments**

*The following reading assessments are conducted individually and in a standardized format by trained administrators.*

**Concepts of Print** is an untimed assessment where students are asked to identify letters, words, and sentences.

**Onset Sounds** is an assessment where students say the first sound in words by looking at pictures. For example, students could be shown the picture of a cat and asked, “what’s the first sound in the word ‘cat’,” or presented with four different pictures, one of which is a chair, and asked, “which one of these pictures begins with /ch/?”

**Letter Names** requires students to say the names of upper and lower case letters presented in random order on a single page. Students have 1 minute to say the letter names.

**Letter Sounds** presents students with a page of lower case letters in random order. Students say the sounds of the letters. They have 1 minute to complete this assessment.

**Word Segmenting** is an untimed measure of phonological awareness. Scholars are told a word such as ‘bat’ and asked to tell the three sounds in the word: /b//a//t/.

**Nonsense Words** has students read 2 and 3 letter pretend words for 1 minute using common phonics sounds.

**Sight Words** has students reading as many high frequency words as possible in 1 minute.

**Sentence Reading** requires students to read a passage at the first grade level, presented in the format of individual sentences accompanied by pictures. Scholars read for 1 minute.

**Curriculum Based Measurement - Reading** is a task that presents scholars with a grade level passage. The scholar reads aloud for 1 minute, and the adult marks all words read incorrectly during the minute. The scholar’s score is the number of words they read correctly and the number of errors made during the 1 minute. During the Fall, Winter, Spring benchmarking assessments each scholar reads 3 different passages and a median number of words read correctly is calculated as their score.