Text Reading Efficiency Procedures - Grade 7

Please read Weekly Briefings #11725 and #11726 prior to administering the Text Reading Efficiency Placement Test.

Part I: Administering the Oral Reading Test (Oral Fluency passage Grade 7 – “Becoming a Firefighter”)

<table>
<thead>
<tr>
<th>Materials for Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop watch or timer</td>
</tr>
<tr>
<td>Front-to-back sets of the Examiner’s Copy of the Oral Reading Fluency passage (page 3) with the Student Performance Record (page 6) – 1 copy per student</td>
</tr>
<tr>
<td>1 Student Copy of the Oral Reading Fluency passage (page 4)</td>
</tr>
</tbody>
</table>

**NOTE:** The same Oral Reading Fluency passage is used for Part I and Part II

**Prior to testing:**
1. Read the test and scoring directions carefully before administering the test.
2. Make front-to-back sets of the Examiner’s Copy (page 3) with the Student Performance Record (page 6) for each student. This paper will serve as a place for the test administrator to make notes and score the student’s responses.
3. Plan to test the student in a quiet area away from other students. Give each student one minute for reading, plus you will need time at the end to calculate scores.

**During testing:**
1. Put the student at ease. Tell him or her that reading aloud is an important part of reading, and that you will be listening and taking notes as he or she reads a story for one minute.
2. Provide the student with a Student Copy of the Oral Reading Fluency passage (page 4). Allow the student an opportunity to pre-read the passage prior to testing.
3. Read the SCRIPT on the Examiner’s Copy verbatim. The student will read out loud for one minute.
4. Record the number of word call errors the student makes while reading.
   - An error includes any word that is omitted, mispronounced, or substituted for another word.
   - Words read correctly that are repeated more than once, errors self-corrected by the student, words inserted by the student that do not appear in the text, and words mispronounced due to dialect or speech impairments are not counted as errors. They do, however, impact the final score since they slow the student down and reduce the number of words that are read correctly in one minute (Shinn, 1989).
5. In addition to listening for word call errors, determine whether the student is reading for prosody by considering:
   - phrasing: intonation, stress (emphasis on syllables), and pausing;
   - syntax: adherence to the order of words;
   - expression: ability to convey feeling, modulation of the voice, change in pitch or tone of voice
6. Mark in the text where the student leaves off at the end of one minute.

**After testing:**
1. Calculate the student’s numerical score for words correct per minute (WCPM). That score is derived by subtracting the number of errors from the number of words read in one minute.
2. Determine the risk level based on the WCPM read by the student and record on the Student Performance Record (page 6).

**ORF Risk Level Chart - Grades 6 - 12**

<table>
<thead>
<tr>
<th>Oral Reading Fluency</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Assessment 3</td>
<td>0-121</td>
<td>0-119</td>
<td>0-121</td>
<td>0-121</td>
<td>0-121</td>
<td>0-121</td>
<td>0-121</td>
<td>HR</td>
</tr>
<tr>
<td>122-146</td>
<td>120-146</td>
<td>122-146</td>
<td>122-146</td>
<td>122-146</td>
<td>122-146</td>
<td>122-146</td>
<td>122-146</td>
<td>MR</td>
</tr>
<tr>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>147+</td>
<td>LR</td>
</tr>
</tbody>
</table>

**HR - High Risk:** Seriously below grade level and in need of substantial intervention; **MR - Moderate Risk:** Moderately below grade level and in need of substantial intervention; **LR - Low Risk:** At grade level but in need of intervention
3. Assign a ranking based on the overall observations of the student’s:
   - **phrasing**: intonation, stress (emphasis on syllables), and pausing;
   - **syntax**: adherence to the order of words;
   - **expression**: ability to convey feeling, modulation of the voice, change in pitch or tone of voice

4. Record the student’s level on the Student Performance Record (page 6) for Oral Reading for Prosody according to the following Four-point fluency scale.

<table>
<thead>
<tr>
<th>Oral Reading for Prosody - Four-Point Fluency Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
</tr>
</tbody>
</table>

**Part II: Administering the Silent Reading Test**

**Materials for Part II**
- Blank notebook paper for each student
- Front-to-back class set of the Student Copy of the Oral Reading Fluency passage (page 4) with the Comprehension Questions for the Reading Fluency passage (page 5)

**Prior to testing:**
1. Read the test and scoring directions carefully before administering the test.
2. The Silent Reading test (pages 4 – 5) of comprehension may be administered in a whole group setting.
3. Provide student with a front-to-back Student Copy of the Oral Reading Fluency passage and questions (pages 4 – 5).

**During testing:**
1. Put the student at ease. Tell him or her that reading silently is an important part of reading, and that he or she will be reading silently and answering a few questions about the passage previously read.
2. Give the student 5 – 8 minutes to silently read the passage and answer the comprehension questions on a separate sheet of notebook paper. (Optional) In addition to answering comprehension questions 1 – 5, ask the student to retell the story orally. Allow the student to refer to the passage while he or she responds orally.

**After testing:**
1. Collect the student notebook papers.

**Part III: Determining Appropriate Placement into Intensive Reading classes.**

**Materials for Part III**
- Front-to-back sets of the Examiner’s Copy of the Oral Reading Fluency passage (page 3) with the Student Performance Record (page 6) – 1 copy per student

**NOTE:** This is the same copy used in Part I

1. Use student performance results to determine the appropriate placement into Intensive Reading classes.
   The following are guidelines for placement.

<table>
<thead>
<tr>
<th>Placement Scores</th>
<th>IR+</th>
<th>IR</th>
<th>IR-EN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORF Risk Level Chart /WCPM</td>
<td>HR</td>
<td>MR</td>
<td>LR</td>
</tr>
<tr>
<td>Oral Reading for Prosody - Four-Point Fluency Score</td>
<td>Level 1-2</td>
<td>Level 4</td>
<td>Level 5</td>
</tr>
<tr>
<td>Silent Reading Comprehension Score</td>
<td>0-3 questions correct</td>
<td>3-4 questions correct</td>
<td>4-5 questions correct</td>
</tr>
</tbody>
</table>
Examiner’s Copy Oral Reading Fluency—Becoming a Firefighter—Grade 7

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading. Do you understand what we will be doing? This story is called “Becoming a Firefighter”. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Becoming A Firefighter

Do you think you would want to be a firefighter? Are you ready for hard work and possible danger? Let's see what it takes to do this job.

First of all, you need to complete high school. A high school diploma is required to be admitted to a firefighter school or fire academy. Good grades are also a plus. Earning good grades shows that you are a hard worker and have good critical thinking skills. These are two qualities that every firefighter must possess. Potential recruits must also be at least eighteen years old and have good vision.

At a fire academy, future firefighters, sometimes called “probs” for “probationary firefighters,” learn many things. These recruits are required to complete intense physical training. After completing this training, they participate in hands-on instruction in firefighting procedures. One of the most important things a future firefighter learns is how to work with others as a team. Each firefighter has a certain job when trying to put out a fire and the rest of the firefighters depend on this team member to get the job done.

Learning how to use firefighting equipment is another part of the fire training. Recruits learn to climb ladders and to perform single slide or rope rescues. They also learn to drive the fire engines, to use knots and rigging, and to use other firefighting tools. Tools associated with firefighting include axes, gas masks, and, most importantly, hoses.

Learning to use hoses correctly is critical to becoming an accomplished firefighter. Hoses come in many different sizes and the firefighters must know when and how to use each hose. Many of the hoses are so large that a team of firefighters is required to use them. It is important for the hose line to be placed in the right place and for the team to stretch and operate the hose correctly.

Firefighters must also be trained as “first responders”. This means that all firefighters should be able to perform CPR and should be trained in emergency medicine. In fact, most firefighters are also certified Emergency Medical Technicians (EMT).
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At a fire academy, future firefighters, sometimes called “probys” for “probationary firefighters,” learn many things. These recruits are required to complete intense physical training. After completing this training, they participate in hands-on instruction in firefighting procedures. One of the most important things a future firefighter learns is how to work with others as a team. Each firefighter has a certain job when trying to put out a fire and the rest of the firefighters depend on this team member to get the job done.

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Firefighters must also be trained as “first responders!” This means that all firefighters should be able to perform CPR and should be trained in emergency medicine. In fact, most firefighters are also certified Emergency Medical Technicians (EMT).

In order to complete firefighter training, probationary firefighters must pass physical and written tests. They must also undergo an apprenticeship after being hired to continue their training. Some new firefighters even train to become fire inspectors and investigators.

If you are a hard worker, a good team player, and you don’t mind a physical challenge, maybe firefighting is the right job for you!
Silent Reading Test

Directions: Read this passage silently, and answer questions 1 – 5 on your paper about what you have read.

Becoming a Firefighter

1. Which sentence best summarizes the article “Becoming a Firefighter”?
   a. Becoming a professional firefighter requires a particular disposition and training in several skill areas.
   b. An apprenticeship is required for probationary fire fighters to acquire professional status or to train to become fire inspectors.
   c. Fire recruits, or “probys,” are required to pass both physical and written exams at the end of their skills training.
   d. It is important to earn good grades and to demonstrate a good work ethic in order to be accepted into a quality fire academy.

2. What kind of article did the author write about becoming a firefighter?
   a. an amusing article that retells true stories about firefighter training
   b. an informative article that tells readers about the requirements for becoming a firefighter
   c. a helpful article that teaches readers how to contribute to a team and use firefighting equipment
   d. a persuasive article that convinces readers that firefighting is an important career

3. Both the picture and the text of the article suggest that operating a large fire hose
   a. sometimes requires more than one person.
   b. is often the first skill fighter recruits are taught.
   c. should be left to professionally-trained firefighters.
   d. is part of the physical test given at the end of a firefighter’s training.

4. What evidence best shows that earning good grades is beneficial for future firefighters?
   a. Good grades are a requirement for entrance into a fire academy.
   b. Good grades help a future firefighter to be accepted into a better-quality training program.
   c. Good grades demonstrate a good work ethic and critical thinking skills, qualities which are necessary for success in the firefighting profession.
   d. Good grades benefit firefighter recruits who perform poorly on physical and written tests, but receive high marks during their apprenticeship.

5. Why does the author consider learning to work with others one of the most important skills a future firefighter can learn?
   a. Firefighting requires that all personnel act in unison and focus on one element of the rescue at a time.
   b. During a fire, specific firefighters are assigned individual tasks and rely on each other for protection and assistance to get the job done.
   c. Firefighters live and work together much like a family and interpersonal skills are necessary to prevent breakdowns in communication.
   d. At the fire academy, recruits are often isolated from each other so that they appreciate the value of teamwork once they enter the apprenticeship stage of their training.
Student Performance Record

Directions: Use this sheet to record the results for Part I and Part II in order to determine the appropriate placement into Intensive Reading classes.

1. Speed/Accuracy: WCPM score calculation

<table>
<thead>
<tr>
<th>Total Words Read Per Minute</th>
<th>subtract Total Number of Errors</th>
<th>equal Words Correct Per Minute (WCPM)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. After determining the WCPM refer to the ORF Risk Level Chart on page 1 and circle the corresponding level. (circle one)

<table>
<thead>
<tr>
<th>High Risk</th>
<th>Moderate Risk</th>
<th>Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Use the Oral Reading for Prosody - Four-Point Fluency Scale on page 2 to determine the corresponding level. (circle one)

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Comments:</td>
</tr>
<tr>
<td>Level 2</td>
<td>Comments:</td>
</tr>
<tr>
<td>Level 1</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

ANSWER KEY - Becoming a Firefighter - 7th Grade

1. A Which sentence best summarizes the article “Becoming a Firefighter”?
   a. Becoming a professional firefighter requires a particular disposition and training in several skill areas.

2. B What kind of article did the author write about becoming a firefighter?
   b. An informative article that tells readers about the requirements for becoming a firefighter.

3. A Both the picture and the text of the article suggest that operating a large fire hose
   a. sometimes requires more than one person.

4. C What evidence best shows that earning good grades is beneficial for future firefighters?
   c. Good grades demonstrate a good work ethic and critical thinking skills, qualities which are necessary for success in the firefighting profession.

5. B Why does the author consider learning to work with others one of the most important skills a future firefighter can learn?
   b. During a fire, specific firefighters are assigned individual tasks and rely on each other for protection and assistance to get the job done.

4. Use the ANSWER KEY above to score the Silent Reading Comprehension questions. Circle the number of questions the student answered correctly. (circle one)

<table>
<thead>
<tr>
<th>5/5</th>
<th>4/5</th>
<th>3/5</th>
<th>2/5</th>
<th>1/5</th>
</tr>
</thead>
</table>

Retelling (Optional):

_____ Acceptable (told most of information from passage)
_____ Not Acceptable (told less than 50% of the information)

5. The indicated placement for the student is (circle one)

<table>
<thead>
<tr>
<th>IR+</th>
<th>Intensive Reading Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR</td>
<td>Intensive Reading</td>
</tr>
<tr>
<td>IR-EN</td>
<td>Intensive Reading Enrichment</td>
</tr>
</tbody>
</table>