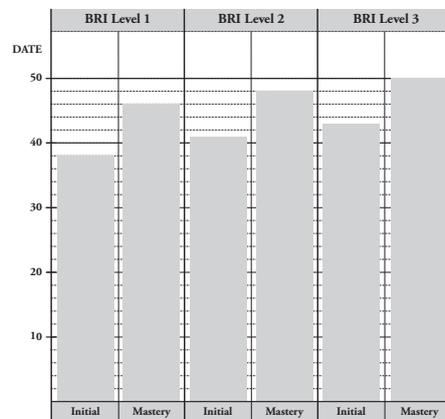


# Initial and Mastery Assessments

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 Level 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 BRI graph should be completed, showing the number of words read correctly (See [www.piperbooks.co.uk](http://www.piperbooks.co.uk) > RESOURCES > BRI free resources).



**General Recommendations:** A minimum of errors together with a degree of fluency should be established throughout each Level. 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 Level, 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.	We	will	sit	on	Nat.		
2.	This	is	a	mad	mess.		
3.	I	see	Sam	meet	Nan	and	Sis.
4.	Ron	fell	in	the	mud	and	mess.
5.	Yes,	fat	Dan	did	well.		
6.	Who	hit	that	tin?	Me!		
7.	What	will	Nell	sit	on?		
8.	I	feel	fit	and	well.		
9.	Run,	feet,	run	in	the	mud!	

## 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:***

*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 BRI Level 2.*

# Initial Assessment

*Pupil reading page*

1. We will sit on Nat.
2. This is a mad mess.
3. I see Sam meet Nan and Sis.
4. Ron fell in the mud and mess.
5. Yes, fat Dan did well.
6. Who hit that tin? Me!
7. What will Nell sit on?
8. I feel fit and well.
9. Run, feet, run in the mud!

# Mastery Assessment

*Tutor page*

Pupil..... Tutor..... Date.....

1.	Sam	is	in	the	tree.				
2.	Yes,	I	see	the	rot	and	I	am	sad.
3.	Who	did	this?	Me!					
4.	Who	will	win	the	yam?				
5.	I	am	not	yet	fit.				
6.	Mit	is	sad	that	the	sun	will	set.	
7.	What	did	that	man	sit	on,	Sis?		
8.	Yes,	we	will	win	in	the	end.		

## 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

*Pupil reading page*

1. Sam is in the tree.
2. Yes, I see the rot and I am sad.
3. Who did this? Me!
4. Who will win the yam?
5. I am not yet fit.
6. Mit is sad that the sun will set.
7. What did that man sit on, Sis?
8. Yes, we will win in the end.