Scoring the Comprehension Conversation

You will also have evidence of comprehension from the first reading of the text in the previous lesson. If you use this evidence in combination with a brief conversation after reading, you are able to score the student’s thinking in three categories. You may be thinking about some of these questions as you score the comprehension conversation after the reading.

**Within the Text**

- Is the reader gaining the literal meaning of the text through solving words, monitoring her own understanding, and accuracy?

**Beyond the Text**

- Can the reader tell what happened or report important facts?
- Is the reader searching for and using information and remembering information in summary form?
- Is the reader adjusting her reading to fit the form—and also sustaining fluency?

**Accomplishments**

- Is the reader making predictions?
- Is the reader making connections with prior knowledge, personal experience, or other texts?
- Is there evidence that the reader is inferring what is implied but not stated in the text?
- Has the reader shown that he is synthesizing information by changing his own thinking?
Scoring the Oral Reading and Comprehension Conversation in the Reading Record: Summary

The following is a summary of the steps to score the reading record:

1. **Accuracy:** Circle the number of errors on the graph (or use the F&P Calculator/Stopwatch).
2. **Self-Corrections:** Record the number of self-corrections.
3. **Fluency:** Circle the fluency rating.
   - 0 = no phrasing or expression
   - 1 = minimal phrasing or expression
   - 2 = some phrasing or expression
   - 3 = mostly phrased and expressive reading
4. **Comprehension:**
   - Assign points in each category (Within, Beyond, About the Text), making a decision for each based on:
     - 0 = no understanding
     - 1 = little understanding
     - 2 = satisfactory understanding
     - 3 = excellent understanding
   - Assign 1 extra point if appropriate for unique expression of understandings.

In **LLI** at levels L–Z, assess three areas of thinking—within, beyond, and about a text using a 10-point scoring scale. All three areas are essential to a complete understanding of the text. An extra point may be awarded to a student who expresses an additional understanding beyond the key understandings provided. Take the accuracy rate and the comprehension score into account to determine if the passage read was at the student’s independent or instructional reading levels (see Figure 6.7).

Using the F&P Calculator/Stopwatch

The following are steps to administer the reading record using the F&P Calculator/Stopwatch. Although we don't recommend taking a reading rate on every student every time, occasionally you will want to measure the rate on individual students whose progress you are monitoring in that particular area of fluency. Remember that faster is not necessarily better. Many factors should be considered.

We recommend administering a reading record on one student every standard (even-numbered) lesson, which would give you a reading record every two weeks for a group of four. If you want to obtain a reading rate, you will need the F&P Calculator/Stopwatch. Follow steps 1–7 below.

1. Use yesterday’s new book (the instructional level book from the odd-numbered lesson). Read the title and the introduction statement to the student and ask her to begin reading the excerpt orally.
2. Press **RW** and enter the number of running words (RW) in the text on the F&P Calculator/Stopwatch.
3. Press **Start Time** on the calculator as the child begins oral reading.
4. **Code** the reading behavior on the Recording Form. Mark the typed text (see the Online Resources site), making a check for each word read accurately and using the coding.
conventions to record errors, self-corrections, and other behaviors. Make notes about how the reading sounded.

5. Press End Time when the reading is complete.
6. Press #Errors and enter the number of errors on the calculator.
7. Press Time to get Elapsed Minutes or Seconds.
8. Press WPM to see Words per Minute.

After the reading, assign a score for fluency. Have a comprehension conversation with the student about the text. Make notes about the student's understanding. Alternatively, check off items the student talks about. Use prompts, as needed, to stimulate discussion. Score each area and decide on the additional point immediately after the conversation for a more systematized assessment. Circle the accuracy on the form. Select one or two teaching points to help the reader learn how to process more effectively.

► Analyzing Oral Reading Behaviors

The following explains how to analyze the reading record following the scoring process. You can also learn how to analyze the student’s reading on the Professional Development and Tutorial DVDs. The DVDs allow you several opportunities to practice this analysis with thoughtful guidance. You will learn how to move from the coding and scoring of the reading record, to analyzing the information and using it to guide your teaching.

Sources of Information Used and Neglected

For each error, write MSV in the E column (whether self-corrected or not). For each self-correction, write MSV (all three letters) in the SC column. It is important to think about what lead the reader to make the error and what the reader might have neglected. Circle one, two, or three letters for each error or self-correction, without reading beyond the error or self-correction. Don’t bother to analyze omissions and substitutions for it is usually the reader’s use of language structure that led to those errors. Think about the following as they apply to each error and self-correction:

- **Meaning.** Readers often make substitutions that indicate they are thinking about the meaning of the text. For example, a reader might say dance for ballet. Ask yourself the question: Did the meaning of the text influence the error? (Circle M in the column Sources of Information.)

- **Structure.** A powerful source of information for a reader is the structure or syntax of language. From our knowledge of oral language, we have implicit knowledge of the way words are put together to form phrases and sentences. It “sounds right” to us. Readers often substitute nouns for nouns or verbs for verbs, indicating an awareness of the syntactic rules of language. For example, a reader might say “We could probably come” for “We could possibly come.” Ask yourself the questions: Does the error fit an acceptable English language structure? Did structure influence the error? (Circle S in the column.)