

_____ SCHOOL

END OF TERM ___ EXAMINATION
ORAL READING ASSESSMENT

CLASS: _____ Level of text: _____ years

Name of Student: _____ Date: _____

Title of Text: _____

SECTION 1: ORAL READING

<u>SUMMARY OF MISCUES:</u>	
Omissions:	<input type="checkbox"/>
Substitutions/Mis-pronunciations:	<input type="checkbox"/>
Insertions:	<input type="checkbox"/>
Words Supplied by Teacher:	<input type="checkbox"/>
Reversals:	<input type="checkbox"/>
TOTAL NUMBER OF MISCUES:	

*Disregard for Punctuation:	<input type="checkbox"/>
*Self-Corrections:	<input type="checkbox"/>
*Repetitions/Pauses:	<input type="checkbox"/>
<i>NOTE: *Not to be Scored for word accuracy but is necessary for fluency & expression</i>	

Total number of Words:

Number of Words Read Correctly:

Word Accuracy Score: _____ x 100 =

SECTION 2: READING FLUENCY & EXPRESSION SCALE

Rating	Expression & Volume	Phrasing & Intonation	Smoothness	Pace
Circle one	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
1	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word.	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Reads slowly and laboriously.
2	Begins to use voice to make text sound like natural language in some areas but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Frequently reads in two and three word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.	Reads moderately slowly or too quickly.
3	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.	Reads with an uneven mixture of fast and slow pace.
4	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with good phrasing, most in clause and sentence units.	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly through self-correction.	Consistently reads at conversational pace; appropriate rate throughout reading.
*This scale is an adaptation of one developed by Zutell & Rasinski, 1991. Kimberly Monfort, a third grade teacher at Bon View School in Ontario, California developed the format above for the scale				Total Score: /16

SECTION 3: COMPREHENSION

Factual	1.	[1 mark]
Comprehension	2.	[1 mark]
Vocabulary	3.	[2 marks]
Inferential	4.	[2 marks]
Inferential	5.	[2 marks]

Total Score:	/8
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TICK READING LEVEL BASED ON WORD ACCURACY (WA) AND COMPREHENSION (C):

95-100% WA; 90-100% C [Independent]

90-94% WA; 75-100% C [Instructional]

0-89% WA; 0-74% C [Frustration]

SUMMARY OF RESULTS, OVERALL SCORE AND GRADE

Assessment Components	Words in text (a)	Words read correctly (b)	Word Accuracy (a) - (b)	Comprehension Score	Reading Fluency and Expression Score	Converted Score (using weightings)
Oral Reading/ Word Accuracy						$\frac{\text{Word Accuracy}}{100} \times 30 =$
Comprehension						$\frac{\text{Comprehension Score}}{8} \times 40 =$
Reading Fluency and Expression						$\frac{\text{Reading Fluency \& Expression Score}}{16} \times 30 =$
Overall %						
Grade						

KEY FOR GRADES:		
90-100	A	Excellent
75-89	B	Good
60-74	C	Fair
45-59	D	Weak
0-44	E	Very Weak