

Reading Assessment for 'er', 'ir', and 'ur'

This assessment serves as a quick "check in" to see if students understand the skill before moving on. Checking in regularly, rather than waiting until the end of a quarter to assess, allows you to see if your instruction is effective or if something needs to be altered for the student.

Materials:

- teacher recording sheet for reading, one per student
- student reading sheet, one copy

TEACHER INSTRUCTIONS:

- Administer the assessment to one student at a time.
- Give the student the reading sheet. As the student reads the words and sentences, mark on your recording sheet whether they have correctly decoded the words.
- If the student makes an error, make note of what they said so that you can analyze their errors after the assessment.
- Note if the student reads the words automatically or if they segment the sounds in the words.

HOW TO SCORE THE ASSESSMENT:

The assessment is made up of 10 words, each worth one point. There are five words to read in isolation and five words to read in the context of a sentence.

- Count only the words with r-controlled vowels that are read correctly.
- Make notes so you can analyze the student's error(s). Your analysis will inform your next instructional steps with this student.

HOW TO USE THE INFORMATION GATHERED FROM THE ASSESSMENTS:

Listening to a student read provides important data about the next instructional step to take with the student. This data can be analyzed and used to plan interventions, form small groups, and guide large group instruction. Here are some ways the data can inform reading instruction:

- If a student is still tapping out (segmenting) each sound in the word to read it, work on blending the sounds in their head and just saying the word aloud.
- If the student reads the words accurately in isolation but has difficulty when the words are in context, or if they read the text very slowly, work on fluency activities to increase reading rate.
- If a student seems to have mastered the skill for decoding in isolation and in context, they are ready to build on these skills. It is important to continue to practice these target skills within context as you add new skills.

Student _____ Grade _____ Teacher Initials _____ Date _____ Score _____ /10

Directions: Assess students individually. Have each student read the words and sentences on the read sheet aloud.

READING WORDS IN ISOLATION

Word	✓ if correct	Notes
fern	<input type="checkbox"/>	
twirl	<input type="checkbox"/>	
burn	<input type="checkbox"/>	
third	<input type="checkbox"/>	
church	<input type="checkbox"/>	

READING WORDS WITHIN TEXT

Sentence	✓ if correct	Notes
I will ask the <u>clerk</u> for help.	<input type="checkbox"/> clerk	
I like to <u>surf</u> with my <u>sister</u> .	<input type="checkbox"/> surf <input type="checkbox"/> sister	
The <u>bird</u> <u>hurt</u> its wing.	<input type="checkbox"/> bird <input type="checkbox"/> hurt	

fern twirl burn third church

I will ask the clerk for help.

I like to surf with my sister.

The bird hurt its wing.