

Gloucester County Public Schools
A Guide to Understanding Reading Assessment Information
on the 2011 Elementary Report Card

One goal of Gloucester County Public Schools is to instill the love of reading and writing in all our students. To attain this goal our students need to read and write independently with accuracy, fluency, and deep understanding. **Guided Reading** is a significant part of our students' Language Arts instruction. Guided Reading, by design, enables teachers to work with students in small groups in order to monitor and support their reading skills. Students are grouped according to their instructional reading level. This level is determined by how well a particular text matches a student's ability to read and comprehend.

One way teachers determine a student's instructional reading level is through an informal assessment tool known as a *running record*. As a student reads a select passage or text, the teacher notes errors, self-corrections, repetitions, re-readings, hesitations, and appeals for help. The running record helps teachers identify an appropriate **Guided Reading Level**. Here are several terms used when referencing a student's development in reading:

- **Accuracy:** Displayed as a percentage (%), this indicates the number of words the student reads correctly. There are three levels of accuracy used by teachers:
 - **Independent:** Passages read with at least 98% accuracy without any support.
 - **Instructional:** Passages read with 95-97% accuracy with the support of an adult, or within the confines of a Guided Reading group. This is the level where instruction occurs and a student will make the most progress. At this level the student can read enough words to give him/her a context within which to solve reading problems, learn new words and understand ideas. Teachers monitor and support as needed. This is the level reported on the elementary report card.
 - **Marginal:** Passages read with 90-94% accuracy with support.
 - **Frustration:** Passages read with below 90% accuracy. At this level, a child is apt to miss too many words to comprehend fully.

- **Words Correct Per Minute (WCPM):** This indicates the number of words read correctly. If the timeframe used for the reading is longer or shorter than a minute, the teacher converts the information to WCPM to provide a uniform rate for comparing a student's reading rate. **New for 2011:** The 2011 Grade Level Expectations for WCPM are from the 2010 revision of the English Standards of Learning (SOLS). Based on research in reading, the rates for WCPM indicate the range of student reading rates on a grade-level passage during the spring semester (January through June). For example, a 1st grade student should be reading at least 23 words correctly in a minute by January and at least 53 words correctly in a minute by June on a 1st grade passage. Each child's rate may vary above or below this range if they are reading above or below grade level. Classroom teachers and Reading Specialists can help answer questions related to WCPM.

Grade Level Expectations for WCPM by Spring Semester					
K	1	2	3	4	5
N/A	23-53	72-89	92-107	112-123	127-139

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- **Comprehension:** Indicated by the student's ability to answer questions, retell or summarize a story or give key points of informational text.

Word Study is a program for developing a student's understanding of spelling patterns and relationships between words. Research has shown that spelling and word reading ability are very much related. Students that can easily recognize words and apply their knowledge to make sense of new words become more fluent readers and writers.

Word study recognizes that students learn how to spell over time in a fairly predictable sequence. The **DSA** (Developmental Spelling Assessment) is a spelling assessment that is given to help determine where a student functions independently in his/her understanding of spelling patterns. Students are placed in the appropriate word study group depending upon his/her level of spelling. The test is given at the beginning, middle, & end of the year. There are four main stages of word study:

- Pre-Letter Name indicates a student is just beginning to understand the letters and sounds that are the foundation of reading.
- The *Letter-Name* stage focuses on beginning and ending sounds, short vowel sounds and consonant blends (such as *tr*, *sm*, & *bl*) and digraphs (such as *ch*, *sh*, & *wh*) in one syllable words. [Approximately Grades K-1]
- *Within Word* focuses on long vowel and other vowel patterns in one syllable words. [Approximately Grades mid-1-3]
- Syllables & Affixes- focuses on multi-syllabic words, endings (such as *-ed*, *-y*), and plurals (*-s* & *-es*). [Approximately Grades 3-6]
- Derivational Relations- focuses on prefixes and suffixes and meanings of words (based on root words including Greek and Latin roots). [Approximately Grades 4 - adult]