

Quick Text Level Check-In

Goal: To provide the teacher with a quick assessment of students' reading skills.

NOTES:

- This informal assessment is intended for use as a classroom-based assessment, to provide information to guide instruction.
- It provides teachers with an opportunity to assess the following aspects of reading, using text materials from the classroom:
 - oral reading
 - oral reading fluency
 - general comprehension (paraphrasing of additional text read silently)
- It does not assess students' vocabulary or ability to write in response to what has been read. Those aspects of reading are also critically important, and should be assessed by other means.
- There are a variety of purposes and uses for the assessment. Some include:
 - checking a student's reading during individual student conferences
 - checking to make sure a student is well matched with a particular book or other print resource (Note: this may be useful to check content area reading as well.)
 - monitoring progress over time (e.g., as related to accuracy, fluency, comprehension) on a given level of text
 - obtaining initial information regarding a new student

* It should take approximately 10 minutes per student.

DIRECTIONS:

1. Select a short piece of text. The material might be the first chapter of a book, the beginning of an article, etc. At the top of the page, fill in the information – including the text level (approximate grade level of difficulty) of the material being used. (Note: A good source for book levels is the Appendix in Fountas and Pinnell's **Guiding Readers and Writers Gr 3-6**). Count 100 words and mark that point lightly with a pencil. Skim ahead to find a good stopping place, a place that provides enough text for the student to paraphrase the most important parts of what has been read. You may want to jot a few possible questions down in case the student initially volunteers very little.
2. Part 1: Say to the student: **I'd like you to read this part out loud. Please start reading here (show where) and go until here (show where).**
3. If the student is stuck on a word and unable to go on, or, if the student asks for a word, it is OK to "tell" the word. That word will count as an error. You may say "you try it" if the student asks for a word and you think the student can decode it.
4. Record errors with tally marks. If you have time, write the substitutions that the student has made, so that you can analyze them later. The following count as errors: substitutions, omissions, insertions, words "told," mispronunciations that do not result in a meaningful word. Repetitions do not count as errors. Self-corrections also do not count as errors.

Quick Text Level Check-in

Student _____ Text Tried _____

Date _____ Teacher: _____ Grade: _____ Level of text: _____

Part 1: Accuracy: 100 word passage Page No.: _____ Tally errors: _____

(Note: self-corrections do not count as errors). Note cues used, patterns observed. Check accuracy level below:

| 11 or more (<90%) (frustration) | 8-10 (90-92%) (marginal instructional) | 6-7 (93-94%) (instructional) | 0-5 (95-100%) (independent) |
|--|---|--|--|
| <p>Check Fluency level: Very little fluency; all word-by-word reading with some long pauses between words; almost no recognition of syntax or phrasing (expressive interpretation); very little evidence of awareness of punctuation; perhaps a couple of two-word phrases but generally not fluent; some word groupings awkward.</p> | <p>Mostly word-by-word reading but with some two-word phrasing and even a couple of three-or-four word phrases (expressive interpretation); some evidence of awareness of syntax and punctuation, although not consistently so; rereading for problem solving may not be present.</p> | <p>A mixture of word-by-word reading and fluent phrased reading (expressive interpretation); there is evidence of attention to punctuation and syntax; rereading for problem solving may be present.</p> | <p>Reads primarily in larger meaningful phrases; fluent, phrased reading with few word-by-word slow downs for problem solving; expressive interpretation is evident at places throughout the reading; attention to punctuation and syntax; rereading for problem solving may be present but is generally fluent.</p> <p style="font-size: small;">(Adapted from NAEP Fluency Rubric for grade 4)</p> |

Part 2: Evidence of Surface Comprehension

| | | | |
|--|----------------------------------|--|--|
| <p>Ask the student to read the next section silently, saying "When you are finished, I will ask you to tell me about the part you read..." (After reading, say: "Now, tell me about the part you just read")</p> | <p>Gist:</p> | | |
| <p>Limited Comprehension</p> | <p>Some Comprehension</p> | <p>Acceptable Comprehension</p> | <p>Strong Comprehension</p> |
| <p>Comments:</p> | | | <p>Overall: Level: __ __ Easy __ Okay __ Marginal __ Too hard</p> |

5. As the student reads, notice the degree of fluency the student shows. In general, students at grades three and up should be reading with the degree of fluency described on the far right of the rubric. With some students (particularly those who are not fluent) you may want to time their reading of an **additional** oral reading segment or a silent reading segment. To determine the number of words per minute, have the student read orally until one minute has elapsed. Count the number of words read accurately to obtain the words per minute (wpm). Use the guidelines (under "Fluency" in Part II of this chapter) as targets.
6. Part 2: Ask the student to read the next section silently, saying, "When you are finished, I will ask you to tell me about the part you read."
7. After reading, say: "Now, tell me about the part you just read." Jot down what the student says. If the student volunteers very little, you may want to probe with some general questions (as appropriate to the segment of text read) such as:

| Narrative text | Expository text |
|--|---|
| <ul style="list-style-type: none"> • Where/when is this happening? • What's going on in this part? • Who is the author talking about? • Tell me more about that... | <ul style="list-style-type: none"> • What's the main thing the author wanted you to learn in this part? • Tell me more about that... • Any other important details? • Anything particularly interesting |

8. Thank the student, and write down your impressions concerning the student's comprehension in the "Comments" section. Summarize the student's comprehension by checking one of the boxes for "limited," "some," "acceptable" or "strong" comprehension of this particular text.
9. Then, taking all three aspects of reading (accuracy, fluency, and comprehension) into account, mark your summary judgment as to the match between the student's reading performance and this particular text: ("too hard," "marginal," "okay," or "easy.")
10. In the "Comments" section, write recommendations for instruction, questions you have, or additional information or diagnosis needed. For example:
 - Pair her with another student – like Sheila Lewis – for reading this book – so that there is support for decoding and fluency.
 - Accuracy and comprehension are both really a struggle for him: talk with team about need for a more diagnostic evaluation!
 - Model how to paraphrase informational text. Series of mini-lessons!
 - Encourage her to read more challenging text... including more non-fiction.
 - Teach him about syllable types ... to help with decoding multisyllabic words.
 - Hmm... his ability to summarize this social studies text orally seems fine – check out why written responses are so minimal!