

Retelling and Oral Reading Guidelines

This assessment should be a COLD read (unfamiliar text).

WHERE TO BEGIN

Grade 1: Using other assessment data (e.g. Gates, IRP screening, BRI), determine an appropriate level to begin benchmarking.

Grades 2-4: Check last year's report card to obtain the student's last benchmark level and start from there.

If there is no prior assessment data, use the correlation guide and start at the final level of the previous grade. For example, for a new second grader with no data, a teacher would start assessing at level 16.

BACKGROUND KNOWLEDGE

Give the student the book. Read the title of the book, and the brief summary to build background (see retelling response guide).

Tell the student: ***Read the book to yourself. Think carefully about what you read because you will retell this book to me after you read it.***

Some emergent readers may read aloud, sub-vocalize, etc. This is acceptable; however, make notations about how the child reads (e.g. silently, out loud, sub-vocalizes, moves lips, etc.).

DO NOT USE THE RUNNING RECORD FORM TO ASSESS ORAL READING AT THIS TIME!

RETELLING

After the student finishes reading the book, say, ***“Tell me as much as you can about the book you just read. As you retell the book, I will write down what you say.”*** Use the retelling response guide to mark and note students' responses. **You may ONLY use the prompts that are on the retelling response guide to elicit further student responses.**

PLEASE NOTE: The bulleted items are guidelines. Therefore, students should not be expected to respond verbatim to what is listed.

WHEN PROMPTING: If a child does not respond to 2 or 3 prompts, discontinue. It is not necessary to give 6 prompts if no new information is being obtained.

WHEN TO USE SET B

If a student has not passed a specific level and later needs to be retested at the same level, use set B.

STOPPING POINT

We recommend that you continue to assess, if time permits, until the student reaches the frustration level or scores at least 1 level above the marking period or trimester benchmark.

ABRIDGED/ALTERNATIVE VERSIONS

These versions are shorter and require that the student stop reading on a specific page of the book, then proceed with the retelling. The page number is written on the retelling response sheet in the kit

Scoring Directions

Every miscue (word the student reads incorrectly) is marked as an error.

****The only time this rule may not apply is in the case of reading a proper name.**

For example: The text reads, "She went to play with Robert. They played ball and then Robert went home. She had fun with Robert. Robert had fun too."

The student reads: "She went to play with Robbie. They played Ball and then Robbie went home. She had fun with Robbie. Robbie had fun too."

****In the case where a student misreads a name, but is consistent with the substituted name, the error counts as 1(one) mistake.**

However:

**** If the text is read as: "She went to play with Robbie. They played ball and then Ray went home. She had fun with Roy. Robbie had fun too."**

EVERY miscue counts as an error. The student was not consistent with the name substitution.

