



## READING PROGRESS ASSESSMENT



1-800-380-2289 [www.rourkeclassroom.com](http://www.rourkeclassroom.com)



## Reading Progress Assessment for Reading Web Teacher's Resource

### What is Reading Progress Assessment (RPA)?

RPA is a quick on-line assessment tool. It can be used in three different ways.

1. Identifying student's appropriate reading level for initial placement in Reading Web Program
2. Pre/post testing of students in the Reading Web Program
3. Monitoring students' reading progress throughout their participation in the Reading Web Program

### Section 1:

#### Using RPA to Identify Student's Appropriate Reading Level for Initial Placement in Reading Web Program

**Step 1:** Assign leveled assessment passage to a student based on one of the following:

- a. Knowledge of student's reading level.
- b. Passage equivalent to two grade levels below student's current grade level based on chart provided below.

| For a Student in.... | Assign Assessment Passage   |
|----------------------|---|
| Second Grade         | •Ants<br>(Grade 1, Guided Reading: D, Lexile 100)                       |
| Third Grade          | •Ducks<br>(Grade: 1, Guided Reading: F, Lexile: 210)                    |
| Fourth Grade         | •Bats<br>(Grade: 2, Guided Reading: M, Lexile: 540)                     |
| Fifth Grade          | •Icebergs and the Titanic<br>(Grade: 3, Guided Reading: P, Lexile: 680) |
| Sixth Grade          | •Hazardous Waste<br>(Grade: 4, Guided Reading: R, Lexile: 730)          |
| Seventh Grade        | •Minerals<br>(Grade: 5, Guided Reading: U, Lexile: 850)                 |
| Eighth Grade and Up  | • Telescopes<br>(Grade 6, Guided Reading: X, Lexile 925)                |

- Step 2:** Have student log-on to the Rourke Reading Web ([www.rourkereadingweb.com](http://www.rourkereadingweb.com)) and click on the **Test Me** tab to find the assigned test passage. While the student reads the passage, the computer will time the student's reading and calculate an estimated fluency rate.
- Step 3:** After reading the passage, the student will answer **five word meaning questions** based on words used in the passage. The computer calculates correct answers based on the student's first response to each question.
- Step 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.
- Step 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.
- Step 6:** Now view the student's online scorecard or online record folder. Use the *Rubric Point Values Conversion Chart* to convert the symbols (+, -, x) to point values. Record the points for each RPA Test Section in the chart. Then total the points to get the student's score.

|  | RPA Test Section     | Points |
|--|----------------------|--------|
| Rubric Point Values Conversion Chart<br>(+) = 5 Points<br>(-) = 3 Points<br>(x) = 0 Points | Fluency Points       |        |
|  | Word Meaning         |        |
|  | Comprehension Points |        |
|  | <b>Total Score</b>   |        |

Use the chart below to see if the student needs to read additional assessment passages to determine the appropriate starting level for Reading Web passages.

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

**Note:** A reproducible Student Record sheet is provided in Section 4.

**Step 7:** Repeat Steps 2-6 moving the student up a level or down a level until the student reaches a passage at his **appropriate reading level**.

- a. If a student scores 0-5 points on the assessment passage *Ants (Grade 1 , Level D)*, then he may need more individualized instruction and intervention before beginning the Reading Web.
- b. 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.

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

## Section 2:

### Using RPA as a Pre/Post Test for the Reading Web Program

**Step 1:** Prior to beginning the Reading Web, have all students read two preselected assessment passages. The lists below provide passage recommendations by grade levels.

#### Pre/Post Test Passages for Students in 2<sup>nd</sup> Grade

| Passage | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|---------|-----------------|----------------------|--------------|------------|----------|
| Ants    | 1 <sup>st</sup> | D                    | 100          | 78         | 50-60    |
| Bats    | 2 <sup>nd</sup> | M                    | 550          | 87         | 80-90    |

#### Pre/Post Test Passage for Students in 3<sup>rd</sup> Grade

| Passage  | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|----------|-----------------|----------------------|--------------|------------|----------|
| Ducks    | 1 <sup>st</sup> | F                    | 210          | 48         | 60-70    |
| Icebergs | 3 <sup>rd</sup> | P                    | 680          | 94         | 90-100   |

#### Pre/Post Test Passage for Students in 4<sup>th</sup> Grade

| Passage         | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|-----------------|-----------------|----------------------|--------------|------------|----------|
| Butterflies     | 2 <sup>nd</sup> | J                    | 420          | 65         | 70-80    |
| Hazardous Waste | 4 <sup>th</sup> | R                    | 730          | 81         | 100-110  |

#### Pre/Post Test Passage for Students in 5<sup>th</sup> Grade

| Passage  | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|----------|-----------------|----------------------|--------------|------------|----------|
| Bats     | 2 <sup>nd</sup> | M                    | 550          | 87         | 80-90    |
| Minerals | 5 <sup>th</sup> | U                    | 850          | 146        | 110-120  |

#### Pre/Post Test Passage for Students in 6<sup>th</sup> Grade

| Passage    | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|------------|-----------------|----------------------|--------------|------------|----------|
| Icebergs   | 3 <sup>rd</sup> | P                    | 680          | 94         | 90-100   |
| Telescopes | 6 <sup>th</sup> | X                    | 925          | 122        | 110-120  |

#### Pre/Post Test Passage for Students in 7<sup>th</sup> Grade and Up

| Passage         | Grade           | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|-----------------|-----------------|----------------------|--------------|------------|----------|
| Hazardous Waste | 4 <sup>th</sup> | R                    | 730          | 81         | 100-110  |
| Genetics        | 7+              | Z                    | 1000         | 167        | 110-120  |

**Note:** The pre-test can also be used to identify the appropriate reading level for your students' initial Reading Web title. Once students have completed the pre-test passages, follow the directions in Step 6 of Section 1 to determine the appropriate reading level. Some students may need to read additional passages that were not part of the pre-testing

**Step 2:** As students exit the Reading Web program post-test the students by having them read the three passages that they read in the pre-testing. Compare individual student's pre- and post-test scores using the data in the Reading Web Student Folder.

### Section 3:

Using RPA to Monitor Students Reading Progress throughout Participation in the Reading Web Program

**Step 1:** Follow Steps 1-7 in Section 1 to determine students initial placement passage.

**Step 2:** Repeat RPA testing at the end of each 9-week grading period while students are participating in the Reading Web program. For progress monitoring, students can re-read an assessment passage they read previously or read a new passage at a higher level. Compare individual RPA test scores using the data in the Reading Web Student Folder.

**Note:** This type of progress monitoring is most effective for students in grades six and up whose initial assessment placed them reading at a first, second, or third grade reading level.

### Section 4: Teacher’s Resources

Print the reproducible Student Roster on page 7 to record student results for initial program placement, progress monitoring, and pre/post test program results.

#### Reading Assessment Passages by Grade Level

| Title           | Grade | Guided Reading Level | Lexile Level | Word Count | WPM Goal |
|-----------------|-------|----------------------|--------------|------------|----------|
| Ants            | 1.1   | D                    | 100          | 78         | 50-60    |
| Ducks           | 1.4   | F                    | 210          | 48         | 60-70    |
| Planets         | 1.7   | H                    | 300          | 91         | 70-80    |
| Butterflies     | 2.0   | J                    | 420          | 65         | 70-80    |
| Bats            | 2.9   | M                    | 550          | 87         | 80-90    |
| Icebergs        | 3.6   | P                    | 680          | 94         | 90-100   |
| Hazardous Waste | 4.3   | R                    | 730          | 81         | 100-110  |
| Minerals        | 5.0   | U                    | 850          | 146        | 110-120  |
| Telescopes      | 6.0   | X                    | 925          | 122        | 110-120  |
| Genetics        | 7+    | Z                    | 1000         | 167        | 110-120  |

#### Example of Completed Reproducible:

| Student                | Passage   | Passage  | Passage   |
|------------------------|---|--|---|
| <b>David Rodriguez</b> | Date: <i>9/3/10</i><br>Title: <i>Icebergs</i><br>Level: <i>680</i><br>Fluency: <i>3</i><br>Vocab: <i>3</i> Comp: <i>3</i><br>TOTAL: <i>9</i>  | Date: <i>9/3/10</i><br>Title: <i>Minerals</i><br>Level: <i>850</i><br>Fluency: <i>3</i><br>Vocab: <i>3</i> Comp: <i>0</i><br>TOTAL: <i>6</i> | Date: <i>9/3/10</i><br>Title: <i>Genetics</i><br>Level: <i>1000</i><br>Fluency: <i>0</i><br>Vocab: <i>3</i> Comp: <i>0</i><br>TOTAL: <i>3</i> |
| <b>Jenny Soto</b>      | Date: <i>9/4/10</i><br>Title: <i>Icebergs</i><br>Level: <i>680</i><br>Fluency: <i>5</i><br>Vocab: <i>3</i> Comp: <i>3</i><br>TOTAL: <i>11</i> | Date: <i>9/4/10</i><br>Title: <i>Minerals</i><br>Level: <i>850</i><br>Fluency: <i>5</i><br>Vocab: <i>3</i> Comp: <i>0</i><br>TOTAL: <i>8</i> | Date: <i>9/4/10</i><br>Title: <i>Genetics</i><br>Level: <i>1000</i><br>Fluency: <i>3</i><br>Vocab: <i>0</i> Comp: <i>0</i><br>TOTAL: <i>3</i> |

**Reading Progress Assessment Class Data Sheet**

**Date:**

**Teacher:**

**Class/Period:**

| <b>Student</b> | <b>Passage</b>  | <b>Passage</b>  | <b>Passage</b>  | <b>Passage</b>  | <b>Passage</b>  | <b>Passage</b>  |
|----------------|---|---|---|---|---|---|
|                | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: |
|                | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: |
|                | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: |
|                | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: | Date:<br>Title:<br>Level:<br>Fluency:<br>Vocab:   Comp:<br>TOTAL: |

Scoring Rubric Conversions:

(+) = 5 Points

(□) = 3 Points

(X) = 0 Points

Total Score: 15 Points = Passage is too easy. Student needs to read another assessment passage at a higher level.

Total Score: 11-13 Points = Passage is at the appropriate reading level. This is the student's Initial Placement Level.

Total Score: 6-10 Points = Passage is too challenging. Student needs to read another assessment passage at a lower level.

Total Score: 0-5 Points = Passage is at the frustration level. Student needs to read another assessment passage at a lower level.

# Reading Web



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