

Text Reading Efficiency Procedures - Grade 6

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 6 – “Penguins”)

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).

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

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.

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– Penguins- Grade 6

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 “Penguins”. Begin here. Ready? (*Point to the first word of the text. Start the stopwatch when the student reads the first word.*)

Penguins

What is one of the first things that comes to your mind when you think of	16
Antarctica or the North Pole? You are probably picturing animals like polar bears,	29
whales, and, of course, penguins.	34
There are many species of penguins. Current estimates suggest that at least 17	47
different types of penguins live in the northern and southern hemispheres. The size	60
of these waddling creatures ranges from only 16 inches to over three feet (36 inches)	75
tall. The smallest are known as Little Blue or Fairy penguins. The largest of the penguin	91
species is the Emperor penguin.	96
Because penguins feed on sea life like krill, fish, or squid, penguins must live	110
in close proximity to the water. As a result, penguins are well-adapted to an aquatic	125
lifestyle. Their wings serve as flippers, allowing them to dive and swim in arctic	139
waters. Most penguin species can swim about eight miles per hour. Many can dive to	154
impressive depths as well. Emperor penguins have been recorded diving as deep as	167
1,755 feet and staying underwater for as long as 21 minutes. However, most penguin	181
dives are approximately 70 feet and last for two to eight minutes. Smaller penguins	195
generally stay closer to the surface of the water. Penguins’ eyes are specially designed	209
to allow for good underwater vision. This helps them watch for food or possible	223
predators.	224
The layers and coloring of the penguin’s feathers are known as their plumage.	237
It helps keep the penguin camouflaged. Other than humans, who often endanger	249
penguins by destroying their habitat, the penguin’s main predators are the leopard seal	262
and killer whale. All penguins have what is called “counter shading.” This means that	276
their bodies have a light underside and a dark upper side. The white underneath blends	291
in with snow and the reflection off of the water. The black on top blends in with the water	310
and camouflages them from above.	315
To cross the ice or snow, penguins waddle around or slide on their bellies across	330
the snow. This efficient way of getting around is called “tobogganing.” Along with	343
jumping with both feet into the air, it helps conserve energy and allows them to move	359
more quickly across large distances.	364

Student Copy Oral Reading Fluency – Grade 6

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

Penguins

What is one of the first things that comes to your mind when you think of Antarctica or the North Pole? You are probably picturing animals like polar bears, whales, and, of course, penguins.

There are many species of penguins. Current estimates suggest that at least 17 different types of penguins live in the northern and southern hemispheres. The size of these waddling creatures ranges from only 16 inches to over three feet (36 inches) tall. The smallest are known as Little Blue or Fairy penguins. The largest of the penguin species is the Emperor penguin.

Because penguins feed on sea life like krill, fish, or squid, penguins must live in close proximity to the water. As a result, penguins are well-adapted to an aquatic lifestyle. Their wings serve as flippers, allowing them to dive and swim in arctic waters. Most penguin species can swim about eight miles per hour. Many can dive to impressive depths as well. Emperor penguins have been recorded diving as deep as 1,755 feet and staying underwater for as long as 21 minutes. However, most penguin dives are approximately 70 feet and last for two to eight minutes. Smaller penguins generally stay closer to the surface of the water. Penguins' eyes are specially designed to allow for good underwater vision. This helps them watch for food or possible predators.

The layers and coloring of the penguin's feathers are known as their plumage. It helps keep the penguin camouflaged. Other than humans, who often endanger penguins by destroying their habitat, the penguin's main predators are the leopard seal and killer whale. All penguins have what is called "counter shading." This means that their bodies have a light underside and a dark upper side. The white underneath blends in with snow and the reflection off of the water. The black on top blends in with the water and camouflages them from above.

To cross the ice or snow, penguins waddle around or slide on their bellies across the snow. This efficient way of getting around is called "tobogganing." Along with jumping with both feet into the air, it helps conserve energy and allows them to move more quickly across large distances.

There is a lot more to learn about penguins. What would you like to know about these well-adapted creatures?

Student Copy – Penguins – Grade 6

Silent Reading Test

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

Penguins

1. **What is the main idea of this article?**
 - a. Penguins are well-adapted aquatic birds.
 - b. Penguins use camouflage to protect against predators
 - c. Penguins are accomplished swimmers and divers
 - d. Penguins live in close proximity to the water.

2. **Why do penguins live near water?**
 - a. Penguins feed on sea life like krill, fish, or squid.
 - b. Penguins' predators are not as well-adapted to life on the water.
 - c. Penguins do not travel well over land.
 - d. Penguins' flippers allow them to dive and swim in arctic.

3. **What was the author's purpose for writing "Penguins"?**
 - a. to entertain the reader with a story about a unique penguin species
 - b. to encourage the reader to help save endangered penguins
 - c. to inform the reader of the varieties and adaptations of penguins
 - d. to explain the ecosystems in which penguins live

4. **Which activity helps penguins to conserve energy?**
 - a. diving
 - b. waddling
 - c. tobogganing
 - d. swimming

5. **Why do penguins have "counter-shading"?**
 - a. To increase their efficiency when traveling across great distances
 - b. To attract the sea life on which they feed
 - c. To increase their diving depths and time underwater
 - d. To help protect them from predators by providing camouflage

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)
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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 - Penguins - 6th Grade
1. A	1. Why is the main idea of the article? a. Penguins are well-adapted aquatic birds.
2. A	2. Why do penguins live near water? a. Penguins feed on sea life like krill, fish, or squid.
3. C	3. What was the author’s purpose for writing “Penguins”? c. To inform the reader of the varieties and adaptations of penguins.
4. C	4. Which activity helps penguins to conserve energy? c. tobogganing
5. D	5. Why do penguins have “counter-shading”? d. To help protect them from predators by providing camouflage.

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