



Reading Accuracy, Fluency & Generalisation Assessment

December 2019

Reading Accuracy & Fluency Assessment: Guidelines for Administration

Purpose

To assess the accuracy and fluency of children's reading skills and whether they are generalising their skills to reading real books.

There are a number of different skills that research has shown to be the most useful in learning to read. This assessment gives detailed information on each of these skills and is useful in planning interventions.

Sections

The assessment is divided into different sections depending on the skill being assessed:

1. Prerequisite Reading skills: Synthesis (phonological skill most closely linked to reading)
2. Accuracy and Fluency of Reading skills
 - a. Reading of the 100 most common words
 - b. Reading of letter sounds
 - c. Blending and reading of phonically regular words
 - d. Blending and reading of words containing letter combinations
3. Generalisation Assessment

Administration Guidelines

1. Prerequisite Reading Skills: Assessment of Synthesis

Synthesis: Say the sounds and ask the child to say the sounds followed by the word
E.g. Adult 'm-a-n' Child 'm-a-n man'.

2. Accuracy and Fluency of reading skills

Accuracy and fluency of skills are assessed using one minute assessment probes. Accuracy is assessed by number of errors made and fluency measured by the speed of the responses. It is useful to have two copies of the probe (one for the adult and one for the child). Ask the child to start at the top and move horizontally from left to right. Record the number of correct responses and the number of errors on the Reading Record Sheet (page 4).

There are four sections as four critical skills are being assessed (reading 100 most common words, reading letter sounds, blending and reading of phonically regular words and the blending and reading of words containing letter combinations).

The suggested aim rates are based on professional judgement rather than experimentation and are intended as guidelines only.

Probe	Skill assessed	Guidelines	Aim Rate
HF1	Reading High Frequency words 1-20	Ask the child to read the words. If the child finishes the sheet within the minute ask them to go back to the top.	50
HF2	Reading High Frequency words 21-40		50
HF3	Reading High Frequency words 41-60		50
HF4	Reading High Frequency words 61-80		50
HF5	Reading High Frequency words 81-100		50
LS1	Reading Letter Sounds	Ask the child to read the letter sounds.	50
PR1	Blending and Reading CVC words	Ask the child to blend and read the words e.g. 'j-a-m jam' as we are assessing blending skills not sight vocabulary.	25
PR2	Blending and Reading CVCC words		20-25
PR3	Blending and Reading CCVC words		20-25
PR4	Blending and Reading CCVCC words		20-25
PR Mix	Blending and Reading a mixture of CVC, CVCC, CCVC and CCVCC words		20-25
LC1	Blending and Reading words containing a-e/i-e/o-e/u-e	Ask the child to blend and read the words e.g. 'b-a-ck back' as we are assessing blending skills not sight vocabulary.	20-25
LC2	Blending and Reading words containing ck/th/er/ing/sh/wh/qu/ar/ea/oo		20-25
LC3	Blending and Reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/aw		20-25
LC4	Blending and Reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor		20-25

3. Generalisation Assessment

Ask the child to read a **book of his/her choice** for 3 minutes. Record the amount of words read correctly and number of errors and calculate the % of words read correctly. This will assess how the child is generalising and applying his/her reading skills. In order to read for meaning children are expected to be reading with 95% accuracy at a rate of over 1 word per second (so approx. 200 words in 3 minutes).

Reading Assessment Record Sheet

Name _____

Date _____

Prerequisite Reading Skills

Synthesis of phonically regular words	/25	Synthesis of words containing letter combinations	/36
---------------------------------------	------------	---	------------

Reading Skills: Accuracy & Fluency Assessment

	Skill assessed	Provisional Aim Rate	No. Correct	No. of errors
100 most common words	HF1: Reading High Frequency words 1-20	50		
	HF2: Reading High Frequency words 21-40	50		
	HF3: Reading High Frequency words 41-60	50		
	HF4: Reading High Frequency words 61-80	50		
	HF5: Reading High Frequency words 81-100	50		
Phonically regular words	LS1: Reading Letter Sounds	50		
	PR1: Blending and Reading CVC words	25		
	PR2: Blending and Reading CVCC words	20-25		
	PR3: Blending and Reading CCVC words	20-25		
	PR4: Blending and Reading CCVCC words	20-25		
	PR Mix: Blending and Reading a mixture of CVC, CVCC, CCVC and CCVCC words	20-25		
Words containing letter combinations	LC1: Blending and Reading words containing a-e/i-e/o-e/u-e	20-25		
	LC2: Blending and Reading words containing ck/th/er/ing/sh/wh/qu/ar/ea/oo	20-25		
	LC3: Blending and Reading words containing ee/ai/ch/or/ay/igh/ur/oa/ou/aw	20-25		
	LC4: Blending and Reading words containing ir/kn/oi/ph/ey/oy/ew/air/ear/oor	20-25		

Reading Skills: Generalisation Assessment

Book:			
Total Number of Words Read (B)	Number of Words Read Correctly (A)	Number of Errors	Percentage i.e. A/B x 100

Assessment of Pre-requisite Reading Skills

Name _____

Date _____

Synthesis of phonically regular words

Say the sounds and ask the child to repeat the sounds and put the sounds together to make a word – (e.g. Adult “u”-“p”, Child “u-p up”)

						Total
VC	u-p	a-m	i-f	i-t	o-n	
CVC	c-a-n	r-a-t	h-u-t	w-i-n	b-e-t	
CVCC	l-i-n-k	s-o-f-t	m-u-s-t	w-e-p-t	b-e-n-d	
CCVC	d-r-o-p	c-l-a-p	s-p-a-n	t-w-i-g	c-r-a-b	
CCVCC	s-t-a-m-p	d-r-i-n-k	p-l-u-m-p	b-l-e-n-d	f-r-o-s-t	
Total:						

Synthesis of words with letter combinations

Say the sounds and ask the child to put the sounds together to make a word – (e.g. Adult “w”-“or”-“n”, Child “w-or-n worn”)

						Total
th-i-n	sh-ee-t	ch-a-p	r-i-ch	s-t-oo-l	d-a-sh	
wh-i-m	f-er-n	b-a-ck	s-ing	n-ea-t	ar-t	
p-ai-n-t	c-or-n	t-r-ay	l-igh-t	b-ur-n	b-oa-t	
l-ou-d	d-r-aw	b-ir-d	c-oi-n	g-r-a-ph	kn-o-t	
k-ey	b-oy	f-l-ew	n-ee-d	qu-i-d	p-air	
t-ear	d-oor	t-a-pe	m-i-le	j-o-ke	d-u-ke	
Total:						

HF1 - Skill Assessed: Reading of High Frequency words 1-20

Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

a	and	is	he	then	5
my	to	with	the	it	10
in	of	I	that	went	15
was	am	had	me	some	20
it	then	in	me	with	25
to	went	a	I	he	30
had	am	the	was	my	35
is	that	some	of	and	40

HF2 - Skill Assessed: Reading of High Frequency words 21-40

Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

saw	this	for	his	see	5
we	go	little	she	when	10
are	has	one	there	at	15
have	out	they	come	her	20
when	see	are	come	little	25
go	at	saw	one	his	30
they	out	she	have	we	35
for	there	her	has	this	40

HF3 - Skill Assessed: Reading of High Frequency words 41-60

Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

about	could	make	take	after	5
did	new	their	all	do	10
next	them	an	down	not	15
three	as	from	now	time	20
do	after	now	next	their	25
new	not	about	an	take	30
from	as	all	three	did	35
make	down	time	them	could	40

HF4 - Skill Assessed: Reading of High Frequency words 61-80

Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

away	get	off	today	back	5
got	old	too	be	here	10
on	two	because	him	once	15
up	big	into	other	us	20
here	back	other	on	too	25
old	once	away	because	today	30
into	big	be	up	got	35
off	him	us	two	get	40

HF5 - Skill Assessed: Reading of High Frequency words 81-100

Administration: Ask the child to read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

but	last	our	very	by	5
like	over	were	call	live	10
out	what	came	look	said	15
will	can	made	so	you	20
live	by	so	out	were	25
over	said	but	came	very	30
made	can	call	will	like	35
put	look	you	what	last	40

LS1 - Skill Assessed: Reading of Letter Sounds

Administration: Ask the child to identify the letter sounds. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of sounds identified correctly and the number of errors.

a	m	t	s	i	5
f	d	r	o	g	10
l	h	u	c	b	15
n	k	v	e	p	20
w	j	y	x	q	25
z	a	m	i	f	30
r	o	g	l	h	35
t	e	p	n	w	40

PR1 - Skill Assessed: Blending and Reading of CVC words

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

mat	pen	fun	win	hot	5
kip	can	hut	cob	him	10
bun	fat	wet	not	leg	15
pin	yet	jam	zen	did	20
sag	ten	mug	rod	cot	25
hut	bit	fed	nut	lip	30
pot	gag	men	sat	kip	35
fun	not	did	fat	pen	40

PR2 - Skill Assessed: Blending and Reading of CVCC words

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

just	cast	gulp	rust	help	5
soft	must	dent	hilt	bend	10
tank	desk	camp	band	bank	15
junk	hand	bulb	wisp	risk	20
bond	lisp	list	went	mist	25
wilt	tent	link	left	jump	30
fast	ring	gong	song	sink	35
held	mend	bump	mask	left	40

PR3 - Skill Assessed: Blending and Reading of CCVC words

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

twig	skip	plum	grab	spot	5
trek	flop	grip	plan	blot	
scum	swot	drop	scan	flag	
snob	glad	bled	brim	smog	
clap	slug	drum	snip	trap	
spit	trim	stab	glum	swim	40
slot	crib	grip	trot	fret	
stun	frog	plan	grub	step	

PR4 - Skill Assessed: Blending and Reading of CCVCC words

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

spend	tramp	plump	grand	skunk	5
stamp	drank	scalp	print	slept	10
clamp	blunt	stand	tramp	drift	15
brand	frost	swift	slant	drink	20
twist	brink	crisp	gland	trend	25
clasp	blend	blast	craft	plant	30
stand	scalp	cramp	slump	clink	35
clank	frank	print	swift	stamp	40

PRMix - Skill Assessed: Blending and Reading of VC, CVC, CVCC, CCVC and CCVCC words

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

jam	sink	plod	tramp	crib	5
blast	hit	help	twist	band	10
mask	cab	tram	wet	plump	15
grub	pan	plan	grand	pant	20
crisp	grin	bank	mat	trend	25
bump	tap	drum	skin	craft	30
lad	trek	brim	mend	drift	35
hut	mat	frost	spit	went	40

LC1 - Skill Assessed: Blending and Reading of words containing the letter combinations a-e/i-e/o-e/u-e

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

bite	poke	mate	cute	kite	5
rote	time	joke	mine	fade	10
plane	maze	snake	froze	home	15
mile	note	fume	bake	spine	20
fade	kite	plane	crime	spoke	25
prime	home	bribe	snake	cute	30
like	note	mine	mile	rote	35
skate	froze	spine	maze	cube	40

LC2 - Skill Assessed: Blending and Reading of words containing the letter combinations ck/th/er/ing/sh/wh/qu/ea/ar/oo

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

cloth	whisk	herd	food	flick	5
smart	smash	clean	quack	fling	10
neat	bath	star	whiz	kick	15
dash	quilt	ping	scold	term	20
black	quip	shunt	freak	bring	25
moon	dart	stern	think	whim	30
ship	roost	quid	ding	fern	35
thin	heap	back	whip	car	40

LC3 - Skill Assessed: Blending and Reading of words containing the letter combinations ee/ai/ch/or/ay/igh/ur/oa/ou/aw

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

pinch	burst	trout	bay	short	5
foal	free	trawl	frail	sigh	10
bee	proud	north	roast	chant	15
spurt	paint	sight	paw	tray	20
trail	night	tweet	outlet	storm	25
way	prawl	float	such	curb	30
grout	play	vain	high	need	35
yawn	chin	fur	form	coal	40

LC4 - Skill Assessed: Blending and Reading of words containing the letter combinations ir/kn/oi/ph/ey/oy/ew/air/ear/oor

Administration: Ask the child to blend and read the words. If he/she reaches the end within the minute ask him/her to start from the beginning again. Stop after a minute and total the number of words read correctly and the number of errors.

first	orphan	boy	knit	key	5
tear	hoist	hair	doorway	flew	10
phone	knit	moor	hearing	royal	15
crew	moist	beard	bird	hockey	20
phantom	flooring	coy	pair	knee	25
key	ear	coin	graph	cashew	30
enjoy	screw	toy	ear	air	35
knew	fir	donkey	mooring	oil	40