Assessing K-5 Readers

Administering & Analyzing Running Records

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Session Outcomes

Teachers will be able to:

- Administer a TC running record assessment
- Determine a student’s independent & instructional reading levels
- Analyze a student’s miscues
- Determine a student’s next steps for reading instruction
In order to meet the needs of each individual reader, we need rich and precise data. This data will allow us to plan for targeted small group reading instruction that will, in turn, increase each student’s reading proficiency.
# Daily Reading Diet

<table>
<thead>
<tr>
<th>Time</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Direct Skills Instruction</td>
</tr>
<tr>
<td></td>
<td>• Minilesson or Read Aloud</td>
</tr>
<tr>
<td>40 minutes</td>
<td>Independent work</td>
</tr>
<tr>
<td></td>
<td>• Independent reading</td>
</tr>
<tr>
<td></td>
<td>• Centers (vary based on classroom)</td>
</tr>
<tr>
<td></td>
<td>• Small group instruction with teacher</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Word Study</td>
</tr>
</tbody>
</table>

We can’t plan for targeted small group instruction without meaningful data!
Our Goal:

Kelly:
Independent reading level: M
Instructional reading level: N
Next steps:
Track character changes

Edwin:
Independent reading level: R
Instructional reading level: S
Next steps:
Determine theme

Emmanuel:
Independent reading level: M
Instructional reading level: N
Next steps:
Identify figurative language
When?

- All students: beginning of year, mid year, end of year
- Highest need students: beginning of year, mid year, spring, end of year
How?

• Use Teachers College Running Record Assessments
• Work in teams to analyze student strengths and needs
• Plan small group instruction that targets students’ specific needs
A Word about Reading Levels

Reading levels represent points on a gradient of reading difficulty.

Each point represents a small but significant increase in difficulty over the previous level.

More on reading levels this afternoon!
In your binders, you have:

- Directions
- Teacher copies of the assessments
- Assessment texts for students to read
- Sample responses and rubrics
Every reading level has 2 texts to use for assessment.

For levels A-K, these texts are hard copies of Bebop books.

For levels L and up, these texts are typed up excerpts from books.
The Reading & Writing Project

Reading Assessments

Fiction Reading Level Assessments

The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z).

Browse Fiction Reading Assessments By Level (A-Z), with Running Records

Download ALL fiction reading assessments levels A-K or L-Z with one click:
Levels A - K  Levels L - Z

Order Forms

For assessing reading levels A-K, students need to have both text and pictures. The books that accompany our reading level assessments can be ordered through Bebop Books or Scholastic Books using the following forms:

- Scholastic Books Order Form
- Bebop Books Order Form
- Bebop FAMIS Order Form
Teachers College Running Record

Assessment Measures:

Accuracy
% words read correctly

Fluency
(rate, prosody)
Words per minute (WPM)
rubric
1, 2, 3, 4

Comprehension
Score
# of literal and inferential questions answered correctly
### Teachers College Running Record

**Components:** Part 1 – Oral Reading

#### Set 1  
Teacher Copy: Assessment for Independent Reading Levels  
Levels L-Z (Fiction/Narrative)

<table>
<thead>
<tr>
<th>Reader’s Name</th>
<th>Grade</th>
<th>Date</th>
<th>Independent Level: Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Excerpt from *Silver* by Gloria Whelan, pp. 49-51

Set 1, Level N  
284 words

**Book Introduction:** *Say this to the reader before he or she begins the student copy of the text:* “In this passage, a girl named Rachel is outside in a snowstorm trying to carry her puppy, Silver, back home to safety. The story takes place in Alaska, where the winters are very cold, dark, and snowy. Please read aloud the first section. *(Point to the line on the student copy to show the child where the first section ends.)* After this part, you may read the rest silently. If you need to, you can reread the first part. When you are finished reading, I will ask you to retell or summarize what you have just read.”

<table>
<thead>
<tr>
<th>During and after the Running Record, you may make these observations and notes to inform instruction:</th>
<th>Running Record: For the first 100 words, record the reader’s miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Self-corrects;</td>
<td>I hoped I was running toward our house. The sun had begun to set and the darkness seemed to be coming to meet me. Mom and Dad and I had often walked</td>
</tr>
<tr>
<td>□ Pauses while reading to think:</td>
<td></td>
</tr>
</tbody>
</table>

**Accuracy Rate: _______**

**Oral Reading Rate _______**
**Teachers College Running Record Components:**

**Part 1 – Oral Reading Fluency**

### Oral Reading Fluency Scale – Circle the Appropriate Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the text. Preservation of the author’s syntax is consistent. Most of the text is read with expressive interpretation.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Reads primarily in three or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Some expressive interpretation is present; this may be inconsistent across the reading of the text.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Reads primarily in two-word phrases with some three or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage. Beginning a little expressive interpretation, frequently first seen when reading dialogue.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Reads primarily word-by-word. Occasional two-word or three-word phrases may occur—but these are infrequent and/or they do not preserve meaningful syntax. No expressive interpretation.</td>
</tr>
</tbody>
</table>

Adapted from: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

### Level N Benchmarks for Oral Reading Rate (Words Per Minute)

*Oral reading rate is the number of words per minute the reader reads with accuracy, intonation and meaningful phrasing.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Support</td>
<td>Approaches Standards</td>
<td>Meets Standards</td>
<td>Exceeds Standards</td>
</tr>
<tr>
<td>64 wpm or less</td>
<td>65-79 wpm</td>
<td>80-110 wpm</td>
<td>111 wpm or more</td>
</tr>
</tbody>
</table>

Please refer to the Benchmarks for Student Progress for details regarding Oral Reading Rate.
Literal and Inferential Retelling or Summary

Say, “Please retell or summarize what you just read.” Write notes regarding the student’s retelling or summary on the back of this page. If the student has trouble getting started, you can prompt him/her. Make a note that you prompted the student.

Use the Retelling Rubric and Sample Student Responses to determine if the child’s retelling and responses to the comprehension questions are acceptable. If a student answers a comprehension question as part of the retelling you do not have to ask him/her that question. If a student is not able to retell but is able to answer the comprehension questions, note that this student will need extra work on how to retell a story.

Guide to Retelling for Levels K-Z

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• names big events in sequence or or orders the retell by meaning or summarizes the gist of the story or tells what it’s mostly about and refers to details in the text</td>
<td>• names big events in sequence or or orders the retell by meaning or summarizes the gist of the story or tells what it’s mostly about and refers to details in the text</td>
<td>• has a few of the big events, but only a partial recounting of them or may retell only the beginning or ending of the passage or does not talk about character feelings</td>
<td>• clear misunderstanding of text or retells only an isolated portion of the text (talks only about one or two sentences from the passage) or makes up a story or repeats what the teacher said in the book introduction</td>
</tr>
<tr>
<td>• names character feelings</td>
<td>• names character feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• names why the characters do the things they do in the story</td>
<td>• names why the characters do the things they do in the story</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• uses setting details in the retell (when setting is clear in the passage)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teachers College Running Record Components: Part 3 – Comprehension Questions

Levels L-Z (Fiction/Narrative)

Comprehension Questions Section: Analyze the student’s retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student’s response.

1. Literal Question: Why doesn’t Rachel recognize her surroundings?

2. Literal Question: Describe what you know about the swamp that Rachel has wandered into.

3. Inferential Question: Why do you think Silver is whining?

4. Inferential Question: Using what you know from the passage, what do you think Rachel is feeling in this story?

Here are some examples among the wide variety of acceptable responses to each question on this part of the assessment.

1. Literal Question: Why doesn’t Rachel recognize her surroundings?
   - “Rachael doesn’t recognize her surroundings because she is in the snowstorm. The snow is erasing her steps, she can’t see in front of her.”
   - “She doesn’t know where she is because it’s snowing and she’s only been here in the summer. It doesn’t look the same.”
   - “The wind keeps covering over her tracks. She can’t tell if she’s walking in circles.”
**Teachers College Running Record**

**Components:** Scoring

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**Final Score**

- **Yes**  No  Was the reader’s accuracy rate at least 96%?
- **Yes**  No  Did the student read with fluency? (a score of 3 or 4 on the Oral Reading Fluency Scale)
- **Yes**  No  Did the reader correctly answer at least 3 questions in the Comprehension Questions Section?
- **Yes**  No  Did the retelling/summary express the important things that happened in the text?

Is this the student's independent reading level?

- If you did **NOT** answer “yes” to all four questions in this Final Score box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer “yes” to all four questions in the Final Score box.

- If you circled four “yes” answers in this Final Score box, the student is reading strongly at this level. However, it is possible that the student may also read strongly at a higher level. Keep moving to higher passages until you can no longer answer “yes” to all four questions. The highest level that showed strong reading is the independent reading level. For example, you might find that you answered “yes” to all four questions in the Final Score box for level P, then a “yes” to all four questions for level Q, but only three “yes” answers for level R. Level Q is the highest passage on which you were able to answer “yes” to all four questions in the Final Score box. Level Q is the current independent reading level for the student.

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**Set 1  Teacher Copy: Assessment for Independent Reading Levels  Level N  Levels L-Z (Fiction/Narrative)**

Reader’s Name_________________  Grade_____  Date________________

Excerpt from *Silver* by Gloria Whelan, pp. 49-51  
Set 1, Level N  284 words

**Independent Level:** Yes  No  
**Accuracy Rate:** ________

**Oral Reading Rate** ________
Independent, Instructional, and Frustrational Levels

**Independent** =
96 – 100% accuracy with excellent comprehension

**Instructional** =
90 – 95% accuracy with excellent comprehension

OR
96 – 100% accuracy with limited comprehension

**Frustrational** =
Below 90% accuracy with any score on comprehension

- Student can read books at this level independently
- Use books at this level for small group instruction
- Not ready yet
### General Level Benchmarks by Grade

<table>
<thead>
<tr>
<th>By the end of...</th>
<th>On-level students should be reading independently at a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; grade</td>
<td>Level P</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>Level S</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; grade</td>
<td>Level V</td>
</tr>
</tbody>
</table>

### General Level Benchmarks by Quarter

<table>
<thead>
<tr>
<th>Grade</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
</tr>
</tbody>
</table>
Logistics

- One teacher sits with one student

**Teacher has:**
- Teacher copy (running record form)
- Stopwatch (as needed)
- Pencil
- Sample responses

**Student has:**
- Student text

- Assessment administration takes ~15 minutes
Testing Procedure

1. Quiet spot, expectations set
2. Read the given introduction, word for word
3. Timer ready (levels J and above)
4. Student reads orally
5. Score accuracy and fluency
6. Comprehension Check (retell + literal and inferential questions)
# Coding a Running Record

## Set of Conventions for Coding Reading Errors

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Convention shown with error</th>
<th>Scored as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td><strong>walked</strong> Today I went to my new school.</td>
<td>as an error.</td>
</tr>
<tr>
<td>More than one Substitution</td>
<td><strong>was</strong></td>
<td><strong>weren’t</strong></td>
</tr>
<tr>
<td>Self-correction</td>
<td>**walked</td>
<td>ISC** Today I went to my new school.</td>
</tr>
<tr>
<td>Repetition</td>
<td>Today I went to my <strong>R</strong> new school.</td>
<td>NOT scored as an error, but should be noted.</td>
</tr>
<tr>
<td>Repetition with self-correction</td>
<td>**walked</td>
<td>RISC** Today I went to my new school.</td>
</tr>
<tr>
<td>Omission</td>
<td>Today I went to my new school.</td>
<td>as an error.</td>
</tr>
<tr>
<td>Insertion</td>
<td>Today I went to ^ my new school.</td>
<td>as an error.</td>
</tr>
</tbody>
</table>
Practice #1

• Locate the teacher copy of the Level N assessment (*Silver*)
• Pre-read the text and questions
• As the “student” reads, record her oral reading behaviors
Compare with a partner!
Running Record: For the first 100 words, record the reader’s miscues (or errors) above the words as he or she reads. Later, you may or may not code them, using miscue analysis (MSV). Stop when the child has made five miscues and go back to the previous level.

I hoped I was running toward our house. The sun had begun to set and the darkness seemed to be coming to meet me. Mom and Dad and I had often walked here in summer, but now everything that was familiar was covered with snow. I wasn’t sure where I was. Silver was growing heavy, but I held on to him and tried not to think what would happen to us if I got lost.

The wind started up, covering my tracks as soon as I made them, so there was no way I could tell if I was going (100 words) in a circle.

***** (Reader may continue silently from this point on) *****
### Scoring the Oral Reading

| Total miscues including self-corrected: | **5** |  |
| Self-corrections: | **1** |  |
| Miscues reader did not self-correct: | **4** |  |

**Accuracy Rate:** Circle the number of miscues the reader did not self-correct.

<table>
<thead>
<tr>
<th>100%</th>
<th>99%</th>
<th>98%</th>
<th>97%</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 miscues</td>
<td>1 miscue</td>
<td>2 miscues</td>
<td>3 miscues</td>
<td>4 miscues</td>
</tr>
</tbody>
</table>

96%-100% accuracy is necessary to determine the reader’s independent reading level. Try a lower level text if the reader made 5 or more miscues.

*If the child makes the same miscue repeatedly, count it as one miscue.*
Use the Retelling Rubric and Sample Student Responses to determine if the child's retelling and responses to the comprehension questions are acceptable. If a student answers a comprehension question as part of the retelling you have to ask him/her that question. If a student is not able to retell but is able to answer the comprehension question note that this student will need extra work on how to retell a story.

This girl, Rachel, I think, is outside - it's like a blizzard. She's lost and she is getting into a swamp. She has her dog, Silver, and he's cold, too.

**Comprehension Questions Section:** Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. **Literal Question:** Why doesn’t Rachel recognize her surroundings?
   - She's not with her family

2. **Literal Question:** Describe what you know about the swamp that Rachel has wandered into.
   - It's scary... deep water... dangerous

3. **Inferential Question:** Why do you think Silver is whining?
   - He's cold & wants to go home

4. **Inferential Question:** Using what you know from the passage, what do you think Rachel is feeling in this story?
   - Like she misses her Mom & Dad
Final Score/Independent Level

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the reader’s accuracy rate at least 96%?</td>
<td>Yes</td>
</tr>
<tr>
<td>Did the student read with fluency? (a score of 3 or 4 on the Oral Reading Fluency)</td>
<td>No</td>
</tr>
<tr>
<td>Did the reader correctly answer at least 3 questions in the Comprehension Questions?</td>
<td>No</td>
</tr>
<tr>
<td>Did the retelling/summary express the important things that happened in the text?</td>
<td>No</td>
</tr>
</tbody>
</table>

Is this the student’s independent reading level? [ ]

---

Reading Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Level N</th>
</tr>
</thead>
</table>

**INSTRUCTIONAL**

Independent Level: Yes

Accuracy Rate: 96%

Oral Reading Rate: 107 wpm

**Text Example:**

In this passage, a girl named [text cut off]. The story takes place in Alaska, [text cut off]. If you need to, you can reread the text you have just read.”
Session Outcomes

Teachers will be able to:

✓ Administer a TC running record assessment
✓ Determine a student’s independent & instructional reading levels
✓ Analyze a student’s miscues
✓ Determine a student’s next steps for reading instruction
Analyzing the TC Assessments

- Oral Reading
- Comprehension

To determine:
- Strengths (what IS the student doing)
- Next steps for instruction (what are the NEXT things to teach the student)
**Strengths & Next Steps**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>Oral Reading</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRENGTHS</strong></td>
<td>• Phrasing and expression</td>
<td>• Checks text for details</td>
</tr>
<tr>
<td><strong>NEXT STEPS</strong></td>
<td>• Cross check visual cues</td>
<td>• Hold on to the story arc -- what’s happened so far and how does this part fit?</td>
</tr>
</tbody>
</table>

**MSV Analysis of the Oral Reading**

**Comprehension Check Analysis**
MSV Analysis on the TC Assessments

Know your CUEING SYSTEMS

To read a continuous text, readers must use a variety of skills in a delicate balance.

Some readers OVERUSE one cueing system.
# MSV Analysis

## Know your CUEING SYSTEMS

<table>
<thead>
<tr>
<th>MEANING</th>
<th>STRUCTURE</th>
<th>VISUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the story level</strong></td>
<td><strong>At the sentence level</strong></td>
<td><strong>At the word level</strong></td>
</tr>
<tr>
<td>• Story sense</td>
<td>• Knowledge of English</td>
<td>• Sounds and symbols</td>
</tr>
<tr>
<td>• Prior knowledge</td>
<td>• Grammatical patterns</td>
<td>• Word conventions</td>
</tr>
<tr>
<td>• Text</td>
<td>• Natural language</td>
<td>• Directionality</td>
</tr>
<tr>
<td>• Illustrations</td>
<td>• Parts of speech</td>
<td>• Spaces</td>
</tr>
</tbody>
</table>

**Does it make sense?**

**Does it sound right?** *(Does it sound like a book?)*

Visual does not = illustrations!
Three Cueing Systems

Meaning
Does the error fit the meaning of the story?

Structure
Does the error fit the syntax of the sentence?

Visual
Look similar?

Analyzing the TC Assessments
Miscue Analysis

- Analyze the miscue at the point of error
- What cues **IS** the reader using to make the error?
  - Does the error make sense? Circle meaning. **M**
  - Does the error sound right? Circle structure. **S**
  - Does the error look right? Circle visual. **V**

_If there’s a visual miscue, consider what part of the word matches the miscue – beginning, middle, end_
Using MSV Analysis

Which cueing system(s) is the reader using here? (M S V)

• Does the error make sense in the story? (M)
• Does the error make sense in the sentence? (S)
• Does the error look similar to word? (V)

Peg puts in sandwiches.
Using MSV Analysis

Which cueing systems IS the reader using here?

- Does the error make sense in the story? (M)
- Does the error make sense in the sentence? (S)
- Does the error look similar to word? (V)

Maria and her teacher talk.
MSV for Self-Corrections

For each self-correction, you ask:
• Which cueing system (meaning, syntax, or visual) does the student use to fix the mistake?

Example:
hall SC room

Does this miscue make sense in context? (M)
Does this miscue sound right, syntactically? (S)
Does this miscue look right? (V) [Which part looks right – b, m, e?]
Practice #1:

- Take out the *Silver* running record and look at Tylia’s miscues and self-corrections.
Deep analysis is about analyzing errors of students on individual questions.

Teacher A: My students have trouble making inferences.

Teacher B: My students have trouble describing how the secondary characters affect the main character.

Myth: Just knowing that comprehension or accuracy is an issue is sufficient for analysis.
Comprehension Analysis

- What *does* Tylia do in her retelling or answers?

- Where does she err? What might be causing these errors?

- What is the next thing we can teach her?
Session Outcomes

Teachers will be able to:

- Administer a TC running record assessment
- Determine a student’s independent & instructional reading levels
- Analyze a student’s miscues
- Determine a student’s next steps for reading instruction
Ask: What do these miscues tell me about the student’s word solving strengths & next steps? Example:

- f/a/ck
- face
- lat
- late

**Strengths:** Uses the first letter sound at the beginning of unfamiliar words

**Next steps:**
- To monitor for sense (Does that word make sense? Have you ever heard it before?)
- Understanding of VCE rule
### Resources to Help with NEXT STEPS

**Leveled NEXT STEP guides!**

<table>
<thead>
<tr>
<th>Core Element and Ideal Student Actions</th>
<th>Typical Student Errors</th>
<th>Strategies to Teach</th>
<th>Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORDS IN CONTEXT:</td>
<td></td>
<td>Read on. When readers come to a tricky word, they use all they know to figure out the meaning of the word. Then they read a little further and ask, “Was the answer revealed? Does what I originally thought still make sense?”</td>
<td></td>
</tr>
<tr>
<td>Use context clues to figure out meaning of words and ideas</td>
<td>Does not slow down to clear up confusion around the meaning of a word</td>
<td>Keep reading to figure it out.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do you think the paragraph is about? Now can predict what the word might mean here?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This word seems to be describing ____. What else do you know about ____ that can help you understand what this word means?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What does ____ mean here when he/she says ____?</td>
<td></td>
</tr>
</tbody>
</table>
# Strengths & Next Steps for Tylia

<table>
<thead>
<tr>
<th></th>
<th>Oral Reading</th>
<th>Comprehension</th>
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<tbody>
<tr>
<td><strong>STRENGTHS</strong></td>
<td>• Fluency – rate and phrasing</td>
<td>• Retells with story elements</td>
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<td><strong>NEXT STEPS</strong></td>
<td>• Monitor for meaning – look across the whole word when something doesn’t make sense or sound right.</td>
<td>• Infer character feelings at various points in the text</td>
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Practice #2

1. Complete MSV analysis for *Meet the Molesons* (level L)
2. Analyze student’s comprehension
3. Decide if student is independent
4. Determine **strengths** & **next steps**
5. Present your analysis to your quad
When? How to do it all?

• Prioritize students who fell into Tier III category from last year’s AIMSweb data; plan to assess these kids first 2 weeks of school (possibly some additional testing support)

• After AIMSweb, assess rest of class, starting with Tier II from recent data
Reflection

• How might you structure your first few weeks of school in order to collect this reading data?

• What additional questions do you have?