

Directions for Using the Assessment Summary Chart for Fluent Readers

Columns 1 and 2: Name and Instructional Level

Write the student's name in the first column and record the instructional text level. This is the level at which the student reads with at least 90% accuracy and has some comprehension and fluency. If the student reads the text with at least 95% accuracy and has a strong understanding of the story, then the text is considered to be at an independent level. You should give the student a more difficult text to determine the instructional level. To save time, it is appropriate to have the student read the text silently and then ask the student to retell and answer the comprehension questions. Running records are not useful for analyzing fluent readers because fluent readers do not make many errors.

Notice that there are two columns (*F* and *NF*) under "Instructional Level." One is for fiction, the other for nonfiction. Since students often have different instructional levels for fiction and nonfiction texts, it is best to assess them on both.

Column 3: Retell

Put a plus (+) if the child gives a complete and detailed retelling.

Fiction (F): The major plot elements are retold completely, accurately, and in order. All major characters are included. The problem and resolution are clear. The retelling includes details, minor characters, and nonessential events, but not at the expense of the story. Student shows evidence of inference skills.

Nonfiction (NF): Includes every main idea, each supported by at least one or two details. Organization follows the scheme of the book (e.g., chronological, explanatory). The student uses vocabulary correctly and in context.

Put a check (✓) if the child gives a partial retelling.

Fiction (F): The retelling includes the plot and most major characters. Minor characters and setting may be absent. Events not essential to the plot are missing or out of order. Student may not show evidence of inference skills.

Nonfiction (NF): The retelling includes most of the main ideas. Details may be fragmentary or missing. Vocabulary is included but may not be used correctly. Organization is looser, but essential sequences, processes, and explanations remain in order.

Put a minus (–) if the child gives a limited retelling.

Fiction (F): The retelling has major holes: omission of central characters, incorrect identification of the problem, inability to relate sequence, and/or absence of essential plot points.

Nonfiction (NF): Retelling may include the subject but misses many of the main ideas. Details are sketchy or not linked with the idea they support. Organization is loose and random, and mistakes occur in essential sequences. Student tells facts incorrectly.

Columns 4–11: Comprehension Strategies

Students reading at fluent levels need instruction in a variety of comprehension strategies with both fiction and nonfiction texts. These columns are used to identify specific strategies the student needs to learn. Under each strategy put a (+) if the student is proficient in the strategy, a (✓) if the student is partially proficient, and a (–) if the student is not proficient.