

# mCLASS: Reading 3D Reminders



By: Carlos Matlock Vass  
Jonesville Elementary School

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- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it
- Say each word, promptly and clearly, and accurately mark the child's response correct or incorrect. Tap "Correct 2 pts" for first sound; "Correct 1 pt" for first sound blends, consonant blends + vowel, or consonant + vowel; " Incorrect" for incorrect response.
- At the end of one minute, stop presenting words and tap Done.
- Check child's score and Risk Level by referring to the Runner
- Tap Review to review results and determine validity of assessment.

Correct Responses	Incorrect Responses
Initial phoneme	No response
Initial consonant and vowel	Letter name ( <i>prompt with one-time reminder</i> )
Initial consonant blend	Ending sound(s)
Initial consonant blend and vowel	3 second or longer hesitation
/ch/ substituted for /tr/ <b>OR</b> /j/ substitution for /dr/	Whole word repeated

**Notes:**

- ★ Mark the **best** response not the last response.
- ★ A student receives 2 points for saying the first, individual sound.
- ★ A student receives 1 point for identifying the first group of sounds.
- ★ Zero points for saying the entire word.

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- ★ Zero points for saying the entire word.

**Grades** K (BOY/MOY)

**FSF**

*First Sound Fluency*

*Phonemic Awareness*

**Timing** 1 minute. Start timer after saying the first word.

**Hesitation** After 3 seconds, tap the zero mark and say the next word.

**Discontinue** If a student receives zero points in the first five words, the device prompts assessor to discontinue.

**Reminders**

**May Only Be Used Once**

1. If a student says a letter name, say, **Remember to tell me the first sound in the word, not the letter name.** Immediately say the next word.

**Given as often as needed**

1. If a student appears to have forgotten the directions (e.g., provides rhyming words or claps syllables), say, **Remember to tell me the first sound you hear in the word.** Immediately say the next word.

**FSF**

Reading 3D Reminders

**Grades** K (BOY/MOY)

**FSF**

*First Sound Fluency*

*Phonemic Awareness*

**Timing** 1 minute. Start timer after saying the first word.

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1. If a student appears to have forgotten the directions (e.g., provides rhyming words or claps syllables), say, **Remember to tell me the first sound you hear in the word.** Immediately say the next word.

**FSF**

Reading 3D Reminders

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it
- Follow along on the mobile device and tap incorrect letters.
- At the end of one minute say, "Stop," place the bracket after the last letter named, and tap Done.
- Check child's score and Risk Level by referring to the Runner
- Tap Review to review results and determine validity of assessment.

Correct Responses	Incorrect Responses
Correct letter	Incorrect letter
Articulation and/or dialect	Three-second hesitation
Similarly shaped font ( <i>uppercase i and lowercase L</i> )	Skipped letters

**Notes:**

- ★ Marking out a whole line doesn't count against the student. Tap the bubble beside the line to mark out the whole line.
- ★ Tap once for error. (will be red)
- ★ Tap twice for self corrections. (will be green)
- ★ If you need to fix an error, you can tap three times to count as correct.
- ★ There is no PM for LNF.
- ★ There is no Benchmark goal for LNF, yet it is included in the calculations for the Composite Score.

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it
- Follow along on the mobile device and tap incorrect letters.
- At the end of one minute say, "Stop," place the bracket after the last letter named, and tap Done.
- Check child's score and Risk Level by referring to the Runner
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Correct letter	Incorrect letter
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Similarly shaped font ( <i>uppercase i and lowercase L</i> )	Skipped letters

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- ★ There is no PM for LNF.
- ★ There is no Benchmark goal for LNF, yet it is included in the calculations for the Composite Score.

**Grades** K (BOY/MOY/EOY)  
1 (BOY)

**LNF**

*Letter Naming Fluency*

**Timing** 1 minute. Start timer after saying *begin*.

**Hesitation** After 3 seconds, say the letter and mark it incorrect.

**Discontinue** If student misses all letters in first row of the measure, the device prompts assessor to discontinue.

**Reminders**

**May Only Be Used Once**

1. If the student does not go left to right, say **Go this way.** (*Sweep your finger across the row.*)
2. If the student skips 4 or more consecutive letters, say **Try to say each letter name.**
3. If the student says letter sounds, say **Say the letter name, not it's sound.**

**Give As Often As Needed**

1. When a student stops (and it's not a hesitation on a specific item), the teacher can say, **Keep going.**
2. *If the student loses his/her place, the teacher can point to the letter.*

**LNF**

Reading 30 Reminders

**Grades** K (BOY/MOY/EOY)  
1 (BOY)

**LNF**

*Letter Naming Fluency*

**Timing** 1 minute. Start timer after saying *begin*.

**Hesitation** After 3 seconds, say the letter and mark it incorrect.

**Discontinue** If student misses all letters in first row of the measure, the device prompts assessor to discontinue.

**Reminders**

**May Only Be Used Once**

1. If the student does not go left to right, say **Go this way.** (*Sweep your finger across the row.*)
2. If the student skips 4 or more consecutive letters, say **Try to say each letter name.**
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**Give As Often As Needed**

1. When a student stops (and it's not a hesitation on a specific item), the teacher can say, **Keep going.**
2. *If the student loses his/her place, the teacher can point to the letter.*

**LNF**

Reading 30 Reminders

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Follow along on the mobile device and mark the child's responses.
- Underline all letter sounds produced alone or in whole words and tap any incorrect letter sounds.
- Give the next word immediately after the child responds.
- Say "Stop" at the end of one minute and tap Done.
- Check child's score and Risk Level by referring to the Runner.
- Tap Review to review results and determine validity of assessment.

Student Response	Scored	Scoring Rules
(trip) /t/ /r/ /i/ /p/	<u>/t/</u> /r/ /i/ /p/	Complete correct segmentation
(trip) /t/ /r/ /i/ /p/ /s/	<u>/t/</u> /r/ /i/ /p/	Insertion/addition
(trip) /t/ /r/ /i/ /ps/	<u>/t/</u> /r/ /i/ /p/	Segment mispronunciation
(star) /th/ /t/ /ar/	/s/ <u>/t/</u> /ar/	Articulation / dialect
(fox) /f/ /o/ /ks/	/f/ /o/ /k/ /s/	Incomplete segmentation
(bit) /bi/ /i/ /it/	<u>/b/</u> /i/ /t/	Overlapping segmentation
(red) /r/ /d/	/r/ /e/ /d/	Omission
(red) /r/ hmm....	/r/ /e/ /d/	3-second hesitation

**Notes:**

- ★ Underline everything the student says to create a precise visual record.
- ★ If a phoneme is produced incorrectly, underline the phoneme, then tap it to indicate the error.
- ★ Say the next word as soon as the student finishes responding.

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Follow along on the mobile device and mark the child's responses.
- Underline all letter sounds produced alone or in whole words and tap any incorrect letter sounds.
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(trip) /t/ /r/ /i/ /p/ /s/	<u>/t/</u> /r/ /i/ /p/	Insertion/addition
(trip) /t/ /r/ /i/ /ps/	<u>/t/</u> /r/ /i/ /p/	Segment mispronunciation
(star) /th/ /t/ /ar/	/s/ <u>/t/</u> /ar/	Articulation / dialect
(fox) /f/ /o/ /ks/	/f/ /o/ /k/ /s/	Incomplete segmentation
(bit) /bi/ /i/ /it/	<u>/b/</u> /i/ /t/	Overlapping segmentation
(red) /r/ /d/	/r/ /e/ /d/	Omission
(red) /r/ hmm....	/r/ /e/ /d/	3-second hesitation

**Notes:**

- ★ Underline everything the student says to create a precise visual record.
- ★ If a phoneme is produced incorrectly, underline the phoneme, then tap it to indicate the error.
- ★ Say the next word as soon as the student finishes responding.

**Grades** K (MOY/EOY)  
1 (BOY)

**PSF**

*Phoneme Segmentation Fluency*

*Phonemic Awareness*

**Timing** 1 minute. Start timer after saying **the first word**.

**Hesitation** 3 seconds, if a student has not said the next sound segment, say the next word. Do not tap the phoneme.

**Discontinue** If a student does not say any correct segments in the first five words, the device prompts the assessor to discontinue.

**Reminders**

**May Only Be Used Once**

1. If a student spells the word, say **Say the sounds in the word**. Immediately say the next word.
2. If a student repeats the word, say **Remember to say all the sounds in the word**.

**PSF**

Reading 30 Reminders

**Grades** K (MOY/EOY)  
1 (BOY)

**PSF**

*Phoneme Segmentation Fluency*

*Phonemic Awareness*

**Timing** 1 minute. Start timer after saying **the first word**.

**Hesitation** 3 seconds, if a student has not said the next sound segment, say the next word. Do not tap the phoneme.

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**Reminders**

**May Only Be Used Once**

1. If a student spells the word, say **Say the sounds in the word**. Immediately say the next word.
2. If a student repeats the word, say **Remember to say all the sounds in the word**.

**PSF**

Reading 30 Reminders

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Follow along on the mobile device and mark the child's responses.
- Underline all letter sounds produced alone or in whole words and tap any incorrect letter sounds.
- Advance the screen correctly by tapping the arrows or the beads.
- Say "Stop" at the end of one minute and tap Done.
- Check child's score and Risk Level by referring to the Runner.
- Tap Review to review results and determine validity of assessment.

Word on Probe	Sample Response	CLS	WWR
daf	/d/ /a/ /f/	3	0
	/da/ /f/ <u>or</u> /d/ /af/	3	0
	"daf"	3	1
	/d/ /a/ /f/ "daf"	3	0
	"dafs"	3	0
	"daf" "daf"	3	0

**NWF**  
*Nonsense Word Fluency*  
 Alphabetic Principle  
 Basic Phonics

**Notes:**

- ★ Score sound-by-sound, blended sounds, and whole-word responses.
- ★ CLS is the number of sounds the student reads correctly.

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daf	/d/ /a/ /f/	3	0
	/da/ /f/ <u>or</u> /d/ /af/	3	0
	"daf"	3	1
	/d/ /a/ /f/ "daf"	3	0
	"dafs"	3	0
	"daf" "daf"	3	0

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**Notes:**

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- ★ CLS is the number of sounds the student reads correctly.

K (MOY/EOY)  
 1 (BOY/MOY/EOY)  
 2 (BOY)

**NWF**  
*Nonsense Word Fluency*

*Alphabetic Principle*  
*Basic Phonics*

**Timing** 1 minute. Start timer after saying *the first word*.

**Hesitation**

1. If the student responds sound-by-sound, mixes sounds and words, or sounds out and recodes, allow **3 seconds** then tap the letter incorrect and provide the correct letter sound.
2. If the student responds with whole words, **allow 3 seconds**, then tap the letters incorrect and provide the correct word.

**Discontinue** If a student doesn't read any correct letter sounds in the first row, the device prompts assessor to discontinue.

**Reminders**

**May Only Be Used Once**

1. If the student does not go left to right, say **Go this way** and sweep your finger across the row.
2. If the student says letter names, say **Say the sound, not the letter names**.
3. If the student reads the word first, then says the letter sounds, say **Just read the word**.
4. If the student says all of the letter sounds correctly in the first row, but does not make any attempt to blend or recode, say **Try to read the words as whole words**.

**Give As Often As Needed**

1. If the student stops (and it's not a hesitation on a specific item) say **Keep going**.
2. If a student loses his/her place, **point to the correct space** on the page.

**NWF**

K (MOY/EOY)  
 1 (BOY/MOY/EOY)  
 2 (BOY)

**NWF**  
*Nonsense Word Fluency*

*Alphabetic Principle*  
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**NWF**

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Tap the words read incorrectly.
- Place the bracket after the last word read at the end of one minute, tap Done and say "Stop".
- Start the retell (next page).

Text	Student Reads	Scoring	Scoring Rule
My dog has fleas.	"My flea has a dog."	flea and dog are incorrect	Word Order
I live in town.	"I live [long i] in town."	live is incorrect	Mispronounced Words
I visited Dabai.	"I visited Dubai."	Dubai is correct.	Proper Nouns
My dad is 36.	"My dad is three six."	36 is incorrect	Numerals
Mr. Duck is here.	"M R Duck is here."	Mr. is incorrect	Abbreviations
May I watch TV?	"May I watch television?"	TV is correct	Abbreviations(Exception)
The girl had ice cream.	"Some girls had ice cream."	The and girl are incorrect	Words not read exactly as written.
It is time to go home.	"It's time to go home."	It and is are incorrect	Two words read as a contraction.
It's time to go home.	"It is time to go home."	It's is incorrect.	Contractions read as two words.

- Notes**
- ★ Do not read the title to the student.
  - ★ If the student reads the title, don't start timer until they read the first word.
  - ★ Do not mark additions or insertions.

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Tap the words read incorrectly.
- Place the bracket after the last word read at the end of one minute, tap Done and say "Stop".
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**Grades** 1 (MOY/EOY)  
2 (BOY/MOY/EOY)  
3 (BOY/MOY/EOY)

**DORF**  
*DIBELS Oral Reading Fluency*

*Accurate and Fluent Reading of Connected Text*  
*Advanced Phonics & Word Attack Skills*

**Timing** 1 minute. Score the first word read to start

**Hesitation** After 3 seconds, say the word and mark it incorrect

**Discontinue** 1. If student misses all words in first row of first passage, the device prompts assessor to discontinue.  
2. If student reads fewer than 10 words correct in first passage, do not administer retell or passage 2 or 3.

**Reminders**

**Give As Often As Needed**

1. If a student loses his/her place while reading, point to the next word in the passage.
2. If a student stops reading at any point (and it's not a hesitation), say **Keep going**.

Reading 3D Reminders

**DORF**

**Grades** 1 (MOY/EOY)  
2 (BOY/MOY/EOY)  
3 (BOY/MOY/EOY)

**DORF**  
*DIBELS Oral Reading Fluency*

*Accurate and Fluent Reading of Connected Text*  
*Advanced Phonics & Word Attack Skills*

**Timing** 1 minute. Score the first word read to start

**Hesitation** After 3 seconds, say the word and mark it incorrect

**Discontinue** 1. If student misses all words in first row of first passage, the device prompts assessor to discontinue.  
2. If student reads fewer than 10 words correct in first passage, do not administer retell or passage 2 or 3.

**Reminders**

**Give As Often As Needed**

1. If a student loses his/her place while reading, point to the next word in the passage.
2. If a student stops reading at any point (and it's not a hesitation), say **Keep going**.

Reading 3D Reminders

**DORF**

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Tap the words read incorrectly.
- Place the bracket after the last word read at the end of one minute, tap Done and say "Stop".
- Draw a line or tap in the Writing Area, so that it is a one-to-one correlation to the number of words the child says in an acceptable retell.
- Give credit only for a correct retelling.
- Say "Stop" at the end of the one minute and tap Stop.
- Check the child's score and Risk Level by referring to the Runner.
- Tap Review to review and determine the validity of assessment.

Correct Responses	Incorrect Responses
Stating accountable details	Exclamations or "Humm..." or "Umm.."
Contractions	Songs and Recitations
Minor Repetitions	Rote repetition of words or phrases
Minor irrelevancies	Stories or irrelevancies
Minor inaccuracies	Stating retell details multiple times.

# DORF - Retell

## *DIBELS Oral Reading Fluency*

*Reading Comprehension*

### Notes

- ★ If a student reads fewer than 40 WPM, use professional judgement about administering retell.
- ★ Recording Response Patterns is critical for interventions, parent conferences, and planning.
- ★ Take away the book and student materials before starting the Passage retell.
- ★ You must commit the detail of the text to memory.

- Perform standardized directions verbatim ( per 'Mr. Say')
- Hold the device so the child cannot see it.
- Tap the words read incorrectly.
- Place the bracket after the last word read at the end of one minute, tap Done and say "Stop".
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- Give credit only for a correct retelling.
- Say "Stop" at the end of the one minute and tap Stop.
- Check the child's score and Risk Level by referring to the Runner.
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Correct Responses	Incorrect Responses
Stating accountable details	Exclamations or "Humm..." or "Umm.."
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2 (BOY/MOY/EOY)  
3 (BOY/MOY/EOY)

**DORF - Retell**  
*DIBELS Oral Reading Fluency*  
*Reading Comprehension*

**Timing** 1 minute. Score the first word read to start

**Hesitation** With a first hesitation of 3 seconds, tap 3 Sec. Pause. Say **Can you tell me anything more about the story?** (May only be used once.)

**Discontinue** After the second hesitation of 5 seconds, tap 5 Sec. Pause.

Reading 30 Reminders

DORF  
Retell

**Grades** 1 (MOY/EOY)  
2 (BOY/MOY/EOY)  
3 (BOY/MOY/EOY)

**DORF - Retell**  
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*Reading Comprehension*

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**Hesitation** With a first hesitation of 3 seconds, tap 3 Sec. Pause. Say **Can you tell me anything more about the story?** (May only be used once.)

**Discontinue** After the second hesitation of 5 seconds, tap 5 Sec. Pause.

Reading 30 Reminders

DORF  
Retell

- Perform standardized directions verbatim ( per 'Mr. Say')
- Ensure children have pencils ready and write their names on their paper.
- Read directions aloud verbatim.
- Allow 30 seconds for children to complete two practice items.
- Review practice items.
- Say "Begin" and start timing.
- Say "Stop" at the end of 3 minutes. Students should bracket the last word read.
- Score worksheet and enter results. ([www.mclasshome.com](http://www.mclasshome.com))

Count correct if circled or otherwise marked.

**circled**

**checked**

**underlined**

home

home

home

get

get

get

large

✓large

large

Mark a slash through incorrect or skipped responses.

**Wrong answer**

**Item left blank  
prior to an item  
attempted**

**More than one  
answer marked**

home

home

✓home

~~get~~

~~get~~

~~get~~

large

large

~~large~~

**Notes**

- ★ Not on the iPad(pencil & paper).
- ★ Can be administered individually, in small groups, or to a whole class at once.
- ★ Circling the answer is the best choice.
- ★ Teachers cannot answer questions during administration.

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- Ensure children have pencils ready and write their names on their paper.
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- Review practice items.
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**Notes**

- ★ Not on the iPad(pencil & paper).
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Grades 3 (BOY/MOY/EOY)

Timing 3 minutes. Start the timer after saying **begin**.

Hesitation No Rule.

Discontinue No Rule.

Reminders

Give As Often As Needed

1. If a student starts reading the passage aloud, say **Remember to read the story silently**.
2. If the student is not working on the task, say **Remember to circle the word in each box that makes the most sense in the story**.
3. If a student asks you to provide a word for him/her or for general help with the task, say **Just do your best**.

DAZE

Reading 30 Reminders

Grades 3 (BOY/MOY/EOY)

Timing 3 minutes. Start the timer after saying **begin**.

Hesitation No Rule.

Discontinue No Rule.

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DAZE

Reading 30 Reminders

**Grades** K (BOY/MOY/EOY)  
 1 (BOY/MOY/EOY)  
 2 (BOY/MOY/EOY)  
 3 (BOY/MOY/EOY)

**TRC**  
*Text Reading and Comprehension*

*Accurate and Fluent Reading of Connected Text  
 Vocabulary and Language Skills  
 Reading Comprehension*

**Knowledge of Print**

**For the last questions of the assessment.**  
 Use a sticky note and cover up the words. Show/teach them how to push the cards. Demonstrate using the toys on the table in the picture. After they can use the cards, uncover the words and continue.

**Quick Reference**

Correct Responses	Incorrect Responses
Student reads correct words	Insertions
Student correctly sounds out words	Substitutions
Student repeats words	Omissions
Student self-corrects	Words read in wrong order
	5 Second Hesitation
	Proper Nouns (the first instance only)

**Grades** K (BOY/MOY/EOY)  
 1 (BOY/MOY/EOY)  
 2 (BOY/MOY/EOY)  
 3 (BOY/MOY/EOY)

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**Written Retell**

*Starts at Level F*

- ★ **Do not** tell them to look back in book for answers.
- ★ Teachers **cannot** make them reread.
- ★ Teachers **cannot** read written response questions to students. Student can use the book to answer questions.
- ★ A student in K or 1st grade BOY who reaches this level but has trouble writing can dictate their answers to the teacher.

**Oral Retell**

- ★ Push the iPad away and observe.
- ★ Students cannot use the book for oral retell.
- ★ **Only for Levels A-E**
  - ★ If the student doesn't give you enough information you can ask the following questions.
    - ★ *What happened in the beginning?*
    - ★ *What happened next?*
    - ★ *How did the story end?*
    - ★ *What new information did you learn from the text?*

**MSV Analysis**

- ★ **Every error** that can be analyzed should be. Skip analysis only when you have no theoretical support to determine the source of the miscue.
- ★ You may select more than one type of error.

Type of Error	Ask Yourself
<b>M</b> - Meaning	<i>Does this substitution make sense in the text?</i>
<b>S</b> - Syntax/ Structure	<i>Is this substitution grammatically correct in Standard English?</i>
<b>V</b> - Visual	Does this substitution look like the word in the text?

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**Criteria for Instructional Level**

*Text Reading and Comprehension*

*Accurate and Fluent Reading of Connected Text  
Vocabulary and Language Skills  
Reading Comprehension*

**Frustration Level**

Accuracy  $\leq$  89%  
**OR**  
Written Comp. = 1/3  
**OR**  
Oral Comp.  $\leq$  3/5

**Benchmark Goals**

Grade	BOY	MOY	EOY
K	RB to B	C	D
1	D	G to H	J to K
2	J to K	L	M to N
3	M to N	O	P to Q
4	P to Q	R to S	S to T
5	S to T	T to U	U

**Notes**

- ★ Teachers should not respond during picture walk (act very neutral).
- ★ Need 5 points to go to next level.
- ★ **Do not** use the Rigby books for progress monitoring.
- ★ You can pause the test.
- ★ If you choose a book too hard, hit the frustration button.

**Instructional Level**

Accuracy 90 - 94%  
**AND**  
Written Comp.  $\geq$  2/3  
**AND**  
Oral Comp.  $\geq$  4/5

**Independent**

Accuracy  $\geq$  95%  
**AND**  
Written Comp.  $\geq$  2/3  
**AND**  
Oral Comp.  $\geq$  4/5

*Text Reading and Comprehension*

*Accurate and Fluent Reading of Connected Text  
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Levels Reading Levels A/1 to E8

**WR**  
Word Recognition

*Alphabetic Principle*  
*Accurate and Fluent Reading of*  
*Connected Text*

**Discontinue** No Rule.

**Hesitation** **After 3 seconds**, select **nr**, point to the next word, and say **“What word is this?”**

**Notes** ★ If a student scores above 18 on List C at BOY, there is no need to re-administer the assessment later in the year.  
★ After the students pass all 3 lists, you don't have to administer the test again. (Even if the finger is there.)

TRC WR

Reading 3D Reminders

Levels Reading Levels A/1 to E8

**WR**  
Word Recognition

*Alphabetic Principle*  
*Accurate and Fluent Reading of*  
*Connected Text*

**Discontinue** No Rule.

**Hesitation** **After 3 seconds**, select **nr**, point to the next word, and say **“What word is this?”**

**Notes** ★ If a student scores above 18 on List C at BOY, there is no need to re-administer the assessment later in the year.  
★ After the students pass all 3 lists, you don't have to administer the test again. (Even if the finger is there.)

TRC WR

Reading 3D Reminders