

Table 1: Oral Reading Fluency Assessment [Please attach the oral reading probes with the recorded miscues on the examiner's copy]

Examiner's Name Jessica Kline
9/10/19
 Student's Initials L.F.
 (DIBELS, AIMSweb, etc.)
 Grade Level 6

Date of Administration
 Name of ORF Assessment F&P
 Date of Birth _____

Table 1. Cover Page and Individual Summary for Oral Reading Fluency Assessment & Results
 (report results of probes for each text and level read by student).

1.1 Enter the assessment information into this table. [Note. Add rows as needed.]

Text/Level Grade level; Passage title)	Grade Level	Total Words	Errors per minute	Correct Words (cwpm)	¹ Accuracy %	¹ Acc Level (indep, inst, etc.)	² Fluency ² %ile/Bench mark Passage Grade L Comparison	³ Comprehension (Complete-3, Partial -2, Fragmentary-1, Very Poor - 0)	General Comments (DORF Response Pattern, etc.)
EX: G1 – “Happy Snake”	1	10	3	7	70%	Frustr	10 th %ile/ G1	0	Freq errors on SW; No SC
“Canyon Mystery”	5	250	4	61	97%	Instructional	50 th percentile	Partial-2	97% Accuracy, 2 Fluency, 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, 131 WPM, 7/10 Comprehension

1.2 Overall, the student’s reading level is as follows, based on his/her accuracy:

¹Acc Level: **Independent:** Passage read with 96-100% accuracy; **Instructional:** 90-95% accuracy on passage; **Frustration:** < 90%

² Fluency %: Use Hasbrouck and Tindal; or DIBELS benchmarks

³ Comprehension: Independent Level: 90-100%; Instructional Level: 75-90%; Frustration Level: < 50%

1.3. Overall, I would describe the student’s fluency based on grade level norms (consult Hasbrouck & Tindal benchmark) as follows.

She read at the 50th percentile at the 6 grade level. Although s/he read at 108 wcpm, the fluency benchmark (50th %ile) for her actual grade level (grade 6) and for this time of year is 110.

This is why I think s/he is at the At-Risk – Intensive Level; Some Risk/ Strategic Level; Low Risk @ Benchmark level.

Independent Reading Level: ____F&P: T_____
Instructional Reading Level: ____F&P: U_____
Frustration Reading Level: ____F&P: V_____

1.2 (cont.) Reading Level Placement. I determined that her/his inst level is __U__ . Why this is an appropriate reading level is because she read _5th_ grade materials with 97 % accuracy, which is at the instructional level (Indep: 95%, Instr: 90%, Frust: <90%). This is __one grade level__ below her expected reading grade level, which is __6th__ grade level with 90% accuracy. [Other comments: “Lily” is reading at a U according to F&P in the fall of her sixth grade year. Grade level for the fall of sixth grade is a W, so Lily is reading two F&P levels below grade level expectations.

1.4 I would set the following *accuracy goals* for the student. The student will read a passage at the __6th__th grade level with a fluency rate of __130__ wcpm and with __98__% accuracy by this date ____12/01/19 I set this fluency goal because Lily’s fluency is at benchmark level, and her comprehension is fairly high as well. The component that is pulling her score down from independent to instructional is her accuracy. If Lily can read with more accuracy, her comprehension should improve and she will be able to advance to more challenging texts.

Table 2. Prosody and Qualitative Features Checklist for Oral Reading Fluency Assessment

After listening to the student read connected text and based on the table below, how do you judge the degree to which these important prosody features of successful fluent readers were present. [Note that some features may not be observed].

___ Level 3 ___ Reads fluently or efficiently. (Record NAEP Level 1-4. See Table below in assigning 1, 2, 3, or 4).

___ Sort of ___ Has an effective strategy for reading unknown words (**Record YES; Sort of; NO**) as indicated by students’ attempts to sound out words, self-correct, reread, make meaningful substitutions, etc. My Explanation of the Rating: Lily will substitute words that have similar phonemes, but that will often not make sense in the sentence she is reading.

___ Sort of ___ Reading miscues tend to preserve rather than distort meaning. (e.g., Makes semantically Similar Miscues) (**Record YES; Sort of; NO**)

___ No ___ Reads with expression (attends to prosodic features with intonation, phrasing, and pitch – (**Record YES; Sort of; NO**) My explanation of the rating::

___ Not often ___ Self-corrects errors (comprehension self-monitoring).
Explanation: Lily will sometimes self correct, but not often.

___ Yes ___ Adjusts pace when complexity or “considerateness” of text changes.

NAEP - Oral Reading Fluency Scale

NAEP Oral Reading Fluency Scale, Grade 4: 2002

Fluent	Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation.
	Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Nonfluent	Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
	Level 1	Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

Table 3. Miscue Analysis based on the Oral Reading Fluency (Passage) Assessments

Based on the oral reading fluency assessment, report the text words and oral reading miscues from the oral reading passages in the table below. Consider the text word and miscue in the first 3 columns. In the last 3 columns, consider the word in context and the students' reliance on THREE different cueing systems; that is, evaluate whether the miscue is *visually similar* to the original text word, *semantically similar* (preserves the meaning), or *syntactically similar* (preserves the syntax of the word in the original sentence, e.g., same part of speech). If the word is an irregular sight word (e.g., come, was, want), you can simply record **SW** in the column of the table for Text-Miscue Analysis. However, if the word contains phonics elements, multi-syllabic patterns, or prefixes/suffixes, you will need to perform a further analysis of the elements in the original text word that is missed by the student in their miscues in the third column. In the blank space that appears below the table, begin to formulate some hypotheses based on the patterns of miscues that you see reflected in the table. What should you teach first? How might you use the phonics assessment to confirm/disconfirm your hypotheses? **WELL DONE, JESSICA!!**

(NOTE. Add additional rows as needed. Be sure to analyze all missed or 'omitted' words)

Text Word	Student's Miscue	⁴ Text-Miscue Analysis Phonics Miscue analysis	⁵ Vis Similar? Yes or No (50% or more)	⁶ Semantically Similar Yes or No	⁷ Syntactically Similar? Yes or No
1. Cloudless	Cloudy	Suffix-less 😊	Yes	No	Yes
2. Muted	Muttred	VCe + ed 😊	Yes	No	No
3. Insistent	Instant	VC/CV/CVC (closed/closed/closed), ins/sis/tent Wow! I'm impressed!	Yes	No	No
4. Nose	Noise	Vce 😊	Yes	No	No
5. Circling	Chris-ling	R-controlled vowel/ consonant blend Multisyllabic VC/-le (r-control, -le), cir/cle + ing	No	No	No
6. Constant	Consistent	VC/CV closed syllable 😊 Super!! (closed/closed), con/stant	Yes	Yes	Yes
7. Sweltering	Swurtling	Short vowel sounds – VC/CV (closed/r-control), swel/ter +ing (the ending was correct)	Yes	No	No

Consult this table as you complete miscue analysis above. Check all boxes below that apply for error patterns that occur repeatedly in table above. Make notes about specific vowel sounds or phonics patterns that are especially difficult (e.g., short a, short i).

Beginning Phonics Skills	More Advanced Phonics	Advanced Phonics
<input type="checkbox"/> Initial Consonants	<input checked="" type="checkbox"/> Vowel-r (r-controlled vowels)	<input checked="" type="checkbox"/> Multisyllabic Word Patterns

⁴ Consult Table below for examples of error patterns on specific phonics patterns. If the word is an Irregular sight word that is not decodable (does not contain a regular phonics pattern), you may enter SW in this column.

⁵ Visually similar: At least 50% or more of the visual and phonics elements are preserved in the miscue

⁶ Semantically similar: Same-meaning substitution. Preserves the intended meaning, e.g., pup for dog. ‘

⁷ Syntactically Similar: Same-part of speech and language function of the original text word, e.g., laughing for running is syntactically similar because they are both gerunds.

<input type="checkbox"/> Final Consonants <input type="checkbox"/> Short Vowels <hr/> <input type="checkbox"/> Blends <input type="checkbox"/> Consonant Digraphs <input checked="" type="checkbox"/> Vowel silent-e	/iɪr/ <input type="checkbox"/> Vowel digraphs (teams) with predictable pronunciations and long vowel sounds (ai, ee, ea, oa, ue) <input type="checkbox"/> Vowel diphthongs (oi-oy, ou-ow, oo, au-aw) <input type="checkbox"/> Vowel teams with multiple pronunciations (flex sounds/short vowels)	<input checked="" type="checkbox"/> VC/CV /swell/ter+ing <input type="checkbox"/> V/CV <input type="checkbox"/> _le syllable <input checked="" type="checkbox"/> Suffixes -less <input type="checkbox"/> Prefixes Other
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Great job!

Table 4. Comprehension Retelling. (Transfer these results to cover page in Table 1)

Student's Initials: L.F.	Student Grade: 6		Examiner: Jessica Kline	Date: 9/10/19
Passage Title: "Canyon Mystery"		Passage Level: U Passage Grade Level: 5 th grade		

Complete this table for a comprehension passage (or passage at the highest instructional level). Allow student to read entire story. Score 3 points for each unprompted story part produced in response to the direction: **Retell the story. Tell me everything that you can remember.** If item is omitted or partly recalled, prompt for that element, and score 1 point for prompted story parts. Score 0 points if no information is recalled.

I. Overall Rating of Comprehension Retelling (unprompted)

Complete Unprompted Recall/ Detailed	Partial Recall	Fragmentary (sketchy)	Inaccurate or most elements not included
3 points	2 points	1 point	0 points

II. Story Elements Included in Retelling: 1) "Tell me Everything that you remember that happened in the story." Record what child says in relevant cells in the matrix, and score. Assign 3 points, if Unprompted. 2) Assign 1 point, if prompted element is remembered after the follow-up questions (prompts). For any prompted category, the student cannot receive "3" points, but only "1" point for each prompted element recalled.

Story Retelling Category	Unprompted: Free Retelling. Record what child Says when asked: "Tell me everything you remember" [Record answers below] Circle "3" if answer is complete for each element (3 points each) in unprompted condition.	Unprompted Retell	Prompted: Follow-up Prompt Questions, if element is not included in the free retelling (left). Ask follow-up questions. Prompted answers are awarded 1 point. Circle "1" if element is prompted.	Prompted Retell
1. Setting: <i>Where</i> <i>When</i>	1. In a canyon, - In the morning, -	3	1. Where did the story take place? When did the story take place?	1 1
2. Characters: Main Other Characters	2. Marta and her dog No	3	2. Who are the character(s) in the story Anyone else?	1 1
3. Problem/ Challenge to MC	3. Marta's dog ran away, she moved a rock and there was a snake under it	3	3. What was the main character's problem (or dilemma) in the story?	1
4. Goal/Motive (What does MC want to do? Feel?)	5. She wants to run away (incorrect). 6. She was scared and she wanted to find her dog (correct)	3	4. What does ____ (main character) want to do about the problem? (goal?) How did ____ feel? (internal response)	1
7. Events – Event 1 Event 2 Event 3	5. Marta's dog ran away and she had to find him. There was a snake and it went on her boot. 6. She found a cave and was scared.	3	7. What happened in the story (1 point each) • What happened 1 st ? • 2 nd ? • 3 rd ? • anything else?	1 1 1
8. Solution and Ending	6. I don't know.	3	How was the problem/challenge solved? How does the story end?	1
Free Retelling Total points (sum) = ____/18			Prompted Retelling: Total points (sum) = ____/10	
9. (Optional) Theme	Don't take your dog into the dessert because he might run away.		What was the author trying to tell us?	

			What is the lesson or theme of the story?	
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4.2 Column 2: Story Parts Unprompted Recall: Fill this out

1. 50 % of Story Parts in Unprompted Recall = [# of parts named above in column 2 3 /6 = 33 % of total story parts recalled [make adjustments based on total possible parts]
2. 50 % of points in recall = Sum # of points in column 3 = 9 /18 = 50 % of total recall (unprompted)

% Points or Parts answered correctly given Story Questions or Prompted Retelling. Sum of points in columns 3 + 5 = 14 /18.

<p><u>Comprehension Placement Guidelines</u> Independent Level = 90% accuracy; Instructional = 75% Frustration = 50%</p>	<p>4.3 The student is performing at _____ (IND, INST, FRUST) level given the _____th grade reading passage.</p> <p>I feel that Comprehension is an area of strength/concern (choose one) because</p>
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Table 5. Word Recognition: Sight Assessment Results

Use these tables for your Sight Word assessment (San Diego Quick Assessment, Fry List). The purpose of standardized tests such as the San Diego Quick Assessment is to place student in a reading curriculum at an appropriate grade level. This also provides an indication of the reading level where you might begin your Oral Reading assessment.

In addition, administer a second word list to identify a pool of high-frequency sight words that need to be taught and mastered by the student. This is likely to include either the Fry List or Dolch sight word list. Retest in December on highest instructional level and/or frustration level.

Assessment	¹ San Diego Results (grade level, % accuracy, Indep, Inst, Frust, etc.). Administer as Pretest and Posttest																																																																																																									
<p>1. Norm-referenced Sight Word List: San Diego Quick Assessment Report grade level, % correct at that level.</p> <p>Name of Instrument: San Diego Quick Assessment</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 5%;"></th> <th colspan="3" style="text-align: center;">Pretest Date:</th> <th colspan="3" style="text-align: center;">Posttest Date:</th> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center;">GL</th> <th style="text-align: center;"># Correct</th> <th style="text-align: center;">% Acc</th> <th style="text-align: center;">¹Level</th> <th style="text-align: center;"># Correct</th> <th style="text-align: center;">% Acc</th> <th style="text-align: center;">¹Level</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">PP</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">P</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">1</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">2</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">9</td><td style="text-align: center;">90%</td><td style="text-align: center;">Independent</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">4</td><td style="text-align: center;">7</td><td style="text-align: center;">70%</td><td style="text-align: center;">Frustration</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">7</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">8</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">9</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">10</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">11</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>¹ Level Criteria: Indep (90%), Instructional (80%), Frustration Level (≤ 70%)</p> <p>² Reading Placement Decision (September): <i>I place the student at the __3rd grade__ level because s/he performed at the __frustration level on the _4__th grade list of the San Diego Quick Assessment.</i></p>		Pretest Date:			Posttest Date:			GL	# Correct	% Acc	¹ Level	# Correct	% Acc	¹ Level	PP							P							1							2							3	9	90%	Independent				4	7	70%	Frustration				5							6							7							8							9							10							11						
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<p>2. Follow-up Sight word assessment is administered (Fry List, Dolch list) Report % accuracy at specific levels/sublists (e.g., PP, P, 1, 2, 3, etc.; 1st 100; 2nd 100; 3rd 100)</p> <p>Name of Assessment: <u>Fry Word List</u> Other Test:</p>	<p style="color: blue;">Dolch List (220 words)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 10%;"></th> <th colspan="2" style="text-align: center;">Pretest Date:</th> <th colspan="2" style="text-align: center;">Posttest Date"</th> </tr> <tr style="background-color: #cccccc;"> <th style="text-align: center;">Fry List</th> <th style="text-align: center;">% accuracy</th> <th style="text-align: center;">Fluency: wcpm</th> <th style="text-align: center;">% accuracy</th> <th style="text-align: center;">Fluency: wcpm</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">K-1: 1st 100</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">G2: 2nd 100</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">G2: 3rd 100</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">G4: 4th 100</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">G5: 5th 100</td><td></td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">G6: 6th 100</td><td style="text-align: center;">56/59=95%</td><td style="text-align: center;">59 wcpm</td><td></td><td></td></tr> <tr><td style="text-align: center;">G7: 7th 100</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>² Reading Placement Decision (September):</p>		Pretest Date:		Posttest Date"		Fry List	% accuracy	Fluency: wcpm	% accuracy	Fluency: wcpm	K-1: 1 st 100					G2: 2 nd 100					G2: 3 rd 100					G4: 4 th 100					G5: 5 th 100					G6: 6 th 100	56/59=95%	59 wcpm			G7: 7 th 100				
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I place the student at the __7th__ level because s/he performed at the independent level on the Fry Sight Word list on the __6__th grade passage.

Criteria: Indep (90%), Instructional (80%), Frustration Level (\leq 70%)

Table 6. Analysis of the Miscues on the Sight Word Inventories

A second purpose in conducting a sight word assessment is to identify and develop a pool of high-frequency sight words that you need to teach. When the sight word is an irregular word that is not decodable (e.g., want, come, were), you may simply record **SW** in the right analysis column. However, if the word has any predictable or decodable word patterns, you will need to record that information in the right analysis column. This includes the missed phonics category (short vowels, long vowel patterns, diphthong, digraphs, etc.) and elements (e.g., -ou, oi); as well as any multi-syllabic patterns, or prefixes/suffixes. Even if the student does not attempt the word, be sure to analyze the missed word in this table because it shows that the word and its component elements are not mastered or automatic to the student. Be sure to add additional rows to analyze additional missed sight words. List the high-frequency sight words from the Fry List on this page and complete the analysis of missed phonics elements. For assistance on the phonics analysis, see the optional phonics grid analysis form in the Google Drive.

Name of Test: Fry Sight Word List

Table 6. Analysis of Sight Word Miscues

Text Word (sight word)	Student's Miscue	Analysis of Missed phonics elements and categories. Put SW if the word is an irregular, nondecodable high-frequency word
EXAMPLE1: back	bake	-short a, -ack pattern
EXAMPLE2: come	Cuh	SW (nondecodable)
Example 3: north	not	Final consonant digraph -th; r-controlled vowel -or (orth rime)
1. syllables	stables	CVC/V/CVC multisyllabic words (correct ending), short a
2. developed	delved	CV/CVC/VVC multisyllabic word
3. heart	hurt	Vowel digraph ea
4. raised	rised	Vowel digraph ai
5. represent	respect	short e, r-controlled vowel -re-, CV/CV/CVC multisyllabic words
6.		

Include sight word assessments. Add rows as needed in table above

Table 7. CORE Phonics Assessment Profile Cover Sheet

Name Lily

Date 9/18/19

Examiner Jessica Kline

CORE Phonics Survey – Reading and Decoding (Administer A-D; E – K as diagnostics if indicated). Record raw score, %, and compare to expectations: Benchmark, Strategic, Intensive. Retest in December on those subtests that are most aligned with your intervention.

	Fall Date:		¹ Risk	Posttest Date:		Risk:
A. Letter Names- Uppercase	26/26	100%		/26	%	
B. Letter Names- Lowercase	26/26	100%		/26	%	
C. Consonant Sounds	26/26	100%		/21	%	
D. Vowel Sounds	10/10	100%		/10	%	
E. Short vowels in CVC words	15/15	100%		/15	%	
F. Consonant blends in words with short vowels	15/15	100%		/15	%	
G. Short vowels, digraphs, and –tch trigraphs	15/15	100%		/15	%	
H. R-controlled vowels	15/15	100%		/15	%	
I. Long vowel sounds	13/15	86%		/15	%	
J. Variant vowels	15/15	100%		/15	%	
K. Low frequency vowel and consonant spellings	14/15	93%		/15	%	
L. Multisyllabic words	22/24	91%		/24	%	

¹ RISK LEVELS	15-item	24-item	Letter Names/Sounds
Benchmark (15-item): G	14+	21+	83
Strategic (Y)	10-13	15-20	65-82
Intensive ®	0-9	0-14	0-64

Conversion % Key: 5/15 = 33%

6/15=40%

7/15=47%

8/15 = 53% 9/15 =60%

10/15 = 67% 11/15 = 73%

12/15 = 80%

13/15 = 87%

14/15 = 93%

Placement Decision: Based on these results, what phonics skills and elements do you recommend, and in what order should they be taught (include explanation):

Phonics Skill Priority EX: CVC Words with short V	Specific Elements to teach EX: CVC words w/short a, i, o	Justification and Explanation
1. Long vowel sounds	VV diagraphs, oi, ai	While Lily could identify some words with long vowel sounds and diagraphs, she needs additional practice to maintain consistency.
2.		
3.		

Table 10.

Strengths and Weaknesses

Based on the Assessments that you administered, Summarize the student’s Strengths and Weaknesses. Once recorded here, you can transfer the relevant strengths and weaknesses to the Intervention Plan.

Example: Student can read second grade passage at a fluency level of 98 wcpm, which is at the XXth percentile level for the Winter administration.
<ul style="list-style-type: none">• Lily can read fourth grade passages at independent level on the F&P assessment.
<ul style="list-style-type: none">• Lily is not at risk for fluency, and can read 108 word per minute, which is at the 50th percentile for sixth grade in the fall.<ul style="list-style-type: none">• On the CORE phonics assessment, Lily performed well on all her phonics categories.
<ul style="list-style-type: none">• Lily can retell setting, characters, and core problems of a 5th grade level text without prompting.
<ul style="list-style-type: none">•

le 11. List weaknesses or areas of concerns revealed by the tests. Add lines as needed

Example: Student decoded prefixed or affixed words (e.g., re- dis- un-) with only 50% accuracy
<ul style="list-style-type: none">• 42% of text miscues made by the student were multisyllabic words with the VC/CV closed patterns.
<ul style="list-style-type: none">• On the Fry Words and F&P assessments, Lily decoded multisyllabic words of three or more syllables correctly only 50% of the time.
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•
<ul style="list-style-type: none">•

Table 12 Goals. Add lines as needed

Long Term Goals: (What student will do at the end of the year or by date indicated for skills that you plan to teach this year). Indicate date for evaluating the goal. List goals (tied to concerns) that you hope to reach by April.

1.	The student will read a passage at the 6th grade level with a fluency rate of 130 wcpm and with 98 accuracy by this date 12/01/19.
2.	The student will correctly identify words with the VC/CV closed pattern with 90% accuracy when given a list of 30 words from the general teacher by 12/01/2019.
3.	The student will correctly identify words with three-four syllables with 990% accuracy when given a list of 30 words from the general teacher by 2/01/2019.
4.	
5.	

San Diego Quick Assessment – Record Form

Name "Lily" Grade 6 Date _____

Directions to Examiner: Begin with a list that is at least two or three sets below the student's grade level. Have the student read each word aloud on that list. Continue until the student makes three or more errors in a list. Say to student: "There are a number of word lists on this page. You will start with this list and read down the list. (Point to word list). Read each word aloud. Even if you are not sure what a word is, try it anyway. Ready? Start now."

Reading Levels: One error- independent level; two errors- instructional level; three errors- frustration level. When testing is completed, record the highest level in each of these categories in the spaces below.

INDEPENDENT Grade 3 INSTRUCTIONAL _____ FRUSTRATION Grade 4

Preprimer	Primer	Grade 1	Grade 2	Grade 3
see	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	exclaimed
go	help	how	send	several
and	is	always	wide	lonely
look	work	night	believe	drew
can	are	spring	quietly	since
here	this	today	carefully	straight
# errors	# errors	# errors	# errors	# errors

Grade 4	Grade 5	Grade 6	Grade 7
decided	scanty	bridge	amber
served	business	commercial	dominion
amazed	develop	abolish	sundry
silent	considered	trucker	capillary
wrecked	discussed	apparatus	impetuous
improved	behaved	elementary	blight
certainly	splendid	comment	wrest
entered	acquainted	necessity	enumerate
realized	escaped	gallery	daunted
interrupted	grim	relativity	condescend
# errors	# errors	# errors	# errors

Grade 8	Grade 9	Grade 10	Grade 11
capacious	conscientious	zany	galore
limitation	isolation	jerkin	rotunda
pretext	molecule	nausea	capitalism
intrigue	ritual	gratuitous	prevaricate
delusion	momentous	linear	visible
immaculate	vulnerable	inept	exonerate
ascent	kinship	legality	superannuate
acid	conservatism	aspen	luxuriate
bimocular	jaunty	amnesty	piebald
embankment	inventive	barometer	crunch
# errors	# errors	# errors	# errors

"Lily"

Fry Words – The Sixth Hundred

List 1

can't
matter
square
syllables *stables*
perhaps
bill
felt
suddenly
test
direction
center
farmers
ready
anything
divided
general
energy
subject
Europe
moon
region
return
believe
dance
members

List 2

picked
simple
cells
paint
mind
love
cause
rain
exercise
eggs
train
blue
wish
drop
developed *developed*
window
difference
distance
heart *hurt*
site
sum
summer
wall
forest
probably

List 3

legs
sat
main
winter
wide
written
length
reason
kept *1 min*
interest
arms
brother
race
present
beautiful
store
job
edge
past
sign
record
finished
discovered
wild
happy

List 4

beside
gone
sky
grass
million
west
lay
weather
root
instruments
meet
third
months
paragraph
raised *raised*
represent *respect*
soft
whether
clothes
flowers
shall
teacher
held
describe
drive

1 min
30 seconds

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

Say to the student: *Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.*

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

26/26

PART B Letter names—lowercase

Say to the student: *Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.*

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

26/26

PART C Consonant sounds

Say to the student: *Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.*

d l n s x z j
t y p c h m r
k w g b f q v

21/21

PART D Vowel sounds

Ask the student: *Can you tell me the sounds of each letter? If the student names the letter, count it as the long vowel sound. Then ask: Can you tell me another sound for the letter? The student should name the short vowel sound.*

e _ _ i _ _ a _ _ o _ _ u _ _
 l = long sound s = short sound

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

S / 5 Long vowel sounds (count the number of l's above)

S / 5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K, students must read both real and pseudowords (made-up words). For the real word lines, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

<u>S</u> / 5	sip	mat	let	bun	hog	(real)
<u>S</u> / 5	rut	fit	bat	hot	set	(real)
<u>S</u> / 5	nop	sut	dlt	pern	fap	(pseudo)

Notes: Tally Vowels Missed

a: _ / 3
 i: _ / 3
 o: _ / 3
 u: _ / 3
 e: _ / 3

15 / 15

PART F Consonant blends with short vowels

<u>S</u> / 5	stop	trap	quit	spell	plan	(real)
<u>S</u> / 5	silk	fast	sank	lump	held	(real)
<u>S</u> / 5	nask	dilt	qued	cang	dran	(pseudo)

Notes: Tally (Count) Elements Missed

a: _ / 7
 i: _ / 3
 o: _ / 1
 u: _ / 1
 e: _ / 3

Initial Blends: st, tr, sp, pl, dr
 Final Blends: lk, st, mp, ld, sk, lt
 Others: qu _ / 2; ng/hk _ / 2

15 / 15

Notes: Tally (Count) Elements Missed

a: ___ / 3
i: ___ / 5
o: ___ / 3
u: ___ / 2
e: ___ / 2

Initial Digraphs: wh, ch, th, sh, ph ___ / 7
Final Digraphs: ck, sh, tch, th ___ / 5
Others: nge ___ / 2

PART G Short vowels, digraphs, and -tch trigraph

<u>5</u> / 5	when	chop	thin	shut	wick	(real)
<u>5</u> / 5	dodge	rash	ring	then	match	(real)
<u>5</u> / 5	child	shom	dath	phid	futch	(pseudo)

6 / 15

PART H R-controlled vowels

<u>5</u> / 5	harm	dirt	form	fern	surf	(real)
<u>5</u> / 5	wom	pert	bark	turn	blrd	(real)
<u>5</u> / 5	nerm	sirt	gorf	murd	cam	(pseudo)

15 / 15

Notes: Count R-Control Vowels Missed

ar: ___ / 3
ir: ___ / 3
or: ___ / 3
er: ___ / 3
ur: ___ / 3

PART I Long vowel spellings

<u>4</u> / 5	tape	key	toe	feet	(real)
<u>5</u> / 5	leap	boat	tie	blow	(real)
<u>4</u> / 5	loe	hine	beap	soat	(pseudo)

13 / 15

Tally Long Vowel Patterns Missed

1. Final e (a_e, i_e) ___ / 2
2. VV Digraphs: ___ / 11
 ²oe, ²al, ¹ec, ²ea, ²oa,
 ¹ie, ¹ay
3. Others: ey, ow ___ / 2

PART J Variant vowels

<u>5</u> / 5	few	down	moon	hawk	coin	(real)
<u>5</u> / 5	cue	loud	cook	haunt	toy	(real)
<u>5</u> / 5	voot	rew	fout	zoy	bawk	(pseudo)

15 / 15

Notes: Tally Variant Vowels (Diphthongs)

ew ___ / 2
ow/ou ___ / 3
oi/oy ___ / 3
au/aw ___ / 3
oo ___ / 3
Others: ue ___ / 1

PART K Low frequency vowel and consonant spellings

<u>5</u> / 5	kneel	cent	type	ghost	wrist	(real)
<u>4</u> / 5	giant	sweat sweat	gnat gnat	bomb	sigh	(real)
<u>5</u> / 5	bice	knod	dimb	tigh	wrep	(pseudo)

15 / 15

Notes: Low Frequency (Silent Letters)

Missed: Soft c and g (before e, i, y)
kn ___ / 2
ce ___ / 2
gh ___ / 1
wr ___ / 2
gi ___ / 1
gn ___ / 1
mb ___ / 2
igh ___ / 2
Others: sweat and type

Student _____
Teacher KIM

Grade 6 Date 9/10
School Riley

Part One: Oral Reading

Place the book in front of the student. Read the title and introduction.

Introduction: Marta and her curious dog Sniffles are exploring a canyon in a New Mexico desert. Read to find out what Sniffles and Marta discover.

Summary of Scores:


Accuracy	_____
Self-correction	_____
Fluency	_____
Comprehension	_____
Writing	_____

Sources of Information

Page	Start Time	min.	sec.	E	SC	Sources of Information				
						M	S	V	M	S
1	Chapter 1: One Morning in the Desert									
	It is early morning ^{SC} morning in southwest New Mexico. As the sun rises in a ^{cloudy} cloudless sky above Red Rock Valley, it casts a ^{muted} muted glow on the hills below. A girl and her dog are out hiking in the rough foothills that ring their desert home. Sniffles darts in and out of sight along the twisting trail. His watchful owner, Marta, follows a few steps behind. Marta's father, with an urgent look, has said she must be home early today, no matter what. More than that he could not be ^{instant} convinced to say, and Marta cannot shake the ^{instant} instant worry in the back of her mind. As he always does, the curious pup follows his ^{noise} nose to every crack in every rock. Marta pokes at a large flat stone with a stick. Quick as a blink, a snake shoots out and slithers across her sturdy boot. She recalls her									
Subtotal										

Part One: Oral Reading *continued*

Sources of Information Used

Page	Text	E		S		C	
		M	S	V	M	S	V
1 <i>cont.</i>	<p>father's gentle warning: "Always keep your eyes open, Marta. In the desert, danger can be closer than you think."</p>						
2	<p>Soon, Marta reaches her favorite lookout at the summit of a high mesa. She spots a majestic golden eagle that is circling overhead, high above the valley. The sun on her face is a ^{constant} reminder that the desert will be sweltering soon. She checks her watch, then tells Sniffles, "It's time to head home, boy." As they make their careful way back downhill, the eagle lets out a screech in the silent blue sky. Warily, Marta stops and searches the desert below.</p>						
Subtotal							
Total							
End Time  2 min. 19 sec.							

Have the student finish reading the book silently.

Accuracy Rate	Errors	15	13-14	10-12	7-9	5-6	1-4	0
	%	Below 95%	95%	96%	97%	98%	99%	100%

Self-Corrections 1

Fluency Score 0 1 2 3

Fluency Scoring Key

- 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 or inappropriate 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.

Reading Rate
(Optional)

End Time _____ min. _____ sec.
 Start Time _____ min. _____ sec.
 Total Time 2 min. 19 sec.
 Total Seconds 139

$(RW \times 60) \div \text{Total Seconds} = \text{Words Per Minute (WPM)}$
 $15,420 \div \underline{139} = \underline{108} \text{ WPM}$

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. It is not necessary to use every prompt for each book. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

- 0 Reflects **unsatisfactory** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **satisfactory** 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.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>Tells 3-4 events from the story in sequence, such as: Marta was walking in the canyon with her dog; it was getting hot; she went to her favorite spot and then started home; Sniffles ran away; they found a cave; they almost fell; they went home fast.</p> <p><i>Note any additional understandings:</i></p> <p>went to a desert-looking around moved a rock + there was a snake under it</p>	<p>What happened in the first chapter of this book?</p> <p>What else happened?</p>	<p>0 1 2 3</p> <p style="text-align: right;">3</p>
<p>Beyond the Text</p> <p>Marta and Sniffles were not only scared by the bats but also because they nearly fell over the ledge.</p> <p>Marta was worried all through the morning because of what her father said. <i>It was getting late</i></p> <p>You could tell the cave was going to be important later in the book. <i>bats will come after her - there are usually bats in caves</i></p> <p><i>Caves are creepy</i></p>	<p>Why did Marta and Sniffles run straight home?</p> <p>How was Marta feeling that day and why?</p> <p>Make a prediction about what will happen at the cave. How do you know something is going to happen there?</p>	<p>0 1 2 3</p> <p style="text-align: right;">2</p>

Continued on next page.

Part Two: Comprehension Conversation *continued*

Key Understandings	Prompts	Score
<p>About the Text</p> <p>The author used words that made you feel the peace and beauty of the canyon. (Gives an example such as "twisting trail," "golden eagle circling," "towering mountains.")</p> <p><i>creeped out</i></p> <p>The author created a suspenseful feeling by having Maria's father tell her to be home early.</p> <p><i>she didn't feel good at the cave</i></p> <p>The author made you think something bad was going to happen and the cave would be important later in the book (foreshadowing). <i>maybe bats will attack her</i></p> <p><i>Note any additional understandings:</i></p>	<p>This author used specific words or phrases to describe the canyon. Can you give some examples? What did those words make you feel about the canyon?</p> <p>How did the author let you know that something exciting was going to happen (or use foreshadowing)? Find an example in the story.</p> <p>What did the author do to make you predict what would happen in the next chapters of the book?</p>	<p>0 1 2 3</p> <p style="text-align: center;">(2)</p>

Guide to Total Score

- 9-10 Excellent Comprehension
- 7-8 Satisfactory Comprehension
- 5-6 Limited Comprehension
- 0-4 Unsatisfactory Comprehension

Subtotal Score: 7 / 9

Add 1 for any additional understandings: 1

Total Score: 7 / 10

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See *Assessment Guide* for more information.)

Writing About Reading

- 0 Reflects no understanding of the text.
- 1 Reflects very limited understanding of the text.
- 2 Reflects partial understanding of the text.
- 3 Reflects excellent understanding of the text.

Write a one-paragraph summary of the first chapter in Canyon Mystery. Then write one paragraph telling the kinds of things you think might happen next. You can draw a sketch to go with your writing.

Student Name: Lily

ORAL READING WORDS PER MINUTE 80 WCPM to 126 WCPM

Enter Date, Passage, Level, WCPM—tutor should count total words read minus errors = total WCPM. Then rotate chart and have student color in squares from the red baseline up to the words correct per minute read.

Date	Passage	Level	WCPM	80	82	84	86	88	90	92	94	96	98	100	102	104	106	108	110	112	114	116	118	120	122	124	126	
				9/12	Canyon u	108	[Wavy line representing WCPM data]																					
9/13	Mystery	111	[Wavy line representing WCPM data]																									
9/17		110	[Wavy line representing WCPM data]																									

64 Have student color from baseline up to WCPM →