

## Assessment at-a-Glance

1. **Record** student information on the Recording Form.
2. Read the **title** and the **introduction** to the student.
3. Press **Start Time**
  - Have the student read orally to the end of the text or to the black box.
  - Code the reading behaviors on the form.
4. Press **End Time**
  - If there is a black box, the student will silently read the remainder of the text.
5. **Comprehension**
  - Have a **conversation** with the student about the text. Use prompts as needed and score each area. Note key understandings the student expresses.
6. **Fluency**
  - Make brief notes. Record the WPM for levels J-Z.
7. **Summary of Scores** box (Use blue keys on the calculator)
  - Record Accuracy %, Self-correction ratio, Fluency score (0, 1, 2, 3), Comprehension score (0, 1, 2, 3)
8. Repeat the process until you have determined the **Instructional** text level.

## Where-to-Start Chart (Use the word lists only if level is unknown)

| Number Correct | Beginning List | List 1  | List 2  | List 3  | List 4  | List 5  | List 6  | List 7  | List 8 |
|----------------|----------------|---------|---------|---------|---------|---------|---------|---------|--------|
| 0-5            | A              | A       | E       | I       | M       | P       | R       | T       | U      |
| 6-10           | A              | B       | F       | J       | M       | P       | R       | T       | V      |
| 11-15          | A              | C       | G       | K       | N       | Q       | S       | U       | V      |
| 16-18          | B              | D       | H       | L       | O       | Q       | S       | U       | V      |
| 19-20          | Go to 1        | Go to 2 | Go to 3 | Go to 4 | Go to 5 | Go to 6 | Go to 7 | Go to 8 | V      |

## Fluency Scoring Key

**\*\*Fluency includes: pausing, phrasing, stress, intonation, rate and integration of all 5 fluency components.**

- 0 Reads primarily word-by-word with occasional, but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress and slow rate.
- 1 Reads primarily in two-word phrases with some three-and-four word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress, with slow rate most of the time.
- 2 Reads primarily in three-or-four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- 3 Reads primarily in larger meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

\*Fountas and Pinnell suggest timing students' oral reading rates starting at level J \*

## Comprehension Scoring Key

- 0 Reflects no understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects very limited understanding of the text. Mentions a few facts or ideas, but does not express the important information and ideas.
- 2 Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

## Summary Key for Determining Instructional Level

| Levels A-K     | 3 pts.               | 2 pts.                      | 1 pt.                   | 0 pts.               |
|----------------|----------------------|-----------------------------|-------------------------|----------------------|
| Accuracy Score | Proficient (5-6)     | Approaching Proficiency (4) | Limited Proficiency (3) | Not Proficient (0-2) |
| 95-100%        | Independent          | Independent                 | <i>Instructional</i>    | Hard                 |
| 90-94%         | <i>Instructional</i> | <i>Instructional</i>        | Hard                    | Hard                 |
| Below 90%      | Hard                 | Hard                        | Hard                    | Hard                 |

| Levels L-Z     | 3 pts.               | 2 pts.                        | 1 pt.                     | 0 pts.               |
|----------------|----------------------|-------------------------------|---------------------------|----------------------|
| Accuracy Score | Proficient (8-9)     | Approaching Proficiency (6-7) | Limited Proficiency (4-5) | Not Proficient (0-3) |
| 98-100%        | Independent          | Independent                   | <i>Instructional</i>      | Hard                 |
| 95-97%         | <i>Instructional</i> | <i>Instructional</i>          | Hard                      | Hard                 |
| Below 95%      | Hard                 | Hard                          | Hard                      | Hard                 |

## Coding at-a-Glance

### Errors (E)

Substitution  $\frac{\text{her}}{\text{Kate's}}$

Insertion Are  $\begin{array}{c} \text{loose} \\ \diagup \quad \diagdown \\ \text{teeth} \end{array}$

Omission  $\frac{\text{—}}{\text{Very}}$

Told  $\frac{\text{A}}{\text{very}} \quad \frac{\text{Y}}{\text{T}}$

### No Error

Self-Corrections  $\frac{\text{teeth}|\text{SC}}{\text{tooth}}$

Repetition R  $\begin{array}{c} \downarrow \\ \text{very} \end{array}$   $\begin{array}{c} \text{R} \\ \text{in the house} \end{array}$

(A = Appeal, Y = "You try it", T = Told, SC = Self-Correction, R = Repetition)

| Guided Reading Level Spectrum | Expected Oral Reading Rates at Instructional Levels |         |
|-------------------------------|-----------------------------------------------------|---------|
| K                             | A-D                                                 | None    |
| 1 <sup>st</sup>               | E-J                                                 | 50-80   |
| 2 <sup>nd</sup>               | K-M                                                 | 80-100  |
| 3 <sup>rd</sup>               | N-P                                                 | 100-120 |
| 4 <sup>th</sup>               | Q-S                                                 | 105-125 |
| 5 <sup>th</sup>               | T-V                                                 | 125-145 |
| 6 <sup>th</sup>               | W-Y                                                 | 145-165 |
| 7-12 <sup>th</sup>            | Z                                                   | 165-175 |

### Kit Inventory

- System 1: 30 Benchmark books
- System 2: 28 Benchmark books
- Literacy Continuum
- Assessment Guide books
- Assessment Forms
- Student Forms
- Calculator

### Calculator

**Correcting Mistakes:** Hold down any red button for 3 sec. Screen will flash. Enter corrected number.

**Shuts off while testing:** Press **Time** key and release. 00:00 will appear. Press it a 2<sup>nd</sup> time and hold until it flashes. Enter time using 4 digits: 3:15=0315.