TPRI

Early Reading Assessment
QUICK REFERENCE GUIDE

Grade 1 & 2: Reading Comprehension, Accuracy, and Fluency
You need:

- A stopwatch
- Pen/pencil
- Copy of the Story Sheet for each student
- Copy of the Scoring Sheet for the teacher

All students need to attempt to read both stories. Make sure you 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 with a slash (/) on the scoring sheet. If the student makes a mistake and keeps reading, do not provide the word or intervene in any way (for example: Do not redirect by pointing at the word).

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

1. Have the student stop
2. Exclude the Fluency task (Green button)
3. Record "Frustrational" on the Accuracy Level
   - Do not calculate fluency rate
   - If the student is able to read one story, but scores "Frustrational" on the other story, then the teacher only calculates a fluency rate for the story they were able to read by themselves.
   - Students who score "Frustrational" on both stories will not have a fluency score.
4. Next, administer Listening Comprehension, **NOT** the Reading Comprehension.
5. Listening Comprehension - Read the story to the student from the beginning to obtain a score.

Grade 1 & 2: Reading Comprehension Questions: For students who were able to read the entire story by themselves

- If the student hesitates for 10 seconds or longer to answer a question, you can prompt the student: "**Remember, you can look at the story.**"
- If the student looks for the answer and after another 10 seconds is still unable to locate it, continue to the next question without comment.
- Wait no more than *20 seconds total* for a student to answer a question.
- Mark the response as incorrect on the Reading Comprehension question on CLI Engage.

*Fluent **first grade** readers have a reading rate of about 60 words correct per minute (WCPM) by the end of the school year. Fluent **second grade** readers have a reading rate of about 90 words correct per minute (WCPM) by the end of the school year.*

Errors

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

- 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.

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.

Grade 1 Screening: Letter Sounds

- 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.

Grade 1 & 2: Word Reading Lists

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

- You do not need to re-administer sets on the Word Reading task on which the student previously scored "Developed".

Grade 2: Graphophonemic Knowledge - Spelling

- Can be administered in small groups or the entire class

- If a student asks for a word after you read it, ask the student to do their best. **Do not repeat the word.**

- Letter reversals (backwards letters) on the spelling test are considered errors.

- Writing compound words with a space between them is also an error (for example: *playground* would be correct and *play ground* would be an error).

- Once the student scores "Developed" (D) on a set, that set no longer needs to be administered at MOY or EOY.