

Reading Analysis Tool



Part I. Oral Reading of Text (Dimensions 1 & 2)

For the oral reading task, pick a text that you believe to be at or slight above the student’s instructional level (that is, one she could read with some scaffolding from a teacher or tutor). Ideally, also the text should be one the student can read, in its entirety, in less than 5 minutes. The student should read at least the first 100 words of the text orally so you can get an index of rate/accuracy and fluency.

<p>DIMENSION 1: Decoding and Fluency</p> <p><i>Directions: Have the student read the first third of the text aloud. On your own copy of the text, mark the words that are mispronounced or pronounced with difficulty; and take notes on problems with use of punctuation and with reading of sentences. Ask him or her, “What do you think this is mainly about, so far?”</i></p> <ol style="list-style-type: none">4 Fluently decodes words and uses punctuation when reading sentences and paragraphs3 Struggles to fluently read some words and/or use punctuation when reading some sentences2 Struggles to fluently read around half of the words and/or use punctuation when reading around half of the sentences1 Struggles to fluently read most words and sentences and/or stops reading from frustration.	<p>Score 4-3-2-1</p>
<p><i>Rationale for score:</i></p>	

Note:

While decoding and fluency can be misleading (some students decode well without understanding), it is still a vital dimension. You can’t do the other two without it. We have combined decoding and fluency into one dimension to save space, though certain students might “score” differently if the two were separated. This is a very bare bones formative tool for you to take notes and make basic adjustments, as needed. If you are interested in digging more deeply into reading assessment, look up information on miscue analysis and informal reading inventories.

<p>Dimension 2: Using Reading Strategies to monitor for and preserve meaning</p> <p>NA Use NA for cases in which students made so few errors that there was little opportunity to observe their application of strategies.</p> <p>4 Few errors interfere with meaning. Student realizes when she has made an error. Student attempts to use a range of cues (e.g., context, prior knowledge, and/or print) to correct the error.</p> <p>3 Less than half the errors observed interfere with meaning. Student monitors for meaning. Most of the time, student uses one or more types of cues to attempt to correct errors.</p> <p>2 The majority of errors do not preserve meaning. Some evidence of monitoring for meaning. The student attempts to correct errors only occasionally.</p> <p>1 The majority of errors do not preserve meaning. Little evidence of monitoring for meaning. No attempts made to correct errors.</p>	<p>Score NA or 4-3-2-1</p>
<p><i>Rationale for score:</i></p>	

Part II: Retelling or Summarizing a Text (Dimension 3: Option A or Option B)

After the oral reading sample has been collected, allow the student to finish reading the passage, either orally or silently at her discretion. Direct the student to retell the selection in her own words with as many of the big ideas and details as she can recall. After she stops, ask if she wants to add anything. Then move to questions to try to jog her memory about key events, ideas, or characters that she did not bring up in her retelling. Depending on your purpose, you can obtain a retelling for a narrative selection, an informational selection, or both.

<p>Dimension 3: Option A: Retelling a Narrative Selection <i>Adapted with permission from the Teachers College Reading and Writing Project</i></p>		<p>Score 4-3-2-1</p>
<p>4</p>	<ul style="list-style-type: none"> • Names big events OR Organizes the retelling by meaning OR summarizes the gist of the story • Identifies character feelings • Identifies character motives for actions • Uses setting details when they are clear and relevant in the story 	

3	<ul style="list-style-type: none"> Names big events OR Organizes the retelling by meaning OR Summarizes the gist of the story Identifies character feelings Identifies character motives for actions 	
2	<ul style="list-style-type: none"> Names some big events OR tells only about parts of those events No discussion of characters feelings or motives 	
1	<ul style="list-style-type: none"> Clear misunderstanding of the text OR Inaccurate recall or a few isolated details OR Makes up the story OR Repeats some information from your introduction to the story 	
<i>Rationale for score:</i>		

----- OR -----

Dimension 3: Option B: Summarizing an Informational Selection		Score 4-3-2-1
<i>Adapted with permission from the Teachers College Reading and Writing Project</i>		
4	Summarizes all of the big ideas into a coherent gist of the selection	
3	Summarizes most (more than half) of the big ideas	
2	names some big events OR tells only about parts of those events	
1	<ul style="list-style-type: none"> Clear misunderstanding of the text OR Inaccurate recall or a few isolated details OR Makes up details OR Repeats some information from your introduction to the story 	
<i>Rationale for score:</i>		