



Lesson 12

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Oral-Reading Fluency Check-Ups

Check students' oral-reading rate at least every 6–8 weeks. Use the following procedure:

1. Make a copy of a test passage for the student and one for yourself, so that you can record the student's errors while he or she is reading.
2. As the student reads, mark any errors on your copy.
3. Use the guidelines provided on page 11. For example, if the student stops or struggles with the word for 3 seconds, tell the student the word and mark it as incorrect.
4. Place a mark after the last word the student reads.
5. Tally the results. Use the norm-referenced charts on page 11 to determine the student's reading rate. Based on the results, establish fluency goals for the student.

★ Put It Into Practice!

Tips for Choosing Reading Passages

- ✓ Use the San Diego Quick Assessment on the next page to get an approximate grade-level designation for each student. Then, consult a list of published grade-appropriate books. Choose one book on each grade level to use for testing.
- ✓ Use the phrase-cued, grade-specific passages on pages 27–40.
- ✓ Select a 100-word passage from the beginning, middle, and end of your basal reading series.

The San Diego Quick Assessment

Preparing the Test

1. Type each list on a note card. Write the grade level on the back for reference.
2. Prepare a typed word list with spaces after each word to record the student's responses.

Administering the Test

1. Have the student read aloud each word from a card at least two years below her grade. If she misses any words, go to easier lists until she makes no errors. This is her base reading level.
2. Have the student read each subsequent card in sequence. Record incorrect responses. Be sure to have the student read *every* word so you can determine her decoding strategies.
3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

Use the assessment results to identify the student's independent (no more than one error on a list), instructional (two errors on a list), and frustration (three or more errors) levels. Provide instructional and independent reading materials for each child accordingly.

San Diego Quick Assessment

<p>Preprimer see play me at run go and look can here</p>	<p>Primer you come not with jump help is work are this</p>	<p>Grade 1 road live thank when bigger how always night spring today</p>
<p>Grade 2 our please myself town early send wide believe quietly carefully</p>	<p>Grade 3 city middle moment frightened exclaimed several lonely drew since straight</p>	<p>Grade 4 decided served amazed silent wrecked improved certainly entered realized interrupted</p>
<p>Grade 5 scanty business develop considered discussed behaved splendid acquainted escaped grim</p>	<p>Grade 6 bridge commercial abolish trucker apparatus elementary comment necessity gallery relativity</p>	<p>Grade 7 amber dominion sundry capillary impetuous blight wrest enumerate daunted condescend</p>
<p>Grade 8 capacious limitation pretext intrigue delusion immaculate ascent acid binocular embankment</p>	<p>Grade 9 conscientious isolation molecule ritual momentous vulnerable kinship conservatism jaunty inventive</p>	<p>Grade 10 zany jerkin nausea gratuitous linear inept legality aspen amnesty barometer</p>