

**Summary of Assessment Committee Decisions:  
Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Phonemic Awareness: Screening Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Comprehensive Test of Phonological Processing (CTOPP)</b>	X	X		
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Initial Sound Fluency	X	X		
Phoneme Segmentation Fluency	X	X		
<b>Phonological Awareness Test</b>				
Rhyming	X	X		
Segmentation	X	X		
Isolation	X	X		
Deletion	X	X		
Substitution	X	X		
Blending	X	X		
<b>Texas Primary Reading Inventory (TPRI)</b>				
Phonemic Awareness	X	X		
<b>Yopp-Singer Test of Phoneme Segmentation</b>	X	X		

**Summary of Assessment Committee Decisions:  
Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Phonemic Awareness: Diagnosis Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Comprehensive Test of Phonological Processing (CTOPP)</b>	X	X	X	X
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Phonological Awareness	X	X		
<b>Iowa Test of Basic Skills (ITBS)</b>				
Word Analysis	X	X		
<b>Lindamood Auditory Conceptualization Test</b>	X	X		
<b>Phonological Awareness Test</b>				
Rhyming	X	X		
Segmentation	X	X		
Isolation	X	X		
Deletion	X	X		
Substitution	X	X		
Blending	X	X		
<b>Texas Primary Reading Inventory (TPRI)</b>				
Phonemic Awareness	X	X		
<b>Yopp-Singer Test of Phoneme Segmentation</b>	X	X		

## **Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### **Phonemic Awareness: Progress Monitoring Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Comprehensive Test of Phonological Processing (CTOPP)</b>	X	X		
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Initial Sound Fluency	X	X		
Phoneme Segmentation Fluency	X	X		
<b>Texas Primary Reading Inventory (TPRI)</b>				
Phonemic Awareness	X	X		

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Phonemic Awareness: Outcome Assessment Measure

	Grade			
	K	1	2	3
<b>Comprehensive Test of Phonological Processing (CTOPP)</b>	X	X	X	X
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Initial Sound Fluency	X	X		
Phoneme Segmentation Fluency	X	X		
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Phonological Awareness	X	X		
<b>Iowa Test of Basic Skills (ITBS)</b>				
Word Analysis	X	X		
<b>Phonological Awareness Test</b>				
Rhyming	X	X		
Segmentation	X	X		
Isolation	X	X		
Deletion	X	X		
Substitution	X	X		
Blending	X	X		
<b>Stanford Achievement Test - 9th Edition (SAT-9)</b>				
Sounds and Letters	X			
<b>Test of Phonological Awareness (TOPA)</b>	X	X		
<b>Yopp-Singer Test of Phoneme Segmentation</b>	X	X		

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Phonics: Screening Assessment Measure

	Grade			
	K	1	2	3
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Letter Naming Fluency	X	X	X	
Nonsense Word Fluency	X	X	X	
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Letter Recognition	X			
Pseudoword Decoding		X	X	
<b>Letter Sound Fluency</b>	X	X		
<b>Phonological Awareness Test</b>				
Graphemes	X	X	X	
Decoding	X	X	X	
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X	X	
Phonemic Decoding Efficiency		X	X	
<b>Texas Primary Reading Inventory (TPRI)</b>				
Graphophonemic Knowledge	X	X	X	
Word Reading	X	X	X	
Book and Print Awareness	X	X	X	
<b>Woodcock-Johnson III Test of Achievement</b>				
Basic Reading Skills Composite:		X	X	X
Letter-Word Identification				
Word Attack				
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Letter Identification	X			
Word Attack	X	X	X	

**Summary of Assessment Committee Decisions:  
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The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Phonics: Diagnosis Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Letter Recognition	X			
Pseudoword Decoding		X	X	
<b>Letter Sound Fluency</b>	X	X		
<b>Phonological Awareness Test</b>				
Graphemes	X	X	X	
Decoding	X	X	X	
<b>Texas Primary Reading Inventory (TPRI)</b>				
Graphophonemic Knowledge	X	X	X	
Word Reading	X	X	X	
Book and Print Awareness	X	X	X	
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Pseudoword Decoding	X	X	X	
Spelling	X	X	X	
Word Reading	X	X	X	
<b>Texas Primary Reading Inventory (TPRI)</b>				
Graphophonemic Knowledge	X	X	X	
Word Reading	X	X	X	
Book and Print Awareness	X	X	X	
<b>Woodcock-Johnson III Test of Achievement</b>				
Basic Reading Skills Composite:		X	X	X
Letter-Word Identification				
Word Attack				
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Letter Identification	X			
Word Attack	X	X	X	

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Phonics: Progress Monitoring Assessment Measure

	Grade			
	K	1	2	3
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Letter Naming Fluency	X	X	X	
Nonsense Word Fluency	X	X	X	
<b>Letter Sound Fluency</b>	X	X		
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X	X	
Phonemic Decoding Efficiency		X	X	
<b>Texas Primary Reading Inventory (TPRI)</b>				
Graphophonemic Knowledge	X	X	X	
Word Reading	X	X	X	
Book and Print Awareness	X	X	X	
<b>Woodcock-Johnson III Test of Achievement</b>				
Basic Reading Skills Composite:		X	X	X
Letter-Word Identification				
Word Attack				

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Phonics: Outcome Assessment Measure

	Grade			
	K	1	2	3
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Letter Naming Fluency	X	X		
Nonsense Word Fluency	X	X		
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Letter Recognition	X			
Pseudoword Decoding		X	X	
<b>Iowa Test of Basic Skills (ITBS)</b>				
Word Analysis	X	X	X	
Reading Words	X	X	X	
Spelling	X	X	X	
<b>Letter Sound Fluency</b>	X			
<b>Phonological Awareness Test</b>				
Graphemes	X	X	X	
Decoding	X	X	X	
<b>Slosson Oral Reading Test - Revised (SORT-R)</b>		X	X	
<b>Stanford Achievement Test - 9th Edition (SAT-9)</b>				
Word Reading	X	X		
Word Study Skills		X	X	
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X	X	
Phonemic Decoding Efficiency		X	X	
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Pseudoword Decoding	X	X	X	
Spelling	X	X	X	
Word Reading	X	X	X	
<b>Woodcock-Johnson III Test of Achievement</b>				
Basic Reading Skills Composite:		X	X	X
Letter-Word Identification				
Word Attack				
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Letter Identification	X			
Word Attack	X	X	X	

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Fluency: Screening Assessment Measure

	Grade			
	K	1	2	3
<b>CBM Oral Reading Fluency</b>		X	X	X
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Oral Reading Fluency		X	X	X
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Rate		X	X	X
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X	X	X
Phonemic Decoding Efficiency		X	X	X

## **Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### **Fluency: Diagnosis Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Rate		X	X	X

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Fluency: Progress Monitoring Assessment Measure

	Grade			
	K	1	2	3
<b>CBM Oral Reading Fluency</b>		X	X	X
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Oral Reading Fluency		X	X	X
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X		X
Phonemic Decoding Efficiency		X		X

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Fluency: Outcome Assessment Measure

	Grade			
	K	1	2	3
<b>CBM Oral Reading Fluency</b>		X	X	X
<b>Dynamic Indicators of Basic Early Literacy Skills - 5th Ed.</b>				
Oral Reading Fluency		X	X	X
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Rate		X	X	X
<b>Test of Word Reading Efficiency (TOWRE)</b>				
Sight Word Reading Efficiency		X	X	X
Phonemic Decoding Efficiency		X	X	X

**Summary of Assessment Committee Decisions:  
Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Vocabulary: Screening Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Peabody Picture Vocabulary Test - 3rd Edition (PPVT-3)</b>	X	X	X	X
<b>Texas Primary Reading Inventory (TPRI)</b>				
Listening Comprehension	X			
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Vocabulary		X	X	X
Picture Vocabulary		X	X	X

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Vocabulary: Diagnosis Assessment Measure

	Grade			
	K	1	2	3
<b>Iowa Test of Basic Skills (ITBS)</b>				
Vocabulary	X	X	X	X
Listening	X	X	X	X
Language	X	X	X	X
<b>Peabody Picture Vocabulary Test - 3rd Edition (PPVT-3)</b>		X	X	X
<b>Test of Language Development - Primary: 3rd Edition</b>				
Oral Vocabulary		X	X	X
Relational Vocabulary		X	X	X
Picture Vocabulary		X	X	X
<b>Test of Word Knowledge (TOWK)</b>				
<u>Level 1: Ages 5 - 8, Core Subtests</u>				
Expressive Vocabulary	X	X	X	X
Receptive Vocabulary	X	X	X	X
Word Opposites	X	X	X	X
Word Definitions	X	X	X	X
<u>Level 1: Ages 6 - 8, Supplementary Subtests</u>				
Synonyms	X	X	X	X
<u>Level 2: Ages 8 - 17, Core Subtests</u>				
Multiple Contexts	X	X	X	X
Figurative Usage	X	X	X	X
Word Definitions	X	X	X	X
Synonyms	X	X	X	X
<u>Level 2: Ages 8 - 17, Supplementary Subtests</u>				
Conjunctions and Transition Words	X	X	X	X
Word Opposites	X	X	X	X
<b>Texas Primary Reading Inventory (TPRI)</b>				
Listening Comprehension	X			
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Listening Comprehension	X	X	X	X
Oral Expression	X	X	X	X
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Vocabulary		X	X	X
Picture Vocabulary		X	X	X
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Word Comprehension		X	X	

## **Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### **Vocabulary: Progress Monitoring Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Texas Primary Reading Inventory (TPRI)</b>				
Listening Comprehension	X			
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Vocabulary		X	X	X
Picture Vocabulary		X	X	X

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Vocabulary: Outcome Assessment Measure

	Grade			
	K	1	2	3
<b>Clinical Evaluation of Language Fundamentals - 3rd Ed.</b>				
Concepts & Directions		X	X	X
Word Classes		X	X	X
Formulating Sentences		X	X	X
Recalling Sentences		X	X	X
<b>Iowa Test of Basic Skills (ITBS)</b>				
Vocabulary	X	X	X	X
Listening	X	X	X	X
Language	X	X	X	X
<b>Peabody Picture Vocabulary Test - 3rd Edition (PPVT-3)</b>	X	X	X	X
<b>Stanford Achievement Test - 9th Edition (SAT-9)</b>				
Reading Vocabulary	X	X	X	X
Listening Comprehension	X	X	X	X
<b>TerraNova - CAT</b>				
Vocabulary		X	X	X
<b>Test of Language Development - Primary: 3rd Edition</b>				
Oral Vocabulary		X	X	X
Relational Vocabulary		X	X	X
Picture Vocabulary		X	X	X
<b>Test of Word Knowledge (TOWK)</b>				
<u>Level 1: Ages 5 - 8, Core Subtests</u>				
Expressive Vocabulary	X	X	X	X
Receptive Vocabulary	X	X	X	X
Word Opposites	X	X	X	X
Word Definitions	X	X	X	X
<u>Level 1: Ages 6 - 8, Supplementary Subtests</u>				
Synonyms	X	X	X	X
<u>Level 2: Ages 8 - 17, Core Subtests</u>				
Multiple Contexts	X	X	X	X
Figurative Usage	X	X	X	X
Word Definitions	X	X	X	X
Synonyms	X	X	X	X
<u>Level 2: Ages 8 - 17, Supplementary Subtests</u>				
Conjunctions and Transition Words	X	X	X	X
Word Opposites	X	X	X	X

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Vocabulary: Outcome Assessment Measure (continued)

	Grade			
	K	1	2	3
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Listening Comprehension	X	X	X	X
Oral Expression	X	X	X	X
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Vocabulary		X	X	X
Picture Vocabulary		X	X	X
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Word Comprehension	X	X	X	

**Summary of Assessment Committee Decisions:  
Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Reading Comprehension: Screening Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Comprehension		X	X	X
<b>Texas Primary Reading Inventory (TPRI)</b>				
Reading Comprehension		X	X	
<b>Woodcock-Johnson III Test of Achievement</b>				
Passage Comprehension		X	X	X
Oral Comprehension		X	X	X
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Passage Comprehension	X	X	X	

**Summary of Assessment Committee Decisions:  
Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Reading Comprehension: Diagnosis Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Degrees of Reading Power (DRP)</b>			X	X
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Reading Comprehension		X	X	X
Listening Comprehension		X	X	X
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Comprehension		X	X	X
<b>Iowa Test of Basic Skills (ITBS)</b>				
Reading Comprehension		X	X	X
<b>Texas Primary Reading Inventory (TPRI)</b>				
Reading Comprehension		X	X	
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Reading Comprehension		X	X	X
Written Expression		X	X	X
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Comprehension Composite:		X	X	X
Reading Vocabulary				
Passage Comprehension				
Passage Comprehension		X	X	X
Oral Comprehension		X	X	X
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Passage Comprehension	X	X	X	

**Summary of Assessment Committee Decisions:  
 Assessment Measure by Essential Reading Component**

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

**Reading Comprehension: Progress Monitoring Assessment Measure**

	<b>Grade</b>			
	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Degrees of Reading Power (DRP)</b>			X	X
<b>Texas Primary Reading Inventory (TPRI)</b>				
Reading Comprehension		X	X	

## Summary of Assessment Committee Decisions: Assessment Measure by Essential Reading Component

The following measures were found to have "Sufficient Evidence" for the purposes designated below:

### Reading Comprehension: Outcome Assessment Measure

	Grade			
	K	1	2	3
<b>Degrees of Reading Power (DRP)</b>			X	X
<b>Early Reading Diagnostic Assessment (ERDA)</b>				
Reading Comprehension		X	X	X
Listening Comprehension		X	X	X
<b>Gray Oral Reading Test IV (GORT-IV)</b>				
Comprehension		X	X	X
<b>Iowa Test of Basic Skills (ITBS)</b>				
Reading Comprehension		X	X	X
<b>Stanford Achievement Test - 9th Edition (SAT-9)</b>				
Reading Comprehension		X	X	X
Sentence Reading		X		
<b>TerraNova - CAT</b>				
Reading		X	X	X
<b>Wechsler Individual Achievement Test - II (WIAT-II)</b>				
Reading Comprehension		X	X	X
Written Expression		X	X	X
<b>Woodcock-Johnson III Test of Achievement</b>				
Reading Comprehension Composite:		X	X	X
Reading Vocabulary				
Passage Comprehension				
Passage Comprehension		X	X	X
Oral Comprehension		X	X	X
<b>Woodcock Reading Mastery Test - Revised (WRMT-R)</b>				
Passage Comprehension	X	X	X	