

Reading Sufficiency Act (RSA) Diagnostic Assessments

A diagnostic assessment is a distinct form of assessment used when a reading deficiency in one of the five components of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) is identified. These deficiencies may be identified through one of the thirteen Oklahoma State Board of Education-approved screening instruments and/or progress monitoring.

A diagnostic assessment is primarily used to diagnose and provide a detailed analysis of student difficulties that will be used to focus and plan instruction and to guide interventions.

At this time, the following RSA diagnostic assessments are in effect.

- Diagnostic Assessment of Reading (DAR)
- Developmental Reading Assessment 2 (DRA 2)
- Group Reading Assessment and Diagnostic Evaluation (GRADE)
- Gray Oral Reading Test (GORT 4)
- Kaufman Test of Educational Achievement Second Edition
- Peabody Picture Vocabulary Test 4 (PPVT 4)
- Texas Primary Reading Inventory (TPRI)
- Woodcock-Johnson III Diagnostic Reading Battery (WJ-III)

Districts may utilize diagnostic assessments which are not on the approved list. However, Reading Sufficiency Act funds **may not be utilized** to purchase such assessments.

Statute 70 O.S. § 1210.508C(B)(3)

“Throughout the year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success.”

Statute 70 O.S. § 1210.508C(C)(5)

“The State Board of Education shall approve screening instruments for use at the beginning and end of the school year, for monitoring of progress, and for measurement of reading skills at the end of the school year as required in subsections A and B of this section; provided, at least one of the screening instruments shall meet the following criteria:

5. *Accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes and for periodic and post assessments to be used for students at risk of reading failure. The State Board shall ensure that any assessments approved are in alignment with the subject matter standards adopted by the State Board of Education.”*