

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: | Drop It! | Concept: | ccvc, -ed | No. Words: | 116 | E | S | B | I |
|--------|---|----------|-----------|------------|-----|---|---|---|---|
| | The vet dressed the dog's leg. | | | | 6 | | | | |
| | "That will be OK. I'll just give him a jab," she said. The dog sat still. | | | | 22 | | | | |
| | "Good dog!" Ben patted him. | | | | 27 | | | | |
| | The vet handed Mum a bill. Mum looked stunned. She bit her lip. | | | | 40 | | | | |
| | "Mum, don't fret. I can help. I'll get a job," Ben said. | | | | 52 | | | | |
| | The next day, Ben got a job. It was six o'clock. It was cold and dank. | | | | 68 | | | | |
| | "Drop it on the step! Good dog!" Ben said. | | | | 77 | | | | |
| | Suddenly, the dog spotted a cat. The cat <u>fled</u> . The dog ran off, BAM, into the | | | | 93 | | | | |
| | bins. The bins tipped and spilled. | | | | 99 | | | | |
| | The dog sniffed the rotten smell. Gulp! Gulp! | | | | 107 | | | | |
| | "Stop it! Drop it!" Ben yelled. He got cross. | | | | 116 | | | | |

Written by Tami Reis-Frankfort
That Dog! Series, Phonic Books

| | | |
|---|--|---|
| <p>1. Decoding Score: No. words – errors = Decoding Score</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-top: 10px;"></div> | <p>2. Accuracy Score: $\text{Decoding Score} \div \text{no. words} \times 100 =$ Accuracy Score (%)</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-top: 10px;"></div> | <p>3. Oral Reading Rate: No. words – errors = WPM</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-top: 10px;"></div> |
| <p>4. Fluency Rubric: Students are deemed to be reading fluently if they have a score of 10 or more</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-top: 10px; display: flex; align-items: center; justify-content: center;"> / 16 </div> | <p>5. Comprehension Score (%): $\text{No. of correct answers} \div \text{by total no. of questions} \times 100 =$ Comprehension Score (%)</p> <div style="border: 1px solid black; width: 100px; height: 30px; margin-top: 10px;"></div> | <p>6. Continue within concept/level <input type="checkbox"/></p> <p>Move to next concept/level <input type="checkbox"/></p> |

| Comprehension | Q | 0 | 1 |
|--|-----|---|---|
| Retelling – Can retell the main points in detail? (3 points) | Ret | | |
| What did the vet do to the dog? (bandages his wound and gives him a vaccination) | Lit | | |
| Why did Mum look stunned? (the vet bill is expensive) | Inf | | |
| What does the word <u>fled</u> mean in this story? (run away from danger) | Voc | | |
| Why did the dog run into the bins? (he is chasing a cat, sore leg affects his running) | Inf | | |

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

| 1. Decoding Score | 2. Accuracy Score |
|--|---|
| <p>The Decoding Score is used to calculate the overall accuracy of the text reading in the next step.</p> <ol style="list-style-type: none"> Use the Decoding Key chart to note the types of errors made (NB: self-corrections are not errors). Calculate the Decoding Score by subtracting the number of errors from the total number of words. | <p>How to calculate the Accuracy Score: Accuracy Score (%) = Decoding Score ÷ total words read x 100.</p> <p>E.g. If a student reads the Cod on the Rod text (86 words) and makes 5 errors, the accuracy calculation will be $81 \div 86 \times 100 = 94\%$.</p> <p>Students are deemed to have sufficient accuracy when their Accuracy Score is 95% or more.</p> |

| 3. Oral Reading Rate – Words Per Minute (WPM) | <i>Hasbrouck & Tindal (2017)</i> | | | | | | | | |
|--|--------------------------------------|-----------------|-----------------|-------------------|----------------------|-------------------|----------------------|----------------|-----------------|
| <p>Average WPM Reading Rate Norms by Age:</p> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">6 yrs 29-60</td> <td style="padding: 5px;">7 yrs 50-100</td> <td style="padding: 5px;">8 yrs 83-112</td> <td style="padding: 5px;">9 yrs 94-133</td> <td style="padding: 5px;">10 yrs 121-146</td> <td style="padding: 5px;">11-12 yrs 132-146</td> <td style="padding: 5px;">13 yrs 146+</td> <td style="padding: 5px;">Adult – 200+</td> </tr> </table> | | 6 yrs 29-60 | 7 yrs 50-100 | 8 yrs 83-112 | 9 yrs 94-133 | 10 yrs 121-146 | 11-12 yrs 132-146 | 13 yrs 146+ | Adult – 200+ |
| 6 yrs 29-60 | 7 yrs 50-100 | 8 yrs 83-112 | 9 yrs 94-133 | 10 yrs 121-146 | 11-12 yrs 132-146 | 13 yrs 146+ | Adult – 200+ | | |
| <p>How to calculate Oral Reading Rate relative to age:</p> <ol style="list-style-type: none"> Time the reading for 1 minute and on the marking sheet, note the total number of words read. 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 <p style="text-align: center;">It is important to monitor oral reading rate in consecutive Reading Skills Records.</p> | | | | | | | | | |

| 4. Fluency Rubric |
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| <p>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.</p> |

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

| 6. Next Steps |
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| <p>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.</p> |

| Developing Questions About the Text |
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| <p>Literal Questions</p> <p>Literal comprehension is the understanding of information and facts that are directly stated in the text.</p> <p>Example question starters:</p> <ul style="list-style-type: none"> Who ... ? What did the character do when ... ? What type of animal is the ... ? When did ... happen? Where did the ... take place? |
| <p>Inferential Questions</p> <p>Inferential comprehension is the ability to process written information and understand the underlying meaning of the text.</p> <p>Example question starters:</p> <ul style="list-style-type: none"> Why do you think ... ? Why did the character ... ? What do you think about ... ? |