

## Text Reading Efficiency Procedures - Grade 8

*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 8 – “Ice Skating”)

#### 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	
<b>Oral Reading Fluency</b>	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 students’:

- **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**

<b>Level 4</b>	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.
<b>Level 3</b>	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.
<b>Level 2</b>	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.
<b>Level 1</b>	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.

<b>Placement Scores</b>	<b>IR+</b>	<b>IR</b>	<b>IR-EN</b>
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–Ice Skating- Grade 8***

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

### Ice Skating

Ice skating is a popular pastime for people living in cooler climates all over the	15
world. The act of ice skating involves moving across ice on skates. Skates today are	30
manufactured just for skating and consist of blades mounted on special boots. Primitive	43
skates were attached to regular footwear. Ice skating is primarily done for recreation,	56
but it is also a key component in several winter sports. People can skate on frozen	72
rivers or lakes or at indoor and outdoor skating rinks.	82
No one knows for sure when humans first began the practice of ice skating.	96
Archaeologists do believe that the activity was very widespread, however. Evidence	107
of early skates made from animal bones has been found across both Western and	121
Eastern Europe. The oldest skates ever found were dated back to 3000 BC. The first	136
written record of ice skating as a sport was made in London (England), by William	151
Fitzstephen in 1180. The first modern skates with sharpened steel edges are thought to	165
have been invented by the Dutch in the 13 <sup>th</sup> or 14 <sup>th</sup> century. In the 15 <sup>th</sup> century, a Dutch	183
painter, Johannes Brugman, first featured ice skaters in a work of art.	195
The metal blades on the bottom of ice skates today allow skaters to glide with	210
very little friction over the surface of the ice. Skaters can also dig the blade in the ice	228
to increase friction and control their momentum. Gravity also aids skaters in moving	241
forward. The motion of leaning and pushing, a technique called “drawing”, is what	254
allows skaters to gracefully glide on the ice.	262
Ice skating can be dangerous and requires	269
precautions. The first major danger associated with ice	277
skating is falling on the ice. Serious injury resulting from a	288
fall is rare, but the hard ice surface and the exposed skate	300
blades can contribute to bodily harm. The second, and more	310
serious danger, is the chance of falling through the ice into	321
the freezing water beneath. This danger is only applicable	330
when skating outdoors. Falling through the ice can lead	339
to injury or death resulting from shock, hypothermia, or	348
drowning.	349

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

## **Ice Skating**

Ice skating is a popular pastime for people living in cooler climates all over the world. The act of ice skating involves moving across ice on skates. Skates today are manufactured just for skating and consist of blades mounted on special boots. Primitive skates were attached to regular footwear. Ice skating is primarily done for recreation, but it is also a key component in several winter sports. People can skate on frozen rivers or lakes or at indoor and outdoor skating rinks.

No one knows for sure when humans first began the practice of ice skating. Archaeologists do believe that the activity was very widespread, however. Evidence of early skates made from animal bones has been found across both Western and Eastern Europe. The oldest skates ever found were dated back to 3000 BC. The first written record of ice skating as a sport was made in London (England), by William Fitzstephen in 1180. The first modern skates with sharpened steel edges are thought to have been invented by the Dutch in the 13<sup>th</sup> or 14<sup>th</sup> century. In the 15<sup>th</sup> century, a Dutch painter, Johannes Brugman, first featured ice skaters in a work of art.

The metal blades on the bottom of ice skates today allow skaters to glide with very little friction over the surface of the ice. Skaters can also dig the blade in the ice to increase friction and control their momentum. Gravity also aids skaters in moving forward. The motion of leaning and pushing, a technique called “drawing”, is what allows skaters to gracefully glide on the ice.

Ice skating can be dangerous and requires precautions. The first major danger associated with ice skating is falling on the ice. Serious injury resulting from a fall is rare, but the hard ice surface and the exposed skate blades can contribute to bodily harm. The second, and more serious danger, is the chance of falling through the ice into the freezing water beneath. This danger is only applicable when skating outdoors. Falling through the ice can lead to injury or death resulting from shock, hypothermia, or drowning.

Finally, there are several international sports that involve ice skating. The most popular of these are figure skating, ice hockey, and speed skating. The Winter Olympic Games feature these sports every four years. In fact, some of these sports, and skating for recreation, have become so popular that many places that do not experience cold enough winters for ice skating outdoors have installed indoor rinks.



## ***Student Copy – Ice Skating – Grade 8***

## *Silent Reading Test*

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

### **Ice Skating**

1. What do William Fitzstephen and Johannes Brugman have in common?
  - a. Both used ice skating as the subject for their paintings.
  - b. Both contributed to the historical record of early ice skating.
  - c. Both helped to promote ice skating as a sport.
  - d. Both discovered archeological evidence of primitive skating techniques.
  
2. What was the author’s main purpose in writing this article?
  - a. To explain how to construct and use modern ice skates
  - b. To persuade readers to watch the Winter Olympic Games
  - c. To inform readers about the history of ice skating
  - d. To describe how archeologists date ice skating artifacts
  
3. How does the author organize the second paragraph of the article?
  - a. She describes the similarities and differences between artifacts found by archeologists that support the early existence of ice skating as a sport.
  - b. She provides historical evidence of ice skating from 3000 BC through the 15th century.
  - c. She lists the major events in the history of ice skating as a competitive sport.
  - d. She gives her opinion on how art and writing have contributed to the development of modern ice skating.
  
4. Both the picture and the text of the article suggest that ice skating is
  - a. an element of several popular international sports
  - b. only appropriate for recreation.
  - c. a dangerous activity that requires precautions.
  - d. a primitive sport that hasn’t translated well in modern times.
  
5. What kind of article did the author write about ice skating?
  - a. An entertaining article that retells true stories about well-known skaters
  - b. An informative article that describes the history and modern practice of ice skating
  - c. A helpful article that teaches readers how to improve their ice skating skills
  - d. A persuasive article that convinces readers to try an ice skating-related sport

**Student Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## 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:

	<b>ANSWER KEY - Ice Skating - 8<sup>th</sup> Grade</b>
1. B	1. What do William Fitzstephen and Johannes Brugman have in common? <b>b. Both contributed to the historical record of early ice skating.</b>
2. C	2. What was the author's main purpose in writing this article? <b>c. To inform readers about the history of ice skating.</b>
3. B	3. How does the author organize the second paragraph of the article? <b>b. She provides historical evidence of ice skating from 3000 BC through the 15<sup>th</sup> century.</b>
4. A	4. Both the picture and the text of the article suggest that ice skating is <b>a. An element of several popular international sports.</b>
5. B	5. What kind of article did the author write about ice skating? <b>b. An informative article that describes the history and modern practice of ice skating.</b>

**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)**

<b>IR+</b>	Intensive Reading Plus
<b>IR</b>	Intensive Reading
<b>IR-EN</b>	Intensive Reading Enrichment