

**Basic guidelines for assessment**

- F&P is a tool used to assist teachers in:
  - Determining placement level for instruction (Teach “at the edge” of learning)
  - Selecting instructional texts (We level text, not students)
  - Determining student strengths and focus areas for targeted reading instruction
- F&P is administered by the classroom teacher at least twice each year, at the beginning and end of the year. An additional assessment may be given midyear. Instructional levels should be recorded monthly.
  - Use either fiction or nonfiction text. Whenever possible, use a benchmark book that the student has not previously read. You may use the “Where-to-Start Word Test” if a level is not available.
  - For levels A-H, students read the entire text orally. For levels I-Z, students read orally to the black box then read silently to the end of the text. Students are being assessed on comprehension when reading orally and silently.
  - It may **not** be necessary to formally assess every student on every level. If the teacher has documentation of growth during small groups, students may be skipped to the appropriate level for assessment.
  - Inter-rater reliability is achieved when teachers use the assessment as designed, including standardized coding, rubric scoring of comprehension, etc.
- F&P is a model for taking a running record. Running records should be administered according to the student’s instructional level:
  - Students reading *below* grade level are assessed every 1-2 weeks
  - Students reading *on* grade level are assessed 3-4 weeks
  - Students reading *above* grade level are assessed every 6-8 weeks
- F&P assessments and key Running Records should be kept in the student’s F&P folder.

**How to begin the assessment**

- Read the title and introduction on the cover of the book to the student. The student should follow along as you read.
- Note the E (Errors #) on the lower left corner.
  - If a student makes the specified number of errors and there is still text left unread, that text level will not be the student’s instructional level. Discontinue testing and try a lower level or an alternate text. (Alternate texts may be found with your Journeys materials or in your leveled libraries.)
  - If no errors are made, consider moving to a higher level. Do not move to a higher level if the student is unable to pass the comprehension portion.
  - If a student misses the same word multiple times, and this error prevents the student from passing this level, consider trying an alternate text before determining placement.
- F&P timers may be used for levels C-Z for ease in determining percentages.
  - The timer will calculate errors and self-corrections on all levels.
  - Official timing and recording of rate does not begin until Level J.
  - Do not start the timer until the first word of the text is read.

**Accuracy** (Standardized Markings)

- See the back cover of the **Assessment Guide** for a complete list of markings.
- When a word is missed: put a line above the word. Write the word the student said exactly the way the student said it (Error).
- Put a hyphen above the missed word if no word was said or it was skipped (Error).
- Write **A** if the student **Appeals** (or asks) the teacher for the word (No error unless the word is given by the teacher).
  - Always say “You try it” before telling the student the word. Write a **Y** below the line (or next to the word in the text) if this is said.
  - Write a **T** if the student was **Told** the word by the teacher (Error).
- Write **SC** if the student **Self-Corrected** an error (No error).
- Write **R** for **Repeat** and draw a line back to where the student began to repeat (No error).
- A proper noun repeated incorrectly multiple times is counted as an error only one time, even if it is pronounced a different way each time.
- If the student skips a line, prompt them to go back to the line skipped. Make note of this prompt given (No error).

### **Comprehension** (Within, Beyond, and About the Text)

- Keep the *Rubric for Scoring the Comprehension* from your **Assessment Guide** at the table as you score comprehension.
- This portion will take approximately 5 minutes.
- Leave the text in front of the student during the comprehension portion so that the student may look up answers. Do not prompt students to look for answers in the book during the assessment. This skill should be taught and practiced during whole and small group instruction.
- The comprehension portion should feel like a meaningful conversation and not an interrogation. Comprehension questions are “prompts” that may be used to guide the discussion. Rephrase a prompt only once. Do not create additional prompts.
- Use academic language from the prompts in your discussion.
- See the **Literacy Continuum** book in your F&P kit for sample questions to use with each reading level: Within, Beyond, and About the Text. Use these types of questions during daily instruction and with running records.

### **Fluency**

- Keep the *Six Dimensions Fluency Rubric* from the **Assessment Guide** with you as you score fluency.
- There are 5 areas of Fluency. Use **ALL** 5 areas to determine the fluency score for the student.
  - **Phrasing**: the way words are put together in groups
  - **Intonation (Expression)**: the way the voice varies in tone, pitch, and volume
  - **Pausing**: the way reading is guided by punctuation, stops for periods, etc.
  - **Stress**: the way a reader emphasizes certain words
  - **Rate**: Words Per Minute (WPM), See suggested WPM rates
- Use accuracy and comprehension to determine a level. Fluency should not be the only reason to keep a student at a level.

### **What do I do with the information I've gathered?**

- Study the type of errors the student made to determine instructional needs.
- Note other skills observed. See *Guide for Observing and Noting Reading Behaviors* for a list of possible skills.