



Formative Assessment Protocol

1	Is this level easy enough for this student?	Can the student read the words and ideas fluently and problem-solve 99% of challenges without teacher help of any kind?	<p>___ No. Stop and re-focus the conference on identifying the student's correct level.</p> <p>___ Yes. Continue to work on identifying the student's Power Goal.</p>
2	Is this student an engaged reader?	Does this student read at home? Regularly finish books? Read for his/her own reasons, not just because school assigns it?	<p>___ No. Stop and make an action plan.</p> <p>___ Yes. Continue to work on identifying the student's Power Goal.</p>
3	Where should I coach this student?	Does this student need more coaching in this level or is s/he ready for coaching towards the next level?	<p>___ This level.</p> <p>___ Next level.</p>
4	What one thing could the student learn next in order to progress?	<p>Look at the IRLA</p> <p>a) Entry Requirements</p> <p>b) High-Point Values</p> <p>c) Transition/Exit Requirements</p> <p>Ask the student what s/he thinks s/he should work on.</p>	<p>Student Power Goal:</p> <p>Make sure the student can say what s/he will learn/do, why, and how s/he will know when it is accomplished.</p>
5	What next?	<p>___ Teach now</p> <p>___ Assign to Small Group with others who need this same P.G.</p> <p>___ Identify a way the student can work on P.G. without me and set a date when I will check his/her progress.</p>	<p>Action Plan:</p>

Common Blockers



Reading Levels	Skill/Strategy	Remember that...
1Y-2G Sight Words and Problem-Solving	Problem-Solving: Using initial sounds, pictures, syntax, and context to guess at what would make sense.	Readers at these levels are not yet ready to “sound out” beyond the first 1-2 letters of a word.
	Sight Words	
1B-2R Decoding and Reading for Meaning	Chunking: Using familiar small words and chunks to decode words.	Don’t drill the words on the back of the 1B through 2R cards. Focus on quick and flexible chunking of words like these, not trying to memorize these specific ones.
	Problem-Solving: Using initial sounds, familiar chunks, pictures, syntax, and context to guess at what would make sense.	
	Tricky Words (1B and 2B)	
	Comprehension: Reading is not word-calling. Reading is understanding the ideas, laughing at the jokes, etc..	
WT and Up Academic Vocabulary and Developing and Supporting an Interpretation	Academic Vocabulary: Noticing unfamiliar academic vocabulary and using context clues to think of reasonable synonyms.	Wt readers should not have trouble decoding any words, including making a reasonable approximation of unfamiliar names. Students who do are 2R or below.
	Reading in enough genres to encounter a breadth of literary/technical vocabulary and comfort with the multiple genres encountered on state tests.	
	Stamina in Chapter Books: Sustaining comprehension and interest in longer books over multiple sittings.	
ELLs	Vocabulary, Background Knowledge, Comprehension: ELLs can often decode above a level at which their English vocabulary allows them to understand what they read. Back them up to a level at which they know the meaning of 99% of the words and can understand the ideas in order to support their acquisition of English.	