



Guiding Questions:

Oral Reading Fluency (ORF)

Students read a passage for one minute, and their score is measured in words read correctly per minute; note that some platforms have students read three passages and score their median result. Schools typically use ORF as a screener 3x per year in Grades 1-5, and communicate scores in terms of students' national percentile.

Answers

- Overall, how is this student's word recognition?
- Does this student read at least as fluently as other students at the same grade level nationwide?
- If I know that this student has trouble comprehending what she reads, is that likely because of a word recognition deficit, or does her problem lie elsewhere?
- Is this student's word reading progressing normally?
- What percentage of students in this grade level are reading on benchmark?
- Do students in one grade/classroom have stronger word recognition skills than those in another?

Doesn't Answer

- What is this student's "reading level?" (note: skilled reading involves the integration of many different factors—phonic knowledge, phonemic awareness, vocabulary, background knowledge, and more—and cannot be summarized with a simple level)
- What specific decoding skills does this student need to improve?
- How is this student's reading comprehension? (note: while ORF and comprehension are **highly** correlated, ORF itself does not directly measure comprehension)
- Has this student mastered grade-level standards?

<ul style="list-style-type: none"> • Are more students hitting benchmark this period (e.g. winter) or year than in the previous one? 	
<p style="text-align: center;">Standards-Based Comprehension Assessments</p> <p style="text-align: center;"><i>These assessments typically resemble those taken by students at the end of each year as part of state-required testing. They are often a combination of multiple-choice and essay-based questions, with students receiving overall scores as well as standard-by-standard performance breakdowns.</i></p>	
<p style="text-align: center;">Answers</p> <ul style="list-style-type: none"> • Did this student have the word recognition skills necessary to decode this specific passage and its subsequent questions, as well as the background knowledge, vocabulary, and verbal reasoning they needed to understand this text in particular? 	<p style="text-align: center;">Doesn't Answer</p> <ul style="list-style-type: none"> • How strong is this student's reading comprehension in general? • If this student were reading a passage about another subject, would they be able to answer comprehension questions? • Which reading standard(s) have my students mastered? (note: skills like "finding the main idea" are highly text-specific, as opposed to skills that can generalize across texts of varying difficulty and subject matter) • If a student did poorly, what type of intervention do they need? • Did this student guess? • Will this student get the same score if they are tested on this standard next week or when they take the end-of-year state test?
<p style="text-align: center;">Diagnostic Phonics Survey (e.g., QPS, Really Great Reading)</p> <p style="text-align: center;"><i>Students are asked to read a variety of words that are controlled for specific phonics patterns, such as CVC words with short-vowel sounds, or long-vowel VCe words. They are typically given a score for each section of the assessment and sometimes receive an overall score out of all possible points.</i></p>	
<p style="text-align: center;">Answers</p> <ul style="list-style-type: none"> • What specific phonics patterns does this student know? • Where should I begin my phonics instruction? 	<p style="text-align: center;">Doesn't Answer</p> <ul style="list-style-type: none"> • What is this student's national percentile? (note: diagnostic assessments are typically used to help teachers provide individualized, targeted

<ul style="list-style-type: none"> • Are there any gaps in this student’s phonic knowledge that could be affecting his reading fluency? • Has this student mastered all of the phonics patterns that have appeared in her curriculum so far? 	<p>instruction as opposed to gauging students’ performance relative to their peers)</p> <ul style="list-style-type: none"> • Does this student have a phonemic awareness deficit? • Which irregular words has this student already mastered? (note: although irregular words usually follow many phonics “rules,” students’ knowledge of the irregularly spelled portion of the word would not be captured by a phonics inventory)
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Phonemic Awareness Screener (e.g., Phoneme Segmenting/Blending, First-Sound Fluency, PAST*)

Students are asked to manipulate words (read aloud to them) at the phoneme level by segmenting a word into its composite sounds or blending sounds together into a known word. Scores are typically reported in terms of the student’s national percentile.

**Note: The PAST includes several items where students manipulate sounds at the onset-rime or syllable level. [Current research](#) recommends against emphasizing these larger units of sound, instead having students work at the phoneme level from the beginning of their instruction.*

<p style="text-align: center;">Answers</p> <ul style="list-style-type: none"> • Does this student have a deficit in their phonemic awareness? • Is this student’s level of phonemic awareness typical for their age? • Is my phonemic awareness instruction working? 	<p style="text-align: center;">Doesn’t Answer</p> <ul style="list-style-type: none"> • How is this student’s word-reading ability? • What letter-sound correspondences does this student know?
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