

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**
 - o Have the student read orally to the end of the text or to the black box.
 - o Code the reading behaviors on the form.
4. Press **End Time**
 - o If there is a black box, the student will silently read the remainder of the text.
5. **Comprehension**
 - o 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**
 - o Make brief notes. Record the WPM for levels J-Z.
7. **Summary of Scores** box (Use blue keys on the calculator)
 - o 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 $\begin{matrix} \text{loose} \\ \diagup \quad \diagdown \\ \text{teeth} \end{matrix}$

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

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

No Error

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

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

(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 st	E-J	50-80
2 nd	K-M	80-100
3 rd	N-P	100-120
4 th	Q-S	105-125
5 th	T-V	125-145
6 th	W-Y	145-165
7-12 th	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 2nd time and hold until it flashes. Enter time using 4 digits: 3:15=0315.