



Diagnostic Tools Guidance

Diagnostic Assessments are a crucial step to guide instruction for our students that have tested “at risk” after being assessed with a universal screener. They provide detailed information about a student’s strengths and weaknesses and allow educators to determine where to begin instruction and plan effective interventions to meet the needs of the individual.

The Arizona Department of Education does not have an approved vetted list for diagnostics. Below are links for possible diagnostic assessment options with a short description from the sites. **It is highly recommended that LEAs do their own research to best meet the needs of the students and families they support.**

Should you have any questions or concerns about a specific diagnostic tool, please contact the vendor directly. For any questions or concerns about the general use of diagnostic tools, contact us at moveonwhenreading@azed.gov

[Acadience Reading Diagnostic | Acadience Learning](#)

“Acadience Reading Diagnostic was built from the demand for diagnostic reading assessments that are cost-effective, time-efficient, reliable, valid, and linked to Acadience Reading K–6.

There are two measures for Acadience Reading Diagnostic:

- Phonological Awareness and Word Reading and Decoding (PA & WRD)
- Comprehension, Fluency and Oral Language (CFOL)”

[Assessing Reading: Multiple Measures, 2nd Edition - Professional Learning & Support | Literacy, Math, Curriculum](#) (Core Learning)

“*Assessing Reading: Multiple Measures, Revised 2nd Edition* provides a collection of tests for the comprehensive assessment of skills related to reading. These assessments can help identify why a student is having reading difficulty, determine what the next step in instruction should be to remediate that difficulty, and monitor progress throughout the course of instruction.”



ARIZONA DEPARTMENT OF EDUCATION

[Get CUBED – Language Dynamics Group](#)

Free paper/pencil download is free.

“Accurately identify language learning and decoding learning disorders in children kindergarten through eighth grade, including children who are culturally and linguistically diverse.”

[Free Reading Assessments for K-12 | Really Great Reading](#)

“Really Great Reading’s complimentary reading assessments empower educators to identify and address foundational literacy challenges for Kindergarten through 12th grade students. These quick, 5-7 minute diagnostic reading assessments evaluate critical skills like phonological awareness, letter knowledge, sight word recognition, and decoding, ensuring every student builds a strong reading foundation.”

[Oral Language | Really Great Reading](#)

“Really Great Reading has partnered with OxEEd & Assessment to provide a data-driven approach to literacy and oral language instruction. This collaboration brings together Really Great Reading’s proven foundational curriculum with OxEEd’s research-based oral language diagnostic tools, whole class and intervention solutions, to help educators identify learning challenges early and provide targeted support.

Together, our programs ensure students are surrounded by language, both oral and printed, to reap the full benefits of literacy instruction, resulting in the strongest groundwork for long-term academic success!”

[GORT-5 - Gray Oral Reading Test | Fifth Edition | Pearson Assessments US](#)

“For teachers and specialists who help students using more intensive reading instruction to improve oral reading accuracy, rate, fluency, and comprehension, the GORT-5 is an individually administered assessment for children, adolescents, and young adults—offering two equivalent forms and a miscue analysis system for using errors to tailor interventions for students ages 6 through 23:11. The GORT-5 is the most current version of GORT.”

[LETRS-Phonics-and-Word-Reading-Survey.pdf](#)



ARIZONA DEPARTMENT OF EDUCATION

"The survey is a tool for identifying which correspondences and patterns the student has learned and which ones the student needs to be taught."

[Phonics assessments and screeners | 95 Percent Group](#)

"Measuring a child's phonemic awareness skills is critical to understanding how they hear and manipulate sounds of spoken language, which form the basis of their future reading skills. Identify skill deficits and personalize instruction for each child with PASI"

"Assessing where readers are struggling with their phonics and decoding skills is essential to mapping each child's path to word fluency. Use PSI to pinpoint skill deficits and determine exactly where instruction should begin."

[Handout6_QPAS.pdf](#)

Hastings and Prince Edward District School Board

"There are a variety of tests and screening protocols available for the purpose of screening or assessing students' phonological awareness skills. These tools vary with regards to the length of administration and the specific tasks that are assessed. The HPEDSB QPAS tool was designed for the purpose of obtaining a quick overview of a student's phonological awareness skills. By administering this tool to an entire class or targeted group of students the scoring response form provides visualization of trends in performance, both within a specific student's skills, as well as across an entire class or group. The development of this screening tool was made with consideration to the standardized PAT-2 (Phonological Awareness Test 2nd Edition), as well as screening tools developed by and used in other school boards."