



### Study and Practice Scoring

**WORDS READ CORRECTLY ARE SCORED AS CORRECT.** The following are NOT considered as errors:

- Self-corrected words are counted as correct
- Repetitions are counted as correct.
- Examples of dialectical speech are counted as correct.
- Inserted words are ignored.

**Mark ERRORS with a slash (/):**

- Mispronunciations are counted as errors.
- Substitutions are counted as errors.
- Omissions are counted as errors.
- Transpositions of word-pairs are counted as **1 error**.
- Tolds - words read to the student by the examiner after 3 seconds have gone by are counted as errors.
- Skipping an entire row(s) is counted as follows:
  - Cross out the entire line(s) skipped. **Do not include the words skipped as part of total words read.**
  - Count overall skipping as **ONE** error.

### One-on-One Administration Assessor Directions

1. The assessor sits to the left or right of a student. A timer is needed. **Set timer for 1 minute.** The adult will have an *Assessor Copy* and place a *Student Copy* in front of the test taker. The assessor will point to the title and character name(s) while reading directions.
2. Say: **"The title of this story is The Block. This is a story about Maggie. I want you to read this story to me. You will have 1 minute to read as much as you can. When I say BEGIN, start reading aloud at the top of the page (assessor points next to first word). Please do not read the title. Do your best reading. If you have trouble with a word, I'll tell it to you. Do you have any questions? BEGIN."**
3. Start the timer.
4. While the student is reading, mark errors with a (/). Leave correct words blank.
5. When time is up, say: **"Please stop. Thank you for doing your best reading."**
6. Mark the last word the student read with a ( ] )
7. Figure out score: Reading fluency is calculated by first determining the total words attempted within the timed reading and then deducting from that total the number of incorrectly read words.
8. Input score into the GRASP database.

### Group Administration

See **Downloads** and **Directions** section on **GRASP** database if you are using several assessors to test multiple students and need group directions.



The Block

(Assessor Reads Title - It does not count in the total.)

<u>Maggie</u> was just four years old when she started to play. She was playing on	15
a soccer team for the first time. She didn't know about soccer, but she could	30
learn to play. She ran and ran trying to get to the ball and kept a big smile on her	50
face. Maggie played her best day after day.	58
Soon she thought that she might try to block a goal from the other team.	73
She ran to the other team's goal and waited for the ball. Someone yelled to her to	90
help her team and kick the ball. Maggie did not move she wanted to block the ball.	107
It wasn't long before the ball was about to come her way. Maggie was ready to	123
block the ball. She knew she would kick the ball away from the other team. She	139
knew she was to kick the ball into the yellow goal.	150
The ball was coming fast and her foot was ready. The other team's player	164
kicked the ball, she kicked back. Maggie sent the ball flying to the center of the	180
field! The crowd began cheering for Maggie. The parents from the other team	193
cheered! That must have been the best play a four year old has ever made. Maggie	209
was so proud and she was smiling from ear to ear. Her coach rushed over to hug	226
Maggie. Now all the players wanted to make blocks at the goals. No one compared	241
to the first and best block of the season!	250

Total Words Read: \_\_\_\_\_ - # of Error(s): \_\_\_\_\_ = Total WPM \_\_\_\_\_

The Block

Maggie was just four years old when she started to play. She was playing on a soccer team for the first time. She didn't know about soccer, but she could learn to play. She ran and ran trying to get to the ball and kept a big smile on her face. Maggie played her best day after day.

Soon she thought that she might try to block a goal from the other team. She ran to the other team's goal and waited for the ball. Someone yelled to her to help her team and kick the ball. Maggie did not move she wanted to block the ball. It wasn't long before the ball was about to come her way. Maggie was ready to block the ball. She knew she would kick the ball away from the other team. She knew she was to kick the ball into the yellow goal.

The ball was coming fast and her foot was ready. The other team's player kicked the ball, she kicked back. Maggie sent the ball flying to the center of the field! The crowd began cheering for Maggie. The parents from the other team cheered! That must have been the best play a four year old has ever made. Maggie was so proud and she was smiling from ear to ear. Her coach rushed over to hug Maggie. Now all the players wanted to make blocks at the goals. No one compared to the first and best block of the season!