

GUIDELINES FOR ASSESSING READING ALOUD PERFORMANCE ON A STORY TEXT

- Talk briefly about the book title, the pictures, any particular words or names that are strange to the children and may hinder the understanding
- Let the children get into the story before starting with the assessment. Do not assess the first few sentences.
- The teacher might read aloud the first few sentences.
- For the assessment part it is helpful to have a 100-words sample of the text ready and use it while the child is reading aloud.
- Any problem should be coded using the suggested coding scheme.
- As a rule of thumb, the child should have no more than roughly 10 problem words for the text to be suitable. Fewer than 5 problem words may suggest that the child should try a higher level.
- Use the coding to identify particular weaknesses which the teacher can work on with the child to help him/her to develop his/her reading ability.
- Notice that familiarity with the topic will make the reading easier and may not reflect the general level of the pupil's reading ability.

Suggested coding signs for reading aloud performance

1. A problem word: a straight line above the word, e.g. entertainment
2. Misunderstood although read all right (after you've checked): a line underneath the word, e.g. entertainment
3. Self-correction: write SC above the word
4. If the student substitutes the word, write that word above the replaced word, e.g. *coat*
cupboard
5. If the student leaves out a word: /
6. intonation problems:
-----? (should have a question intonation)
-----! (other types of wrong intonation)
7. added words + (added word/s)