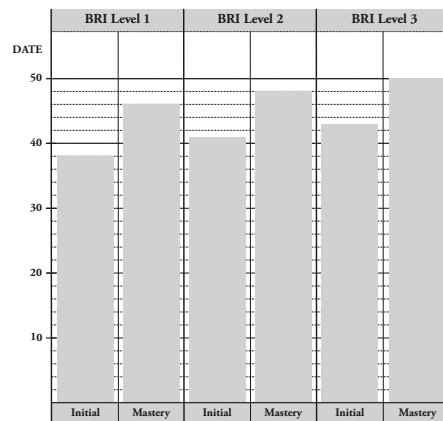


# Initial and Mastery Assessments

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.	I	wish	to	fill	the	net	with	fish.	
2.	Fill	the	sheets	with	mud	and	sand!		
3.	She	calls	the	cats	Bill	and	Ben.		
4.	I	fell	into	the	mud.	What	a	mess!	
5.	Who	runs	to	meet	mas	Sid?			
6.	What	a	fuss,	said	Ann.				
7.	Fit	Sis	ran	to	the	hill	in	the	wet.

## 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 3.*

# Initial Assessment

*Pupil reading page*

1. I wish to fill the net with fish.
2. Fill the sheets with mud and sand!
3. She calls the cats Bill and Ben.
4. I fell into the mud. What a mess!
5. Who runs to meet mad Sid?
6. What a fuss, said Ann.
7. Fit Sis ran to the hill in the wet.

# Mastery Assessment

*Tutor page*

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

1.	He	said	that	he	did	not	need	the	bus.
2.	What	fun	to	see	the	fat	rat!		
3.	Will	that	man	see	the	sun?			
4.	Sell	the	shells	to	the	man	with	the	hat.
5.	Who,	me?	I	am	not	Sam!			
6.	Yes,	I	need	to	bat	that	ball.		
7.	The	bad	bat	sits	on	Nell.			

## 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. He said that he did not need the bus.
2. What fun to see the fat rat!
3. Will that man see the sun?
4. Sell the shells to the man with the hat.
5. Who, me? I am not Sam!
6. Yes, I need to bat that ball.
7. The bad bat sits on Nell.