First Grade Student Reading Assessment Profile

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2009-2010

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| **Universal Screening Date \_\_\_\_\_\_** |
| Administer these assessments to all students within the first two weeks of school.  | **Letter Naming Fluency (LNF)**Letters /min \_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_\_\_ | **Nonsense Word Fluency (NWF)**Correct letter sounds/min \_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_\_\_\_ | **Phoneme Segmentation Fluency (PSF)**Phonemes /min \_\_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_\_\_\_ |
| **Running Record to be completed on ALL students by the end of the first quarter.**  |
| * Based on universal screening data and information from the previous year, administer formal running records/retellings to students with **highest needs first**.
* **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
* Determine the student’s **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for texts at levels 7-24).
* Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
* Record and analyze formal running record using the boxes to the right.
* Administer Concepts of Print if student is not yet reading.
 | Running RecordDate \_\_\_\_\_\_ Book Level Book Title Accuracy Rate \_\_\_\_\_\_\_\_SC Rate **1:**\_\_\_\_\_\_Fluency Score \_\_\_\_\_\_\_\_\_Retelling Score **3 or 4** (for levels 7-24)\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Concepts of Print** \_\_\_/19 | **Analyze errors in oral reading (MSV). What cues is the student using?**  |
| **Digging Deeper**If student is ***at risk* or**at ***deficit level*** as indicated by performance on LNF, NWF, or PSF, then administer first 10 subtests of the PAST and the letter/sound Identification assessment. For students reading below grade level, ongoing documentation of informal running records and previously administered digging deeper assessments are required. Note Concepts of Print if student is not yet reading.  |
| **PAST**Concept of Word \_\_\_\_\_ /6 \_\_\_\_/6Rhyme Recognition \_\_\_\_\_ /6 \_\_\_\_/6 Rhyme Production \_\_\_\_\_ /6 \_\_\_\_/6Syllable Blending \_\_\_\_\_ /6 \_\_\_\_\_/6Syllable Segmentation \_\_\_\_ /6 \_\_\_/6 | Syllable Deletion \_\_\_\_\_ /6 \_\_\_\_\_/6Phoneme Isolation (initial) \_\_\_\_ /6 \_\_\_/6Phoneme Isolation (final) \_\_\_\_/6 \_\_\_\_/6Phoneme Blending \_\_\_\_ /6 \_\_\_\_/6Phoneme Segmentation \_\_\_\_/6 \_\_\_/6 | **Letter/Sound Identification**Letter ID \_\_\_\_\_ /54 Date \_\_\_\_\_ Sound ID \_\_\_\_\_ /54 Date \_\_\_\_\_ Letter ID \_\_\_\_\_ /54 Date \_\_\_\_\_Sound ID \_\_\_\_\_ /54 Date \_\_\_\_\_ | **Reading Levels** as assessed by ongoing **informal running records**.Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_**Concepts of Print** \_\_\_\_/19**Concepts of Print** \_\_\_\_/19 |
| **Mid-year Benchmark**Date \_\_\_\_\_\_\_\_\_\_\_\_\_ | **Nonsense Word Fluency (NWF)**Correct letter sounds/min \_\_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_ | **Phoneme Segmentation Fluency (PSF)**Phonemes /min \_\_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_ | **Oral Reading Fluency (ORF)**Words Correct Per Min\_\_\_\_\_\_\_\_ Accuracy Rate \_\_\_\_\_\_\_\_%Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Digging Deeper**If student is at ***deficit level*** as indicated by performance on the NWF or PSF, update performance on the PAST and Letter/ Sound ID listed above. If student is ***at risk*** as indicated by performance on ORF, then assess knowledge of High Frequency Words. Also document ongoing reading level using informal running records and previously administered digging deeper assessments. Note, update Concepts of Print if student is not yet reading.  | **High Frequency Word List**Number of words read automatically and correctly # of words \_\_\_\_\_\_ Date \_\_\_\_\_\_# of words \_\_\_\_\_\_ Date \_\_\_\_\_\_ | **Reading Level** as assessed by ongoing **informal running records** Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_**Concepts of Print \_\_\_\_/19** |
| **End-of-year Benchmark** Date \_\_\_\_\_\_\_\_\_\_\_\_\_ | **Nonsense Word Fluency (NWF)**Correct letter sounds/min \_\_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_ | **Phoneme Segmentation Fluency (PSF)**Phonemes /min \_\_\_\_\_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_ | **Oral Reading Fluency (ORF)**Words Correct Per Min \_\_\_\_\_\_\_Accuracy Rate \_\_\_\_\_\_\_\_%Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * **Formal** running records should be administered, using WCPSS book kits (i.e., original, alternate, AlphaKids).
* Determine the student’s **highest** reading level, 90% or higher accuracy rate **and** a retelling score of 3 or 4 (for levels 7-24).
* Analyze errors to determine what information from text the child uses and/or neglects to guide your instruction (MSVs).
* Record and analyze formal running record using the boxes to the right.
 | Running RecordDate \_\_\_\_\_\_ Book Level \_\_\_\_\_\_\_\_Book Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Accuracy Rate \_\_\_\_\_\_\_\_SC Rate **1:**\_\_\_\_\_\_Fluency Score \_\_\_\_\_\_\_\_\_Retelling Score **3 or 4** (for levels 7-24) | **Analyze errors in oral reading (MSV). What cues is the student using?**  |

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| **Document dates and type of collaboration when student assessment results were discussed (PLC, Intervention, SST, CCR, etc.).** |