

Before you assess

- ◇ Prepare a schedule and stick to it.
- ◇ Determine which students to assess first. ARE recommends the lowest level students first to gain more information for our most struggling readers and to maximize time to create READ plans and implement interventions.
- ◇ Gather necessary materials:
 - ◆ Benchmark books for text levels above and below the level you are testing
 - ◆ Copies of all assessment forms (teacher/student) for the text levels you will use
- ◇ Information you need to know before beginning with a student:
 - ◆ Know the # of errors for instructional/independent level:
If the student begins and the book is too hard, STOP! Say, “OOPS I gave you the wrong book. Here’s the one I meant to give you.”
 - ◆ Procedures differ according to levels. Know how they work at your levels.
Read forms/benchmark books from beginning to end for the levels you will use.
Timing rate begins at level 14. Rate is one aspect of fluency.
The written response for Comprehension begins at level 28.
 - ◆ **Selecting the appropriate text level**
Fall: look at the student’s spring score from the previous school year. You are trying to determine the **INSTRUCTIONAL** level of text in which to teach this student.
Spring: start below the level you are using for your Guided Reading group (Instructional). You are looking for **INDEPENDENT** level, which is LOWER than instructional level.
- ◇ Accuracy and comprehension are both important to successful reading. Students must demonstrate both to you.

During assessment

When a child struggles on a word

- ◇ NO PROMPTING. No pointing. No stink eye. No mouth actions. No helping the student at all!
- ◇ Wait 3 seconds and give a TOLD.
 - ◆ Waiting longer for a child to process a word gives a false positive.
 - ◆ Allowing students to struggle for longer than 5 seconds can both cause frustration and destroy comprehension.
- ◇ When a child reads the same word wrong over and over, give a TOLD the third time and note what happens during the rest of the book. Every incorrect response is counted as an error.
- ◇ Score according to guidelines. BUT be clear that the score is not the only place there is useful information to guide your instruction.

After the assessment

- ◇ Immediately complete the focus for instruction to guide your planning.
- ◇ Enter scores into Assessment Applications.
- ◇ Export an excel file of your data and save in a secure location.
- ◇ Use the information to adjust small reading groups and begin to plan your instruction.