

STEPS TO ADMINISTER THE LRPAC (LEVELED READING PASSAGES ASSESSMENT KIT)-Spring 2009

Before Testing:

1. **Gather materials:** Teacher's Manual, Student Books, copies of Leveled Reading Passages Summary forms, plus Word Lists (1 per student), Student Masters of Word Lists in Sheet Protectors, pencil/pen, and Stopwatch (*Press LAP-RESET to clear, and then the Blue Start-Stop button to begin and end timing*).
2. Set up a **quiet testing space**, where you won't be interrupted. Use a clipboard or other hard surface for taking notes out of the child's view.

During Testing:

WORD LISTS

1. Start testing with a **Word List one level easier than the student successfully read in the fall.**
Let's begin by reading some words. Some of the words will be easy and some will be difficult. Just try your best. I can't help you if you get stuck. If you can't figure out a word, just move on to the next one.
2. Student reads from **Word List Masters** (in sheet protectors). Teacher records on Teacher Word List pages. Words read correctly get a ✓; words read incorrectly should be written on the line). **If student gets 18 words** (out of 20 correct), **go onto the next Word List. If student gets less than 18 words correct, drop to the previous Word List.**
3. Choose the Reading Passage at the **highest level** where the student got 18 words correct.
For example, if Joseph reads 19 CD words, but only 16 EFG words, then his Reading Passage should be CD.

GETTING READY TO READ STORY

4. Select the **first story (even-numbered) at the appropriate Word Level** for the student to read (save the odd-numbered stories for testing in the fall).
5. Passages 2-12: *I am going to ask you to read a story aloud to me. Read it as best you can. I can't help you, so if you come to a word you don't know, just try your best. When you're through reading, I am going to ask you to tell me about the whole story and I'll ask you some questions.*

Passages 14-22: *I am going to ask you to read a story. I'll have you read the first part aloud, and then when you get to the Stop sign, you'll read the rest silently—to yourself. Read it as best you can. I can't help you, so if you come to a word you don't know, just try your best. When you're through reading, I am going to ask you to tell me about the whole story and I'll ask you some questions.*
6. For the story the student will read, you should **read the script aloud** to the student (the script is found on the Score Sheet for that story).
For example, the script for "Go Get a Pet" is "I'm going to ask you to read a story called 'Go Get a Pet.' It's about two boys who want a pet. Read the story and look at the pictures to find out what happens."

READING THE STORY

7. Give the student the reading booklet and ask him/her to begin. **Press the stopwatch** when the student begins reading. **Record omissions, errors and self-corrections** on the Score Sheet. Press the stopwatch again when the student finishes reading. Record the number of seconds on the Score Sheet under ORAL READING RATE.

See example on p. 104-105 of Teacher's Manual re: recording errors, omissions and self-corrects.

RETELLING AND COMPREHENSION

8. After the student finishes the story, ask the student to **retell the story**.
See back of Score Sheet for your prompt, e.g., "Now, start at the beginning and you tell me that story. Tell it in your own words."

Take notes on **Score Sheet** as student retells.

Ask student, "Anything else?"

Score RETELL using 1-4 Rubric.

Retelling Rubric

4 = Includes the main idea or problem, all significant events of information, many supporting details; retelling is organized in proper sequence and is coherent.

3 = Includes the main idea or problem, most significant events, some details; may miss the resolution; may include some minor misinformation; retelling is generally organized and sequenced.

2 = Has some information from the passage but misses the main idea or problem; may have a few key events, information, or details but not integrated into the larger story; little organization or sequence.

1 = Little or no content is included in the retelling; may include some points from the passage, mostly details, but misses the main idea or problem and significant ideas; retelling is unfocused, sketchy; misinformation or little information.

9. Read aloud the **Comprehension Questions** on the Score Sheet and record the score for each answer.

0=incorrect/unanswered

1=part credit answer (either not detailed enough or answers only part of the question)

2=full credit answer

10. Thank the student for his/her hard work and ask him/her to return to the class.

After Testing:

1. Return to the front of the Score Sheet. Use the 1-4 Fluency Rubric (on p. 11 or see below) to provide a Fluency Score.

Fluency Rubric:

4 = Reads primarily in larger, meaningful phrases. Although student may make some errors or repetitions, these do not detract from the overall structure of the story. Most of the story is read with expressive interpretation, guided by meaning and punctuation.

3 = Reads primarily in 3- or 4-word phrases, although there are some word-by-word slowdowns. However, the majority of phrasing seems appropriate and preserved the author's meaning. Some expressive interpretation is evident.

2 = Reads primarily in 2-word phrases with some 3- and 4-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to meaning. Little expressive interpretation is evident.

1 = Reads primarily word by word. 2- or 3-word phrases may occur occasionally, but these are infrequent and/or they do not preserve meaning. No expression is evident.

2. On the Oral Reading Accuracy table, circle the **number of errors** the student made, and calculate the % Score.
3. On the back of the Score Sheet, add up the **totals on the Comprehension Questions**. For example, if the student got 2 on the first question, 2 on the second question, 1 on the 3rd question, and 0 on the 4th question, the total score for comprehension would be 5.

4. Complete the Leveled Reading Passages Summary form for the student. Record Name of Student and Teacher, Date of Testing, Scores on all Word List Levels attempted, and scores on the chart for each element.

- Passage Level/Grade:** e.g., *AB/beginning Gr. 1* or *J/early Gr. 2*
- Book Number:** (from the upper right-hand corner of book, or upper left-hand corner of score sheet)
- Oral Reading Accuracy:** % Correct, plus **B, W, or A** (see p. 12-13 to establish whether the reading was *Below, Within or Above Benchmarks*).
For example, a 1st grade student in September who makes 2-3 errors on level *AB* is **Within Benchmarks** for that passage.
- Oral Reading Rate:** See p. 12-13 to see if the # of seconds the student took to read the passage orally is *Below, Within or Above Benchmarks*.
For example, a beginning 2nd grader who read the **HI** leveled book in 200 seconds is reading **Below Benchmarks** for that passage.

- ❑ **Fluency:** If the student scored a 1-2 on the Fluency rubric, s/he is **Below Benchmarks**, a 2-3 is **Within Benchmarks**, and a 3-4 is **Above Benchmarks**. The overlap in scores allows teacher discretion in scoring fluency.
- ❑ **Retelling:** If the student scored a 1-2 on the Retelling rubric, s/he is **Below Benchmarks**, a 2-3 is **Within Benchmarks**, and a 3-4 is **Above Benchmarks**. The overlap in scores allows teacher discretion in scoring retelling.
- ❑ **Comprehension Questions:** Find the number of points the student received on Comprehension Questions, and locate that number of points on the Benchmarks chart. Some passages have 4 questions, while others have more, so the amount of points to be Below, Within or Above Benchmarks will vary.
- ❑ Record additional Comments/Observations about the student and an **Overall Reading Level** (On Level, Below Level, Above Level).
- ❑ Complete the SMMUSD LRPAK/RR Reporting Form for each student by transferring the information from the Leveled Reading Passages Summary form to the LRPAK/RR Reporting Form (bubble sheet).

Link to Instruction and Independent Reading:

1. Use the information on the Leveled Reading Passages Summary to provide targeted instruction for students in decoding, fluency, rate, retelling or comprehension.
2. Help the student choose books to read independently based on his/her reading level. Some resources to assist with choosing individual books:

Guided Reading: Good First Teaching for all Children by Fountas and Pinnell
(contains a title list with Guided Reading Levels A-R)

Leveled Books for Readers, Grades 3-6 by Pinnell and Fountas (contains a title list with Guided Reading Levels J-Z)

Visit the Scholastic Reading Counts website to enter book titles from your classroom library and find out the guided reading level for each book:

<http://src.scholastic.com/ecatalog/default.asp?UID=AF5E4466CF3F42F580BFA9EBAC30F1C3&sub=0&Test=NA>

OR Visit the Beaverton School District website and Search by English Title:

<http://registration.beavton.k12.or.us/lbdb/>