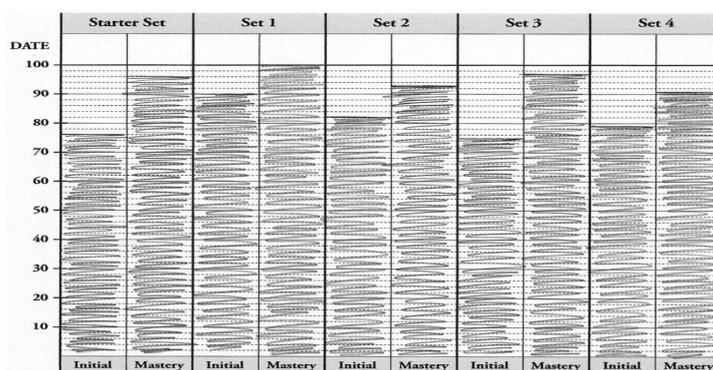


Initial and Mastery Assessments

Assessments offer accurate information on reading progress, demonstrating whether what has been *taught* has actually been *learned*, and providing transparent information for school/college and Pupil Premium records. For non-beginners, these also indicate which Set to start with.

Tutor and Student Assessment pages should be photocopied before the test. Tutor copy should be marked and filed but Student copy can be re-used.

Every assessment consists of 100 words. After each one, the MRI graph should be completed, showing the number of words read correctly.



Downloadable graph at: www.piperbooks.co.uk/free-resources-MRI-books

General Recommendations: The correspondences underlined are those that will be introduced in this Set. So reassure the student that there are words in this Assessment that s/he may not be able to read yet. If fluency and accuracy are demonstrated, move to Initial Assessment Set 2.

A minimum of errors together with a degree of fluency should be established throughout each Set. When fewer than 96 words are read correctly during an assessment, a student should be invited to choose those stories s/he would like to reread and encouraged to read them with expression. Fluency and expression are important elements and need to be secure.

Optional: When the Initial Assessment is repeated after completion of a Set, it provides a snapshot of the extent of progress and can act as a morale booster for the student who now has concrete feedback on his/her progress.

Sample marking

4.	Lara	is	the	<u>first</u>	<u>girl</u>	to	<u>hurl</u>	that	ball	into	the	corner.
	s/c	✓	✓	s/c	✓	✓	hull	✓	✓	✓	✓	-

Misread: record actual word spoken

Correct: ✓

Self-correct: s/c (marks should not be deducted for self-correction)

No attempt: -

Syllable or word added: record wording

Scores under 96 – see recommendations above. Retest, as appropriate.

Initial Assessment

Tutor page

Student..... Tutor..... Date.....

Letter(s)/sound to be introduced in this Set are underlined.

1.	B <u>a</u> ng	the	g <u>o</u> ng	for	supper.							
2.	Th <u>e</u> y	are	g <u>e</u> tting	h <u>o</u> me	l <u>a</u> te	this	e <u>v</u> ening	after	bingo.			
3.	Do	am <u>u</u> se	Roz	Adams	and	tell	her	a	j <u>o</u> ke	at	work.	
4.	L <u>a</u> ra	is	the	f <u>i</u> rst	g <u>i</u> rl	to	h <u>u</u> rl	that	ball	into	the	corner.
5.	See	how	this	man	has	block <u>e</u> d	the	way	into	the	ground.	
6.	Wh <u>e</u> re	can	we	b <u>i</u> ke	to	when	it	st <u>a</u> rts	to	get	hot?	
7.	How	can	I	get	better	at	tell <u>i</u> ng	a	gh <u>o</u> st	tal <u>e</u> ?		
8.	I	d <u>a</u> re	to	d <u>i</u> ve	from	the	top	plank.				
9.	The	dog	lick <u>e</u> d	his	hand	then	fell	asleep	and	began	to	sn <u>o</u> re.
10.	He	stops	to	st <u>a</u> re	from	the	bottom	of	the	dar <u>k</u>	st <u>a</u> irs.	

MARK EACH SENTENCE AS FOLLOWS

Misread: record actual word spoken

Correct: ✓

Self-correct: S/C (marks should not be deducted for self-correction)

No attempt: -

Syllable or word added: record wording

Total number of words

Total words correctly read

General Comments/Fluency:

.....

.....

Initial Assessment

Student reading page

1. Bang the gong for supper.
2. They are getting home late this evening after bingo.
3. Do amuse Roz Adams and tell her a joke at work.
4. Lara is the first girl to hurl that ball into the corner.
5. See how this man has blocked the way into the ground.
6. Where can we bike to when it starts to get hot?
7. How can I get better at telling a ghost tale?
8. I dare to dive from the top plank.
9. The dog licked his hand then fell asleep and began to snore.
10. He stops to stare from the bottom of the dark stairs.

Mastery Assessment

Tutor page

Student..... Tutor..... Date.....

1.	Six	jumping	frogs	go	for	a	swim	in	the	pond.			
2.	Kings	and	lords	sing	with	lots	of	feeling.					
3.	My	nice	son	fell	into	the	deep	lake.					
4.	Stop	shouting,	then	they	can	get	on	with	playing	the	game.		
5.	My	son	dares	to	jump	from	that	tall	tree	onto	the	grass!	
6.	When	Kate	and	Beck	go	running	they	sometimes	spy	a	red	fox.	
7.	It's	time	to	hurl	this	ball	into	the	net.				
8.	See	those	dirt	spots	on	the	white	shirt	that	you	wore	this	week.
9.	This	farm	work	is	the	hardest	you	will	ever	undertake.			
10.	Where	is	the	girl	with	fair	hair?						

MARK EACH SENTENCE AS FOLLOWS

Misread: record actual word spoken

Correct: ✓

Self-correct: S/C (marks should not be deducted for self-correction)

No attempt: -

Syllable or word added: record wording

Total number of words

Total words correctly read

General Comments/Fluency:

.....

.....

Mastery Assessment

Student reading page

1. Six jumping frogs go for a swim in the pond.
2. Kings and lords sing with lots of feeling.
3. My nice son fell into the deep lake.
4. Stop shouting, then they can get on with playing the game.
5. My son dares to jump from that tall tree onto the grass!
6. When Kate and Beck go running they sometimes spy a red fox.
7. It's time to hurl this ball into the net.
8. See those dirt spots on the white shirt that you wore this week.
9. This farm work is the hardest you will ever undertake.
10. Where is the girl with fair hair?