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 = ~~Line~~ (wrong word, insertion, omission)

Teacher gave sound or word = t

Sound error = S

Blending error = B

Irregular word error = I

Title: Return of the Moa	Level 4 Non-fiction	No. Words: 259	E	S	B	I
IMAGINE THIS: You're walking through the bush, native birds all around. It's very peaceful, but		15				
then you hear crashing footsteps. Another tramper? No, whatever's making that noise … it's		28				
huge. The footsteps get closer, and something totally unexpected steps onto the track. The		42				
creature is taller than any person, despite its short stubby legs. A comically small head sits at		59				
the end of a very long neck. You see feathers but no wings, although it's clearly a bird – and		78				
another native one at that. It's the moa, New Zealand's legendary giant, back from the dead!		94				
No one has seen a live moa for more than five hundred years. We can be sure there are none		114				
left, even in the most _remote_ parts of the country. But recent scientific breakthroughs have		129				
created a startling possibility – bringing the moa back from the dead! It sounds like science		144				
fiction, but de-extinction is closer to reality than you might think.		155				
In 2013, a historic meeting took place in Washington, DC. For the first time, world experts in		172				
fields such as **genetics**, animal biology, and **bioethics** met to talk about de-extinction. They		186				
reached an amazing conclusion: de-extinction is now within reach. "It's gone very much		199				
further, very much more rapidly, than anyone would've imagined," says Ross MacPhee, a		212				
mammal expert from the Museum of Natural History in New York. Professor Philip Seddon, a		227				
zoologist at Otago University, agrees: "The technology is real, and it's coming." What's really		241				
interesting for New Zealanders is that our very own moa is near the top of the de-extinction		258				
list.		259				

Written by Quinn Berentson, featured in School Journal October 2015

iDeaL Reading Skills Record (iRSR)
Recording Sheet

iDeaL®
Individualised Diagnostic explicit approach to Learning

Powered by
Learning MATTERS
Because Learning Differences Exist

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		
Is the first paragraph fiction or non-fiction? How do you know? (fiction; 'imagine this', moa are extinct)	Inf		
What does the word _remote_ mean in this text? (isolated, far away from main centres)	Voc		
The people at the meeting in 2013 were experts in what areas? (genetics, animal biology, bioethics)	Lit		
Should moa be resurrected? Why? (yes, they belong, amazing, fix human error; no, expensive, changing nature)	Eva		

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

iDeaL Reading Skills Record (iRSR)
Marking Guide

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1. Decoding Score

The Decoding Score is used to calculate the overall accuracy of the text reading in the next step.

1. Use the Decoding Key chart to note the types of errors made (NB: self-corrections are not errors).
2. Calculate the Decoding Score by subtracting the number of errors from the total number of words.

2. Accuracy Score

How to calculate the Accuracy Score:
Accuracy Score (%) = Decoding Score ÷ total words read x 100.

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%.

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 … ?