

ALIGNMENT OF LITERACY SCREENER WITH DIAGNOSTIC MEASURES, GRADES K-3

The following table is designed to assist you in using students' mClass subtest data to determine appropriate diagnostic measures. To clarify the interventions that should be included in a student's individual reading plan, review the subtests where the student's score was low (or lower than other areas), identify one or more diagnostic measures from the recommended list to administer, and review the resulting data. This is not an exclusive or exhaustive list of available diagnostics.



Using mClass Subtest Data to Identify Appropriate Diagnostics for Grades K-3

mClass Subtest	Expected Subtest Grades	Related Skill	Measures	Examples of Tier II or III Diagnostic Measures
Phonemic Segmentation Fluency (PSF)	K-1	Phonological / Phonemic Awareness	The ability to separate words into their sequence of individual sounds.	<ul style="list-style-type: none"> • EasyCBM Phonemic Awareness (K-1) • CORE Phonological Segmentation Test* • CORE Phoneme Deletion Test* • CORE Phoneme Segmentation Test* • Phonological Awareness Screening Test - PAST (K-1) • Phonological Awareness Skills Screener - PASS (K-1) • PALS Marketplace Phonological Awareness Literacy Screening (PALS) • Really Great Reading Phonological Awareness Survey
Letter Naming Fluency (LNF)	K-1	Letter Naming Fluency	The ability to recognize and name capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"> • EasyCBM Letter Names (K-1) • CORE Phonics Surveys* • Amira Letter Sounds • PALS Marketplace Phonological Awareness Literacy Screening (PALS) • Really Great Reading Foundational Skills Survey • Really Great Reading Letter Knowledge Survey
Nonsense Word Fluency	K-3	Phonics and decoding	The ability to identify complete letter sounds (CLS) and blend letter sounds in words recoded correctly (WRC).	<ul style="list-style-type: none"> • EasyCBM Letter Sounds • Acadience Reading Diagnostic PA & WRD • CORE Phonics Surveys* • Reading A-Z: Alphabet Naming • Really Great Reading Decoding Survey • 95% Group PSI: Phonics Screener for Intervention

Comprehension (Maze)	2-3	Reading comprehension	Note: Students' listening comprehension will likely be higher than their reading comprehension; they may be able to retell stories told orally but not retell what they have read themselves.	<ul style="list-style-type: none"> • Easy CBM, Reading Comprehension (2-3) • PALS Marketplace Phonological Awareness Literacy Screening (PALS) • CORE Reading Maze Comprehension Test*
Text Fluency	1-3	Oral reading fluency	The ability to read connected text fluently and with accuracy in order to retell a passage.	<ul style="list-style-type: none"> • EasyCBM Word Fluency/Passage Fluency (1-3) • PALS Marketplace Phonological Awareness Literacy Screening (PALS) • MASI-R Oral Reading Fluency Measures*
Word Reading Fluency	K-3	High frequency word fluency	The ability to read high frequency words with automaticity and accurately.	<ul style="list-style-type: none"> • CORE Graded High Frequency Word Survey* • San Diego Quick Assessment of Reading Ability* • Really Great Reading Sight Word Survey
Vocabulary	2-3	Vocabulary	The ability to comprehend grade-level academic English.	<ul style="list-style-type: none"> • CORE Vocabulary Screening Test*

*Diagnostic is in CORE Assessing Reading: Multiple Measures or online