# Initial and Mastery Assessment

Assessment documents show accurate information on the actual progression of the reading instruction and provide transparent information for school records and for Pupil Premium records. They provide a complete picture demonstrating whether what has been *taught* has actually been *learned*. For non-beginners, these also indicate which Set to start with.

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

Every assessment consists of 50 words. After each one, the ARI graph should be completed, showing the number of words read correctly (downloadable graph at http://piperbooks.co.uk/ari-free-resources).
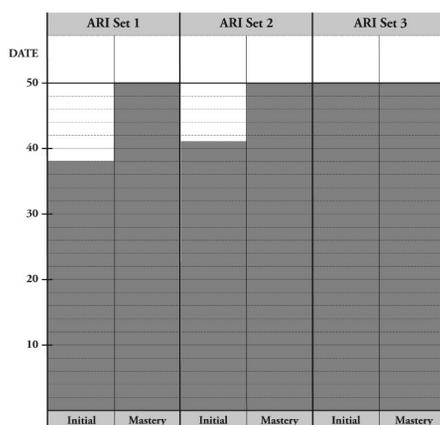
General Recommendations: A minimum of errors together with a degree of fluency should be established throughout each set. When fewer than 46 words are read correctly during the Mastery Assessment, a pupil should be invited to choose those stories s/he would like to reread and encouraged to read them with expression. Fluency and expression are important elements and need to be secure.

Optional: After completion of Assessments for each set, it can be useful for a child to repeat the Initial Assessment to demonstrate how much easier reading has become after all the books have been read.

Sample marking

4.	Ron	fell	in	the	mud	and	mess.
	Run	s/c	✓	✓	mug	✓	–

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 46 – see recommendations above. Retest, as appropriate.

Initial Assessment

Tutor page

Pupil……………………….. **Tutor**………………………….. **Date**……........

1.	Are	you	feeling	lucky,	Joan?					
2.	Quick,	catch	that	large	toad!					
3.	Paula,	help	me	haul	in	the	logs.			
4.	Cross	that	bridge	when	you	come	to	it.		
5.	The	poor	queen	died	of	despair.				
6.	The	witch	flew	into	the	woods	on	her	broomstick.	
7.	Jack	follows	Sue,	and	joins	her	on	the	snowy	grass.

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	50
Total words correctly read	

For tutor reference:

Reassure each pupil that there may be words in this Assessment that s/he may not be able to read until the books have been completed. If fluency and accuracy are demonstrated, move to Initial Assessment ARI Set 3.

Initial Assessment

Pupil reading page

1. Are you feeling lucky, Joan?

2. Quick, catch that large toad!

3. Paula, help me haul in the logs.

4. Cross that bridge when you come to it.

5. The poor queen died of despair.

6. The witch flew into the woods on her broomstick.

7. Jack follows Sue, and joins her on the snowy grass.

Mastery Assessment

Tutor page

Pupil………………………….. **Tutor**………………………….. **Date**……........

1.	Just	take	a	look	at	Phil's	large	new	home.							
2.	The	bear	prowls	around	the	fire	looking	for	food.							
3.	He	tried	to	keep	watch	all	night	for	the	cunning	thief.					
4.	The	little	boy	was	highly	annoying.										
5.	Beth	was	yawning	too	hard	to	watch	out	for	cars	as	she	crossed	the	road.

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 [50]

Total words correctly read [ ]

General Comments/Fluency:………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Mastery Assessment

Pupil reading page

1. Just take a look at Phil's large new home.

2. The bear prowls around the fire looking for food.

3. He tried to keep watch all night for the cunning thief.

4. The little boy was highly annoying.

5. Beth was yawning too hard to watch out for cars as she crossed the road.