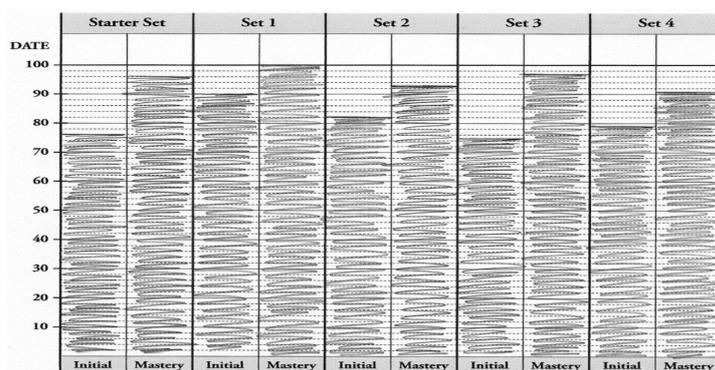


# Initial and Mastery Assessments

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](http://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 3.

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.	<u>Each</u>	day	<u>could</u>	seem	endlessly	long	in	winter.				
	s/c	✓	cold	s/c	-	✓	✓	s/c				

**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.	In	no	time,	the	Scots	<u>Queen</u>	will	go	far	away.		
2.	It's	<u>dreadful</u>	to	see	that	the	king	is	so	sorrowful.		
3.	<u>Check</u>	that	the	stinky	<u>French</u>	<u>cheese</u>	is	<u>quite</u>	ripe.			
4.	<u>Each</u>	day	<u>could</u>	seem	endlessly	long	in	winter.				
5.	<u>Your</u>	<u>famous</u>	boss	will	<u>fetch</u>	a	<u>new</u>	ticket	for	Mandy.		
6.	I	need	that	black	sports	car	but	I	cannot	afford	it.	
7.	My	doctor	<u>took</u>	some	<u>blood</u>	from	my	arm.				
8.	In	the	<u>middle</u>	of	the	day,	Jo	and	Amir	<u>saw</u>	the	accident.
9.	I	cannot	<u>bear</u>	to	see	that	odd	bird	flapping	at	the	<u>window</u> .
10.	<u>Choose</u>	a	<u>pear</u>	and	then	<u>eat</u>	it	after	<u>your</u>	soup.		

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. In no time, the Scots Queen will go far away.
2. It's dreadful to see that the king is so sorrowful.
3. Check that the stinky French cheese is quite ripe.
4. Each day could seem endlessly long in winter.
5. Your famous boss will fetch a new ticket for Mandy.
6. I need that black sports car but I cannot afford it.
7. My doctor took some blood from my arm.
8. In the middle of the day, Jo and Amir saw the accident.
9. I cannot bear to see that odd bird flapping at the window.
10. Choose a pear and then eat it after your soup.

# Mastery Assessment

*Tutor page*

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

1.	Look	outside	to	see	the	dog	sprinting	back	to	his	owner.		
2.	Why	on	earth	did	you	give	me	that	rotten	cheese?			
3.	Quick	as	a	flash,	the	frog	hopped	over	the	quacking	ducks.		
4.	Why	would	you	endlessly	ask	me	about	this	problem?				
5.	It's	great	to	see	Jane's	beaming	smile.						
6.	Soon	he	took	the	bread	from	the	poor	old	shopkeeper.			
7.	Owen	has	prepared	for	your	meeting.							
8.	Do	please	bring	the	new	book	of	witches	over	to	my	desk.	
9.	She	is	very	capable	of	doing	a	full	day's	work	for	you.	
10.	Within	a	week	the	trust	between	the	girls	was	stronger	than	ever.	

## 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. Look outside to see the dog sprinting back to his owner.
2. Why on earth did you give me that rotten cheese?
3. Quick as a flash, the frog hopped over the quacking ducks.
4. Why would you endlessly ask me about this problem?
5. It's great to see Jane's beaming smile.
6. Soon he took the bread from the poor old shopkeeper.
7. Owen has prepared for your meeting.
8. Do please bring the new book of witches over to my desk.
9. She is very capable of doing a full day's work for you.
10. Within a week the trust between the girls was stronger than ever.