# iDeaL Reading Skills Record (iRSR)

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iDeaL
Individualised Diagnostic explicit approach to Learning

**Name:** _____  **Age:** _____  **Date:** _____

Please read and understand the marking guide. We recommend that this assessment be administered using an unseen text. The purpose of the iRSR is to measure and track students' reading accuracy, rate, fluency and comprehension.

**Have a 1-minute timer ready, so the number of words per minute can be calculated accurately.**

## Marking Key:

Correct = ✔ Self–correction = SC
Error = L̶i̶n̶e̶ (wrong word, insertion, omission)
Teacher gave sound or word = t

Sound error = S
Blending error = B
Irregular word error = I

| Title: Nobody Laughed | Level 2 Fiction | No. Words: 149 | E | S | B | I |
|---|---|---|---|---|---|---|
| Aiden walked to school with a spring in his step and a bright green bag on his back. | | 18 | | | | |
| It was the first day back after the summer holiday. The sun shone brightly. Aiden | | 33 | | | | |
| kicked at stones and whistled to himself. He loved his school, and he loved his new | | 49 | | | | |
| bag. It was big but not too big – the perfect size for books, his lunch, and his secret | | 67 | | | | |
| favourite thing. | | 69 | | | | |
| Aiden's friend Kane was waiting at the school gate. At first, they were so busy telling | | 85 | | | | |
| each other their holiday stories (new house, new hill, new bike, missing tooth) that | | 99 | | | | |
| they didn't even notice they had the same bag. | | 108 | | | | |
| "That's the thing about shopping at the Bigbarn store," Kane shrugged. | | 119 | | | | |
| But then they saw that Lauryn had the same bag, too, and Jessie and William and | | 135 | | | | |
| Toeiva and Charlotte and … in fact, their _entire_ class. The day was getting weird. | | 149 | | | | |

Written by Bernard Beckett, featured in School Journal September 2014

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## Recording Sheet

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1. **Decoding Score:**
   No. words – errors = Decoding Score

2. **Accuracy Score:**
   Decoding Score ÷ no. words x 100 = Accuracy Score (%)

3. **Oral Reading Rate:**
   No. words – errors = WPM

4. **Fluency Rubric:**
   Students are deemed to be reading fluently if they have a score of 10 or more

   / 16

5. **Comprehension Score (%):**
   No. of correct answers ÷ by total no. of questions x 100 = Comprehension Score (%)

6. Continue within concept/level

   Move to next concept:/level

| Comprehension | Q | 0 | 1 |
|---|---|---|---|
| Retelling – Can retell the main points in detail? (3 points) | Ret | | |
| Why did Aiden have a spring in his step? (first day back, loved school, sunny, new bag, loved new bag) | Inf | | |
| What was inside Aiden's bag? (books, lunch, secret favourite thing) | Lit | | |
| Why did the kids all have the same bag? (they shopped at the same store, Bigbarn) | Inf | | |
| What does the word *entire* mean in this story? (whole, all of) | Voc | | |

## 4. Fluency Rubric (Score /16)

*Source: Adapted from 'Assessing Reading Fluency' by T.V Rasinski, 2004*

| Component | Score | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| **Expression & Volume** | | Reads in a quiet voice, as if to get the words out. The reading does not sound natural, the way talking to a friend would. | Reads in a quiet voice. The reading sounds natural in parts of the text, but it does not always sound as natural as talking to a friend. | Mostly reads with good volume and expression, but sometimes slips into expressionless reading and does not sound as natural as talking to a friend. | Reads with varied volume and expression. Sounds as natural as talking to a friend, with expression that matches the meaning of the passage. |
| **Phrasing** | | Reads word by word in a monotonous voice. | Reads in two- or three-word phrases, disregarding punctuation, natural word stress and use of intonation. | Reads with a mixture of run-ons, mid-sentence pauses for breath and some choppiness. Use of word stress and intonation is reasonable. | Reads with good phrasing, according to the written punctuation, and with good word stress and intonation. |
| **Smoothness** | | Frequently hesitates while reading, sounds out words, and repeats words or phrases. Makes multiple attempts to read the same passage. | Reads with extended pauses or hesitations. Has many 'rough spots'. | Reads with occasional breaks in rhythm. Some difficulty with specific words or sentence structures. | Reads smoothly with some breaks, and self-corrects when encountering difficult words or sentence structures. |
| **Pace** | | Reads slowly and laboriously. | Reads moderately slowly. | Reading pace is uneven. | Reads at a conversational pace throughout the reading. |

**Scores of 10 or more indicate that the student is making good progress in fluency.**
**Scores below 10 indicate that the student needs additional instruction in fluency.**

## Teacher Comment

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## Marking Guide

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| 1. Decoding Score | 2. Accuracy Score |
|---|---|
| The Decoding Score is used to calculate the overall accuracy of the text reading in the next step.<br>1. Use the Decoding Key chart to note the types of errors made (NB: self-corrections are not errors).<br>2. Calculate the Decoding Score by subtracting the number of errors from the total number of words. | How to calculate the Accuracy Score:<br>Accuracy Score (%) = Decoding Score ÷ total words read x 100.<br><br>E.g. If a student reads the Cod on the Rod text (86 words) and makes 5 errors, the accuracy calculation will be 81 ÷ 86 x 100 = 94%.<br><br>**Students are deemed to have sufficient accuracy when their Accuracy Score is 95% or more.** |

## 3. Oral Reading Rate – Words Per Minute (WPM) — *Hasbrouck & Tindal (2017)*

### Average WPM Reading Rate Norms by Age:

| 6 yrs | 7 yrs | 8 yrs | 9 yrs | 10 yrs | 11–12 yrs | 13 yrs | Adult – |
|---|---|---|---|---|---|---|---|
| 29-60 | 50-100 | 83-112 | 94-133 | 121-146 | 132-146 | 146+ | 200+ |

How to calculate Oral Reading Rate relative to age:
1. Time the reading for 1 minute and on the marking sheet, note the total number of words read.
2. Oral Reading Rate = words per minute – errors. E.g. If a student who is 7 years old reads 79 WPM and has 4 errors, the oral reading rate will be 79 - 4 = 75 WPM

**It is important to monitor oral reading rate in consecutive Reading Skills Records.**

## 4. Fluency Rubric

Indicate a score between 1 - 4 for each component; expression and volume, phrasing, smoothness, pace, on the student marking sheet. **Students are deemed to be reading fluently if they score 10 or more.**

## 5. Comprehension Score

Comprehension Score (%) = number of correct answers ÷ total number of questions x 100.
E.g. If a student correctly answers 4 out of 5 comprehension questions, the comprehension calculation will be 4 ÷ 5 x 100 = 80%.
**Students are deemed to have sufficient comprehension when their Comprehension Score is 80% or more.**

## 6. Next Steps

When determining your next steps, accuracy and comprehension scores will be the determining factors in deciding whether a child should move up a concept or a level. If oral reading rate and fluency rubric scores are low, consider making these an explicit focus for teaching either within the current concept/level or if moving up.

## Developing Questions About the Text

### Literal Questions
Literal comprehension is the understanding of information and facts that are directly stated in the text.
Example question starters:
- Who … ?
- What did the character do when … ?
- What type of animal is the … ?
- When did … happen?
- Where did the … take place?

### Inferential Questions
Inferential comprehension is the ability to process written information and understand the underlying meaning of the text.
Example question starters:
- Why do you think … ?
- Why did the character … ?
- What do you think about … ?