

Comparison Summary of Let's Go Learn's DORA and Measured Progress's Progress Toward Standards (PTS) Assessment

	DORA	PTS
Theoretical Orientation		
Purpose	Comprehensive diagnostic reading assessment that characterizes the individual reading strategies of students according to cognitive attention to graphophonic, semantic and syntactic cues.	Supplement to statewide testing. Administers items consistent with national standards and state tests. Gives schools idea of how students will score on high-stakes tests.
Use as a pre/post measurement tool	Yes	Yes
Link to differentiated instruction	Assessment generates individualized instructional recommendations in the reports and drives individualized instruction through the Unique Reader program.	No.
Administration		
Test deployment	Internet connected computers automatically guide students through the assessment.	Pen and paper only. Separate answers sheets are used for all tests except Level 23 – administered as self-contained test and answer booklet.
Teacher training	No formal training required.	No formal training required.
Method of scoring	Online system automatically scores subtests and immediately generates a comprehensive report at the completion of the test.	Student answer sheets are sent back to measure Progress to score. It takes approximately four weeks for schools to receive scores and reports.
Ease of use	Online administration except for teacher-administered fluency subtest. Requires very little teacher time	Tests are administered in two 45-minute sessions separated by a short break. At level 23, the reading test is administered in three sessions.
Reporting and Accountability		
Prescriptive reports	Highly individualized reports provide quantitative results and comprehensive narrative on individual student's reading strategies. Individualized instructional recommendations are also provided with each report.	No prescriptive reports. The reports lists individual student's scores on the test, but does not outline an implementation plan for how to help students instructionally.
Aligned to state standards	Yes	Yes
Scientifically-based, valid, and reliable	Based on research, developed by experts, and verified through ongoing reliability studies	Not enough information provided on website. Scores, on the test, however are scaled.
Benchmarks	Tests may be given multiple times per year to establish individual student gains and progress toward grade level benchmarks.	Tests may be given multiple times per year to establish individual student gains.
Five key reading skills named by the National Reading Panel (NRP),	Covers all five skills: Phonemic awareness, phonics, vocabulary, comprehension, and fluency	Does not specifically align to NRP. PTS reports on the following reading areas: 1) Literary passages, 2)

Center for the Improvement of Early Reading, (CIERA), and the National Institute for Literacy (NIFL)		information/practical passages, 3) Comprehension, 4) Reading process/language (i.e., vocabulary, roots, suffixes)
Assessment Grade Level Specificity		
Adaptive	Tests automatically adapt to student performance	Test is not adaptive. Students must answer all items on the test.
Item range	K-12 test item range.	Each test is grade specific. Does not adjust difficult of item according to the ability of the student.
Multi-level reports	Reports for classroom, school, district, and parents	Yes, reports are available at the student, class, school/district levels. No parent reports.
Grade level availability	All seven subtests available for grades K-12 depending on individual reading profile of student.	Grades 3-11
Individual Subtests: Skills Measured		
Phonemic Awareness	Phoneme Isolation; Phoneme Identify; Phoneme Categorization; Phoneme Blending; Phoneme Segmentation; Phoneme Deletion; Phoneme Addition; Phoneme Substitution; Phoneme Rhyming	None.
Phonics	Alphabet/Initial Sounds; Short Vowel Sounds; Silent E Rule; Consonant Blends; Consonant Digraphs; r-Controlled Vowels; Diphthongs; Vowel Digraphs (Long Vowels); Multi-Syllables	Not enough information
Comprehension	Factual Information Recall, Inferencing, Identifying Main Ideas, Instructional Reading Comprehension Level, Fluency Retelling	Not enough information
Word Identification	Timed Sight Word Recognition, Untimed Leveled Word Recognition, Leveled Non-sense and Word Recognition	Not enough information
Spelling	Grade Level Spelling Ability	Not enough information
Vocabulary	Grade Level Oral Vocabulary, Sophisticated Oral Vocabulary	Not enough information
Fluency	Reading Rate in Words Correct Per Minute, Oral Reading Fluency Rating (Prosody)	None.