

Initial Assessment Protocol 1G - GI

1. Investigate current relationship with reading:

Do you like to read? Why or why not? What are you reading now and why?

2. Use the Phonics Infrastructure and/or Vocabulary Infrastructure to determine where to begin testing.

3. Go to the IRLA level indicated by the Phonics or Vocabulary Infrastructure.

4. Have the student select a Cold Read that they haven't read before to demonstrate fluency and comprehension. If a minimum score is not met, try a Cold Read at an earlier level.

1G Through 2R

Wt Through GI

5. If you feel that you need more information, use the Entry Requirements pages.

5. Show the student the Range of Reading Entry Requirement: *It says here that in order to be in this level, you will need to finish a chapter book and an informational text in this level and be able to prove to me that you understood them both. Go read a chapter book and an informational text at the ___ level. When you are done, if you can prove to me that you understood what you read, you will have earned the ___ color level.*

6. If the level is correct: DONE. Student's level can now be entered in SchoolPace.

7. If level needs to be adjusted up or down, repeat Steps 4 and 5 at the appropriate level.

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Initial Assessment Protocol 1Y - 3Y

1. Investigate current relationship with reading:

Do you like to read? Why or why not? Who do you know that loves to read?

2. Go to the IRLA Entry Requirements for 1Y on pages 4–5 of the IRLA.

3. Select a Cold Read Text from pages 6–9.

Can you read this to me on your own? If the reader can, switch to Assesment Protocol for 1G - GI

1Y

4. Remember & Use Sentence Stem: Read the first sentence or two of a Yellow book (or Cold Read) to the student. A 1Y reader will remember the beginning sentence stem and use it to “read” the rest of the book. (The “reading” does not need to match the words or letters on the page to enter 1Y, but it should make sense given the pictures and accurately repeat the sentence stem.)

5. If reader cannot do this: DONE. Reader is RTM and level can now be entered into SchoolPace. If reader can do this, check Entry Requirements for 2Y on page 14.



Acceptable Answers:

- “You can see the paws.”
- “You can see the feet.”
- “You can see the legs.”
- “You can see the toes.”
- “You can see the claws.”

2Y

6. Tracking: Ask the student to point to each word while s/he reads. You are checking for the ability to use his/her finger to touch each word while skipping over the spaces between words.

7. If reader cannot do this: DONE. Reader is 1Y and level can now be entered into SchoolPace. If reader can do this, check Entry Requirements for 3Y on page 18.

3Y

8. Initial Consonants: You are checking to see if a student uses a word that matches the main idea of the picture and starts with the same initial sound. When coming to the one new word on each page of a Yellow book and before scanning the picture for clues, a 3Y reader will produce the sound of the initial consonant. S/he will then scan the picture for the main idea that starts with that letter sound.



Acceptable Answers:

9. If reader cannot do this: DONE. Reader is 2Y and level can now be entered into SchoolPace. If reader can do this, check the Entry Requirements for 1G.

- “You can see the teeth.”
- “You can see the tongue.”