
Free or Very Low Cost Early Literacy Assessments

With Diagnostic Value and Demonstrated Reliability and Validity

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This document was created to support administrators, teachers, and other education professionals in identifying valid and reliable early literacy assessments. Acknowledging the possibility of budgetary constraints, this list was compiled to offer the ability to supplement district/school early literacy assessments across multiple constructs with free or low-cost assessments. This table identifies assessments that educators could use that meet these criteria:

- are diagnostic (or at least not just screeners or benchmarks)
- are free (e.g., available on a website) or very low cost (e.g., in a book or scholarly article)
- have demonstrated validity and reliability (published in an article or report)
- are for grades K - 3 (or any subset of grade levels within that)

This list should not be considered comprehensive. Possible additions to the list should be directed to Julia Lindsey at jblind@umich.edu.

Construct	Assessment	Accessibility	Psychometric Information
<i>Oral Language</i>	Your district's Speech-Language Pathologist likely has access to valid and reliable options for your school's use.		
<i>Concepts of Print</i>	1. Concepts About Print Assessment	Full assessment and instructions available in the book cited in the next column.	Clay, M. M. (2013). <i>An observation survey of early literacy achievement</i> (3rd ed.). Portsmouth, NH: Heinemann.
<i>Phonological Awareness</i>	1. Mountain Shadows Assessment	Full assessment and instructions available at: http://edpsychassociates.com/Watkins3.html	Watson, M., & Edwards, V. (2004). Assessing early literacy skills with the Mountain Shadows Phonemic Awareness Scale. <i>Journal of Psychoeducational Assessment</i> , 22, 3-14.
	2. Yopp-Singer Test of Phoneme Segmentation	Full assessment and instructions available at: https://www.coloradopl.org/files/archives/yopp_singer_phoneme_segmentation_test.pdf	Yopp, H. (1995). A test for assessing phonemic awareness in young children. <i>The Reading Teacher</i> , 49(1), 20-29.
	3. Phonological Awareness Skills Test	Full assessment and instructions available in the book cited in the next column.	Kilpatrick, D. A. (2016). <i>Equipped for Reading Success</i> . Syracuse, NY: Casey & Kirsch Publishers.
<i>Alphabet Knowledge</i>	1. Letter Identification Survey	Full assessment and instructions available in the book cited in the next column.	Clay, M. M. (2013). <i>An observation survey of early literacy achievement</i> (3rd ed.). Portsmouth, NH: Heinemann.

	2. Michigan Literacy Progress Profile Letter Identification	Full assessment and instructions available at: http://misd.net/mlpp/assessments/letterSoundidentification/default.htm	Carpenter, R. D. (2003). <i>Evaluating early reading assessments: The reliability and validity of the Michigan Literacy Progress Profile</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3106025)
<i>Grapho-phonological-Semantic Cognitive Flexibility</i>	1. Sound-Meaning Flexible Reading Assessment	Full assessment and instructions available in Cartwright, K. B. (2010). <i>Word Callers: Small-group and one-to-one interventions for children who read but don't comprehend</i> . Portsmouth, NH: Heinemann.	Cartwright, K. B., Marshall, T. R., Dandy, K., & Isaac, M. C. (2010). The development of graphophonological-semantic cognitive flexibility and its contribution to reading comprehension in beginning readers. <i>Journal of Cognition and Development, 11</i> , 61–85. doi: 10.1080/15248370903453584
<i>Phonics and Word Reading Out of Context</i>	1. The Early Names Test	Full assessment and instructions available at: https://www.eiu.edu/curriculum/reading_resources/Early%20Names%20Test%20-%20Administration%20-%20Test%20Items%20-%20Scoring.pdf	Mather, N., Sammons, J., & Schwartz, J. (2006). Adaption of the Names Test: Easy to use phonics assessment. <i>The Reading Teacher, 60</i> (2), 114-122.

2. The Names Test	Full assessment and instructions available in the article cited second in the next column.	Cunningham, P. (1990). The Names Test: A quick assessment of decoding ability. <i>The Reading Teacher</i> , 44(2), 124-129. Duffelmeyer, F., Kruse, A., Merkley, D., & Fyfe, S. (1994). Further validation and enhancement of the Names Test. <i>The Reading Teacher</i> , 48(2), 118-128.
3. San Diego Quick Assessment	Full assessment and instructions available at: http://naceonline.com/MyADHDCareTeam.com/links/San_Diego_Quick_Assessment.pdf	Marzano, R., Larson, J., Tish, G., & Vodehnal, S. (1978). The graded word list is not a shortcut to an IRI. <i>The Reading Teacher</i> , 31(6), 647-651.
4. Informal Decoding Inventory	Full assessment and instructions available at: https://drive.google.com/file/d/oByorwz8C_W7gem56bVdGakhDWkU/view	McKenna, M. C., Walpole, S., & Jang, B. G. (2017). Validation of Informal Decoding Inventory. <i>Assessment for Effective Intervention</i> , 42(2), 110-118. doi: 10.1177/1534508416640747
<i>Phonics and Word Reading In Context</i>	1. Qualitative Reading Inventory	Full assessment and instructions available in the book cited in the next column. Leslie, L., & Caldwell, J. A. (2016). <i>Qualitative Reading Inventory-6</i> . Boston, MA: Pearson.

Spelling	1. Elementary Spelling Inventory	Full assessment and instructions available in Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). <i>Words Their Way: Word study for phonics, vocabulary, and spelling instruction</i> (5 th ed.). London: Pearson.	Sterbinsky, A. (2007). <i>Words Their Way spelling inventories: Reliability and validity analyses</i> . Memphis, TN: Center for Research in Educational Policy.
	2. Primary Spelling Inventory	Full assessment and instructions available in Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2011). <i>Words Their Way: Word study for phonics, vocabulary, and spelling instruction</i> (5 th ed.). London: Pearson.	Sterbinsky, A. (2007). <i>Words Their Way spelling inventories: Reliability and validity analyses</i> . Memphis, TN: Center for Research in Educational Policy.
Fluency	1. Oral Reading Fluency Scale	Full assessment and instructions available in the article cited in the next column.	Benjamin, R., Schwanenflugel, P. J., Meisinger, E. B., Groff, C., Kuhn, M. R., & Steiner, L. (2013). A spectrographically grounded scale for evaluating reading expressiveness. <i>Reading Research Quarterly</i> , 48(2), 105-133.
Comprehension - Retell	1. Qualitative Reading Inventory	Full assessment and instructions available in the book cited in the next column.	Leslie, L., & Caldwell, J. A. (2016). <i>Qualitative Reading Inventory-6</i> . Boston, MA: Pearson.

	2. Michigan Literacy Progress Profile Oral Reading	Full assessment and instructions available at: http://misd.net/mlpp/assessments/letterSoundidentification/default.htm	Carpenter, R. D. (2003). <i>Evaluating early reading assessments: The reliability and validity of the Michigan Literacy Progress Profile</i> (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3106025)
Comprehension - Narrative Texts	1. Narrative Comprehension of Picture Books Task	Full assessment and instructions available in the article cited in the next column. <i>Note:</i> You will also need a wordless narrative book.	Paris, A. H., & Paris, S. G. (2003). Assessing narrative comprehension in young children. <i>Reading Research Quarterly, 38</i> , 36–76. doi: 10.1598/RRQ.38.1.3
	2. Cubed Narrative Language Measures (includes a listening comprehension measure)	Full assessment and instructions available at: https://www.languagedynamicsgroup.com/products/cubed-school-assessments/cubed-order.html	Petersen, D. B., & Spencer, T. D. (2012). The narrative language measures: Tools for language screening, progress monitoring, and intervention planning. <i>Perspectives on Language Learning and Education, 19</i> (4), 119-129. doi: 10.1177/1048395012471590d

Comprehension - Informative/ Explanatory Texts	1. Early Expository Comprehension Assessment (designed for preschoolers)	Full assessment and instructions available in the article cited in the next column.	Hall, K. M., Markham, J. C., & Culatta, B. (2005). The development of the early expository comprehension assessment (EECA): A look at reliability. <i>Communication Disorders Quarterly</i> , 26(4), 195-206.
	2. Concepts of Comprehension Assessment	Full assessment and instructions available at: http://umich.edu/~nkduke/ /	Witmer, S. E., Duke, N. K., Billman, A. K., & Betts, J. (2014). Using assessment to improve early elementary students' knowledge and skills for comprehending informational text. <i>Journal of Applied School Psychology</i> , 30(3), 223-253. doi: 10.1080/15377903.2014. 924454
Comprehension - Digital	None currently available.		

<p>Composition-Fluency</p>	<p>1. Curriculum-Based Measure Writing (CBM-W)</p>	<p>Full assessment and instructions available at: http://www.jimwrightonline.com/mixed_files/lansing_IL/Lansing_IL_Aug_2013/6_CBA_Written_Expression_Directions.pdf</p>	<p>Coker, D. L., & Ritchey, K. D. (2010). Curriculum-based measurement of writing kindergarten and first grade: An investigation of production and qualitative scores. <i>Exceptional Children</i>, 76, 175-193. doi: 10.1177/001440291007600203</p>
<p>Composition-Quality</p>	<p>1. Six+1 Trait Rubrics</p>	<p>Full assessment rubrics available at: http://educationnorthwest.org/sites/default/files/new-rubrics-k-2.pdf</p>	<p>Kim, Y., Al Otaiba, S., Folsom, J. S., Greulich, L., & Puranik, C. (2014). Evaluating the dimensionality of first-grade written composition. <i>Journal of Speech, Language and Hearing Research</i>, 57(1), 199-211. doi: 10.1044/1092-4388(2013/12-0152)</p>
<p>Vocabulary-Word Knowledge</p>	<p>We recommend designing an assessment based on words taught in the district. (See also row one.)</p>		
<p>Vocabulary-Strategies</p>	<p>Wise and Duke (2017) validated a vocabulary strategies assessment that will be made accessible soon.</p>		

Reading Attitudes	1. Elementary Reading Attitudes Survey	Full assessment and instructions available in the article cited in the next column.	McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. <i>The Reading Teacher</i> , 43, 626-639.
	2. Motivation to Read Profile	Full assessment and instructions available in the article cited in the next column.	Gambrell, L. B., Martin Palmer, B. M., Codling, R., & Anders Mazzoni, S. (1996). Assessing motivation to read. <i>The Reading Teacher</i> , 49(7), 518-533. doi: 10.1002/TRTR.1215
Writing Attitudes	1. Elementary Writing Attitudes Survey	Full assessment and instructions available in the article cited in the next column.	Kear, D. J., Coffman, G. A., McKenna, M. C., & Ambrosio, A. L. (2000). Measuring attitude toward writing: A new tool for teachers. <i>The Reading Teacher</i> , 54(1), 10-23.