

## Directions for Using the Assessment Summary for Emergent Readers

### *Column 1 and 2: Name and Instructional Level*

Write the student's name in the first column and record the instructional text level determined by the running record. Remember, this is the level at which the student reads with 90–94% accuracy. If the accuracy is higher than 94%, then the text is considered to be at an independent level. If the student knows at least 40 letters by name but is not able to read Level A text with at least 90% accuracy, the student should still be coded as Level A. Code the student as Pre-A only if he or she knows fewer than 40 letters.

### *Column 3: Known Letters*

Write the number of letters (upper- and lowercase) the student is able to identify by name. The maximum score in this column would be 52, unless you expect the students to identify the printer's g and a; then the maximum score would be 54.

### *Column 4: Known Words*

Record the number of sight words the student can read (R) and write (W). This is determined by giving the student a short list of frequently used sight words for kindergarten and first grade. You can make up a list from the following words or use a list that comes with your reading program.

Words that appear frequently in emergent-level texts:

am	at	is	can	go	me	my	see	the
to	up	and	do	got	had	has	he	his
in	it	like	look					

### *Column 5: Hears Sounds*

Put a plus (+) in this column if the student hears initial, medial, and final sounds. Put a check (✓) in this column if the student hears initial and final sounds. Put a check minus (✓-) if the student hears only a few initial or final sounds and a minus (–) if the student does not hear sounds in words. Most teachers use a writing sample or a simple dictated sentence to make this determination, but you could also use a phonemic segmentation test. Here are three examples of dictated sentences that have been useful for assessing kindergarten and first grade students:

- \* September/October: *I like to eat oatmeal.* (Assesses ability to hear consonants and long vowels)

- \* January/February: *I want peanut butter on my sandwich.* (Assesses ability to hear consonants, long and short vowels, and /ch/)
- \* May/June: *This is a fine day for swimming at the beach. I have my plastic shovel and my bucket.* (Assesses ability to hear digraphs, long vowels, blends, and /-ing/)

### *Column 6: Cues Used*

Put an *M* if the student's errors are mostly meaning-related. Put an *S* if the student's errors match the structure of the text. Put a *V* if the student tries to sound out an unknown word or makes substitutions that are visually similar.

### *Column 7: Early Strategies*

The running record can help you assess four emergent strategies: using one-to-one matching (1:1), checking the picture at the point of difficulty, getting the mouth ready for the initial letters (GMR), and cross-checking (× ✓).

**1:1 Matching:** Put a plus (+) in this column if the student points to the words while he or she reads or if the student reads without making any insertions or omissions. Put a check (✓) in the column if the student appears to be looking at print but occasionally says extra words or leaves out words. Put a minus (–) in the column if the student invents a story or does not appear to be looking at the print.

**Checks picture (✓ pic):** Put a plus (+) if the student consistently searches the picture when encountering an unknown word. Put a check (✓) if the student occasionally checks the picture, and put a minus (–) if the student does not use picture clues.

**Gets mouth ready (GMR):** Put a plus (+) if the student consistently uses initial letter sounds at difficulty, put a check (✓) if the student occasionally uses initial letters, and put a minus (–) if the student ignores first letter cues.

**Cross-checking (× ✓):** This is a highly important strategy for emergent readers. It is the action of using the picture clues and the first letter of the word to figure out an unknown word. For example, if a child first says “bunny” for “rabbit” then stops and corrects the error because she notices “rabbit” starts with an *r* and not a *b*, the student is cross-checking. When a child uses only picture clues and does not use the

letters in the word, the child is not cross-checking. Also, if a child tries to sound out an unknown word and never thinks about the meaning of the story, the child is not cross-checking. Put a plus (+) in this column if the student is consistent with this strategy. Put a check (✓) if the student occasionally cross-checks but is not consistent. Put a minus (–) in this column if the student shows no evidence of cross-checking. Very few Level A and B readers cross-check without teacher prompting. However, cross-checking should be an established behavior without teacher prompting before a student is moved to text level D.

### *Column 8: Oral Language*

Record the child's command of English by using this simple rubric:

- (+) Child has excellent oral language and uses Standard English structure.
- (✓) Child speaks English but makes frequent grammatical errors due to immature language structure or nonstandard English dialect.
- (–) Child is not fluent in English or has a severe language delay.