Second 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.  | **Nonsense Word Fluency (NWF)**Correct letter sounds/min \_\_\_\_Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Oral Reading Fluency (ORF)**Words Correct Per Min \_\_\_\_\_\_\_\_\_\_\_ Accuracy Rate \_\_\_\_\_\_\_\_%Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Running Record to be completed only on students reading level 23-24 and below by the end of the first quarter.**  |
| * Based on both 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 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/retelling 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?**  |
| **Digging Deeper*** If student is at ***deficit level*** as indicated by performance on the NWF, then administer Early Names Test to analyze what word work patterns are not yet developed.
* If student struggles with initial and ending consonant sounds as assessed on the Early Names Test, then administer the PAST subtests below.
* If student is ***at risk*** as indicated by performance on ORF, then assess first 100 high frequency words.
* 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.
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| **Early Names Test**Date \_\_\_\_\_\_\_ # correct \_\_\_\_\_\_ / 60 % correct \_\_\_\_\_\_Date \_\_\_\_\_\_\_ # correct \_\_\_\_\_\_ / 60 % correct \_\_\_\_\_\_ | **Early Names Test Error Analysis**Initial consonants \_\_\_\_\_/50 \_\_\_\_/50 Ending consonants \_\_\_\_\_\_/50 ­­­\_\_\_/50Consonant blends \_\_\_\_\_/14 \_\_\_/14 Consonant digraphs \_\_\_\_/10 \_\_\_\_10Short vowels \_\_\_\_\_\_/47 \_\_\_\_/47 Long vowels (VCe) \_\_\_\_\_/7 \_\_\_\_/7Vowel digraph \_\_\_\_\_/3 \_\_\_\_/3 Rime \_\_\_\_\_\_\_/60 \_\_\_\_\_/60 | **PAST**Date \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_Phoneme Isolation (initial) \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Isolation (final) \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Blending \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Deletion (initial) \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Deletion (final) \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Deletion (cons bl) \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Segmentation \_\_\_\_\_\_ \_\_\_\_\_\_ Phoneme Substitution \_\_\_\_\_\_ \_\_\_\_\_\_  | **Reading Levels** as assessed by ongoing **informal running records**.Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_Date \_\_\_\_\_ Level \_\_\_\_\_\_\_\_**Concepts of Print** \_\_\_\_/19**Concepts of Print** \_\_\_\_/19 |
| **High Frequency Word List** Number of words read automatically and correctly  # of words \_\_\_\_\_\_ Date \_\_\_\_\_\_ # of words \_\_\_\_\_\_ Date \_\_\_\_\_\_ |
| **Mid-year Benchmark**If student is ***at risk*** as indicated by performance on the ORF, then update/administer the digging deeper assessments. Continue ongoing documentation of previously administered digging deeper assessments. | **End-of-year Benchmark** |
| **Oral Reading Fluency** Date \_\_\_\_\_\_\_\_Words Correct Per Minute \_\_\_\_\_\_\_\_\_\_\_ Accuracy Rate \_\_\_\_\_\_\_\_%Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_ | **Oral Reading Fluency** Date \_\_\_\_\_\_\_\_Words Correct Per Minute \_\_\_\_\_\_\_\_\_\_\_ Accuracy Rate \_\_\_\_\_\_\_\_%Risk Level \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Running Record to be completed only on students reading BELOW level 23-24 by the end of the year.**  |
| * **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 text 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.).** |