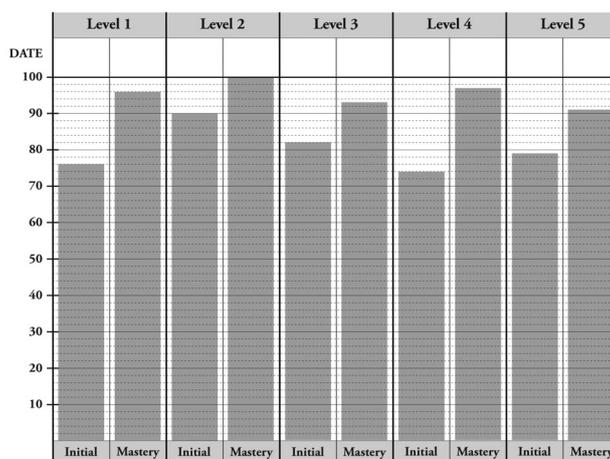


Initial and Mastery Assessments

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.

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.



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

A minimum of errors together with a degree of fluency should be established throughout each Level. 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 Level, 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 their progress.

Sample marking

4.	My	new	teacher	has	<u>taught</u>	me	how	to	improve	my	language	skills.
	✓	✓	s/c	✓	-	✓	✓	✓	s/c	✓	-	sills

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 Level are underlined.

1.	The	lion	<u>roars</u>	loudly	in	front	of	the	hunter.			
2.	This	<u>knife</u>	is	too	sharp	for	carving	that	leg	of	<u>lamb</u> .	
3.	It	is	<u>wrong</u>	not	to	<u>pause</u>	before	crossing	the	<u>road</u> .		
4.	My	new	teacher	has	<u>taught</u>	me	how	to	improve	my	language	skills.
5.	<u>Chris</u>	has	a	huge	advantage	over	his	rivals.				
6.	Why	did	the	<u>boys</u>	bike	home	in	this	extreme	heat?		
7.	Don't	<u>fudge</u>	these	<u>money</u>	matters.							
8.	These	large	shiny	<u>coins</u>	have	a	single	<u>thistle</u>	engraved	on	one	side.
9.	I	take	a	<u>photo</u>	of	<u>Christopher</u>	<u>Knox</u>	on	my	<u>blue</u>	<u>phone</u> .	
10.	Nadia	hopes	to	become	an	<u>architect</u>	after	her	long	training	at	college.

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. The lion roars loudly in front of the hunter.
2. This knife is too sharp for carving that leg of lamb.
3. It is wrong not to pause before crossing the road.
4. My new teacher has taught me how to improve my language skills.
5. Chris has a huge advantage over his rivals.
6. Why did the boys bike home in this extreme heat?
7. Don't fudge these money matters.
8. These large shiny coins have a single thistle engraved on one side.
9. I take a photo of Christopher Knox on my blue phone.
10. Nadia hopes to become an architect after her long training at college.

Mastery Assessment

Tutor page

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

1.	This	lamb	looks	so	sick	we	ought	to	call	the	vet.
2.	I	consider	that	the	task	the	boy	performed	is	absolutely	brilliant.
3.	What	a	great	deal	of	trouble	Chris	has	caused	our	friends!
4.	A	huge	plane	roared	over	the	blue	tower	block.		
5.	Did	Phil	know	that	it	was	wrong	to	steal	money?	
6.	Wayne	was	shaking	violently	and	could	hardly	hold	the	knife.	
7.	In	my	opinion,	pulling	up	thistles	sounds	painful.			
8.	That	giant	smiled	sweetly	but	asked	some	very	strange	questions.	
9.	I	think	you	fudged	those	exciting	spells	and	potions.		
10.	Bring	a	coin	to	ring	the	station	from	that	phone	box.

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. This lamb looks so sick we ought to call the vet.
2. I consider that the task the boy performed is absolutely brilliant.
3. What a great deal of trouble Chris has caused our friends!
4. A huge plane roared over the blue tower block.
5. Did Phil know that it was wrong to steal money?
6. Wayne was shaking violently and could hardly hold the knife.
7. In my opinion, pulling up thistles sounds painful.
8. That giant smiled sweetly but asked some very strange questions.
9. I think you fudged those exciting spells and potions.
10. Bring a coin to ring the station from that phone box.