

EPS Reading Assistant Benchmark Tasks

(ISIP ASSESS)

Tasks	Pre-K	K	1	2	3	4	5	6	7	8	Time
Rapid Automatized Naming (RAN)	✓	✓	✓	✓	✓	✓	✓	○			1 min
Letter Name Identification	✓	✓	✓	✓	○						1 min
Letter Sound Identification	✓	✓	✓	✓	○						1 min
Phonological Awareness (Segmentation, Blending, Deletion, Substitution)	✓	✓	✓	✓	✓	○	○	○	○	○	4 min
Phonological Working Memory	✓	✓	✓	○	○	○	○	○	○	○	1-2 min
Listening Comprehension / Retell	✓	✓	✓	○	○	○	○	○	○	○	3 min
Pseudoword Identification (NWF)	○	○	✓	✓	✓	✓	✓	○	○	○	1 min
Word Identification (WIF)	○	✓	✓	✓	✓	✓	✓	✓	○	○	1 min
Spelling	○	✓	✓	✓	✓	✓	✓	✓	✓	✓	2-4 min
Oral Reading Fluency (ORF)	○	○	✓	✓	✓	✓	✓	✓	✓	✓	2-4 min
Reading Comprehension	○	○	✓	✓	✓	✓	✓	✓	✓	✓	2 min
Receptive Vocabulary	○	○	○	○	○	○	○	○	○		1-2 min
Visual Attention Task	○	✓	✓	✓							1 min
Approx. Time (in minutes)	11-12	14- 17	20- 25	16-20	13-17	9-13	9-13	7-11	6-10	6-10	

✓ = task is fully supported ○ = task can be added by the district

The previous table outlines the assessment tasks supported by EPS Reading Assistant across grade levels based on the default configuration. Please note that specific tasks may vary slightly depending on individual district configurations. These assessments are designed to evaluate key components of early literacy, reading fluency, vocabulary, and comprehension in a time-efficient manner. At the bottom of the chart, estimated total time ranges are given for each grade level.

The Benchmark Assessment consists of a Dyslexia Screener and an Oral Reading Fluency passage with comprehension questions. Most schools administer the assessment three times per year: at the beginning, in the middle, and at the end of the year.

The Benchmark Assessment includes the following tasks:

- **Rapid Automatized Naming (RAN):** Rapid automatized naming requires the student to identify and articulate the elements of a long list. Processing speed and accuracy are measured.
- **Letter Naming and Letter Sounds:** The student is shown a letter and asked to identify it and produce the associated sound. For vowels, several alternatives are accepted.
- **Word Decoding:** The student is shown the text of words, one at a time. The student must read the word.
- **Phonological Awareness Tasks**
 - **Phoneme Segmentation:** Students are asked to break a word into its individual phonemes (sounds) and say them one at a time. The task begins with a modeled example. Students are then prompted with target words and must segment the sounds in sequence.
 - **Blending:** A video is provided of a person slowly articulating each phoneme in a word. The students must blend the sounds and identify the complete word accurately.
 - **Phonological Elision/Deletion:** Students are given a word and asked to say it without a specific part of the word (syllable or phoneme).
- **Phonological Working Memory:** This task assesses a student’s ability to hear and accurately repeat made-up words, measuring how well they temporarily store and manipulate unfamiliar phonological information.
- **Pseudoword Identification:** This task requires the student to read pseudowords (nonsense words) in order to assess decoding skills.
- **Spelling:** Student ability to spell and encode are tested with this task.
- **Vocabulary:** This task consists of selecting synonyms or related words of certain target words.
- **Listening Comprehension:** Students answer questions about a passage they’ve heard in order to gauge their listening comprehension skills.
- **Oral Reading Fluency:** This task consists of reading a passage to ascertain overall fluency and other threads of mastery. The passage is dynamically calibrated to better gauge student ability.
- **Reading Comprehension:** Students answer questions about the passage they’ve read to gauge their comprehension and vocabulary-in-context skills.
- **Visual Attention Task:** Visual Attention task assesses a student’s ability to focus on relevant visual stimuli by asking them to quickly identify specific target images in a grid of similar-looking distractors within 60 seconds.

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