



The TPRI Screening Section is a brief assessment to quickly identify the students most at risk for struggling and falling behind as readers.

The student must see the screen and the teacher will score each item.

On this task, the student is asked the name and the sound of some letters, however, to score each item as correct, the correct sound must be provided. This section has two practice items where the teacher can provide the correct response as in the following script:

I'm going to show you some letters and I want you to tell me the names of the letters. Tell me the name of this letter.

After the student says the letter name, **Now, tell me the sound it makes.**

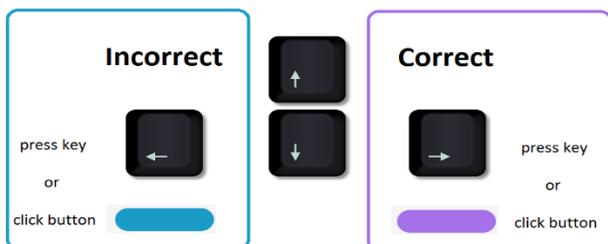
If the student does not know the name or sound of the letter, **That's not quite right. The name of the letter is T (Practice 1) or A (Practice 2) and the sound it makes is /t/ (Practice 1) or /a/ (Practice 2).**

If the student says a long vowel sound for a vowel (e.g., /a/ as in lake), **That's one sound this letter makes. Can you tell me another sound for this letter?**

You may not provide the letter name or sound when the student responds incorrectly. However, you may ask for the letter's sound when the student provides the letter name, and ask for another sound when the student provides a long vowel sound. If the student does not say the name of the letter or sound of the letter within 10 seconds, administer the next Task Item.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 8-10 correct. Go to SCR-2 Word Reading.

SD: 0-7 correct. Go to SCR-3 Blending Phonemes.

The student must see the screen and the teacher will score each item.

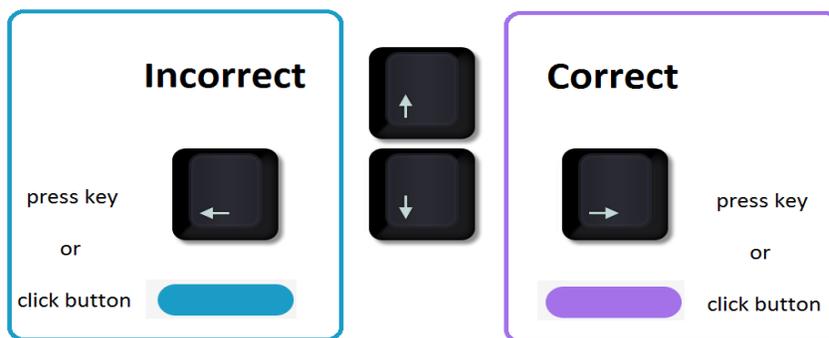
For this task, the student is asked to read some words.

If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

Say: **I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.**

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-8 correct. Go to WR-1 Word Reading.

SD: 0-3 correct. Go to SCR-3 Blending Phonemes.

SCR-3 Blending Phonemes

The student **must not** see the screen on this task and the teacher will score each item.

On this task, the teacher will say some letter sounds and the student should put them together and say the word.

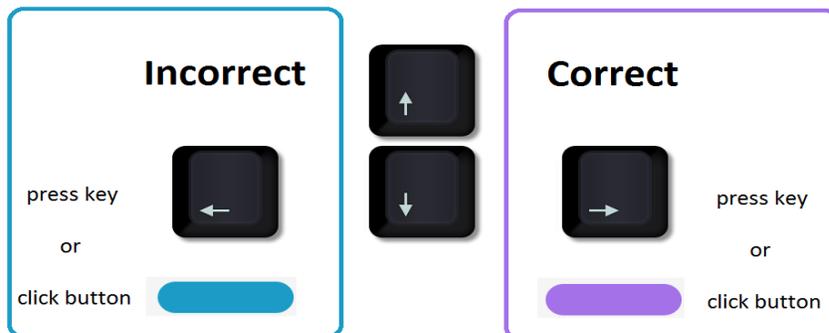
Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.

Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.

A note about the Screenings: If the student scores "Developed" on Screening 2 or 3, the teacher has the option to skip the PA and GK sections and continue with the Word Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct. Go to WR-1 Word Reading 1.
SD: 0-4 correct. Go to PA-1 Blending Word Parts.



The student must see the screen and the teacher will score each item.

On this task, the student is asked to read some words.

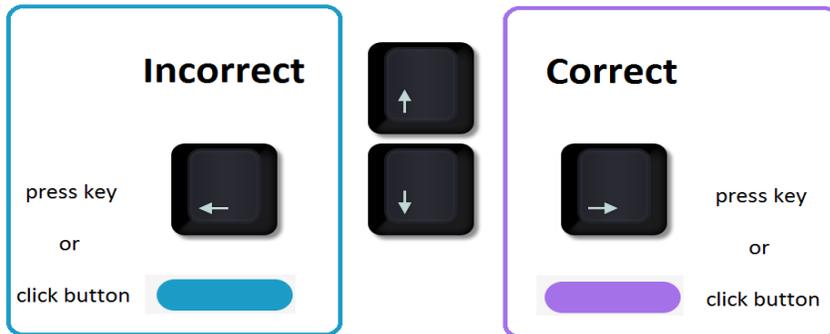
If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

Say: I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.

A note about the Screening: If the student scores "Developed" on Screening 4, the teacher has the option to skip the PA and GK sections and continue with the Word Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 8-12 correct. Go to WR-1 Word Reading 1.
SD: 0-7 correct. Go to PA-1 Blending Word Parts.

PA-1 Blending Word Parts

The student **must not** see the screen on this task and the teacher will score each item.

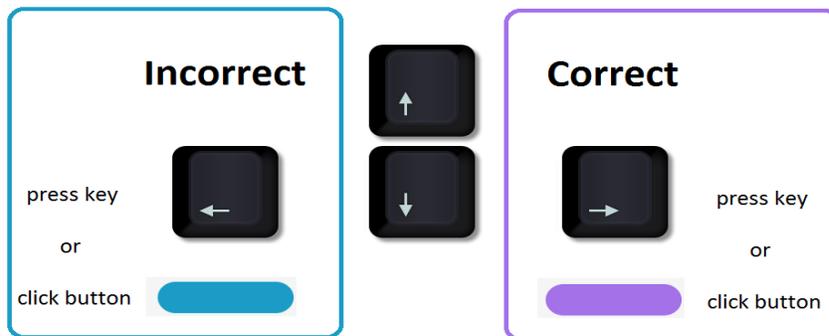
On this section, the teacher will say the sounds for individual letters or cluster of letters and the student should put them together and say the word.

Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.

Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to PA-2 Blending Phonemes.

SD: 0-3 correct. Go to GK-1 Initial Sound Substitution.

PA-2 Blending Phonemes

The student **must not** see the screen on this task and the teacher will score each item.

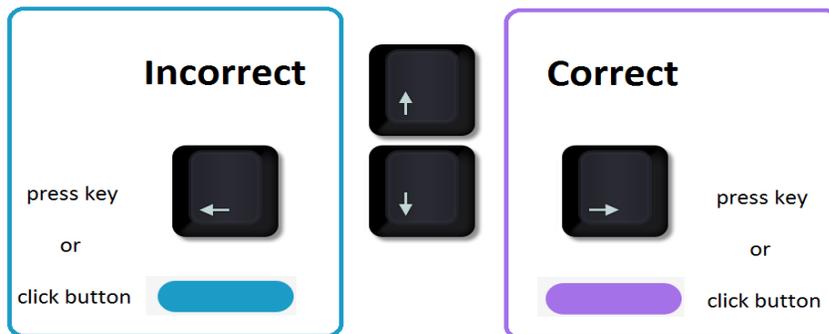
On this section, the teacher will say the sounds for individual letters or cluster of letters and the student should put them together and say the word.

Say the sound for each letter or cluster of letters, not the letter name, at approximately 1/2 second intervals. This section has two practice items. You may not provide corrective feedback on Task Items.

Remind the student to pronounce letter sounds, not letter names, and to say the word silently to himself first.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to PA-3 Deleting Initial Sounds.

SD: 0-3 correct. Go to GK-1 Initial Consonant Substitution.

PA-3 Deleting Initial Sounds

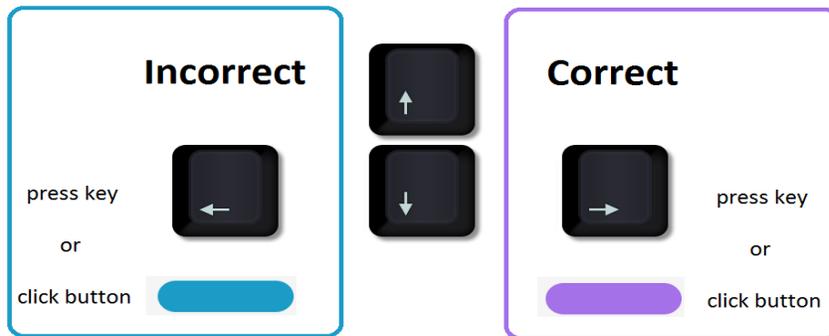
The student **must not** see the screen on this task and the teacher will score each item.

On this section, the teacher will say a word and will ask the student to say the word **without** its initial sound the student should put them together and say the word.

Say the sound for each letter or cluster of letters, not the letter name. This section has one practice item. You may not provide corrective feedback on Task Items.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to PA-4 Deleting Final Sounds

SD: 0-3 correct. Go to GK-1 Initial Consonant Substitution

PA-4 Deleting Final Sounds

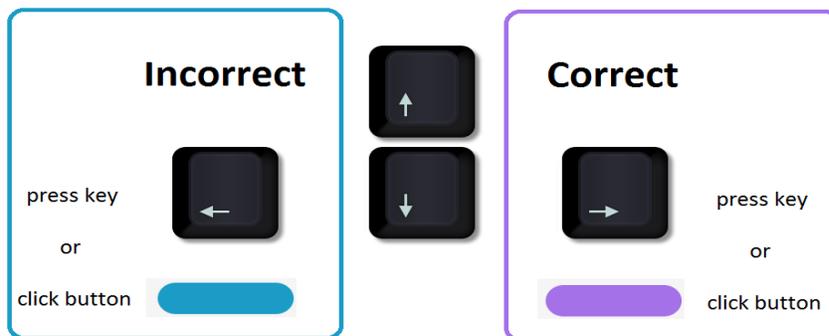
The student **must not** see the screen on this task and the teacher will score each item.

On this section, the teacher will say a word and will ask the student to say the word **without** its final sound the student should put them together and say the word.

Say the sound for each letter or cluster of letters, not the letter name. This section has one practice item. You may not provide corrective feedback on Task Items.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to GK-1 Initial Consonant Substitution.

SD: 0-3 correct. Go to GK-1 Initial Consonant Substitution.

GK-1 Initial Consonant Substitution

The student **must not** see the screen on this task and the teacher will score each item.

For this task, one [GK-1 Board and Letter Set](#) can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.

Arrange the following 8 letters at the top of the task board in the order indicated:

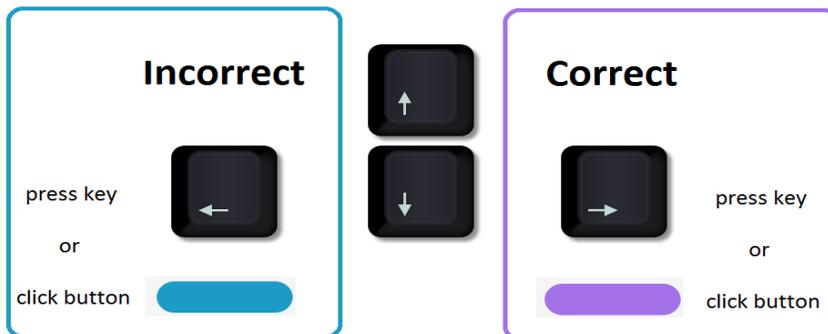
b s l d c f p h

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item and all of the Task Items.

Click here to download the [GK-1 Board and Letter Set](#). **Tip:** Print on blue paper.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to GK-2 Final Consonant Substitution.
SD: 0-3 correct. Go to WR-1 Word Reading.

GK-2 Final Consonant Substitution

The student **must not** see the screen on this task and the teacher will score each item.

For this task, one [GK-2 Board and Letter Set](#) can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.

Arrange the following 6 letters at the top of the task board in the order indicated:

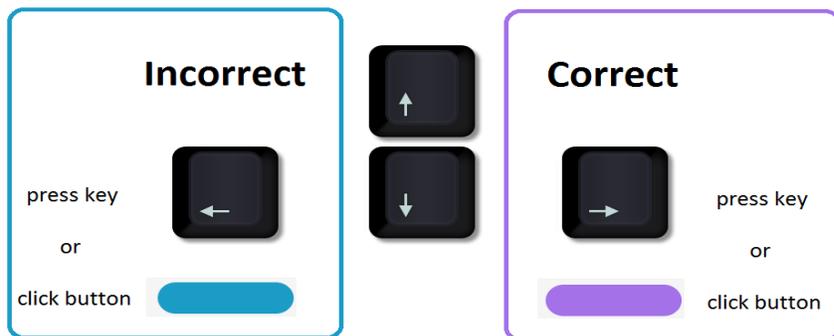
n p x d t g

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item and all of the Task Items.

Click here to download the [GK-2 Board and Letter Set](#). **Tip:** Print on green paper.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to GK-3 Middle Vowel Substitution
SD: 0-3 correct. Go to WR-1 Word Reading

GK-3 Middle Vowel Substitution

The student **must not** see the screen on this task and the teacher will score each item.

For this task, one [GK-3 Board and Letter Set](#) can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.

Arrange the following 6 letters at the top of the task board in the order indicated:

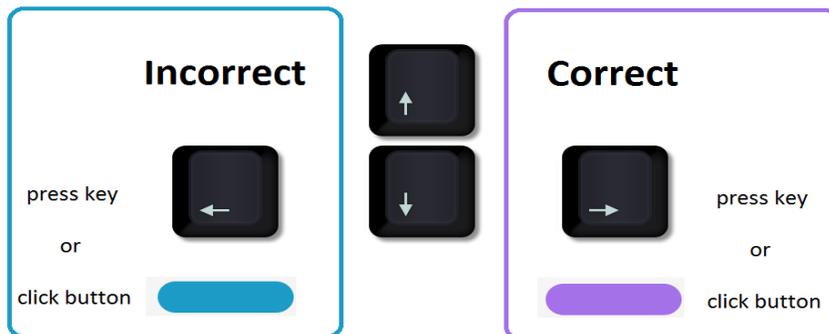
y o i a u e

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item and all of the Task Items.

Click here to download the [GK-3 Board and Letter Set](#). **Tip:** Print on orange paper.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to GK-4 Initial Blending Substitution
SD: 0-3 correct. Go to WR-1 Word Reading

GK-4 Initial Blending Substitution

The student **must not** see the screen on this task and the teacher will score each item. For this task, one [GK-4 Board and Letter Set](#) can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.

Arrange the following 10 letters at the top of the task board in the order indicated:

g r c s t f l b n p

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item and all of the Task Items.

Click here to download the [GK-4 Board and Letter Set](#).

Scoring Instructions

Click the Correct or Incorrect button accordingly.

Branching Rules: D: 4-5 correct. Go to GK-5 Blends in Final Position.
SD: 0-3 correct. Go to WR-1 Word Reading 1.

GK-5 Blends in Final Position

The student **must not** see the screen on this task and the teacher will score each item.

For this task, one [GK-5 Board and Letter Set](#) can be used for all students in the class. You will ask the student to take the letter and place it in the blank to make a specific word.

Arrange the following 9 letters at the top of the task board in the order indicated:

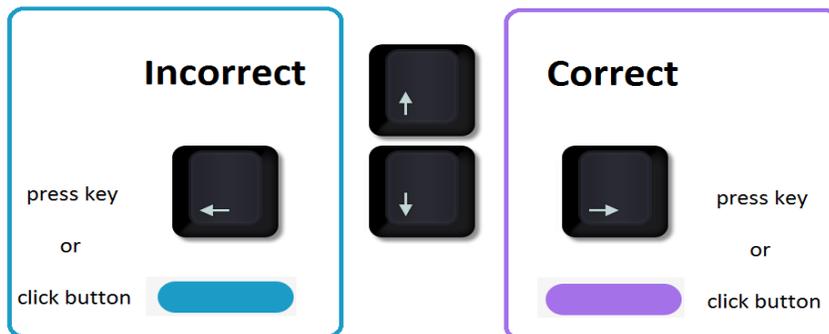
d m l s t f n p k

Use the blank sheet of paper to cover all of the word parts on the task board. Administer the Practice Item and all of the Task Items.

Click here to download the [GK-5 Board and Letter Set](#). **Tip:** Print on white paper.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 4-5 correct. Go to WR-1 Word Reading 1.
SD: 0-3 correct. Go to WR-1 Word Reading 1.

WR-1 Word Reading

The student must see the screen and the teacher will score each item.

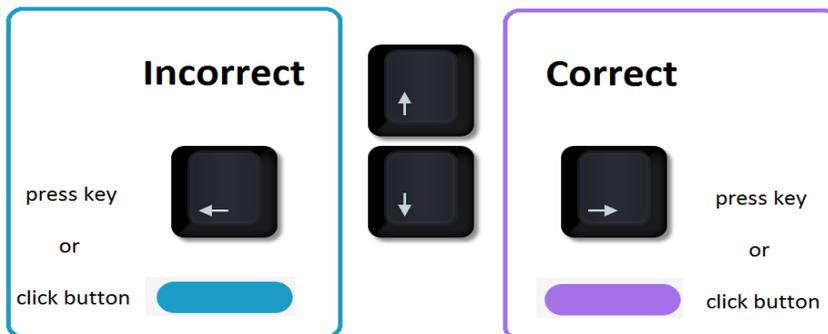
For this task, the student is asked to read some words. If the student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word, mark it incorrect. Ask the student to read the next word. Do not provide the word.

Say: **I'm going to show you some words and I want you to read them to me. If you don't know a word, it's OK. Just do the best you can.**

A note about the Word Reading 1: If the student **scores 0** on this task, the teacher has the option to skip the following Word Reading tasks and continue with the Reading tasks. In that case, it is recommended to exclude these tasks by clicking the green squares of the skipped sections. This rule **only** applies to Word Reading 1.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



READ-BOY Story 1 - Tut

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: I'm going to ask you to read a story. The title of the story is Tut. After you read it, I'll ask you a few questions. Read the story out loud to me.

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**9 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Tut** task
3. Record **Frustrational** on the **Accuracy Level - Tut** task.
4. Complete the **Listening Comp - Tut** task, not the Reading Comp - Tut task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-BOY Story 1 - Tut

This section is **only for students who were able to read** the entire story by themselves.

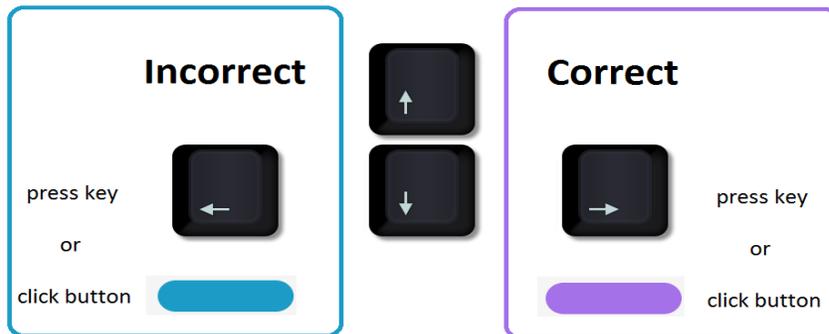
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct.* Go to Story 2 Baseball Game.

SD: 0-4 correct. Go to Story 2 Baseball Game.

**Student cannot score D for Reading Comprehension if the student listened to the story.*

READ-BOY **Story 2 - Baseball Game**

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is Baseball Game. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**14 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Baseball Game** task
3. Record **Frustrational** on the **Accuracy Level - Baseball Game** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp-Baseball Game** task, not the Reading Comp - **Baseball Game** task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-BOY Story 2 - Baseball Game

This section is **only for students who were able to read** the entire story by themselves.

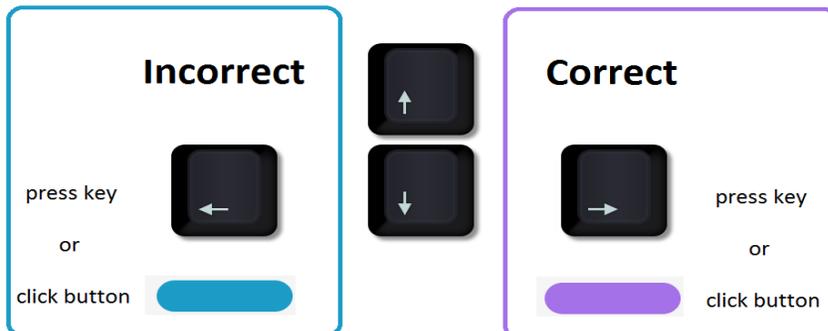
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct.* End of assessment.

SD: 0-4 correct. End of assessment.

**Student cannot score D for Reading Comprehension if the student listened to the story*

READ-MOY Story 3 - Rex

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is Rex. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**12 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Rex** task
3. Record **Frustrational** on the **Accuracy Level - Rex** task.
4. Read aloud the story to the student from the beginning and complete the **Listening Comp- Rex** task, not the Reading Comp - **Rex** task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-MOY Story 3 - Rex

This section is **only for students who were able to read** the entire story by themselves.

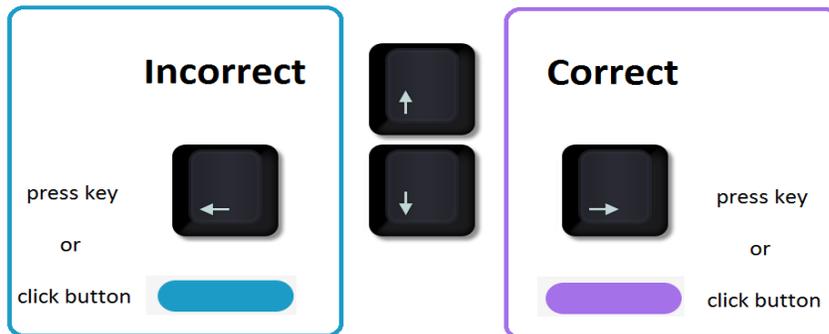
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct.* Go to Story 4 Bats.

SD: 0-4 correct. Go to Story 4 Bats.

**Student cannot score D for Reading Comprehension if the student listened to the story.*

READ-MOY Story 4 - Bats

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is Bats. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**16 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Bats** task
1. 3. Record **Frustrational** on the **Accuracy Level - Bats** task.
3. Read aloud the story to the student from the beginning and complete the **Listening Comp- Bats** task, not the Reading Comp - **Bats** task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-MOY Story 4 - Bats

This section is **only for students who were able to read** the entire story by themselves.

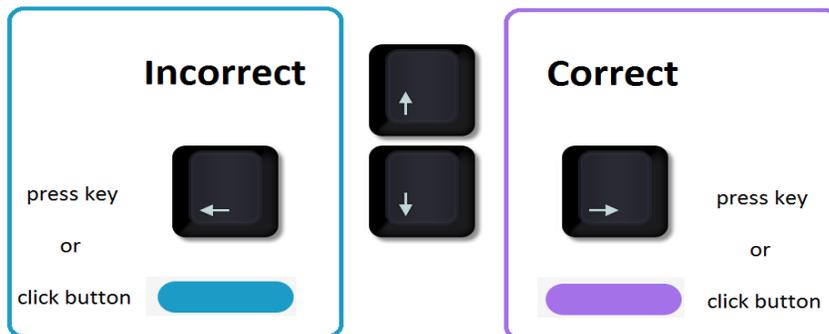
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story**. If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Calculate and enter the Words Correct per Minute.



Branching Rules: D: 5-6 correct.* End of assessment.

SD: 0-4 correct. End of assessment.

**Student cannot score D for Reading Comprehension if the student listened to the story.*

READ-EOY Story 5 - Bananas

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: I'm going to ask you to read a story. The title of the story is Bananas. After you read it, I'll ask you a few questions. Read the story out loud to me.

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**15 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - Bananas** task
3. Record **Frustrational** on the **Accuracy Level - Bananas** task.
5. Read aloud the story to the student from the beginning and complete the **Listening Comp- Bananas** task, not the Reading Comp - **Bananas** task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-EOY Story 5 - Bananas

This section is **only for students who were able to read** the entire story by themselves.

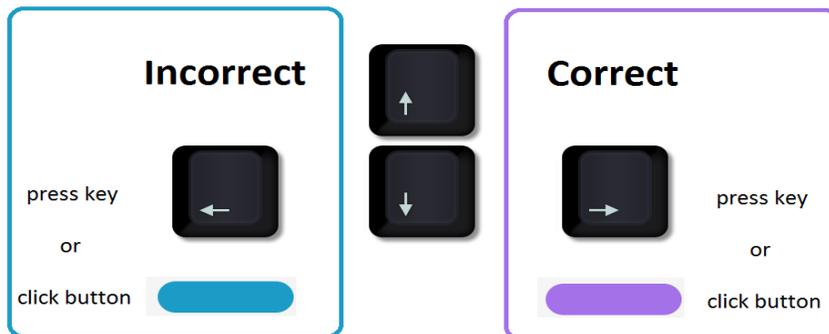
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct.* Go to Story 6 The School Fair.

SD: 0-4 correct. Go to Story 6 The School Fair.

READ-EOY Story 6 - The School Fair

For this task, you need a stopwatch and one copy of the Story Sheet. You will need a Student Story Record Sheet for each student. Download resources at the [TPRI Scoring Resources page](#).

Say: **I'm going to ask you to read a story. The title of the story is The School Fair. After you read it, I'll ask you a few questions. Read the story out loud to me.**

Place the Story Sheet in front of the student. Start the stopwatch when the student reads the first word. As the student reads, mark errors on the Student Story Sheet.

If the student is unable to read **three or more words in the first sentence**, or if the student reads at the Frustrational Level (**14 or more errors**):

1. Have the student **stop**.
2. Exclude the **Fluency - The School Fair** task
1. 3. Record **Frustrational** on the **Accuracy Level - The School Fair** task.
3. Read aloud the story to the student from the beginning and complete the **Listening Comp- The School Fair** task, not the Reading Comp -**The School Fair** task.

Scoring Errors:

Mark any words not read correctly with a slash (/) on the Student Story Sheet.

Errors include:

- Mispronunciations - The student pronounces the word incorrectly. This includes leaving off -s, -ed and -ing endings, and character names each time they are read incorrectly.
- Substitutions - The student replaces the correct word with a different word.
- Omissions - The student skips a word.
- Reversals - The student reads adjacent words in the wrong order.
- Hesitations - The student pauses for longer than 3 seconds or takes longer than 3 seconds to sound out a word. In these cases, provide the word and count it as an error.

Items not considered errors:

- Insertions - The student adds a whole word that does not appear in the text.
- Self-corrections - The student makes an error, but then corrects the error.
- Repetitions - The student reads the same word or phrase multiple times.
- Loss of place - The student skips a line or loses their place. Redirect the student to the correct place in the story and allow the stopwatch to continue to run.

If the student reads the same word throughout a story incorrectly, count each incorrect word as a separate error.

Scoring Instructions

Calculate and enter the Words Correct per Minute.

READ-EOY Story 6 - *The School Fair*

This section is **only for students who were able to read** the entire story by themselves.

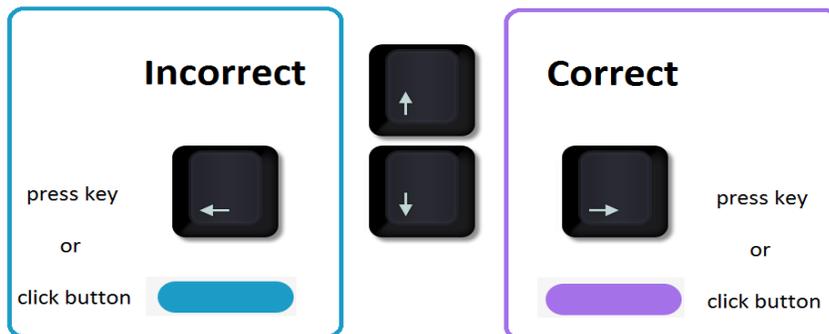
If the student reached the Frustrational level, stop, click "Quit and Discard", and administer the next section, **Listening Comprehension**.

Administer all of the Reading Comprehension questions. If the student takes 10 seconds or longer to answer a question, prompt the student: **Remember, you can look at the story.** If the student looks for the answer and after 10 seconds is still unable to locate it, continue to the next question without comment.

After each question, sample answers are provided. It's not necessary for the student to give an answer that matches one of the sample answers. Rely on your professional judgment in scoring responses as correct or incorrect.

Scoring Instructions

Click the Correct or Incorrect button accordingly.



Branching Rules: D: 5-6 correct.* End of assessment.

SD: 0-4 correct. End of assessment.