

Interpreting the Graded Assessment Page

Teacher Actions	Questions to consider	Possible next steps
<p>1. Listen to the student recording and compare to their graded running record</p>	<ul style="list-style-type: none"> ● Is the student reading with appropriate expression and intonation? ● Are there specific words, phrases, or sentences that the student struggles with throughout the reading? ● If the student struggled, which phonics or decoding skills did the student use or not use? 	<ul style="list-style-type: none"> ● Use observations from the recording and running record to identify growth areas in oral reading fluency (e.g., intonation, expression) ● Identify a next reading strategy(s) to (re)teach the student and record in the Notes section of the graded assessment page ● Identify phonics or decoding skills to be reviewed or retaught to the student and record in Notes section of the graded assessment page ● Identify sight words to be reviewed or retaught to the student and record in Notes section of the graded assessment page
<p>2. Review the comprehension questions</p>	<ul style="list-style-type: none"> ● Which question types (e.g., detail, main idea, chronology), did the student perform well on or have trouble with? ● Were there specific question stems (e.g., Why does..., What happens..., How do the characters...) that the student did well on or had trouble with? 	<ul style="list-style-type: none"> ● Review or (re)teach underlying skills (e.g., how to organize a story into a beginning, middle, and end) that are needed to answer certain question types ● Identify question types (e.g., detail, main idea, chronology) the student struggled with and provide the student with additional practice on these question types ● Identify question stems (e.g., Why does...What happens... How do the characters...) the student struggled with and provide the student with additional practice with those question stems
<p>3. Review the retell</p>	<ul style="list-style-type: none"> ● Did the student explain the story's events in the correct sequence? ● Did the student include the beginning, middle, and end? ● Did the retell demonstrate the student has a strong understanding of the text? 	<ul style="list-style-type: none"> ● (Re)teach the components of writing and/or verbalizing a retell (beginning, middle, end) based on the student's performance
<p>4. Decide if reassessment is necessary to determine the student's instructional level (and estimated independent level) in this assessment round</p>	<ul style="list-style-type: none"> ● Do I feel confident that I have found the student's instructional (and estimated independent) level? 	<ul style="list-style-type: none"> ● If I do not feel confident I have found the student's reading levels, review (and potentially adjust) the Next Assessment column level and consider reassessing the student ● If I feel confident I have found the student's reading levels, consider stopping assessing the student for this assessment round and begin instruction