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 Record  Date \_\_\_\_\_\_ 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. | | | | | |
| **Early Names Test**  Date \_\_\_\_\_\_\_  # correct \_\_\_\_\_\_ / 60 % correct \_\_\_\_\_\_  Date \_\_\_\_\_\_\_  # correct \_\_\_\_\_\_ / 60 % correct \_\_\_\_\_\_ | **Early Names Test Error Analysis**  Initial consonants \_\_\_\_\_/50 \_\_\_\_/50 Ending consonants \_\_\_\_\_\_/50 ­­­\_\_\_/50  Consonant blends \_\_\_\_\_/14 \_\_\_/14 Consonant digraphs \_\_\_\_/10 \_\_\_\_10  Short vowels \_\_\_\_\_\_/47 \_\_\_\_/47 Long vowels (VCe) \_\_\_\_\_/7 \_\_\_\_/7  Vowel 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 Record  Date \_\_\_\_\_\_ 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.).** |