

Using the SunSprouts Record of Oral Reading as a tool for Assessment and Observation

Ongoing assessment and observations provide a basis for monitoring student progress over time, making decisions about text selection, and planning for instruction.

Assessment tools, such as a record of oral reading, provide critical information about how well students use a variety of reading strategies and areas where the teacher might need to provide additional modeling or explicit instruction.

SunSprouts Assessment Materials

A reproducible Record of Oral Reading Form is included at the end of the lesson for each SunSprouts title. This allows an assessment to be completed with any book at any time to check individual student progress or to determine an appropriate text level for a particular student. Use the assessment form periodically to record observations of reading behaviors, conduct a miscue analysis, or calculate a reading level. Select and use an assessment form whenever additional information about a student is necessary to determine next steps for instruction.

Assessment Procedures

After an introduction to the text and a preview of the pictures, ask the student to read the text aloud. Use this reading of the text to see what the student can do without adult support or guidance. Allow a sufficient amount of time for the student to solve unknown words. Make a note if the text is a familiar or unfamiliar one. During this reading, use the Record of Oral Reading Form to note and record the student's oral reading behavior.

- Place a checkmark above any word read correctly.
- If the student reads a word incorrectly, record any attempt to solve it above that word (e.g. *ca-*, *c-*, *-at / cat*), including any incorrect response (e.g. *here /he*).
- If the student initially makes an error but corrects it without assistance, record the initial attempt and write SC (self-correction) after the attempt.
- Circle any words the student omits.
- Use a caret (^) and write any words the student adds to the text above the line.

Recording Observations

Columns are provided to record and analyze information sources the student used while self-correcting or making a miscue. Pay careful attention to what the student does when attempting to solve unknown words. Does he reread the sentence? Look at the picture? Check the letters and sounds in the word? Use the abbreviations (m), (s) and (g) to code your observations. These abbreviations refer to three primary sources of information readers use to make decisions about words as they read:

- Meaning (m): Did the attempted word make sense? Did the student go back and check the picture or use other information from the story or sentence before making an error or self-correcting? Did the uncorrected error make sense in the context of the story or sentence? Mark “m” in the analysis column if an error or self-correction indicates the reader was trying to make sense of the text.
- Structure (s): Did the attempted word “sound right” in the sentence? Did the student substitute or add a word that fit with the flow of the sentence, even if it didn’t make sense? If the student attempts to use a word that shows an understanding of the rules of English grammar and structure of the English language, mark “s” in the analysis column.
- Graphological (g): Did the attempted word look right? For example, did the student try to sound out the word, use a finger to isolate an initial consonant, or check the beginning sound of the word against the picture? If the student attempts to use a word that looks the same (e.g. begins with the same letter or has a similar pattern within the word), the student likely used visual information to decide what the word said. If the student self-corrects because the letters don’t match the sounds in the attempted word, or if the word is visually similar to the student’s error, mark “g” in the analysis column.

Calculating Accuracy Rate

Count the number of miscues made by the student and use the Error Guide provided in the Teacher’s Notes to determine whether a book is an appropriate match for the student.

Alternately, calculate accuracy as follows:

Count the number of miscues and determine the number of words read correctly (total word count minus errors). Do not include Self-Corrections.

Divide the number of words read correctly by the total word count and convert to a percentage to calculate the accuracy rate. This percentage will determine if a book is too easy (>95%) or too hard (<90%).

Books used for guided reading should be at an instructional level. The student should be able to read these books with 90-95% accuracy. Anything more difficult will frustrate the student; anything easier is suitable for independent reading for enjoyment or rereading to develop fluency.

Calculating Self-correction Rate

The self-correction rate provides information on how well the student is monitoring the text as he or she reads. Calculate the self-correction rate by adding the errors plus self-corrections, then dividing by the number of self-corrections to obtain a ratio.

Example: The student makes 4 errors and self-corrects 2 other errors.

$$\frac{4 \text{ (errors)} + 2 \text{ (self-corrections)}}{2 \text{ (self-corrections)}} = \frac{6}{2} = 3$$

The self-correction rate is therefore 1:3.

- An ideal ratio is 1:4 or lower (1:3, 1:2, 1:1)
- A high ratio (1:5 or higher) may indicate that the student is leaving too many errors undetected and is not monitoring text as closely as necessary. The results of the analysis of miscues will determine where additional instruction will be most helpful.

Observations

Often it is difficult to find the time to record observations of how students respond to or interact with text during the reading process, but such observations are critical. Use the space provided to note behaviors that cannot be measured but provide essential information about a student's progress. Observations might include:

- the reader's attitude
- any tentative behavior
- directional movement
- recognition of previously unknown words and letters
- use of pictures to assist the reading
- fluency, including phrasing for meaning as well as reading rate

For detailed information on coding, scoring, and analyzing a child's precise reading behaviors, refer to Marie Clay's book *An Observation Survey of Early Literacy Achievement*, *Constructive Evaluation of Literate Activity* by Peter Johnson, *Guided Reading: Good First Teaching for All Children* by Irene Fountas and Gay Su Pinnell, or other professional resources on miscue analysis or Running Records.