

# Initial and Mastery Assessment

Assessment documents show accurate information on the actual progression of the reading instruction and provide transparent information for school/college records and for Pupil Premium records. They provide a transparent picture demonstrating whether what has been *taught* has actually been *learned*. 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)).

	Starter Set		Set 1		Set 2		Set 3		Set 4	
DATE										
100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
	Initial	Mastery	Initial	Mastery	Initial	Mastery	Initial	Mastery	Initial	Mastery

**General Recommendations:** 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 feed-back on his/her progress.

## Sample marking

4.	In	a	flash,	Rick	and	Pam	hop	on	the	red	town	bus.
	✓	✓	s/c	s/c	✓	s/c	hope	✓	✓	✓	-	✓

**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.	A	fat	<u>green</u>	frog	hops	<u>out</u>	of	that	red	box.		
2.	<u>Be</u>	the	best	of	pals	and	grab	my	<u>ball</u>	<u>for</u>	<u>me</u> .	
3.	<u>Do</u>	tell	Hasan	<u>to</u>	rush	back	<u>after</u>	<u>Sports</u>	<u>Day</u> .			
4.	In	a	flash,	Rick	and	Pam	hop	on	the	red	<u>town</u>	bus.
5.	<u>How</u>	will	<u>Beemish</u>	find	<u>me</u>	that	job	in	a	shop?		
6.	Rod,	<u>Shay</u>	and	pals	<u>all</u>	yell	at	<u>Bert</u> .				
7.	I	cry	<u>when</u>	<u>Buster</u>	the	dog	<u>seems</u>	to	<u>be</u>	<u>so</u>	hot.	
8.	Is	this	big	pink	top	a	present	<u>for</u>	<u>her</u> ?			
9.	<u>How</u>	will	<u>Ernest</u>	find	the	black	plug	<u>for</u>	the	sink?		
10.	Mel	is	off	to	<u>play</u>	in	the	sun	at	last.		

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

**For tutor reference:**

*If fluency and accuracy are demonstrated, move to Initial Assessment Set 1.*

*The correspondences underlined are those that will be introduced in this Set. So reassure the student that there may be words in this Assessment that s/he may not be able to read yet.*

# Initial Assessment

*Student reading page*

1. A fat green frog hops out of that red box.
2. Be the best of pals and grab my ball for me.
3. Do tell Hasan to rush back after Sports Day.
4. In a flash, Rick and Pam hop on the red town bus.
5. How will Beemish find me that job in a shop?
6. Rod, Shay and pals all yell at Bert.
7. I cry when Buster the dog seems to be so hot.
8. Is this big pink top a present for her?
9. How will Ernest find the black plug for the sink?
10. Mel is off to play in the sun at last.

# Mastery Assessment

*Tutor page*

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

1.	Bill	and	his	pal	Wes	shut	the	lid	on	that	black	box.
2.	Shall	we	ask	Raja	to	go	to	town	for	the	plums?	
3.	Stop	and	mop	up	that	mess	then	sweep	up	the	rest.	
4.	I	think	I	will	run	down	to	the	shop	for	milk.	
5.	How	bold	of	Jem	to	jump	that	wall!				
6.	Can	I	put	the	fork	in	the	shed?				
7.	Get	the	ball	and	pass	it	to	Pat.				
8.	Help	Jazz	to	get	my	sick	pet	to	the	vet.		
9.	Will	Jack	go	and	get	Vic	from	the	next	class?		
10.	She	rushes	out	to	go	and	help	Beth	weed	the	path.	

## 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. Bill and his pal Wes shut the lid on that black box.
2. Shall we ask Raja to go to town for the plums?
3. Stop and mop up that mess then sweep up the rest.
4. I think I will run down to the shop for milk.
5. How bold of Jem to jump that wall!
6. Can I put the fork in the shed?
7. Get the ball and pass it to Pat.
8. Help Jazz to get my sick pet to the vet.
9. Will Jack go and get Vic from the next class?
10. She rushes out to go and help Beth weed the path.