

Reading Level Assessment Summary

Student: _____ Grade: _____ Date: _____

Purpose of Assessment: _____ Recorder: _____

** (See these numbers below for details) →

- ① ② ③ ④ ⑤

	Level	% Acc	s/c Rate	Comprehension	Fluency	WPM
Independent						
Instructional						
Frustrational						

1 & 2) Accuracy

<p>Student problem-solves words using:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pictures <input type="checkbox"/> beginning letter(s)/sound(s) <input type="checkbox"/> letter-sound clusters <input type="checkbox"/> blending letters/sounds <input type="checkbox"/> onset and rime <input type="checkbox"/> knowledge of spelling patterns (analogies) <input type="checkbox"/> syllables <input type="checkbox"/> rereading <input type="checkbox"/> no observable behaviors 	<p>Miscues interfered with meaning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> never <input type="checkbox"/> at times <input type="checkbox"/> often <p>Miscues included:</p> <ul style="list-style-type: none"> <input type="checkbox"/> omissions <input type="checkbox"/> insertions <input type="checkbox"/> substitutions that were <ul style="list-style-type: none"> <input type="checkbox"/> visually similar <input type="checkbox"/> not visually similar
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3) Comprehension

Comprehension Scoring Key

- 0 Reflects **no** understanding of the text. Either does not respond or talks off the topic.
- 1 Reflects **very limited** understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.
- 2 Reflects **partial** understanding of the text. Includes important information and ideas but neglects other key understandings.
- 3 Reflects **excellent** understanding of the text. Includes almost all important information and main ideas.

4) Fluency

Fluency Scoring Key

- 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
- 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
- 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

5) WPM

Oral Reading Fluency (ORF) Target Rate Norm

Grade	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1		10-30	30-60
2	30-60	50-80	70-100
3	50-90	70-100	80-110
4	70-110	80-120	100-140
5	80-120	100-140	110-15-
6	100-140	110-150	120-160
7	110-150	120-160	130-170
8	120-160	130-170	140-180