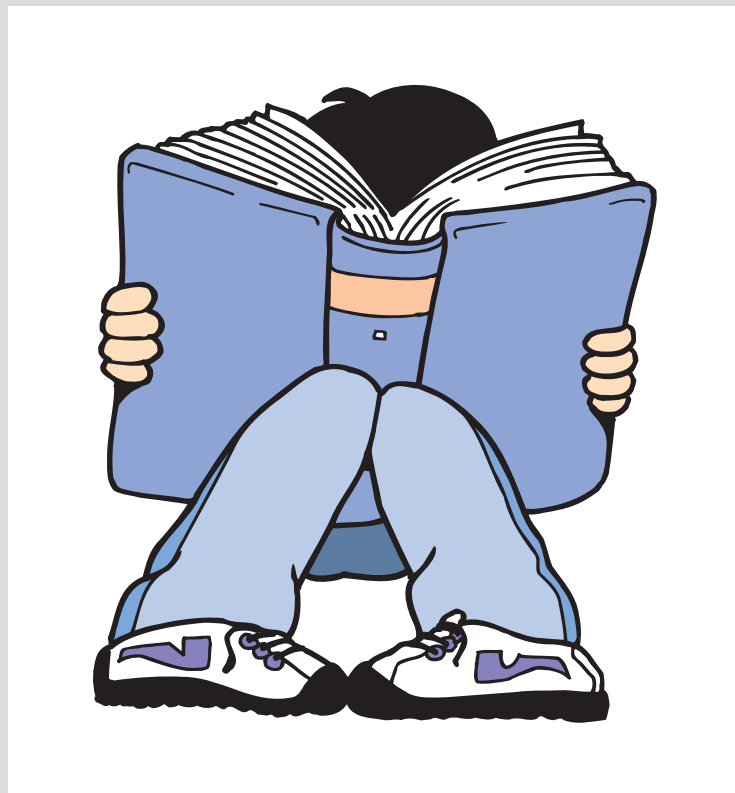


TEACHER MATERIALS

6-8 Week Skills Assessments for
Reading Comprehension and Fluency



GRADE 1
Weeks 6-36

6-8 Week Skills Assessments for Reading Comprehension and Fluency

DESIGN

Skills Assessments are designed to help classroom teachers and grade-level teams determine how effective their delivery of instruction is meeting expected student learning goals in relation to concepts and skills taught in the classroom.

PURPOSE

The purpose of the Skills Assessments is to help guide and plan instruction for the next 6-8 weeks. Due to the limited number of test items, skills, and concepts addressed. Skills Assessments are not to be used as an indicator of individual student achievement. They are tools to help educators focus on the percentage of students meeting criteria for each subtest. If teachers find over the course of at least two testing periods there is still a group of struggling students, it is advisable to utilize diagnostic testing to understand specific needs.

USE

The Skills Assessments assist in determining if the class is meeting grade-level expectations for the concepts and skills taught in the classroom. If students are weak in a particular area, the teacher should look ahead to plan for additional instruction or student practice using the materials provided by the program. Grade-level meetings may help teachers determine which skills and concepts need to be reinforced. It is advisable that teachers work together to plan the use of program materials for small group instruction or go beyond the core instructional time to address specific needs.

Assessment Development Team

Authors: Pat Bush, M.R. Hagopian, Michelle Holman, Teri Poppleton, Carol Walker

Editors: Carolyn Farrar, Roxanne Higgins, Roberta Nichols, Melanie Sloatweg

Illustrator: Corey Overholtzer

The Skills Assessments are developed by the assessment team at the Reading Lions Center. Subtest scores should be used for planning instruction and identifying skill areas to enhance learning.

First Edition
© 2008 Reading Lions Center

Overview of Skills Assessments - Grade 1 2008 - 2009

	Week 6	Week 12	Week 18	Week 24	Week 30	Week 36
GRADE 1	Optional Fluency	Optional Fluency	Optional Fluency	Reading Comp. Fluency	Reading Comp. Fluency	Reading Comp. Fluency

GRADE 1	Percentile	Week 6 WCPM ² OPTIONAL ³	Week 12 WCPM OPTIONAL ³	Week 18 WCPM OPTIONAL ³	Week 24 WCPM	Week 30 WCPM	Week 36 WCPM
ORAL READING FLUENCY NORMS¹	25th	practice	15	20	25	30	35
	50th	practice	30	35	40	55	60
	75th	practice	50	55	70	75	80

1 Extrapolated values used by the Reading Lions Center (2005).

2 WCPM = Words Correct Per Minute based on 2005 Norms of Hasbrouck and Tindal.

3 Fluency passages for Weeks 6, 12, and 18 are OPTIONAL.

INSTRUCTIONAL UNITS - GRADE 1

Week 6
Week 12
Week 18
Week 24
Week 30
Week 36

MATERIALS

Each classroom set of materials includes:

- Teacher Materials Booklet
- Student Test Booklets
- Fluency Test Cards
- Skills Assessment Report Forms (blackline masters)

Note: Electronic reporting systems are advisable.

GENERAL PROCEDURES

Students are assessed at the end of each instructional period listed above. The results for each student should be recorded on the Skills Assessment report form (or through an electronic reporting system) and submitted to the site administrator. The Reading Comprehension subtest is administered in whole group sessions. Fluency is assessed individually. The directions and answer keys are provided in the Teacher Materials booklet.

FOLLOW-UP AND SUPPORT BY SCHOOL PRINCIPAL

The Skills Assessment Report form (blackline master) is an evaluation tool for the classroom teacher, the site administrator, and the reading coach. The teacher is asked to note which students have not reached criterion. The teacher is expected to develop a plan of action to help improve student learning especially for those students identified as needing intensive intervention (scoring 40% or lower).

A copy of the report form, if non-electronic, should be placed in an agreed-upon school file, by an agreed-upon date, for review by the principal. After the principal reviews the students' progress and support needs, the following actions are suggested:

1. Provide written and/or verbal feedback to the teacher on student progress and provide resources and support as needed (e.g., extended time and coaching assistance.)
2. Schedule follow-up meetings with the teacher, coach, and/or whole staff as needed.

6-8 Week Skills Assessments for Reading Comprehension and Fluency

Answer Key and Directions

GRADE 1 - Week 6

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: The fluency passages for this testing period are for practice only and are not formally scored.

GRADE 1 - Week 12

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: To be at grade level the student must read at least 30 WCPM (words correct per minute) at the end of the 12th week.

25th Percentile - 15 WCPM

50th Percentile - 30 WCPM

75th Percentile - 50 WCPM

GRADE 1 - Week 18

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

OPTIONAL ORAL FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Optional Fluency Passages.” The directions precede the fluency passages for each grade level.

Scoring: To be at grade level the student must read at least 35 WCPM (words correct per minute) at the end of the 18th week.

- 25th Percentile - 20 WCPM
- 50th Percentile - 35 WCPM
- 75th Percentile - 55 WCPM

GRADE 1 - Week 24

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

ORAL FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 40 WCPM (words correct per minute) at the end of the 24th week.

- 25th Percentile - 25 WCPM
- 50th Percentile - 40 WCPM
- 75th Percentile - 70 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

Oral Directions: “Read the story carefully. Then read each question and fill in the bubble next to the correct answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

- Key:**
- | | | | | |
|------|------|------|------|-------|
| 1. C | 3. A | 5. C | 7. C | 9. B |
| 2. B | 4. B | 6. A | 8. C | 10. A |

GRADE 1 - Week 30

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

ORAL FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 55 WCPM (words correct per minute) at the end of the 30th week.

- 25th Percentile - 30 WCPM
- 50th Percentile - 55 WCPM
- 75th Percentile - 75 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

Oral Directions: “Read the story carefully. Then read each question and fill in the bubble next to the correct answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

- Key:**
- | | | | | |
|------|------|------|------|-------|
| 1. C | 3. B | 5. A | 7. C | 9. B |
| 2. A | 4. B | 6. B | 8. A | 10. A |

GRADE 1 - Week 36

TEACHER NOTE: Collect student booklets after each testing session. Do not allow students to browse other subtests before they are administered. Therefore, consider administering the Oral Fluency Reading Passages first.

FLUENCY

Teacher Directions: Refer to “General Directions for **One-Minute** Administration of Reading Passages.” The directions are attached to the fluency materials for each grade level.

Scoring: To be at grade level the student must read at least 60 WCPM (words correct per minute) at the end of the 36th week.

- 25th Percentile - 35 WCPM
- 50th Percentile - 60 WCPM
- 75th Percentile - 80 WCPM

READING COMPREHENSION (Recommended Time: 30 minutes, uninterrupted)

Teacher Directions: Direct all students to independently read the selection and questions, then silently mark their answers. The selection should be read in its entirety and the questions answered during an uninterrupted block of time. This subtest should be administered similarly to a norm-referenced test.

Oral Directions: “Read the story carefully. Then read each question and fill in the bubble next to the correct answer.”

Scoring: To reach criterion, a student must have at least 8 correct answers.

- Key:**
- | | | | | |
|------|------|------|------|-------|
| 1. C | 3. B | 5. B | 7. C | 9. B |
| 2. A | 4. C | 6. A | 8. A | 10. A |

NOTES

General Directions for Administration of the Optional Oral Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

MATERIALS:

1. Students' (cardstock) copies of Passage #1 and Passage #2
2. Examiner's (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error). Self-corrections and word repetitions are NOT marked as errors.

NOTES:

¹ Each passage is longer than necessary to provide teachers with two opportunities for practice. Students do not have to read the entire passage in one sitting. Teachers may choose to have the students read the first 40 words (or less). The remaining text could be used for practice on a subsequent day or during small group instruction.

² When scoring students, please refer to the “General Directions for One-Minute Administration of Reading Passages” on page 17 of this booklet.

Optional Passage #1 (Practice Only)

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

A kid and a big dog jog in the grass. 10
 The dog yaps and nips at a tan cat. 19
 The cat has a fit. 24
 He runs and slips in the pond. 31
 The wet cat is not glad. 37
 He is mad. 40

The kid stands next to the pond. 47
 He tells the dog it is bad to yap and nip at cats. 60
 The dog licks the kid’s hand. 66

Ducks are on the pond. 71
 The ducks quack at the dog. 77
 The dog yips at the ducks. 83
 A hen clucks at the cat. 89
 The cat sits in the sun. 95
 The ducks swim on the pond. 101

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = practice only

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2 (Practice Only)

Refer to "General Directions for **One-Minute** Administration of Reading Passages."

Say these specific directions to the student:

When I say "Begin," start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don't know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Pat has a tin top.	5
It has red dots.	9
He sits on a cot and spins his top.	18
It spins on a box.	23
The top will not spin in sand.	30
It does not spin in grass.	36
It spins best on a big box.	43
Pat sits and spins his top.	49
A dog hops on the box.	55
The dog grabs the top and runs.	62
Pat runs at the dog.	67
The dog stops and pants.	72
He drops the top.	76
It lands on the rim.	81
It does not get a dent.	87
Pat pets his dog and grins.	93
He is glad he can still spin his top.	102

EVALUATING CODES FOR ORAL READING
sky (/) word read incorrectly
blue ^ sky (^) inserted word
(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= practice only

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

A black bird sat in a nest of sticks and twigs.	11
She left the nest to zap at bugs.	19
Birds must be quick to get bugs.	26
Next, the bird hopped on a rock to rest in the sun.	38
A smug cat ran at the bird.	45
But, the cat had a bell on his neck.	54
He went splat on the rock.	60
He did not get the black bird.	67
It was too quick.	71
“Drat,” said the cat.	75
The bird went back to her nest and hid.	84
The cat jumped on a big log.	91
He was not glad.	95
The mad cat ran back and hid in a box.	105

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue ^	sky (^) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>30</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Tim has a drum.	4
A strap holds it on his neck.	11
He is in the band.	16
Tim hits his drum with two sticks.	23
He is quick and has fun.	29
Tim’s band pants are black, and his vest is red.	39
His gold band hat flops in the wind.	47
It is too big for his head.	54
Pam has a brass horn.	59
Her hat flops in the wind, too.	66
Tim stands at the back of the band.	74
Pam is next to her pal.	80
The rest of the kids get mixed up.	88
The band zigs and zags in the grass.	96
Tim yells, “Stop!”	99
The first kid stops.	103
The rest drop.	106
It is such a mess.	111

EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue ^ sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>30</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Pam sat on the steps. She put ice 8
 cubes in her teacup. She made a mistake. 16
 Pam had put the ice cubes in a cracked cup. 26
 The cubes melted, dripped out of the crack 34
 and onto the steps. That made the steps slick. 43
 Just then, her dog chased a cat up the 52
 steps. The cat hit the slick steps and slid into 62
 a plant stand. There was a pot of flowers on 72
 the stand. The stand tipped, and the pot fell. 81
 What a mess! 84
 Pam cleaned up the mess. Then, she got 92
 a mug and filled it with milk. She sat on a 103
 swing in the shade and sipped her drink. 111

EVALUATING CODES FOR ORAL READING	
sky	(/) word read incorrectly
blue ^	sky (^) inserted word
	(□) after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>35</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Optional Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

It was raining. Fluff was a lost cat, and he 10
 was wet. He ran up a tree to hide. After the 21
 rain stopped, the sun went down. The grass 29
 was filled with deep puddles. Fluff was afraid 37
 to wade across them. He was afraid he would 46
 sink. 47

Fluff had a chain on his neck with a 57
 tag. It had his name and address on it. The 67
 tag told where he lived. A man came up the 77
 street and saw Fluff. The man picked up the 85
 drenched cat to take him home. 91

Fluff was glad to see his home. When he 100
 went inside, the children gave him a dish 109
 of milk. Then Fluff went to his soft bed and 118
 had a long nap. 122

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue ^ sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>35</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

NOTES

General Directions for One-Minute Administration of Reading Passages for the Oral Fluency Subtest

- *This test is administered individually.*
- *Passages are to be administered consecutively during one uninterrupted session.*
- *The purpose of this test is to measure reading rate (automaticity) and accuracy.*
- *For this assessment to be reliable, it must be based on a “cold” reading.*
- *Choose a quiet location in the classroom to administer the test where other students cannot hear the story being read.*
- *Do NOT have students rehearse or browse the stories before they are administered.*
- *Do NOT have students practice reading individual words that may be problematic before the test is administered.*

MATERIALS:

1. Students’ (cardstock) copies of Passage #1 and Passage #2
2. Examiner’s (numbered) copies of Passage #1 and Passage #2
3. Stopwatch
4. Tape recorder - *optional* (Tape recorders facilitate error analysis.)

DIRECTIONS FOR PASSAGES #1 AND #2:

1. Place the cardstock copy in front of the student.
2. Place the numbered copy in front of you. Shield it so the student cannot see what you record.
3. Say these specific directions to the student for Passage #1:
*When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. **Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.***
4. Say “Begin” and start your stopwatch when the student says the first word. If the student fails to say the first word of the passage after 3 seconds, say the word, mark it as incorrect, then start your stopwatch.
5. Follow along on your copy. Put a slash (/) through words read incorrectly.
6. If a student stops or struggles with a word for 3 seconds, say the word and mark it as incorrect.
7. At the end of 1 minute, place a bracket (]) after the last word and say, “Stop.”
8. Repeat for Passage #2, following the directions in steps 3-7.

SCORING PROCEDURE:

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals (Each reversal is counted as one error).

Self-corrections and word repetitions are NOT marked as errors.

Add the total number of words read, subtract the errors, and write the number of words the student read correctly in the box in the bottom right-hand corner of the page. On the Skills Assessment Report, enter scores (WCPM) for both Passage #1 and Passage #2. Then take the average of the two scores and enter the “averaged” score. When all students have completed the fluency assessment, record classroom totals in the boxes provided (# of students tested, # of students at/above 50th percentile for WCPM, and % of students at/above 50th percentile for WCPM).

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Jen felt sad. A tear splashed down her 8
 cheek. “I’ll never find it!” she cried. Jen had 17
 worked hard for a long time and saved her 26
 dimes. Then, she used the cash to get a green 36
 yo-yo with gold string. It had a white goose 46
 painted on the side, and now it was lost. 55
 “Please keep trying. I know it’s here 62
 somewhere,” her mother said as she sat 69
 knitting a wool cap. 73
 “Okay,” Jen grumbled. “I’ll keep looking.” 79
 The girl walked to her bedroom. She looked 87
 in the closet and under the bed. She looked 96
 in her play box. “I can’t find it,” Jen groaned. 106
 When she was about to give up, Jen saw 115
 Bell, her small, brown puppy. He sprang 122
 from behind a broom. Her yo-yo was in his 132
 mouth! Jen hugged the quick puppy and 139
 scratched his ears. 142
 Jen felt so happy! She gave Bell a new, 151
 soft, plastic squeeze toy. “Thank you, Bell. 158
 You found my yo-yo,” Jen said as she clung to 169
 him. “I promise I will never give up again.” 178

EVALUATING CODES FOR ORAL READING	
sky (/)	word read incorrectly
blue ^ sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
Passing Criterion (50th %ile)	= <u>40</u>

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Ben was a beaver. He saw his mother 8
 and father dive under the water. They had 16
 just fixed their home. As Ben swam, he 24
 watched the clouds in the sky. It looked like 33
 a storm. He saw lightning, and he heard 41
 thunder. It started to rain. The creek turned 49
 into a river, and water began to rush into the 59
 lake and flood their home. 64
 “Quick!” his father shouted. To save the 71
 family, Ben and his parents ran across a 79
 ditch and up the hill to safety. Soon the rain 89
 stopped. The family scrambled to cut fresh 96
 tree trunks to fix their home. 102
 Ben picked up sticks to help. Ben 109
 flung mud from the bottom of the lake. He 118
 pulled grass and brush from the top. Then, 126
 he helped move a small tree stump to the 135
 edge of the water. “Well!” sighed Ben as 143
 he chewed on a branch. “That was hard.” 151
 They soon had their home in good shape. 159

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____
 Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 40

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Alex crawled under the blankets on his bunk bed. He was afraid of storms. Bursts of light flashed outside and thunder rolled. Tree branches scratched at his window, and he shook with fear.

Soon his father came home from work and found Alex in his room. “What’s wrong?” he asked as he sat on the edge of the bed.

“I’m afraid of the noise,” answered Alex.

“I know a storm can be scary. Cheer up. Think of the good things that happen when it rains,” said his father. “The wind scatters seeds, and the rain gives them water to grow. Plants and wild animals need water to help them stay alive.”

“That’s true,” said Alex. “I’ll think about that and try not to be scared.” He bravely took his dad’s hand. “Thanks, Dad,” he sighed.

His proud father said, “Come with me. Let’s go to the kitchen and have some apple pie.”

EVALUATING CODES FOR ORAL READING

- sky (/) word read incorrectly
- blue sky (^) inserted word
- (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 55

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Each night Dora’s mother tucked her 6
 in bed. Then, her mother turned off the 14
 bedroom light as she left the room. For Dora, 23
 this was awful. Dora’s eyes grew wide in the 32
 dark. She would lay in bed with the covers 41
 pulled under her chin. She shook with fright. 49
 She just knew monsters were hiding under 56
 her bed. Maybe they were lurking in the 64
 closet or creeping behind her drapes. 70
 One night, Dora told her mother how 77
 scared she was. “I did not know the dark 86
 room bothered you,” said her mother. “From 93
 now on, you may turn off your own light.” 102
 The next bedtime was different. Dora’s 108
 mother closed the door but left on the light. 117
 So, Dora looked under her bed. She checked 125
 the closet. She peeked behind the drapes. 132
 Then she wrapped her teddy bear in a 140
 blanket. Dora clutched her toy animal. 146
 She paused, then reached the chain on the 154
 glowing lamp and turned off the light. Soon 162
 Dora became used to the dark, and she was 171
 not afraid. 173

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____
 Number of Errors: — _____
 Number of Words Read Correctly: _____
 Passing Criterion (50th %ile) = 55

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

There was a marble game at school. 7
 Ken was the best player in first grade, and 16
 he wanted to win the contest. Ken put his 25
 marbles in the middle of the ring. He looked 34
 around and saw a new student. His name 42
 was Troy. Ken flopped onto the ground. Troy 50
 sat on the other side of the circle and looked 60
 at Ken. This made Ken feel uneasy. 67
 Ken licked his lips. Sweat ran down his 75
 face. He was proud of his marbles. He liked 84
 his blue power shooter the best. He was going 93
 to try very hard to win. 99
 One by one, the other players lost and 107
 dropped out. Soon only Ken and Troy were 115
 left. Each time they played, the game ended 123
 in a tie. When recess was over, they were 132
 still tied. The game was a draw. This meant 141
 nobody won the contest. The two marble 148
 champs shook hands and became good 154
 friends. 155

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____
 Number of Errors: — _____
 Number of Words Read Correctly: _____
 Passing Criterion (50th %ile) = 60

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Sally looked at the score of the soccer 8
 game. Her team had only two goals. The other 17
 team had three goals and was winning by 25
 one point. Only five minutes were left in the 34
 game. The crowd was quiet. Sally fell down 42
 and let out a yell. She was hurt and couldn’t 52
 play, so she had to sit on the bench. 61

All at once, Carmen, the smallest player 68
 on Sally’s team, got the ball. She flew down 77
 the sidelines. Taking aim, she kicked the ball 85
 at the goal. The ball hit the back of the net, 96
 and the score was tied. The crowd cheered. 104

Two minutes were left in the soccer 111
 game. Carmen refused to give up. She kicked 119
 another goal. Six seconds later a loud whistle 127
 blew, and Sally’s team had won! When the 135
 girls looked around, everyone was clapping 141
 for their team. 144

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words Read Per Minute: _____

Number of Errors: — _____

Number of Words Read Correctly: _____

Passing Criterion (50th %ile) = 60

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

**Skills Assessment Report - Page 1
for Fluency
GRADE 1 – Week 6**

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	PASSAGE #1	PASSAGE #2	AVERAGE SCORE PRACTICE

Skills Assessment Report - Page 2 for Fluency GRADE 1 – Week 6

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	PASSAGE #1	PASSAGE #2	AVERAGE SCORE PRACTICE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1 for Fluency GRADE 1 – Week 12

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	OPTIONAL FLUENCY #1 30 WCPM	OPTIONAL FLUENCY #2 30 WCPM	AVG. FLUENCY SCORE

Skills Assessment Report - Page 2
for Fluency
GRADE 1 – Week 12

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	OPTIONAL FLUENCY #1 30 WCPM	OPTIONAL FLUENCY #2 30 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1 for Fluency GRADE 1 – Week 18

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	OPTIONAL FLUENCY #1 35 WCPM	OPTIONAL FLUENCY #2 35 WCPM	AVG. FLUENCY SCORE

Skills Assessment Report - Page 2 for Fluency GRADE 1 – Week 18

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	OPTIONAL FLUENCY #1 35 WCPM	OPTIONAL FLUENCY #2 35 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1
for Reading Comprehension and Fluency
GRADE 1 – Week 24

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 40 WCPM	FLUENCY #2 40 WCPM	AVG. FLUENCY SCORE

**Skills Assessment Report - Page 2
for Reading Comprehension and Fluency
GRADE 1 – Week 24**

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 40 WCPM	FLUENCY #2 40 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1 for Reading Comprehension and Fluency GRADE 1 – Week 30

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 55 WCPM	FLUENCY #2 55 WCPM	AVG. FLUENCY SCORE

Skills Assessment Report - Page 2 for Reading Comprehension and Fluency GRADE 1 – Week 30

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 55 WCPM	FLUENCY #2 55 WCPM	AVG. FLUENCY SCORE

Identify students below criterion in two or more subtests. Describe planned actions.

PRINCIPAL: _____ COACH: _____

Skills Assessment Report - Page 1

for Reading Comprehension and Fluency

GRADE 1 – Week 36

DISTRICT: _____ TEACHER: _____

SCHOOL: _____ DATE: _____

STUDENT NAMES [Last, First, Middle Initial]	READING COMP. 8/10	FLUENCY #1 60 WCPM	FLUENCY #2 60 WCPM	AVG. FLUENCY SCORE

First Edition

© 2008 Reading Lions Center

**Unauthorized reproduction of this booklet, or any part thereof, is strictly prohibited.
Permission to reproduce materials must be obtained in writing from the Reading Lions Center.**