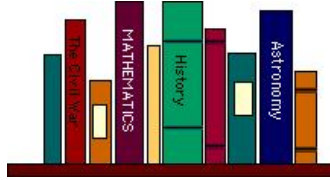


Reading - Directions for Administering 3-Minute Reading Assessments

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Directions for Administering 3-Minute Reading Assessments



Welcome to the wonderful world of reading.

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Administering these assessments is simple and straightforward. You simply ask students to read a grade-level passage to you and ask them to recall what they remember from the passage after they've read it. While students read and recall the passage, you monitor their performance for word recognition, fluency, and comprehension. Specific directions are outlined below:

1. Present the student with a copy of the passage from 3-Minute Reading Assessments that corresponds to their assigned grade level. Ask the student to read the passage orally to you in the way they might normally read the passage. Tell the student that at the end of the reading you will ask them to tell you what they remembers about the passage.
2. The student reads the passage aloud for 60 seconds. If they stop at an unknown word and does not attempt to pronounce it for 2 seconds, or if they attempt the word but clearly has little chance of reading it correctly, tell them the word and ask her to continue reading. During the oral reading, keep your copy of the passage in front of you. Mark any uncorrected errors that the student makes by drawing a line through the missed word. Record what the student says above the missed word. Errors include words that are mispronounced or that you provide to the student and words that the student omits. If a student initially mispronounces or omits a word, but corrects it, write and circle a c above the word to indicate it was corrected (and do not count these corrected words as errors)> At the end of the 60-second period, mark the point the student has reached in their reading of the text.
3. After the student has read for 60 seconds, direct their attention to the beginning of the text and ask them to follow along silently while you read the text aloud. Read the passage to the child in a normal and expressive voice. (You are asked to read the text to the student to remove any difficulties he may have had in word recognition or fluency that could hamper their comprehension of the passage. Listening comprehension is a good measure of the student's reading comprehension (Biemiller, 2003).
4. At the end of your reading, remove the passage from the student's view and ask them to tell you what they remember from the passage. After they retell the passage, ask if there is anything else they remember about what they read. If the student is unable or unwilling to retell anything at all from the passage, you may ask for specific information (for example, "What is the main idea of this story?" or "What was described in this story?"

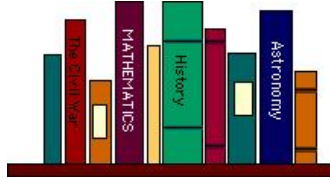
Note: If the student has made few oral reading errors and has not reached the end of the passage within 60 seconds, you may, as an alternative to reading the passage to the students, ask him to read the balance of the passage silently. At the end of the student's reading, remove the passage from view and ask him to retell what he remembers from the reading. Keep in mind, however, that a source of any difficulty in comprehension may be subtle or undetected problem s in word recognition or fluency.,

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Reading - Grade 4: Form A

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Grade 4: Form A



Welcome to the wonderful world of reading.

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Student testing passage:

Family trips are important to my parents, so we go lots of places together. Saturday we went to an art museum the city. It was a beautiful building. Since huge stones covered the steps to get inside, it felt like walking through a tunnel. The front door was so big an elephant could have fit through it. It was an exciting walk just to get in.

We saw a medieval exhibit. We studied this period in school, so I knew a lot about it. The first room was filled with suits of armor. There were all kinds; some I had not seen before. My mother said the room was like a store for knights. My favorite suit of armor looked like one I had seen in a book. It was silver, shiny, and it was made to cover the whole body. It made me think of a haunted house and how people sometimes hide in armor to scare you.

Then we went into a room of paintings from that time period. They were nice. The museum was very quiet when we were there. It reminded me of the library at school. There were lots more rooms in the exhibit. We went to almost all of them. The armor room was my favorite, though.

Teacher Scoring sheet:

Grade 4: Form A

Family trips are important to my parents,so we	9
go lots of places together. Saturday we went to an	19
art museum the city. It was a beautiful building.	29
Since huge stones covered the steps to get inside, it	39
felt like walking through a tunnel. The front door was	49
so big an elephant could have fit through it. It was	60
an exciting walk just to get in.	67
We saw a medieval exhibit. We studied this	75
period in school, so I knew a lot about it. The first	87
room was filled with suits of armor. There were all	97
kinds; some I had not seen before. My mother said	107
the room was like a store for knights. My favorite suit	118
of armor looked like one I had seen in a book. It was	131
silver, shiny, and it was made to cover the whole	141
body. It made me think of a haunted house and	151
how people sometimes hide in armor to scare you.	160
Then we went into a room of paintings from that	170
time period. They were nice. The museum was very	179
quiet when we were there. It reminded me of the	189
library at school. There were lots more rooms in the	199
exhibit. We went to almost all of them. The armor	209
room was my favorite, though.	214

Word Count - 214

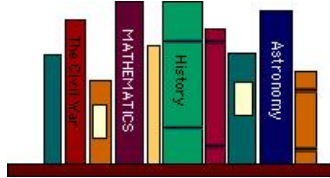
<p>Word recognition accuracy: <u>word correct</u> = ____ = ____ % Total words read orally</p> <p>Fluency- Automaticity: _____wcpm</p> <p>Multidimensional Fluency Scale: Expression and Volume: _____ Phrasing and Intonation: _____ Smoothness: _____ Pace: _____ Total Score: _____</p> <p>Comprehension: _____</p>	<p>Comments and Observations:</p>
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Reading - Grade 4: Form B

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Grade 4: Form B



Welcome to the wonderful world of reading.

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Student testing passage:

Pizza is absolutely my favorite food. If I could, I would eat it every day for breakfast, lunch, and dinner. I would eat it inside or outside, at home or at school. I just love it; each and every pizza makes my mouth water.

A good crust is baked just right, not too hard and not too soft. The dough is tossed high into the air like a ball being bounced by a seal. It is a perfect circle just waiting for cheese, sauce, and other good things. The sauce is red like a superhero's cape. The taste makes your tongue leap up and do a little dance.

My favorite part is the cheese. The cheese on pizza should be thick and gooey. It pulls from your mouth like taffy. It sticks to your face like cotton candy. I like to have so much it slides off the crust like a waterfall when you pick up each slice. All together these tastes make the most wonderful food in the world,pizza.

Teacher Scoring sheet:

Grade 4: Form B

Pizza is absolutely my favorite food. If I could, I	10
would eat it every day for breakfast, lunch, and	19
dinner. I would eat it inside or outside, at home or at	31
school. I just love it; each and every pizza makes my	42
mouth water.	44
A good crust is baked just right, not too hard	54
and not too soft. The dough is tossed high into the air	66
like a ball being bounced by a seal. It is a perfect	78
circle just waiting for cheese, sauce, and other good	87
things. The sauce is red like a superhero's cape. The	97
taste makes your tongue leap up and do a little dance.	108
My favorite part is the cheese. The cheese on	117
pizza should be thick and gooey. It pulls from your	127
mouth like taffy. It sticks to your face like cotton	137
candy. I like to have so much it slides off the crust like	150
a waterfall when you pick up each slice. All together	160
these tastes make the most wonderful food in the	169
world, pizza.	171

Word Count- 171

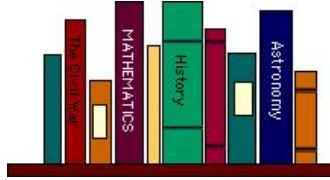
<p>Word recognition accuracy: <u>word correct</u> = ____ = ____ % Total words read orally</p> <p>Fluency- Automaticity: _____ wcpm</p> <p>Multidimensional Fluency Scale: Expression and Volume: _____ Phrasing and Intonation: _____ Smoothness: _____ Pace: _____ Total Score: _____</p> <p>Comprehension: _____</p>	<p>Comments and Observations:</p>
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Reading - Grade 4: Form C

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Grade 4: Form C



Welcome to the wonderful world of reading.

Victoria Davids
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Student testing passage:

Today is a dark and rainy day. It has been raining since I woke up. It rained all day at school, and it rained the whole way home on the bus. It rained as I walked home from the bus stop, and it is still raining now. Outside, water covers the ground. It is like the whole world has turned into a swimming pool that is just deep enough to come up to your ankles.

Leaves cover all the lawns and streets. They have been ripped from their branches by raindrops that have been falling endlessly, taking with them everything in their path. The leaves almost seem to be wondering what they did to deserve this; it wasn't their time to fall yet.

Cars drive by with their headlights on, even though it is daytime. The sun is gone, and I wonder when it will come back. I sit by my window waiting for the rain to stop. I hope it stops soon. Winter is coming; I need to be outside playing every day before the cold comes. Today is a dark and rainy day. It has been raining ever since I woke up.

Teacher Scoring sheet:

Grade 4: Form C

Today is a dark and rainy day. It has been 10
 raining since I woke up. It rained all day at school, 21
 and it rained the whole way home on the bus. It 32
 rained as I walked home from the bus stop, and it is 44
 still raining now. Outside, water covers the ground. It 53
 is like the whole world has turned into a swimming 63
 pool that is just deep enough to come up to your 74
 ankles. 75

Leaves cover all the lawns and streets. They 83
 have been ripped from their branches by raindrops 91
 that have been falling endlessly, taking with them 99
 everything in their path. The leaves almost seem to 108
 be wondering what they did to deserve this; it 117
 wasn't their time to fall yet. 123

Cars drive by with their headlights on, even 131
 though it is daytime. The sun is gone, and I wonder 142
 when it will come back. I sit by my window waiting 153
 for the rain to stop. I hope it stops soon. Winter is 165
 coming; I need to be outside playing every day 174
 before the cold comes. Today is a dark and rainy 184
 day. It has been raining ever since I woke up. 194

Word Count - 194

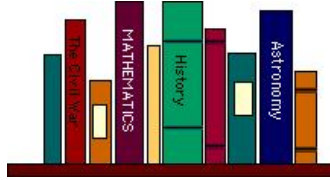
<p>Word recognition accuracy: <u>word correct</u> = ____ = ____ % Total words read orally</p> <p>Fluency- Automaticity: _____ wcpm</p> <p>Multidimensional Fluency Scale: Expression and Volume: _____ Phrasing and Intonation: _____ Smoothness: _____ Pace: _____ Total Score: _____</p> <p>Comprehension: _____</p>	<p>Comments and Observations:</p>
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Reading - Grade 4: Form D

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Grade 4: Form D



Welcome to the wonderful world of reading.

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Student testing passage:

My grandmother is the best person in the world. Going to her house is really fun. Every Sunday I visit her, and we do all the things that a grandma and grandson should. Once in a while I even sleep over.

My grandmother is old, but she doesn't look it. She is short and round and soft all over. When she hugs me, I feel like I am being wrapped in a cloud. Grandma always wears an apron; sometimes the apron is a bright color, and sometimes it is just plain white, but she always has one on. She even wears one in the morning when she makes me bacon.

Telling stories is the thing that my grandma does best. You always know when she is going to tell a story. Her eyes get dreamy and she sits back in the closest chair. When she tells a story, I feel like I am there. It is like I walked into the picture in her mind.

The best stories are the ones about when she was young and my grandfather was alive. Grandpa died a few years ago. Her stories help me remember him. Grandma and Grandpa lived next door to each other when they were little. She says they were best friends from the start, like peas in a pod. Sometimes after Grandma tells a story about Grandpa, she looks a little sad. That is when I do something funny to cheer her up. She says I am more fun to watch than television. I am my grandma's best friend now; we are two peas in a pod.

Teacher Scoring sheet:

Grade 4: Form D

My grandmother is the best person in the world. Going to	11
her house is really fun. Every Sunday I visit her, and we do all the	26
things that a grandma and grandson should. Once in a while I	38
even sleep over.	41
My grandmother is old, but she doesn't look it. She is	52
short and round and soft all over. When she hugs me, I feel like I	67
am being wrapped in a cloud. Grandma always wears an apron;	78
sometimes the apron is a bright color, and sometimes it is just	90
plain white, but she always has one on. She even wears one in	103
the morning when she makes me bacon.	110
Telling stories is the thing that my grandma does best. You	121
always know when she is going to tell a story. Her eyes get	134
dreamy and she sits back in the dosest chair. When she tells a story,	148
I feel like I am there. It is like I walked into the picture in her mind.	165
The best stories are the ones about when she was young	176
and my grandfather was alive. Grandpa died a few years ago. Her	188
stories help me remember him. Grandma and Grandpa lived next	198
door to each other when then were little. She says they were best	211
friends from the start, like peas in a pod. Sometimes after Grandma	223
tells a story about Grandpa, she looks a little sad. That is when I do	238
something funny to cheer her up. She says I am more fun to watch	252
than television. I am my grandma's best friend now; we are two	264
peas in a pod.	268

Word Count - 268

<p>Word recognition accuracy: <u>word correct</u> = ____ = ____ % Total words read orally</p> <p>Fluency- Automaticity: _____ wcpm</p> <p>Multidimensional Fluency Scale: Expression and Volume: _____ Phrasing and Intonation: _____ Smoothness: _____ Pace: _____ Total Score: _____</p> <p>Comprehension: _____</p>	<p>Comments and Observations:</p>
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