

OVERVIEW OF INFORMAL READING ASSESSMENTS

ALL ASSESMENTS SHOULD BE GIVEN ONE-ON-ONE

READING COMPONENT MEASURED	WHAT IT MEASURES	EXAMPLES OF ASSESSMENT QUESTIONS	AGE OR GRADE Typically Mastered	When should component be assessed?
LETTER/SOUND (ALPHABET) RECOGNITION	Ability to recognize letters and sounds	Show a student one letter at a time and ask: <i>“Can you tell me what letter this is?”</i> (Record response) <i>“Can you tell me the sound it makes?”</i> (Record response)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 _____?” <ul style="list-style-type: none"> • <i>A letter</i> • <i>A word</i> • <i>A sentence</i> • <i>A space</i> • <i>Point to the end of the sentence (punctuation mark)</i> • <i>The front of the book</i> • <i>The back of the book</i> • <i>Where I should start reading this story</i> • <i>How should I hold this book</i> • <i>Show me the title of the book</i> • <i>How many words are in this sentence</i> 	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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PHONOLOGICAL AWARENESS ASSESSMENT				
1. Recognizes a word in a sentence	Ability to segment a sentence	“How many words are in this sentence?” I am happy. (Response: 3)	Age 3	Assess 3 times per year. At the beginning, middle and end of Grade K.
2. Recognizes a rhyme	Ability to identify words that have the same ending sound	“Do these words rhyme?” Big, Fig (Response: yes) “What about Key, Tree? ” (Response: yes)	Age 4	Assess 3 times per year. At the beginning, middle and end of Grade K.
3. Recognizes a syllable	Ability to separate or blend words the way that they are pronounced	Syllable Blending: “I am going to say a word in parts. Listen: o....pen What word did I say?” (response: open)	Age 4	Assess 3 times per year. At the beginning, mid-year and end of Grade K.
		Syllable Segmentation: “Can you tell me the two word parts in open? ” (response: o....pen)	Kindergarten	Assess 3 times per year. At the beginning, middle and end of Grade K.
		Syllable Deletion: “Say open without the -pen ” (response: o)	Kindergarten	Assess 3 times per year. At the beginning, middle and end of Grade K.
4. Understands onset-rime	Ability to blend the first sound in the word (onset) and the rest of the word (rime)	“What word do these sounds make? /s/---/ee/” (Response: see) “How about: /h/----/op/?” (Response: hop)	The middle of Kindergarten	Assess 3 times per year. At the beginning, middle and end of Grade K.

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PHONEMIC AWARENESS ASSESSMENT				Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2
1. Phoneme Matching	Ability to identify words that begin with the same sound	“Which words sound alike: <i>man, sat, sip</i> ? (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 <i>sat</i> ?” (Response: /s/)	The middle of Kindergarten	Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2
		Phoneme Isolation Final (Last) Sound: “What’s the last sound in <i>sat</i> ?” (Response: /t/)	Late Kindergarten or Early in Grade 1	Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2
		Phoneme Isolation Medial (Middle) Sound: “What’s the middle sound in <i>sat</i> ?” (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/-/o/-/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 <u>Segmentation</u>	Ability to break a word into individual sounds	<p>“What sounds do you hear in the word <i>hot</i>?” (Response : /h/-/o/-/t/) “Let’s try another one.” “How many sounds do you hear in <i>hot</i>?” (Response: 3)</p>	Grade 1	Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2
5. Phoneme <u>Manipulation</u>	Ability to modify, change, or move the individual sounds in a word	<p><u>Phoneme Manipulation: Initial (first) Sound:</u> “Say <i>mat</i> without the /m/ sound.” (Response: at)</p> <p><u>Phoneme Manipulation: Final (last) Sound:</u> “Say <i>mat</i> without the /t/ sound.” (Response: ma)</p> <p><u>Phoneme Manipulation Substitution:</u> “Say <i>pig</i>.” (Response: Pig) Now change the /p/ in pig to /f/ (Response: Fig)</p>	<p>Grade 1</p> <p>Grade 1</p> <p>Middle to End of Grade 1-Grade 2</p>	<p>Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2</p> <p>Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2</p> <p>Phonemic awareness assessments should be performed three times a year Grades K, 1, and 2</p>

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INFORMAL READING INVENTORY (ALSO KNOWN AS) QUALITATIVE READING INVENTORY	<ul style="list-style-type: none"> • Grade level reading • Fluency • Comprehension • Vocabulary • Oral reading accuracy 	<ul style="list-style-type: none"> • Teacher chooses a grade level passage for student to read. As child is reading teacher completes: <ul style="list-style-type: none"> • A running record • A measure of fluency rate • After student reads, teacher checks for understanding through explicit and implicit questions. 	<p style="text-align: center;">1st – 12th</p>	<p>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.</p>
RUNNING RECORDS	<p>Oral reading accuracy (The strategies a child uses to decode unfamiliar words)</p>	<p>Teacher chooses a passage for a child to read. Child reads aloud.</p> <p>As a child reads aloud teacher takes notes on words read correctly and incorrectly.</p>	<p style="text-align: center;">1st – 3rd</p>	<p>Running records should be assessed several times throughout the year to help in teaching further strategies for students</p>

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READING FLUENCY	How many words a child reads correctly in one minute	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.	1 st – 3 rd	Fluency assessments should be completed throughout the year
WORD RECOGNITION	Sight word vocabulary at a given grade level	Teacher asks child to read from a list of words	Kindergarten – 2 nd	Three times during the year in grades Kindergarten – 2 nd
PHONIC ELEMENTS	Phonic elements at a given grade level	“What sound do the letters ‘ <i>sh</i> ’ make?” (Response: / <i>sh</i> /) “How can I turn <i>cap</i> into <i>cape</i> ?” (Response: adding an ‘ <i>e</i> ’ to the end of the word)	1 st – 3 rd	Several times throughout the year to help guide instruction