

Text Reading Efficiency Procedures - Grade 10

Please read Weekly Briefing #17325 prior to administering the Text Reading Efficiency Placement Test.

Part I: Administering the Oral Reading Test (Oral Fluency passage Grade 10 – “The Tale of Dory and Madonna”)

Materials for Part I

Stop watch or timer

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

1 Student Copy of the Oral Reading Fluency passage (page 4)

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).

3. ORF Risk Level Chart - Grades 6 - 12

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Risk Level
	Assessment 3	Assessment 3	Assessment 3	Assessment 3	Assessment 3	Assessment 3	Assessment 3	
Oral Reading Fluency	0-90	0-97	0-103	0-103	0-103	0-103	0-103	HR
	91-121	98-126	104-126	104-126	104-126	104-126	104-126	MR
	122+	127+	127+	127+	127+	127+	127+	LR

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

4. 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
5. 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.

Oral Reading for Prosody - Four-Point Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, those do not appear to detract from the overall structure of the story. Preservation of the author’s syntax is consistent. Some or most of the story is read with expressive interpretation.
Level 3	Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
Level 2	Reads primarily in two-word phrases with some three- and four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
Level 1	Reads primarily word-by-word. Occasionally two- or three-word phrases may occur, but these are infrequent and/or do not preserve meaningful syntax.

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.

Placement Scores	IR+	IR	IR-EN
ORF Risk Level Chart /WCPM	HR	MR	LR
Oral Reading for Prosody - Four- Point Fluency Score	Level 1-2	Level 3	Level 4
Silent Reading Comprehension Score	0-3 questions correct	3-4 questions correct	4-5 questions correct

Examiner’s Copy Oral Reading Fluency– Tale of Dory and Madonna

Grade 10

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 “The Tale of Dory and Madonna”. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Tale of Dory and Madonna

Dory was a chicken farmer in North Shore, Hawaii. He tried his best to live simply in the highly urbanized and tourist-filled area, but he did not always succeed. Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular. His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon the neighborhood, and of course, the smell of chicken dung and the occasional rotten egg.	16 30 46 57 72 83
Dory was happy with his family however. He had nine hens, Toni the rooster, and Sylvester the beagle. Dory had realized as a boy just how fond he was of chickens. He noticed how much each chicken differed from the next, in coloring, in call, and in personality. Dory would tell stories to complete strangers about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard. This also made Dory unpopular around the neighborhood, as most of his neighbors were more interested in fiction than in fact and most certainly didn't care to hear of the drama in the coop.	98 114 130 144 160 174 192 193
The most mischievous of Dory's hens was the old maid of the bunch, a large grey lady named Madonna. Madonna kept mostly to herself, as her interactions with other hens never seemed to go particularly well. On occasion, she would escape and though Dory could never seem to figure out how, he worried very little about it because she never seemed to go far and was often discovered trying to fight her way back into her house.	209 222 236 252 269 270
One day, however, Dory came home and discovered that Madonna was not in the coop, outside the coop, or trying to get back inside from the outside. He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return. After a few hours, his phone rang. His phone rarely rang, so his heart sank when he realized that the call was likely to be about his missing hen.	284 301 317 334 347
An angry voice was on the line. “You need to get down here right now!” the grocery store clerk cried, “I want your darned chicken out of my store!”	363 376
The store was only two blocks from where Dory lived. He took off running the second he hung up the phone.	391 397
From outside the store, he could hear a roar of laughter. Many of the customers had gathered together and stood looking quite amused.	412 420
“Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?” they heckled.	434 439
Dory was horrified. He broke through the crowd that had created a circle around the open refrigerator. His jaw dropped when he saw Madonna, peaceful as she had ever been, sitting atop a crate of eggs in the grocer's dairy section.	453 467 480

Student Copy Oral Reading Fluency – Grade 10

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

The Tale of Dory and Madonna

Dory was a chicken farmer in North Shore, Hawaii. He tried his best to live simply in the highly urbanized and tourist-filled area, but he did not always succeed. Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular. His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon the neighborhood, and of course, the smell of chicken dung and the occasional rotten egg.

Dory was happy with his family however. He had nine hens, Toni the rooster, and Sylvester the beagle. Dory had realized as a boy just how fond he was of chickens. He noticed how much each chicken differed from the next, in coloring, in call, and in personality. Dory would tell stories to complete strangers about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard. This also made Dory unpopular around the neighborhood, as most of his neighbors were more interested in fiction than in fact and most certainly didn't care to hear of the drama in the coop.

The most mischievous of Dory's hens was the old maid of the bunch, a large grey lady named Madonna. Madonna kept mostly to herself, as her interactions with other hens never seemed to go particularly well. On occasion, she would escape and though Dory could never seem to figure out how, he worried very little about it because she never seemed to go far and was often discovered trying to fight her way back into her house.

One day, however, Dory came home and discovered that Madonna was not in the coop, outside the coop, or trying to get back inside from the outside. He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return. After a few hours, his phone rang. His phone rarely rang, so his heart sank when he realized that the call was likely to be about his missing hen.

An angry voice was on the line. "You need to get down here right now!" the grocery store clerk cried, "I want your darned chicken out of my store!"

The store was only two blocks from where Dory lived. He took off running the second he hung up the phone.

From outside the store, he could hear a roar of laughter. Many of the customers had gathered together and stood looking quite amused.

"Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?" they heckled.

Dory was horrified. He broke through the crowd that had created a circle around the open refrigerator. His jaw dropped when he saw Madonna, peaceful as she had ever been, sitting atop a crate of eggs in the grocer's dairy section.

Student Copy – The Tale of Dory and Madonna – Grade 10

Silent Reading Test

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

1. How does Dory change over time in the story?
 - a. At first he is embarrassed by his hens; then he is proud of them.
 - b. At first he is angry at Madonna; then he is relieved she has run away.
 - c. At first he is worried about Madonna; then he is horrified by her actions.
 - d. At first he is a nuisance to his neighbors; then he is well-liked.

2. Why isn't Dory terribly concerned when he discovers that Madonna is missing?
 - a. Madonna often wanders off and returns to the coop on her own.
 - b. Dory has too many other animals to care for to worry about one hen.
 - c. Madonna often hides from Dory and the other hens.
 - d. Dory is preoccupied by a problem he is having with his neighbors.

3. Read this sentence from the story.
Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular.
This sentence illustrates that Dory's neighbors
 - a. complained often about the condition of Dory's home.
 - b. were fond of Toni the rooster.
 - c. disliked Dory and his animals.
 - d. preferred Dory's dog to his chickens.

4. Read this sentence from the story.
"Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?" they heckled.
What is the meaning of the word *heckled* as it is used in this sentence?
 - a. imitated the grocer
 - b. yelled in a taunting way
 - c. whispered among themselves
 - d. gently teased

5. Which sentence from the story best illustrates that Dory cared deeply for his chickens?
 - a. "His neighbors were constantly complaining about the noise, the shabby look that his coop and chicken wire fence brought upon neighborhood, and of course, the smell of chicken dung and the occasional rotten egg."
 - b. "Dory would tell complete strangers tales about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard."
 - c. "He had nine hens, Toni the rooster, and Sylvester the beagle."
 - d. "He was not terribly concerned at first and figured that she had just traveled out of sight and would soon return."

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

Total Words Read Per Minute	subtract	Total Number of Errors	equal	Words Correct Per Minute (WCPM)
	-		=	

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

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

Level 4	Comments:
Level 3	Comments:
Level 2	Comments:
Level 1	Comments:

	ANSWER KEY - The Tale of Dory and Madonna - 10th Grade
1. C	1. How does Dory change over time in the story? c. At first he is worried about Madonna; then he is horrified by her actions.
2. A	2. Why isn't Dory terribly concerned when he discovers that Madonna is missing? a. Madonna often wanders off and returns to the coop on her own.
3. C	3. Read this sentence from the story. Every day he and his neighbors were awakened by his sole rooster, Toni, and this made him extremely unpopular. This sentence illustrates that Dory's neighbors c. disliked Dory and his animals.
4. B	4. Read this sentence from the story. "Hey Dory, do your hens have empty nest syndrome? Did your chickens decide to fly the coop?" they heckled. What is the meaning of the word <i>heckled</i> as it is used in this sentence? b. yelled in a taunting way
5. B	5. Which sentence from the story best illustrates that Dory cared deeply for his chickens? b. "Dory would tell complete strangers tales about the silly things his hens would do, who was fighting with whom, and how Toni strutted around in the yard."

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

5/5	4/5	3/5	2/5	1/5
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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)

IR+	Intensive Reading Plus
IR	Intensive Reading
IR-EN	Intensive Reading Enrichment
RR	Retaker Intensive Reading— for 11 th -12 th grades ONLY
RR+	Retaker Intensive Reading Plus - for 11 th -12 th grades ONLY

