

Oral Reading Rubric

Using an Oral Reading Rubric for Formative Assessment

Formative assessment involves monitoring students' progress during the course of learning so that you can identify their level of skills mastery. Regular formative assessment of phonics and word study skills can be highly useful as a means of evaluating students' facility with the specific skills they've been learning and practicing so that you can assess mastery and determine needs for additional support.

Procedures for Formative Assessment

Identify Texts Read to Know Advance Review Books are good choices for use as formative assessments as they offer a consolidated review of the targeted phonics and word study skills from the three prior books. Though, as time allows, you may also use other Read to Know Advance books that align with your phonics and word study instruction and students' progress.

Set Expectations Let the student know that he or she will be reading aloud to you. Explain that the student can ask for help as needed and that you will give clues to help as needed.

Follow a Consistent Routine

Use this Oral Reading Rubric to guide you as you record observations.

- Provide the student with time to preview the book and pre-read it on his or her own as time allows.
- If you want to time students' reading, begin the timing after they read the title. To calculate words correct per minute (WCPM), subtract the number of errors from the total number of words read, then divide by the total time in minutes.
- Ask the student to read aloud to you at his or her own pace. If the student asks for help, provide strategic guidance such as asking him or her to try sounding out a word or to notice familiar word parts.
- Give reminders as needed for content-area words, challenge words, and high-frequency words.
- Once the student is decoding with general proficiency, you may further coach him or her to try using expression and natural phrasing to read with fluency.
- If the student struggles, consider reading the book together, noting the student's specific needs for additional instruction and practice (e.g., types of words that are not mastered, lack of fluency in reading connected text, or other specifics).

Oral Reading Rubric

Student's Name: _____

| | 1 Applying | 2 Practicing | 3 Learning |
|--|---|--|--|
| Word Recognition | Student consistently demonstrates knowledge of letter-sound relationships and high-utility syllable patterns to correctly read and pronounce written words. | Student demonstrates knowledge of letter-sound relationships and high-utility syllable patterns to correctly read and pronounce written words, but does so inconsistently. | Student does not yet demonstrate knowledge of letter-sound relationships and high-utility syllable patterns to correctly read and pronounce written words. |
| High-Frequency Word Recognition | Student recognizes almost all common and recently taught high-frequency words. | Student recognizes some common and recently taught high-frequency words. | Student does not reliably recognize common and recently taught high-frequency words. |
| Phrasing/ Expression | Student reads at an appropriate rate with sentence phrasing and expression. | Student sometimes reads at an appropriate rate and is beginning to use sentence phrasing and expression, while still often reading word by word. | Student reads slowly and word by word, struggling with accuracy and not using sentence phrasing. |
| Comprehension | Student derives meaning from text and discusses or retells key ideas accurately from the text. | Student is beginning to derive meaning from text and may sometimes discuss or retell key ideas, but often requires support. | Student is unable to derive meaning from text and is not able to accurately discuss or retell key ideas from the text. |

Student's Score: _____

Notes: _____
