### OVERVIEW OF INFORMAL READING ASSESSMENTS

ALL ASSESSMENTS SHOULD BE GIVEN ONE-ON-ONE

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<th>READING COMPONENT MEASURED</th>
<th>WHAT IT MEASURES</th>
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| LETTER/SOUND (ALPHABET) RECOGNITION | Ability to recognize letters and sounds | Show a student one letter at a time and ask: “Can you tell me what letter this is? (Record response) “Can you tell me the sound it makes?” (Record response) | - Many students enter Kindergarten with the ability to recognize letters  
- Few students recognize letter sounds  
- Both are taught in Kindergarten | Assess letter/sound recognition three times a year. At the beginning, middle and end of Kindergarten. |
| CONCEPTS OF PRINT ASSESSMENT | Understanding:  
- That print has meaning  
- That print can be used for different purposes  
- The relationship between print and speech  
- There is a difference between letters and words  
- That words are separated by spaces  
- That there is a difference between words and sentences  
- That there are (punctuation) marks that signal the end of a sentence  
- That books have parts such as a front and back cover, title page, and spine  
- That stories have a beginning, middle and end  
- That text is read from left to right and from top to bottom | Give student a book and ask the following questions: “Can you show me _____?”  
- A letter  
- A word  
- A sentence  
- A space  
- Point to the end of the sentence (punctuation mark)  
- The front of the book  
- The back of the book  
- Where I should start reading this story  
- How should I hold this book?  
- Show me the title of the book  
- How many words are in this sentence | Some students enter Kindergarten with an understanding of print concepts, but other students must receive instruction in this area | Assess concepts of print twice per year. At the beginning and mid-year during Kindergarten. |
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<tr>
<td>1. Recognizes a <strong>word</strong> in a sentence</td>
<td>Ability to segment a sentence</td>
<td>“How many words are in this sentence?” I am happy. (Response: 3)</td>
<td>Age 3</td>
<td>Assess 3 times per year. At the beginning, middle and end of Grade K.</td>
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<td>2. Recognizes a <strong>rhyme</strong></td>
<td>Ability to identify words that have the same <strong>ending</strong> sound</td>
<td>“Do these words rhyme?” Big, Fig (Response: yes) “What about Key, Tree?” (Response: yes)</td>
<td>Age 4</td>
<td>Assess 3 times per year. At the beginning, middle and end of Grade K.</td>
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<tr>
<td>3. Recognizes a <strong>syllable</strong></td>
<td>Ability to separate or blend words the way that they are pronounced</td>
<td><strong>Syllable Blending:</strong> “I am going to say a word in parts. Listen: o….pen What word did I say?” (response: open) <strong>Syllable Segmentation:</strong> “Can you tell me the two word parts in open?” (response: o….pen) <strong>Syllable Deletion:</strong> “Say open without the –pen” (response: o)</td>
<td>Age 4</td>
<td>Assess 3 times per year. At the beginning, mid-year and end of Grade K.</td>
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<td>4. Understands <strong>onset-rime</strong></td>
<td>Ability to blend the first sound in the word (onset) and the rest of the word (rime)</td>
<td>“What word do these sounds make? /s/----/ee/” (Response: see) “How about: /h/----/op/?” (Response: hop)</td>
<td>Kindergarten</td>
<td>Assess 3 times per year. At the beginning, middle and end of Grade K.</td>
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*Overview of Informal Reading Assessments: ReadingRockets.org*
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| 1. Phoneme **Matching**     | Ability to identify words that begin with the same sound | “Which words sound alike: man, sat, sip?”  
(Response: sat, sip) | The middle of Kindergarten      | Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2 |
| 2. Phoneme **Isolation**    | Ability to isolate a single sound from within a word | **Phoneme Isolation: Initial (first) Sound:**  
“What’s the first sound in sat?”  
(Response: /s/)  
**Phoneme Isolation Final (Last) Sound:**  
“What’s the last sound in sat?”  
(Response: /t/)  
**Phoneme Isolation Medial (Middle) Sound:**  
“What's the middle sound in sat?”  
(Response: /a/) | Late Kindergarten or Early in Grade 1                     | Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2 |
| 3. Phoneme **Blending**     | Ability to blend individual sounds into a word | “What word do these sounds make /h/-/a/-/t/?”  
(Response: hot) | Late Kindergarten or Early in Grade 1                     | Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2 |
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| 4. Phoneme Segmentation   | Ability to break a word into individual sounds | “What sounds do you hear in the word **hoë**”  
   (Response: /h/-/o/-/ë/)  
   “Let’s try another one.”  
   “How many sounds do you hear in **hoë**”  
   (Response: 3) | Grade 1 | Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2 |
| 5. Phoneme Manipulation   | Ability to modify, change, or move the individual sounds in a word | **Phoneme Manipulation:**  
   **Initial (first) Sound:**  
   “Say **mat** without the /m/ sound.”  
   (Response: at)  
   **Phoneme Manipulation:**  
   **Final (last) Sound:**  
   “Say **mat** without the /t/ sound.”  
   (Response: ma)  
   **Phoneme Manipulation Substitution:**  
   “Say **pig**”  
   (Response: Pig)  
   Now change the /p/ in pig to /f/  
   (Response: Fig) | Grade 1 | Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2 |
<p>|                      |                  | Middle to End of Grade 1-Grade 2 |                             |                                   |
|                      |                  |                                 |                               |                                   |</p>
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| INFORMAL READING INVENTORY (ALSO KNOWN AS) QUALITATIVE READING INVENTORY | • Grade level reading  
• Fluency  
• Comprehension  
• Vocabulary  
• Oral reading accuracy | • Teacher chooses a grade level passage for student to read. As child is reading teacher completes:  
• A running record  
• A measure of fluency rate  
• After student reads, teacher checks for understanding through explicit and implicit questions. | 1st – 12th | The Informal Reading Inventory is an on-going assessment, and should be completed several times throughout the child's schooling. In kindergarten, perform the Informal Reading Inventory twice per year, at mid-year and at the end of school. In first and second grades, it should be done three times, at the beginning of the school year, at mid-year, and at the end of the year. If a child is struggling, the inventory should be done more often in order to have an accurate picture of the child's progress. |
| RUNNING RECORDS | Oral reading accuracy (The strategies a child uses to decode unfamiliar words) | Teacher chooses a passage for a child to read. Child reads aloud.  
As a child reads aloud teacher takes notes on words read correctly and incorrectly. | 1st – 3rd | Running records should be assessed several times throughout the year to help in teaching further strategies for students |
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<td>READING FLUENCY</td>
<td>How many words a child reads correctly in one minute</td>
<td>Teacher assigns an appropriate reading passage for student to read aloud. Teacher completes a running record (taking note of words read correctly and incorrectly). Teacher completes this running record for one minute.</td>
<td>1st – 3rd</td>
<td>Fluency assessments should be completed throughout the year</td>
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<td>WORD RECOGNITION</td>
<td>Sight word vocabulary at a given grade level</td>
<td>Teacher asks child to read from a list of words</td>
<td>Kindergarten – 2nd</td>
<td>Three times during the year in grades Kindergarten – 2nd</td>
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<tr>
<td>PHONIC ELEMENTS</td>
<td>Phonic elements at a given grade level</td>
<td>“What sound do the letters ‘sh’ make?” (Response: /sh/) “How can I turn cap into cape?” (Response: adding an ‘e’ to the end of the word)</td>
<td>1st – 3rd</td>
<td>Several times throughout the year to help guide instruction</td>
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