

**Levels A-K**  
**Reading Assessment**  
**Teacher Resources and Guidebook**



The TCRWP community would like to thank those who devoted time and care in the revision of this document.

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# **TCRWP – Reading Assessment**

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## Suggested Sequence for Using This Assessment

### Kindergarten

1. Administer **Letter Identification Assessment** (asking child to name each letter and the sound it makes). Note confusions, incorrect responses, and unknown letters.
2. Administer **Word Identification Assessment List A**. Record known words and confused words, writing student's response on the record form. If child reads at least 23 of the 25 words on list A, then ask him/her to read list B. If list B becomes frustrating, stop the assessment.
3. Administer the **Concepts About Print Assessment**. If the student knew most letters and several words, move him/her to the **Text Reading Assessment** instead of the Concepts About Print Assessment.
4. Administer spelling assessment in winter and spring only.

### First Grade

#### **Student making typical progress:**

1. Administer **Word Identification Assessment**. Begin with list A. If child reads at least 23 of the 25 words on list A, then ask him/her to read list B. If child reads at least 23 of the 25 words on list B, then ask him/her to read list C. If child reads at least 23 of the 25 words on list C, then ask him/her to read list D. When the student misses 5 words in a row on any list, stop the assessment.
2. Administer **Spelling Assessment** appropriate for this time of year.
3. If the student knows most of the words on the word list and is hearing sounds at the beginning and endings of words on the **Spelling Assessment**, begin text reading at level D I Play Soccer or A Special Day. Keep assessing until comprehension falls below 3 out of 4 questions correct and accuracy falls below 96%. Then stop the assessment.

#### **Student not making typical progress:**

1. Administer **Word Identification Assessment**. Start with list A. When the assessment becomes frustrating (i.e. when the student misses 5 words in a row), stop.
2. Administer **Spelling Assessment** appropriate for this time of year.
3. If the student is confused about letters and sounds on the **Spelling Assessment** (e.g. he says the /m/ sound in a word but writes an "n" OR does not identify the correct sound) administer the **Letter Identification Assessment**, asking both questions.
4. Take this child to **Text Reading Assessment** Level A *Can I Have a Pet?* or *We Play Music*. Keep assessing until comprehension falls below three out of four questions correct and accuracy falls below 96%. Then stop the assessment.

## Second Grade

### **Student making typical progress:**

1. Administer **Word Identification Assessment**. Begin with list C. If child reads at least 23 of the 25 words on list C, then ask him/her to read list D. If list D becomes frustrating (i.e. when the student misses 5 words in a row), stop.
2. Administer **Spelling Assessment** appropriate for this time of year.
3. If the student hears and records sounds at the beginning, middle, and endings of words on the spelling assessment, noticing some irregularities in words (e.g. gets the “dr” in “drive,” or “mp” in “lump,” or records the silent “e” in place), begin **Text Reading Assessment** at level F—Ruby’s Whistle. If Level F seems easy, jump levels to H or I. Keep assessing until comprehension falls below three out of four questions correct and accuracy falls below 96%. Then stop the assessment. If student can only hear beginning and ending sounds in words only, then start at Level D. Some schools pass on independent reading levels from teacher to teacher at the end of the year. You may also use this to inform your starting point.

### **Student not making typical progress:**

1. Follow First Grade suggestions for student not making typical progress.

## Concepts About Print Assessment

**Purpose:** Based on their home and early school experiences with print—bed time stories and read-alouds, big book shared reading, shared writing and their very independent adventures with pretend reading and writing—young children come to kindergarten and even first grade with different understandings about the arbitrary conventions that we use to communicate meaning in print.

An assessment of each child's level of understanding, and sometimes misunderstandings of these conventions helps teachers know what their students are attending to in print and what still needs to be learned. This knowledge enables teachers to design and focus teaching points in literacy mini-lessons and other classroom literacy experiences that move children forward in their understanding of how print works. Where is the front of the book? Where does the story start? Where do I start reading and where do I go after that? What is a letter? What is a word? These are important literacy understandings that can develop through guided hands-on experience with reading and writing in the literacy workshop.

An assessment of emergent literacy print concepts should include:

- Book orientation knowledge
- Understanding of principles involving the directional arrangement of print on the page
- The knowledge that print, not picture, contains the story
- Understanding of important reading terminology such as *word, letter, beginning of sentence, and top of page*
- Understanding of simple punctuation marks

(Gillett and Temple, 1994, *Understanding Reading Problems: Assessment and instruction*. Harper Collins: NY. p. 70)

**Directions:** In assessing concepts of print, the teacher sits with the child, one-on one, and reads an engaging early level text, asking the child to help with the reading. The book used should have distinct layout of print and illustrations, good spacing between words, multiple lines of text on each page, some basic sight words (I, me, and, is, was, etc.) and basic elements of punctuation (periods, quotation marks, question marks, exclamation points). Because the teacher reads the book to the child with the child looking on and responding to prompts, the text we are using is *Honey for Baby Bear* at a level F. This text has varied and sophisticated text layout and punctuation. (Other sample texts, levels C-F might include: *Where is Hannah? Ben's Teddy Bear, A Friend for Little White Rabbit, Nick's Glasses, Dan, the Flying Man, Going to Lucy's House*).

The teacher should be very familiar with the text (story, layout and features, punctuation, etc.) before reading with the child. Have ready two brightly colored index cards, a pencil and the record sheet. This assessment incorporates prompts that help the teacher observe a student's behaviors in response to the prompts and note these on the record sheet. (While working with the child, you will want to make small tick marks to note correct responses and keep moving, but later note the child's specific behaviors and responses.)

Based upon the research of Clay, M. M. (2000). *Concepts About Print: What have children learned about printed language?* Portsmouth, NH: Heinemann.

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher / Recorder \_\_\_\_\_

Grade/ Class \_\_\_\_\_

### Concepts of Print

Choose a Level C-F book for the administration of this assessment. It should have distinct layout of print and illustrations, good spacing of words and multiple lines of text. Begin by telling the child, "I'm going to read you this story and I want you to help me. It is called \_\_\_\_\_."

<p>1. <i>Orientation or layout of text/ Front of book:</i> Hand the child the book, holding it vertically so that the spine faces the child. Ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where is the front of the book?"</u></b></li><li>• <b><u>"Where is the back of the book?"</u></b></li><li>• <b><u>"Open the book to where the story begins."</u></b> Child can open the book to title page or first page of story.</li></ul> <p>Score one point for each.</p>	
<p>2. <i>Print, not pictures, carries the message:</i> With the book open to page 1, ask the child:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me the picture."</u></b> Describe and discuss details of the picture.</li><li>• <b><u>"Show me the words."</u></b></li></ul> <p>Only score one point if both are correct.</p>	
<p>3. <i>Direction of print:</i> On the same page ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me where to start reading."</u></b> If child's response is vague, prompt, <b><u>"Where exactly?"</u></b> <b><u>Show me with your finger."</u></b></li><li>• Point to the first word, read it and ask: <b><u>"Where do I read after this?"</u></b></li></ul> <p>Only score one point if both are correct.</p>	
<p>4. <i>Page sequencing:</i> Point to the last word on the left page and ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where do I read after this?"</u></b></li></ul> <p>Score one point.</p>	
<p>5. <i>Difference between letter and word:</i> Give the child the two strips of paper. Demonstrate how they slide together and apart on a page in the book. On the same page ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me one letter."</u></b></li><li>• <b><u>"Show me one word."</u></b></li><li>• <b><u>"Show me the first letter in a word."</u></b></li><li>• <b><u>"Show me the last letter in a word."</u></b></li></ul> <p>Score one point for each.</p>	
<p>6. <i>Return Sweep:</i> Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last word ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where do I read after this?"</u></b></li></ul> <p>Score one point.</p>	

<p>7. <u>One-to-One Correspondence</u>: Point to the first word on a new page and before reading, ask the child:</p> <ul style="list-style-type: none"> <li>• <b><u>“Point to each word as I read this line.”</u></b> Does the child follow and match text as you read?</li> </ul> <p style="text-align: right;">Score one point.</p>	
<p>8. <u>Punctuation</u>: Point to the period, tracing it with your pencil and ask:</p> <ul style="list-style-type: none"> <li>• <b><u>“Do you know what this is?”</u></b> If so, ask: <b><i>“What is this for?”</i></b></li> </ul> <p style="text-align: right;">Score one point.</p>	
<p>TOTAL</p>	<p style="text-align: right;">___ / 13</p>

<p><b>Benchmarks for Concepts of Print in Kindergarten</b>  Winter: 9 out of 13  Spring: 13 out of 13</p>
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Based on Clay, M.M. (2000). *Concepts About Print: What have children learned about printed language?* Heinemann: N.Z.  
ECLAS-II. Literacy Development Checklist. (2003). CTB/McGraw-Hill.

## Concepts about Print—Implications for Instruction:

Marie Clay calls concepts about print “the rules of the road,” and writes, “Teachers must teach so that all children become knowledgeable about these essential concepts so they open doors to literacy.” She explains that teachers who have an understanding of what aspects of print their students are attending to can introduce students early on to print conventions through experiences in both reading and writing—especially through focused instruction in the first six months of school (Clay, 2000, pp. 24-25).

Reading and writing are reciprocal literacy activities, especially in the early years; that is, they both promote student literacy learning and provide the experiences that children need to gain knowledge and use of ‘the rules of the road.’ Through explicit teacher modeling as well as lots of guided practice and experience, students take on the concepts, and use them until the concepts become more automatic.

Based on teacher assessment, this literacy learning should and could be part of whole group, small group and one-on-one (conferring) learning contexts—from reading the morning meeting chart to writing a morning message together as part of an interactive writing experience, from shared reading of a big book with a focus on pointing to each word as we read and moving across the page from left to right, to writers’ workshop mini-lessons where a teacher models where to start writing on the page or how to leave space between words so that readers can reread them.

Most importantly, because children have such varied and broad experiences with print when they first come to school, this assessment, together with ongoing running records and observation of students’ writing, will help teachers to pull together small strategy groups for guided instruction and practice—whether it be a group of children who are ready to attend to punctuation in their own writing or a child who still needs support in pointing to words as s/he reads across a single line of print on a level A text.

Finally, while print layout, directionality, spacing and the stop and go marks of punctuation determine the “rules of the road,” the major entry into discovering how print works is building an understanding of how letters in print come together to represent sounds in words. Early letter and word study can begin with very important words, the children’s names: How many letters are in your name? What is the first letter? What sound does that letter make or what is the first sound you hear in your name? How many claps (syllables) are in your name? Is it a long name or a short name? As a strategy to building classroom community and literacy the children can have opportunities to play with their names, to sort names in their classroom by the number of letters, by the number of claps, by first letter, and to chant their names from a chart or word wall.

Children’s names go up on the word wall first. As the word wall expands to include little words the children see in books and want to write in their stories, the children learn about the concept of word—that words have first and last letters and sounds, that they are separated by spaces on the page and that the left to right directionality holds true in reading and writing words as it does in moving across a line of print: letters represent the sounds in words in left to right sequence. As young children chant words from the word wall, find them in a big book, or stretch them out to write during writer’s workshop and then edit for accuracy of word wall words, they also learn that no matter the font or page layout, the sequence of letters for each word will always be the same.

## Letter Identification Assessment

### **Purpose:**

What does your student know about letters? Which letters can he/she identify? Although research has shown that students do not need to know the names of all letters before they begin reading books, knowing letters helps them communicate with the teacher and each other. Being able to discriminate all letters is also helpful in attaching letter sounds to the matching symbols in print.

### **Directions:**

Ask students to identify all upper case and lower case letters, using the following directions:

1. Place the letter identification sheet on the table in front of the student.
2. Ask, "Can you name these letters? Can you say the sounds they make?" Mask the letters with a sheet of paper showing one row of letters at a time. You may want to point to each letter for the child, or let the child point to the letters naming them. Use the upper case sheet for letter and sound ID. Use the lower case sheet for letter ID. Sound ID on this lower case sheet is optional.
3. Use a check mark to record the correct responses. Record incorrect responses in the box.

### **Scoring:**

Place a check mark in the column if the child identifies the letter or sound correctly. Count the checks and total them onto the score sheet. Record any letter the child names incorrectly in the space provided.

#### Score as correct for letter ID:

An alphabet name.

You could also score as correct a response in which a child identifies the letter and a word that has the letter in it (e.g. "There's a 't' in 'cat.'")

#### Score as correct for sound ID:

A sound that is acceptable for the letter.

A response in which the student says, "It begins like..." giving a word that has that letter as its initial letter.

### **Record for further teaching:**

- The student's preferred mode of identifying letters (i.e. name, sound, or word that contains the letter).
- The letters a child confuses, so they can be kept apart in the teaching program.
- Unknown letters.

# Letter Identification Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Name of Letter	Sound of Letter	No reply or not correct		Name of Letter	Sound of Letter (optional)	No reply or not correct
A				a			
W				w			
P				p			
K				k			
F				f			
Z				z			
U				u			
J				j			
O				o			
H				h			
B				b			
				a			
M				m			
Q				q			
L				l			
Y				y			
C				c			
I				i			
X				x			
S				s			
N				n			
D				d			
T				t			
V				v			
R				r			
G				g			
E				e			
				g			

Known letters: Upper Case \_\_\_\_\_ Lower Case \_\_\_\_\_ Known Letter Sounds: \_\_\_\_\_

List unknown letters: \_\_\_\_\_

What do you notice: (Does not know names, but recognizes in words; knows names, but no letter/sound match; reversed letters; straight line known, curved unknown, etc.)

<b>Benchmarks for Letter ID in Kindergarten</b>	
<b>Winter:</b> 46 letters identified 8 sounds identified	<b>Spring:</b> 54 letters identified 18 sounds identified

**Letter Identification Assessment – Student Copy**

<b>A</b>	<b>W</b>	<b>P</b>	<b>K</b>	<b>F</b>	<b>Z</b>
<b>U</b>	<b>J</b>	<b>O</b>	<b>H</b>	<b>B</b>	
<b>M</b>	<b>Q</b>	<b>L</b>	<b>Y</b>	<b>C</b>	
<b>I</b>	<b>X</b>	<b>S</b>	<b>N</b>	<b>D</b>	
<b>T</b>	<b>V</b>	<b>R</b>	<b>G</b>	<b>E</b>	

<b>a</b>	<b>w</b>	<b>p</b>	<b>k</b>	<b>f</b>	<b>z</b>
<b>u</b>	<b>j</b>	<b>o</b>	<b>h</b>	<b>b</b>	<b>a</b>
<b>m</b>	<b>q</b>	<b>l</b>	<b>y</b>	<b>c</b>	
<b>i</b>	<b>x</b>	<b>s</b>	<b>n</b>	<b>d</b>	
<b>t</b>	<b>v</b>	<b>r</b>	<b>g</b>	<b>e</b>	<b>g</b>

## Word Identification Assessment

### Purpose:

The purpose of this assessment is to determine the number of high-frequency words that students know. The assessment can be used throughout the year to record students' growth in word recognition. For assessment purposes, the words are read out of context and in isolation, because they should be instantly recognizable by students.

### Directions:

The following is a list of recommended starting points by grade level:

- Kindergarten winter and spring start with List A
- Grade 1 fall start with List A and move on to List B, C, and D when ready
- Grade 2 fall start with List B and move on to List C and D when ready. Try List A if List B is too hard.

Place the list of words on the table in front of the student. If a student cannot recognize at least 5 words in a row on a list, ask him/her to read the previous list.

As the year progresses and a student has mastered all words on a list, you have the option of asking him/her to read the list for the next grade level.

### Scoring:

A student must read the word correctly to score a point. Self-corrections are counted as correct. Record all attempts at a word, and analyze them to note the features in a word a student notices.

By examining the student's performance on the Spelling Assessment, the Text Reading Subtest, and your own observations during the various balanced literacy components in your classroom, you can notice if the child reads the words in context, writes them in isolation, or writes them in context.

### Benchmarks:

	Fall	Winter	Spring
Kindergarten	---	8 from list A	25 from list A
First Grade	25 from list A	25 from list A and 25 from list B	25 from list A 25 from list B 25 from list C
Second Grade	25 from list A 25 from list B 25 from list C	25 from list A 25 from list B 25 from list C 20 from list D	25 from list A 25 from list B 25 from list C 25 from list D

**Word Identification Assessment**

**Student's Name** \_\_\_\_\_

<b>Word List A</b>	
the	in
I	am
to	we
a	it
is	and
mom	up
cat	at
dad	see
my	he
go	can
me	she
like	you
on	

**Test Date:** \_\_\_\_\_

**Number Correct:** \_\_\_\_\_ /25

**Test Date:** \_\_\_\_\_

**Number Correct:** \_\_\_\_\_ /25

the

I

to

a

is

mom

cat

dad

my

go

me

like

on

in

am

we

it

and

up

at

see

he

can

she

you

Word List B	
here	father
went	big
going	home
are	play
this	was
look	had
for	into
get	they
come	with
got	will
said	too
mother	red
	car

Test Date: \_\_\_\_\_

Number Correct:     /25    

Test Date: \_\_\_\_\_

Number Correct:     /25

here

went

going

are

this

look

for

get

come

got

said

mother

father

big  
home  
play  
was  
had  
into  
they  
with  
will  
too  
red  
car

**Word Identification Assessment**

Student's Name \_\_\_\_\_

Word List C	
of	have
be	zoo
his	off
out	wing
bit	about
day	moon
bus	after
run	which
from	saw
good	were
them	tooth
	being
	children
	their

Test Date: \_\_\_\_\_

Number Correct: \_\_\_\_\_ /25

Test Date: \_\_\_\_\_

Number Correct: \_\_\_\_\_ /25

of

be

his

out

bit

day

bus

run

from

good

them

have

zoo

off  
wing  
about  
moon  
after  
which  
saw  
were  
tooth  
being  
children  
their

**High-Frequency Word Recognition**

Student's Name \_\_\_\_\_

Word List D	
that	say
under	everything
than	didn't
take	over
always	does
because	together
around	only
small	different
along	been
some	many
each	against
away	once
number	

Test Date: \_\_\_\_\_

Number Correct: \_\_\_\_\_ /25

Test Date: \_\_\_\_\_

Number Correct: \_\_\_\_\_ /25

that

under

than

take

always

because

around

small

along

some

each

away

number

say

everything  
didn't  
over  
does  
together  
only  
different  
been  
many  
against  
once

## Spelling Assessment

Each child needs a recording sheet and a pen or pencil.

Say to the students, **“I am going to read some words. Some of the words might be tricky. I am trying to find the letters, sounds and patterns that you need to practice during our word study time. Try your best to write what you hear and spell them the best you can. After I say each word twice you may say it again a few times to yourself to help you feel and hear as many sounds as you can.”**

Say the word one time. Then say the sentence followed by the word again.

Kindergarten winter and spring

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird’s nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>

First grade fall

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird’s nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>
6. hope	I hope you have fun at lunch. <i>hope</i>
7. sled	I like to ride my sled in the winter. <i>sled</i>
8. stick	I used a stick to poke in the hole. <i>stick</i>
9. blade	The blade of the knife was very sharp. <i>blade</i>

First grade winter and spring

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird’s nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>
6. hope	I hope you have fun at lunch. <i>hope</i>
7. sled	I like to ride my sled in the winter. <i>sled</i>
8. stick	I used a stick to poke in the hole. <i>stick</i>
9. blade	The blade of the knife was very sharp. <i>blade</i>
10. wait	You will need to wait for the letter. <i>wait</i>
11. shine	He rubbed the coin to make it shine. <i>shine</i>
12. dream	I had a funny dream last night. <i>dream</i>
13. coach	The coach called the team off the field. <i>coach</i>

Second grade fall

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird's nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>
6. hope	I hope you have fun at lunch. <i>hope</i>
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11. shine	He rubbed the coin to make it shine. <i>shine</i>
12. dream	I had a funny dream last night. <i>dream</i>
13. coach	The coach called the team off the field. <i>coach</i>
14. chewing	Don't talk until you finish chewing your food. <i>chewing</i>
15. wishes	In fairy tales wishes often come true. <i>wishes</i>
16. thorn	The thorn from the rose bush stuck me. <i>thorn</i>
17. shouted	They shouted at the barking dog. <i>shouted</i>

Second grade winter

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird's nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>
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14. chewing	Don't talk until you finish chewing your food. <i>chewing</i>
15. wishes	In fairy tales wishes often come true. <i>wishes</i>
16. thorn	The thorn from the rose bush stuck me. <i>thorn</i>
17. shouted	They shouted at the barking dog. <i>shouted</i>
18. third	I was the third person in the line. <i>third</i>
19. camped	We camped down by the river last weekend. <i>camped</i>
20. crawl	You will get dirty if you crawl under the bed. <i>crawl</i>
21. fright	She was a fright in her Halloween costume. <i>fright</i>

Second grade spring

1. fan	I could use a fan on a hot day. <i>fan</i>
2. pet	I have a pet cat that likes to play. <i>pet</i>
3. dig	He will dig a hole in the sand. <i>dig</i>
4. rob	A raccoon will rob a bird's nest for eggs. <i>rob</i>
5. gum	I stepped on some bubble gum. <i>gum</i>
6. hope	I hope you have fun at lunch. <i>hope</i>
7. sled	I like to ride my sled in the winter. <i>sled</i>
8. stick	I used a stick to poke in the hole. <i>stick</i>
9. blade	The blade of the knife was very sharp. <i>blade</i>
10. wait	You will need to wait for the letter. <i>wait</i>
11. shine	He rubbed the coin to make it shine. <i>shine</i>
12. dream	I had a funny dream last night. <i>dream</i>
13. coach	The coach called the team off the field. <i>coach</i>
14. chewing	Don't talk until you finish chewing your food. <i>chewing</i>
15. wishes	In fairy tales wishes often come true. <i>wishes</i>
16. thorn	The thorn from the rose bush stuck me. <i>thorn</i>
17. shouted	They shouted at the barking dog. <i>shouted</i>
18. third	I was the third person in the line. <i>third</i>
19. camped	We camped down by the river last weekend. <i>camped</i>
20. crawl	You will get dirty if you crawl under the bed. <i>crawl</i>
21. fright	She was a fright in her Halloween costume. <i>fright</i>
22. spoil	The food will spoil if it sits out too long. <i>spoil</i>
23. growl	The dog will growl if you bother him. <i>growl</i>
24. tries	He tries to help his sister. <i>tries</i>
25. clapping	The audience was clapping after the program. <i>clapping</i>
26. riding	They are riding their bikes to the park today. <i>riding</i>

*Words Their Way (2004), Bear, Invernizzi, Templeton, and Johnson*

Sample Student Recording Sheet for Spelling Assessment

1. _____	19. _____
2. _____	20. _____
3. _____	21. _____
4. _____	22. _____
5. _____	23. _____
6. _____	24. _____
7. _____	25. _____
8. _____	26. _____
9. _____	
10. _____	
11. _____	
12. _____	
13. _____	
14. _____	
15. _____	
16. _____	
17. _____	
18. _____	

## Scoring the Spelling Assessment

Place a check mark next to the letters or circle the letters the child has spelled correctly on the chart. Count the number of check marks and then add the check marks. That is your final score.

When a child misses one or two points in a column, you have found your point of instruction. Circle this column and let it inform your word study instruction.

Kindergarten winter and spring scoring chart

Word	Beginning Consonants	Ending Consonants	Short Vowels	
1. fan	f	n	a	
2. pet	p	t	e	
3. dig	d	g	i	
4. rob	r	b	o	
5. gum	g	m	u	
score	___/5	___/5	___/5	
TOTAL				___ / 15

Kindergarten Winter benchmark = 5/15

Kindergarten Spring benchmark = 12/15

First Grade Fall Scoring Chart

Word	Beginning Consonants	Ending Consonants	Short Vowels	Consonant Blends	Long Vowel Patterns	
1. fan	f	n	a			
2. pet	p	t	e			
3. dig	d	g	i			
4. rob	r	b	o			
5. gum	g	m	u			
6. hope	h	p			o-e	
7. sled		d	e	sl		
8. stick			i	st		
9. blade				bl	a-e	
score	___/6	___/7	___/7	___/3	___/2	
TOTAL						___ / 25

First Grade Fall benchmark = 15/25

### First Grade Winter and Spring Scoring Chart

Word	Beginning consonants	Ending Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	
1. fan	f	n	a				
2. pet	p	t	e				
3. dig	d	g	i				
4. rob	r	b	o				
5. gum	g	m	u				
6. hope	h	p				o-e	
7. sled		d	e		sl		
8. stick			i		st		
9. blade					bl	a-e	
10. wait	w	t				ai	
11. shine				sh		i-e	
12. dream					dr	ea	
13. coach				ch		oa	
score	___/7	___/8	___/7	___/2	___/4	___/6	
TOTAL							___/34

First Grade Winter benchmark = 20/34

First Grade Spring benchmark = 26/34

### Second Grade Fall Scoring Chart

Word	Beginning consonants	Ending Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	
1. fan	f	n	a						
2. pet	p	t	e						
3. dig	d	g	i						
4. rob	r	b	o						
5. gum	g	m	u						
6. hope	h	p				o-e			
7. sled		d	e		sl				
8. stick			i		st				
9. blade					bl	a-e			
10. wait	w	t				ai			
11. shine				sh		i-e			
12. dream					dr	ea			
13. coach				ch		oa			
14. chewing				ch			ew	ing	
15. wishes				sh				es	
16. thorn				th			or		
17. shouted				sh			ou	ed	
score	___/7	___/8	___/7	___/6	___/4	___/6	___/3	___/3	
TOTAL									___/44

Second Grade Fall benchmark = 30/44

Second Grade Winter

Word	Beginning consonants	Ending Consonants	Short Vowels	Consonant Diagraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	
1. fan	f	n	a						
2. pet	p	t	e						
3. dig	d	g	i						
4. rob	r	b	o						
5. gum	g	m	u						
6. hope	h	p				o-e			
7. sled		d	e		sl				
8. stick			i		st				
9. blade					bl	a-e			
10. wait	w	t				ai			
11. shine				sh		i-e			
12. dream					dr	ea			
13. coach				ch		oa			
14. chewing				ch			ew	ing	
15. wishes				sh				es	
16. thorn				th			or		
17. shouted				sh			ou	ed	
18. third				th			ir		
19. camped								ed	
20. crawl					cr		aw		
21. fright					fr		igh		
score	___/7	___/8	___/7	___/7	___/6	___/6	___/6	___/4	
TOTAL									<u>    </u> /51

Second Grade Winter benchmark = 37/51

Second Grade Spring

Word	Beginning consonants	Ending Consonants	Short Vowels	Consonant Digraphs	Consonant Blends	Long Vowel Patterns	Other Vowel Patterns	Inflected Endings	
1. fan	f	n	a						
2. pet	p	t	e						
3. dig	d	g	i						
4. rob	r	b	o						
5. gum	g	m	u						
6. hope	h	p				o-e			
7. sled		d	e		sl				
8. stick			i		st				
9. blade					bl	a-e			
10. wait	w	t				ai			
11. shine				sh		i-e			
12. dream					dr	ea			
13. coach				ch		oa			
14. chewing				ch			ew	ing	
15. wishes				sh				es	
16. thorn				th			or		
17. shouted				sh			ou	ed	
18. third				th			ir		
19. camped								ed	
20. crawl					cr		aw		
21. fright					fr		igh		
22. spoil					sp		oi		
23. growl							ow		
24. tries								ies	
25. clapping								pping	
26. riding								ding	
score	___/7	___/8	___/7	___/7	___/7	___/6	___/8	___/7	
TOTAL									___/57

Second Grade Spring benchmark = 45/57

*Adapted from Words Their Way (2004), Bear, Invernizzi, Templeton, and Johnson (Page 302)*

## Reading Assessment Tool Box: What Is A Running Record?

Johnston (2000) states that running records of oral reading are basically a vehicle for error analysis. He says the teacher must engage in the imaginative challenge of figuring out the logic of error. For teachers, the most useful aspect of errors is that people do not make them randomly. There is always a reason for them. If you can figure out the reason, then you know where best to use your instructional expertise and how to avoid confusing the student (p. 1).

Taking running records involves four basic steps.

1. Recording the child's oral reading using a set of conventions.

Set of Conventions for Coding Reading Errors	
Behavior	Convention shown with error.
Substitution	<u>walked</u> Today I went to my new school. Scored as an error.
Self-correction	<u>walked SC</u> Today I went to my new school. Scored as a self-correction.
Repetition	Today I went to my $\longleftrightarrow$ <b>R</b> new school. NOT scored as an error, but should be noted.
Repetition with self-correction	<u>walked R SC</u> Today I went to my new school. Scored as a self-correction.
Omission	Today I went to my new school. Scored as an error.
Insertion	<u>see</u> Today I went to ^ my new school. Scored as an error.
Long Pause	<u>#</u> Today I went to my new school. NOT scored as an error.
Told	<u>_____</u> Today I went   <b>T</b> to my new school. Scored as an error.

2. Determining the sources of information (Meaning, Structure, or Visual) the reader used to make an error, and, if self-correction occurred, the sources of information added to correct the error.
3. Considering the child's use of M, S, and V in light of the reading process—this requires using just enough of each source of information to accurately interpret the author's message.
4. Making teaching decisions based upon the reader's needs as determined by the analysis in 2 and 3 above.

Johnston, P. (2000). *Running Records: A Self-Tutoring Guide*. Portland, Maine: Stenhouse Publishers.

## Scoring Guide for Reading Assessments

Three factors should be checked when assessing a reader:

1. Accuracy and self corrections
2. Comprehension
3. Fluency

### **Accuracy:**

96%-100% -- Easy (Independent Reading Level)

90%-95% -- Scaffolded Instruction Level (Books for small group work)

Below 90% -- TOO DIFFICULT (Frustration Level)

Betts (1946) suggests 98% or higher for Independent Reading, 95-97% for Scaffolded Instruction, and 94% or lower for Frustration Level. Other researchers give different levels. We have chosen the levels above.

### Scoring accuracy:

(Number of words – errors) ÷ number of words = percentage of accuracy

Number of words minus errors divided by number of words equals percentage of accuracy

Example: 120 words – 9 errors = 111 words correct

$$111 \text{ words correct} / 120 \text{ words} = 92\%$$

The accuracy rates have been calculated for you on each running record form. You will just need to count the errors and circle the accuracy rate.

### **Self-correction Rate:**

Self-corrections tell us if a child is monitoring errors and re-sampling text to self-correct errors. This is one indication of comprehension and monitoring “book language.” Count the number of self corrections and write in next to accuracy rate. If you would like to calculate Self-correction ratio, use the directions below.

A good self-correction rate is: 1:1, 1:2, 1:3, 1:4, 1:5. The ratio 1:3 is read as follows: “The reader corrected one error in every three errors.”

### Scoring Self-Corrections:

Errors + Self-corrections ÷ Self-corrections = Self-Correction Ratio

(Errors plus self-corrections divided by self-corrections equals Self correction Ratio)

Example: 9 errors + 8 self-corrections ÷ 8 self-corrections = 1:2 Self-Correction Ratio

The ratio is read as follows: “The reader corrected one error in every two errors.”

### **Comprehension:**

In order to judge comprehension, students are asked to retell the text and then answer comprehension questions. Students need to give a strong retelling or answer three of the four

comprehension questions correctly in order to read independently at that level. Students may use the text to help them retell and teachers should take note if the student needs this. Guidelines to assess retelling and suggestions are provided on individual forms.

**Fluency:**

Guidelines to assess fluency are listed in a text box at the bottom of each running record form. We have listed benchmarks for phrasing and fluency as well as reading with expression that increase in demand as text level increases. Teachers can use these yes/no checklists to determine if the reader is ready to read a particular level of text independently.

**How do I arrive at the final level?**

If a student can do the following they can read a text level independently:

- Read a text with 96% accuracy
- Read with comprehension
- Read with some fluency behaviors required at that level

Suppose a student reads a level E text independently meeting all of the criteria above. Try the level F text and if the accuracy rate is 96%, continue and assess the comprehension and the fluency. If both of these are acceptable, they will read level F text independently. If you try the Level G text and the accuracy rate is 95% or lower, or if the comprehension is not sufficient, they will not read independently at level G. In the end, teachers want to find the highest level that a student can read independently. That is, the reader has an accuracy rate of 96% or higher, comprehension (either a strong retelling or at least three correct comprehension questions), and fluency.





