



READING PROGRESS ASSESSMENT
FLORIDA



1-800-380-2289 www.rourkeclassroom.com



Reading Progress Assessment for Reading Web Tutorial Teacher's Guide

Overview

What is Reading Progress Assessment (RPA)?

RPA is a quick on-line assessment tool that is used for:

1. Pre- testing of students before starting the program
2. Identifying student's appropriate Initial Placement Level (IPL) in the program
3. Post-testing of students when exiting the program

How do I test my students using the RPA?

1. Have student log-on to the Rourke Reading Web (www.rourkereadingweb.com) and click on the **Test Me** tab. Then the student clicks on the assigned test passage(s). During the assessment the program reads all directions to the student.
2. While the student reads the passage, the computer will time the student's reading and calculate an estimated *fluency rate*.
3. After reading the passage, the student will answer *five word meaning* questions based on Tier II vocabulary words used in the passage. The computer calculates correct answers based on the student's first response to each question.
4. Then the student answers *five comprehension questions* based on the passage. The computer calculates correct answers based on the student's first response to each question.
5. The student is given an onscreen *Scorecard* showing the estimated *fluency rate, the word meaning score, and the comprehension score*. The student then notifies you that they have completed the on-line assessment.

Testing Tips

- One assessment passage takes about 5-7 minutes to complete.
- If you create a student log-in for yourself, you can familiarize yourself with the test. Being familiar with the test will make it easier for you when you are preparing students to take the test.

Step 1: Pre-Testing on RPA

Pre-Test Directions:

- Prior to beginning the Reading Web, have all students read two preselected assessment passages. Use the chart below to determine which passages are appropriate for the student to read.
- Familiarize students with the testing process by telling them what to expect when they are working on the computer.

Students in...	Need to Read...	Guided Reading Level	Lexile Level	WPM Goal
3rd Grade	Butterflies	J	420	70-80
	Icebergs and the Titanic	P	680	90-100
4th Grade	Bats	M	540	80-90
	Hazardous Waste	R	730	90-100
5th Grade	Icebergs and the Titanic	P	680	90-100
	Minerals	U	850	110-120
6th Grade	Hazardous Waste	R	730	90-100
	Genetics	Z	1000	110-120
7th Grade & Up	Minerals	U	850	110-120
	Genetics	Z	1000	110-120

- Record student's scores on the Reading Web Student Assessment Record Sheet provided on pages 8-9 of this guide.

SAMPLE Record Sheet

Reading Web Student Assessment Record Sheet	
Date of Pre-Testing: <u>9/20/2010</u>	Date of Post-Testing: _____
Student's Name: <u>John Giraldo</u>	Student's Grade: <u>6th</u>
School's Name: <u>My School</u>	Teacher: <u>Mrs. Jones</u>
Step 1: Pre-Testing Data	
Directions: Record student's scores on the Pre-Test Passages.	
Pre-Test Passage #1	Fluency Score:(+) (-) (x)
Level: <u>730</u>	Word Meaning Score:(+) (-) (x)
Title: <u>Hazardous Waste</u>	Comprehension Score:(+) (-) (x)
Pre-Test Passage #2	Fluency Score:(+) (-) (x)
Level: <u>1000</u>	Word Meaning Score:(+) (-) (x)
Title: <u>Genetics</u>	Comprehension Score:(+) (-) (x)

Step 2: Initial Placement Testing on RPA

Initial Placement Test Directions:

- Calculate and record student's TOTAL SCORES for the Pre-Test Passages in the chart on the student's *Reading Web Student Assessment Record Sheet* that you started in Step 1.
- Use the descriptors and *Scoring Rubric for IPL* to determine if the student needs to read more passages to find his Initial Placement Level (IPL).
 - o Descriptor 1: If one of the Pre-Test Passages is at the **appropriate reading level** for the student's IPL, record the IPL on the data sheet. The student is ready to begin using the Reading Web.
 - o Descriptor 2: If neither of the Pre-Test Passages is at the **appropriate reading level** for the student's IPL, then you need to assign the student additional passages until the IPL is determined. Use the chart below to help you select appropriate RPA Passage for the student.
 - o Descriptor 3: If a student scores 0-5 points on the assessment passage *Ducks (Grade 1 , Level F)*, then he may need more individualized instruction and intervention before beginning the Reading Web.
 - o Descriptor 4: If a student scores 15 points on the assessment passage *Genetics*, then he may not need to participate in the Reading Web program. Or you can elect to have him participate to build pre-reading strategies, test-taking skills, and reading confidence.
- Add the student's scores for each passage to the RPA Testing Data Record Sheet and record the IPL results in the appropriate box. The student is ready to begin using the Reading Web.

Note: Student RPA test scores are saved and available in the student's Reading Web Student Folder.

Scoring Rubric for IPL

Total Score: 15	Total Score: 11-13	Total Score: 6-10	Total Score: 0-5
↓	↓	↓	↓
Passage is too easy for this student. Student needs to read a higher level assessment passage.	Passage is at the appropriate reading level for this student. Student is ready to begin the Reading Web.	Passage is too challenging for this student. Student needs to read a lower level assessment passage.	Passage is at this student's frustration level . Student needs to read a lower level assessment passage.
↓	↓	↓	↓
Have student read the next higher assessment passage.	Assign student a beginning Reading Web title at this reading level.	Have student read the next lower assessment passage.	Have student read the next lower assessment passage.

SAMPLE Record Sheet

Reading Web Student Assessment Record Sheet

Date of Pre-Testing: 9/20/2010 Date of Post-Testing: _____
 Student's Name: John Giraldo Student's Grade: 6th
 School's Name: My School Teacher: Mrs. Jones

Step 1: Pre-Testing Data

Directions: Record student's scores on the Pre-Test Passages.

Pre-Test Passage #1 Level: <u>730</u> Title: <u>Hazardous Waste</u>	Fluency Score:(+) (-) (x) <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/> Word Meaning Score:(+) (-) (x) <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> Comprehension Score:(+) (-) (x) <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Pre-Test Passage #2 Level: <u>1000</u> Title: <u>Genetics</u>	Fluency Score:(+) (-) (x) <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> Word Meaning Score:(+) (-) (x) <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> Comprehension Score:(+) (-) (x) <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

Step 2: Initial Placement Testing Data

Directions: Convert student's scores from the pretest passages to points. Then calculate the TOTAL SCORE for each passage and record the results. Use the chart in the RPA Teacher's Guide page to determine Initial Placement Level (IPL). Record the IPL in the box at the bottom of the page.

PRE-TEST PASSAGES

RPA Pre-Test Passage #1 Title: <u>Hazardous Waste</u> Level: <u>730</u>	
Rubric Point Values	Fluency Points <u>3</u>
Conversion Chart	Word Meaning Points <u>0</u>
(+) = 5 points	Comprehension Points <u>0</u>
(-) = 3 points	TOTAL SCORE <u>3</u>
(x) = 0 points	<small>(fluency points + word meaning points + comprehension points)</small>
TOTAL SCORE RESULTS (check one)	
<input type="checkbox"/> Score of 15 points = Too Easy	
<input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level	
<input type="checkbox"/> Score of 6-10 points = Too Challenging	
<input checked="" type="checkbox"/> Score of 0-5 points = Frustration Level	

RPA Pre-Test Passage #2 Title: <u>Genetics</u> Level: <u>1000</u>	
Rubric Point Values	Fluency Points <u>0</u>
Conversion Chart	Word Meaning Points <u>0</u>
(+) = 5 points	Comprehension Points <u>0</u>
(-) = 3 points	TOTAL SCORE <u>0</u>
(x) = 0 points	<small>(fluency points + word meaning points + comprehension points)</small>
TOTAL SCORE RESULTS (check one)	
<input type="checkbox"/> Score of 15 points = Too Easy	
<input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level	
<input type="checkbox"/> Score of 6-10 points = Too Challenging	
<input checked="" type="checkbox"/> Score of 0-5 points = Frustration Level	

ADDITIONAL PLACEMENT TEST PASSAGES (If needed)

Additional Title for RPA Initial Placement: <u>Icebergs and the Titanic</u> Level: <u>680</u>	
Rubric Point Values	Fluency Points <u>3</u>
Conversion Chart	Word Meaning Points <u>3</u>
(+) = 5 points	Comprehension Points <u>0</u>
(-) = 3 points	TOTAL SCORE <u>6</u>
(x) = 0 points	<small>(fluency points + word meaning points + comprehension points)</small>
TOTAL SCORE RESULTS (check one)	
<input type="checkbox"/> Score of 15 points = Too Easy	
<input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level	
<input checked="" type="checkbox"/> Score of 6-10 points = Too Challenging	
<input type="checkbox"/> Score of 0-5 points = Frustration Level	

Additional Title for RPA Initial Placement: <u>Bats</u> Level: <u>540</u>	
Rubric Point Values	Fluency Points <u>3</u>
Conversion Chart	Word Meaning Points <u>5</u>
(+) = 5 points	Comprehension Points <u>3</u>
(-) = 3 points	TOTAL SCORE <u>11</u>
(x) = 0 points	<small>(fluency points + word meaning points + comprehension points)</small>
TOTAL SCORE RESULTS (check one)	
<input type="checkbox"/> Score of 15 points = Too Easy	
<input checked="" type="checkbox"/> Score of 11-13 points = Appropriate Reading Level	
<input type="checkbox"/> Score of 6-10 points = Too Challenging	
<input type="checkbox"/> Score of 0-5 points = Frustration Level	

INITIAL PLACEMENT LEVEL (IPL): 540 (M)

Step 3: Progress Monitoring Using Reading Web Titles

Directions: At four-week intervals, you will record the Reading Web title the student is currently reading on the *Reading Web Student Assessment Record Sheet*. This will help you monitor the student’s growth and see trends in their reading.

- Ask yourself the following questions each time you record the information for progress monitoring.
 - o Is the student consistently scoring lower in one area (fluency, word meaning, or comprehension) than the other areas? What can I do to help build the area they are weak in?
 - o Has the student moved-up at least one reading level since the last time data was recorded? If not, what is holding them back?

SAMPLE Record Sheet

Step 3: Progress Monitoring Data	
Directions: At four-week intervals, record the book title and computer generated scores for Reading Web book the student is currently reading.	
Week 4 of Program, Date: <u>10/15/10</u> Level: <u>625</u> Title: <u>Hurricanes</u>	Fluency Score:(+) (-) (x) Word Meaning Score:(+) (-) (x) Comprehension Score:(+) (-) (x)
Week 8 of Program, Date: <u>11/19/10</u> Level: <u>676</u> Title: <u>Desert Dinners</u>	Fluency Score:(+) (-) (x) Word Meaning Score:(+) (-) (x) Comprehension Score:(+) (-) (x)
Week 12 of Program, Date: <u>12/17/10</u> Level: <u>725</u> Title: <u>Cell Phones</u>	Fluency Score:(+) (-) (x) Word Meaning Score:(+) (-) (x) Comprehension Score:(+) (-) (x)
Week 16 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) (-) (x) Word Meaning Score:(+) (-) (x) Comprehension Score:(+) (-) (x)

Step 4: Post-Testing on RPA

Post-Test Directions: When a student exits or successfully completes the Reading Web program, they need to take a Post-Test. Have the student retake the same two passages that they took as a Pre-Test. Record the scores on the *Reading Web Student Assessment Record Sheet*.

- Refer to the *Reading Web Student Assessment Record Sheet* or the computer-based Student Folder, to ensure the student is reading the same passages they read during Pre-Testing.
- In the Comments and Observations box on the *Reading Web Student Assessment Record Sheet* note why the student is exiting the program and provide a comparison of their pre/post-test data.

SAMPLE Record Sheet

Step 3: Progress Monitoring Data

Directions: At four-week intervals, record the book title and computer generated scores for Reading Web book the student is currently reading.

Week 4 of Program, Date: <u>10/15/10</u> Level: <u>625</u> Title: <u>Hurricanes</u>	Fluency Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x)
Week 8 of Program, Date: <u>11/19/10</u> Level: <u>676</u> Title: <u>Desert Dinners</u>	Fluency Score:(+) <input type="radio"/> (-) <input checked="" type="radio"/> (x) Word Meaning Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x) Comprehension Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x)
Week 12 of Program, Date: <u>12/7/10</u> Level: <u>725</u> Title: <u>Cell Phones</u>	Fluency Score:(+) <input type="radio"/> (-) <input checked="" type="radio"/> (x) Word Meaning Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x) Comprehension Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x)
Week 16 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)
Week 20 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)
Week 24 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)
Week 28 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)
Week 32 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)
Week 36 of Program, Date: _____ Level: _____ Title: _____	Fluency Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input type="radio"/> (-) <input type="radio"/> (x)

Step 4: Post-Testing Data

Directions: Record Post-Test scores in the chart below.

Post-Test Passage #1 Level: <u>730</u> Title: <u>Hazardous Waste</u>	Fluency Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x) Word Meaning Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x) Comprehension Score: <input checked="" type="radio"/> (+) <input type="radio"/> (-) (x)
Post-Test Passage #2 Level: <u>1000</u> Title: <u>Genetics</u>	Fluency Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x) Word Meaning Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x) Comprehension Score:(+) <input checked="" type="radio"/> (-) <input type="radio"/> (x)

Comments and Observations

Exited program in December due to moving out of state. Post-Test shows John exited the program reading at mid-year 4th grade. His IPL was end-of-year 3rd grade. While John still struggled some with fluency, his word meaning and comprehension improved significantly.

Teacher Resources and Reproducibles

Contents:

- Page 8: RPA Passages Chart (page 8)
- Pages 9-10: Reading Web Student Assessment Record Sheet (need one copy per student)
- Pages 11-12: Reading Web Student Reading Record (need multiple copies for each student)

Reading Progress Assessment Passages

Passage	Grade Level of Passage	Guided Reading Level	Lexile Level	Word Count	WPM Goal
Ducks	1st	F	210	52	60-70
Butterflies	2nd	J	420	72	70-80
Bats	2nd	M	540	87	80-90
Icebergs and the Titanic	3rd	P	680	121	90-100
Hazardous Waste	4th	R	730	151	100-110
Minerals	5th	U	850	151	110-120
Genetics	7th & Up	Z	1000	167	110-120

Reading Web Student Assessment Record Sheet

Date of Pre-Testing: _____
 Student's Name: _____
 School's Name: _____

Date of Post-Testing: _____
 Student's Grade: _____
 Teacher: _____

Step 1: Pre-Testing Data

Directions: Record student's scores on the Pre-Test Passages.

Pre-Test Passage #1 Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Pre-Test Passage #2 Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)

Step 2: Initial Placement Testing Data

Directions: Convert student's scores from the pretest passages to points. Then calculate the TOTAL SCORE for each passage and record the results. Use the chart on page 3 of the RPA Teacher's Guide to determine Initial Placement Level (IPL). Record the IPL in the box at the bottom of the page.

PRE-TEST PASSAGES

RPA Pre-Test Passage #1 Title: _____		Level: _____
Rubric Point Values Conversion Chart (+) = 5 points (-) = 3 points (x) = 0 points	Fluency Points	
	Word Meaning Points	
	Comprehension Points	
	TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>	
TOTAL SCORE RESULTS (check one) <input type="checkbox"/> Score of 15 points = Too Easy <input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level <input type="checkbox"/> Score of 6-10 points = Too Challenging <input type="checkbox"/> Score of 0-5 points = Frustration Level		
RPA Pre-Test Passage #2 Title: _____		Level: _____
Rubric Point Values Conversion Chart (+) = 5 points (-) = 3 points (x) = 0 points	Fluency Points	
	Word Meaning Points	
	Comprehension Points	
	TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>	
TOTAL SCORE RESULTS (check one) <input type="checkbox"/> Score of 15 points = Too Easy <input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level <input type="checkbox"/> Score of 6-10 points = Too Challenging <input type="checkbox"/> Score of 0-5 points = Frustration Level		

ADDITIONAL PLACEMENT TEST PASSAGES (If needed)

Additional Title for RPA Initial Placement: _____		Level: _____
Rubric Point Values Conversion Chart (+) = 5 points (-) = 3 points (x) = 0 points	Fluency Points	
	Word Meaning Points	
	Comprehension Points	
	TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>	
TOTAL SCORE RESULTS (check one) <input type="checkbox"/> Score of 15 points = Too Easy <input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level <input type="checkbox"/> Score of 6-10 points = Too Challenging <input type="checkbox"/> Score of 0-5 points = Frustration Level		
Additional Title for RPA Initial Placement: _____		Level: _____
Rubric Point Values Conversion Chart (+) = 5 points (-) = 3 points (x) = 0 points	Fluency Points	
	Word Meaning Points	
	Comprehension Points	
	TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>	
TOTAL SCORE RESULTS (check one) <input type="checkbox"/> Score of 15 points = Too Easy <input type="checkbox"/> Score of 11-13 points = Appropriate Reading Level <input type="checkbox"/> Score of 6-10 points = Too Challenging <input type="checkbox"/> Score of 0-5 points = Frustration Level		

INITIAL PLACEMENT LEVEL (IPL): _____

Step 3: Progress Monitoring Data

Directions: At four-week intervals, record the book title and computer generated scores for Reading Web book the student is currently reading.

Week 4 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 8 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 12 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 16 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 20 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 24 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 28 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 32 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Week 36 of Program, Date: _____ Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)

Step 4: Post-Testing Data

Directions: Record Post-Test scores in the chart below.

Post-Test Passage #1 Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)
Post-Test Passage #2 Level: _____ Title: _____	Fluency Score: (+) (-) (x) Word Meaning Score: (+) (-) (x) Comprehension Score: (+) (-) (x)

Comments and Observations

Reading Web Student Reading Record

Date Title Started: _____
 Student's Name: _____
 School's Name: _____
 Book Title: _____

Date Title Completed: _____
 Student's Grade: _____
 Teacher: _____
 Book Level: _____

Assessment of Computer-Based Activities

Directions: Use the chart below to record the student's scores generated by the computer. Then record student's scores in the chart and calculate the total score to determine whether the student *is ready to read the book, needs to re-do the computer activities, or needs to move to a lower level text.*

WPM Rate: _____ <input type="checkbox"/> (+) WPM for level <input type="checkbox"/> (—) 10-20% below <input type="checkbox"/> (x) More than 20% below WPM	Number Word Meaning correct: _____ <input type="checkbox"/> (+) 4 or more correct <input type="checkbox"/> (—) 2 or 3 correct <input type="checkbox"/> (x) 0 or 1 correct	Number Comprehension correct: _____ <input type="checkbox"/> (+) 4 or more correct <input type="checkbox"/> (—) 2 or 3 correct <input type="checkbox"/> (x) 0 or 1 correct
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Total Score for Computer Activities

Rubric Point Values Conversion Chart (+) = 5 points (-) = 3 points (x) = 0 points	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Fluency Points</td><td style="width: 50px;"></td></tr> <tr><td style="padding: 2px;">Word Meaning Points</td><td></td></tr> <tr><td style="padding: 2px;">Comprehension Points</td><td></td></tr> <tr><td style="padding: 2px;">TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i></td><td></td></tr> </table>	Fluency Points		Word Meaning Points		Comprehension Points		TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>		Total Score Instructional Decisions 11-15 points = Student is <i>ready to move from the computer to the book.</i> 6-10 points = Student needs to <i>re-do the computer activities before moving to the book.</i> 0-5 points = Title is <i>too challenging</i> for student, student should be assigned a <i>new title at a lower level or a different title at the same level.</i>
Fluency Points										
Word Meaning Points										
Comprehension Points										
TOTAL SCORE <i>(fluency points + word meaning points + comprehension points)</i>										

Teacher Evaluation of Student's Reading on Recorded Passage:

Directions: After listening to the student's recording, assess the student's reading by using the Fluency Rubric to assess student's reading for Phrasing, Expression, and Intonation. Then record the scores in the chart and calculate a total score. As you are listening to the student read, listen for reading behaviors such as re-reading to correct missed words, words student didn't say correctly, long pauses in reading, etc.

Fluency Rubric

Scoring Phrasing			
Score 1 point if most of student's reading is <i>word-by-word</i>	Score 2 points if most of student's reading is in <i>two-word phrases</i>	Score 3 points if most of student's reading is in <i>three- or four-word phrases</i>	Score 4 points if most of student's reading is in <i>meaningful phrases</i>
Score Expression			
Score 1 point if the student reads with <i>no expression</i>	Score 2 points if the student reads with <i>little or inappropriate expression</i>	Score 3 points if the student reads with <i>some expression</i>	Score 4 points if the student reads with <i>appropriate expression</i>
Scoring Intonation			
Score 1 point if the student reads with <i>no intonation</i>	Score 2 points if the student reads with <i>little or inappropriate intonation</i>	Score 3 points if the student reads with <i>some intonation</i>	Score 4 points if the student reads with <i>appropriate intonation</i>

Total Score for Teacher Evaluation of Recorded Reading

Phrasing Points		Reading Behaviors Observed
Expression Points		
Intonation Points		
TOTAL FLUENCY SCORE <i>(phrasing points + expression points + intonation points)</i>		

