SIDNEY RYAN · LITERACY ASSESSMENT

Reading Assessment Plan

A three-part plan combines learner perspective, diagnostic observation, and repeated progress checks to build a fuller picture of reading and guide instruction.

01

AFFECTIVE · LEARNER PERSPECTIVE

Elementary Reading Attitude Survey

A brief, low-pressure survey explores attitudes toward reading for school and for enjoyment. It can help surface confidence or engagement factors before more demanding reading tasks.

Use: Understand how reading experiences may affect participation and comfort.

02

DIAGNOSTIC · CONNECTED TEXT

Qualitative Reading Inventory (QRI)

Connected-text reading and comprehension tasks can help examine accuracy, pacing, word order, and meaning-making. Comparing independent reading with a fluent model can clarify which supports improve access and understanding.

Use: Identify patterns that can shape targeted instruction.

03

PROGRESS MONITORING · REPEATED CHECKS

Oral Reading Fluency CBM

Repeated oral-reading samples track rate and accuracy over time. Looking at the pattern—not a single score—helps gauge response to instruction and decide when teaching should be adjusted.

Use: Monitor growth in connected-text fluency across instruction.

How evidence informs instruction

Pair manageable text, fluent modeling, and brief prompts with repeated checks of accuracy, pace, and comprehension. Adjust the next instructional step as evidence emerges.

Portfolio note: This generalized coursework summary omits student initials, demographics, and individual test results. It describes an assessment plan; it is not a scored student record.