

Text Reading Efficiency Procedures - Grade 9

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 9 – “Caves”)

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							
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– Caves - Grade 9

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

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well-known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a ‘c,’ come from the ceiling; and stalagmites, with a ‘g,’ come from the ground.	12 25 37 51 62 76 92 94
Caving, or “spelunking,” is the recreational sport of exploring caves. Both water-filled and air-filled caves attract many visitors each year. Underwater caves are located beneath the ground and open from the floor of many bodies of water. Some air-filled caves can be explored easily on foot, but others are more difficult to reach. Some extreme cave explorers use ropes and pulleys to climb miles underground into caves and squeeze into tight crawl spaces using only a headlamp or flashlight to guide their way.	105 117 132 147 160 175 177
The state of Florida has many types of caves. Most caverns in the state are underwater and require diving equipment to access them. Scuba divers access these caves primarily by diving in fresh water springs across the northern part of the state. Cave diving can be extremely dangerous. Underwater caves can be complex networks or connected caverns, making them difficult to navigate. These caves are often located at such depths that they receive no natural light. This requires divers to light their own way while exploring underwater. Accidents often occur when divers become disoriented or their equipment fails and they are unable to reach the surface before running out of oxygen.	192 204 219 231 244 260 271 287 288
Not all caves in Florida are flooded. Florida Caverns State Park, located in the Florida panhandle near Marianna, offers the only guided tours of air-filled caves in the state. The caves located within the park have existed for millions of years and were inhabited by Native Americans and early European settlers. It wasn’t until the mid-1930s however, that the Depression-era Civilian Conservation Corps (CCC) labored to clear the caves of rock debris and install lighting. Since the 1940s, the park has been able to invite visitors to explore several large cave rooms on a 45-minute ranger-led walking tour. The park also offers swimming, picnicking, camping, and canoe rentals. Caving is an interesting and exciting way to learn about the environments around us.	302 316 331 344 355 371 385 398 410

Student Copy Oral Reading Fluency – Grade 9

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

Caves

Caves, or caverns, are large underground openings. Most caves in the United States are made of limestone. Limestone dissolves when it comes in contact with rainwater or groundwater containing acid. Some limestone caves start as sinkholes and then become closed off over time. In limestone caves, dripping water and minerals form large column-like formations. The most common and well-known of these formations are stalactites and stalagmites. An easy way to identify these formations is to remember that stalactites, with a 'c,' come from the ceiling; and stalagmites, with a 'g,' come from the ground.

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Student Copy – Caves – Grade 9

Silent Reading Test

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

Caves

1. According to the author, how do the caves at Florida Caverns State Park differ from other caves Florida?
 - a. The caves at Florida Caverns State Park were inhabited by Native Americans and early European settlers.
 - b. The caves at Florida Caverns State Park include several large cave rooms.
 - c. The caves at Florida Caverns State Park are accessible by guided tour.
 - d. The caves at Florida Caverns State Park were built by the Depression-era Civilian Conservation Corps.

2. Which fact from the article provides the best evidence that cave diving can be dangerous?
 - a. Underwater caves are often located at such depths that they receive no natural light.
 - b. Cave divers must use advanced Scuba diving gear to access underwater caves.
 - c. Underwater caves can be complex network or connected caverns.
 - d. Cave divers may experience equipment failure and be unable to reach the surface.

3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park?
 - a. It encouraged the formation of additional stalactites and stalagmites.
 - b. It allowed Native Americans and European settlers to inhabit the caves.
 - c. It opened up large cave rooms that had been closed off by sinkholes over time.
 - d. It created opportunities for park visitors to explore the caves.

4. According to the author, how are stalactites and stalagmites similar?
 - a. They are formed by dripping water and minerals
 - b. They contribute to the development of sinkholes.
 - c. They are the only rock formations found in limestone caverns.
 - d. They are found primarily in underwater caves.

5. What does this excerpt from the second paragraph mean?

Caving, or “spelunking,” is the recreational sport of exploring caves.

 - a. Caving is a professionally recognized sport involving cave exploration.
 - b. Caving requires specialized cave exploration training.
 - c. Caving, or cave exploration, is primarily done for leisure.
 - d. Caving is dangerous and caves should be explored with caution.

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 - Caves - 9th Grade
1. C	1. According to the author, how do the caves at Florida Caverns State Park differ from other caves in Florida? c. The caves at Florida Caverns State Park are accessible by guided tour.
2. D	2. Which fact from the article provides the best evidence that cave diving can be dangerous? d. Cave divers may experience equipment failure and be unable to reach the surface.
3. D	3. What important effect did clearing rock debris and installing lighting have on the caves at Florida Caverns State Park? d. It created opportunities for park visitors to explore the caves.
4. A	4. According to the author, how are stalactites and stalagmites similar? a. They are formed by dripping water and minerals.
5. C	5. What does this excerpt from the second paragraph mean? Caving, or "spelunking," is the recreational sport of exploring caves. c. Caving, or cave exploration, is primarily done for leisure.

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