



Students should sit at a table with the *Assessment sentences* in front of them. There should be no distractions nor noise.

You should be able to easily mark the *Assessment Score Sheet* during the test, but the student should not be able to see it or be distracted by it.

Tell your student that you will read some sentences and point to the words as you read them. Tell them not to look at you while you make notes. Tell them that you are interested in the words they read well as well as the words that they have problems with.

Do not indicate if they make correct or incorrect responses. You may need to ask the student to keep their eyes on the paper and they should point to the words as they read them.

Assessment Score Sheet: As the student reads each word, follow with a pencil. Circle each word that is read incorrectly.

Student Errors

Students can work on a word as long as they need to. However, if the student asks for help or looks at you for help, tell them that if they don't know a word, just carry on. Don't correct students' errors.

A word is considered to be read **correctly** if the following apply:

- The pronunciation of the word is correct.
- The student self-corrects an error.
- The student correctly or incorrectly reads the word by sounding out, but pronounces the word correctly the in the end.

A word is considered to be read **incorrectly** if the following apply:

- The pronunciation of the word is incorrect.
- The student correctly or incorrectly reads the word by sounding out, but pronounces the word incorrectly in the end.
- The student skips a word.



Mat! Mat! See the fan.

What is that?

It is a fish?

I see his **feet**.

It is me.

I am not a rat.

Mat is wet.

He had a **shell**

Nell is not sad.

She ran on and on.

Name: **Zoe M.** date: **6/29** errors: **3** pass: **yes** no

Student needs to read all sentences with no more than 4 errors to pass.



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