

Developmental Reading Assessment

Grades K - 3

Guide to Administering and Scoring the DRA



Developmental Reading Assessment

DRA

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Developmental Reading Assessment Overview

- The DRA has 2 major components - assessment with the student and scoring the assessment.
- There are 20 levels beginning with teacher assisted reading. Level 4 is the first level at which scores are maintained for accuracy, fluency, phrasing and retelling.
- The teacher chooses which text they feel the student would be most successful with for an initial assessment.
- The assessment component involves 5 steps.
 1. The student looks through the text to familiarize him or herself with the story.
 2. The student is timed on oral reading of the text.
 3. The teacher takes a running record during the oral reading, including timing the student from beginning to end. **In higher levels, the student will only read the first two pages aloud for the running and finish the story silently, as part of #4.**
 4. The student reads the story again silently. This is for all levels. During the silent read, the teacher needs to evaluate the phrasing, based on the rubric on the *Student Information Sheet*.
 5. The student retells the story to the teacher. Following this the teacher needs to evaluate the retelling, based on the rubric on the *Student Information Sheet*.
- The student receives a score on four skills. Each one has the possible score of 1, 2, 3 or 4. The teacher enters the scores onto the *Score Input* screen. Entering the data on the *Class Roster* often is useful for the teacher. Additionally, teachers may choose to keep each student's score on the *Student Information Sheet*. The paper copies are **not required and are not returned** to central office. It is for the teacher's reference.
- The scoring component involves 4 steps.
 1. Accuracy - This score is based on the percentage of words read correctly. The actual # of errors is recorded onto the computer on the *Score Input* screen and/or *Class Roster*.
 2. Fluency Rate - This score is the number of words read per minute. To obtain a score of 1, 2, 3 or 4 the number of minutes and seconds must be entered on the *Score Input*.
 3. Phrasing - A score of 1 - 4 is entered on the *Score Input*. A scoring rubric is provided on the *Student Information Sheet*.
 4. Retelling - A score of 1 - 4 is entered on the *Score Input*. A scoring rubric is provided on the *Student Information Sheet*.

Frequently Asked Questions

Who administers the DRA in Seattle Public Schools?

- K-3 teachers
- State law states that for second grade the "teacher of record" must administer the assessment. This may be another certificated teacher who sees the student on a regular basis, possibly in the role of a resource teacher. It is recommended that this guideline be followed for first grade and kindergarten administration as well.

When is the DRA administered?

- The Testing windows change slightly each year, but roughly the fall window is through October and the spring window is in May for approximately 3 weeks.
- Second and Third Grade - Fall and Spring
 - ✓ Scores are reported to the district by entering scores on the *Score Input* screen.
 - ✓ There are district standards established for both fall and spring assessments.
 - ✓ Parent letters will be sent to schools with the students' results.
- First Grade - Fall and Spring
 - ✓ In the fall, it is recommended that the students successful at level 4 or higher be assessed. The teacher maintains these results. As the students who originally were not successful at Level 4 make progress, they may be given the DRA as deemed appropriate by the teacher during the school year. Additionally, this assessment may be used at regular intervals to demonstrate higher reading level achievement.
 - ✓ In the spring, the DRA is given to ALL 1st grade students and their scores recorded on the *Class Roster*.
 - ✓ There is a district standard established for the spring assessment.
 - ✓ Parent letters will be sent to schools with the students' results in spring only.
- Kindergarten - Spring Only
 - ✓ Students who have successfully passed Stage A Assessment in Kindergarten - a separate assessment, **not part of the DRA** - are typically ready to be assessed at Level 4 or higher on the DRA.
 - ✓ If a student did not pass Stage A Assessment, the teacher has 2 choices.

1. In the level column on the *Class Roster*, "U" may be entered which stands for "UNSUCCESSFUL AT ANY LEVEL".
 2. In the level column on the *Class Roster*, choices of A, 1, 2 or 3 may be entered. By using professional judgment, these levels are very similar to the Stage A Assessment and therefore a DRA level can be indicated that would correspond to the results of the Stage A Assessment.
- ✓ Parent letters and school summary reports will be provided for all K students; however, their data is NOT part of the district profile in reading.
 - ✓ There is no district reading standard established for Kindergarten. The parent letter **will not** indicate meets or does not meet standards. If the student is on level A, 1, 2 or 3 the letter home will have only the level indicated in a box with a narrative stating, "Levels A, 1, 2 and 3 are appropriate for kindergarten as these levels indicate a degree of readiness to read. These levels involve teacher assistance with reading." If on the screen "U" for "NOT SUCCESSFUL AT ANY LEVEL" was entered, the box on the parent letter will be blank. An explanatory note states, "No level indicated means that your child is still developing pre-reading skills." On the *Class Summary Report*, all students will receive a dash in the column that is headed with Meeting Standards Yes/No.

What if a student is successful at passing the highest level of DRA (Level 44) before the end of 2nd grade?

- The student should be retested to verify that the information on the last assessment is correct. It is highly recommended that students reaching Level 44 have a score of 3 or 4 for retelling before they are considered proficient at this level. If a student reads several levels above grade level, call Nancy Steers for a resolution for this issue. (2-0148)

Where can I get help if I find I still have questions about the DRA?

- Check notes and handouts.
- Ask your test coordinator at your building.
- Ask a knowledgeable or experienced colleague.
- Call or email Dan Coles, Literacy Program Manager, 2-0231 or Nancy Steers, Assessment Coordinator, 2-0148.

What is the *Class Roster*?

- This is a sheet provided to each teacher listing their students. This should be considered a working copy to use to manually write the levels/scores of students after taking the DRA. It is a static list and may not be totally up to date. Any student changes may be added to this list. It is a reference document for the teacher only and will not be turned in.

What is the *Score Input*?

- This is on the computer with a DRA link. Student level/scores will be entered here for central data collection. It can be done directly if the DRA is administered near a computer workstation or the information may be transferred from the *Class Roster* to the *Score Input* at a later time. After the scores have been entered for an individual student, the teacher will click "Submit" and a determination of meeting or not meeting standard will immediately appear.

Before the Assessment

Materials Needed

- Duplicate SPS version of blackline masters, which are copies of the books at each level needed. Running records will be recorded on the out loud reading of books/passages. Plan on a minimum of one for each student.
- Duplicate at least one *Student Information Sheet* to use the scoring rubric. If record keeping is desired on an individual basis in addition to the *Class Roster*, teachers may opt to duplicate one *Student Information Sheet* per student.
- Stopwatch or watch with second-hand.
- Timer (optional - to be used as suggested time limits - see table)
- Teacher *Class Roster* to be filled in as a summary for teacher information only. (Not to be returned to central office.)
- Become familiar with the stories the students will be reading.

Discuss with the class how and why students will be involved in the assessment.

- Assure students everyone will have the opportunity to read.
- Show the materials that are to be read.
- Talk about what students will be doing while the teacher is listening to students read.
- Define the role of volunteer or assistant if available.
- Explain how this assessment helps the teacher better understand ways to help each student become a better reader.
- If the students have not been given an oral reading assessment in the past, you may want to model what the assessment will involve. Show the students what to do when they come to a word they don't know. Explain that you will not be able to help them.
- Let the student know you will be taking notes while they read. This is to help you with their reading instruction later.
- Let the student know that after reading out loud they will have a chance to read the story again silently, and then they will tell what happened from beginning to end.

Where to Begin

Choose a level that is a good estimate of where a student is able to be successful. Using the table provided, if the student goes over the suggested maximum time or has more than the suggested maximum number of errors, **STOP** and begin again at a lower level. If the student is close to the suggested maximums, the teacher may use professional judgment to have the student continue if it is felt enough points will be earned in the other skill areas to have 12 or more points to meet the passing requirements at that level. Be careful to not let frustration set in at the onset of this assessment.

The converse is also true. If a student easily reads the level with few or no errors in a short amount of time, then it would be appropriate to have the student move up to a higher level. It is not required to have each level read. If the student can skip levels and still demonstrate success, that is allowed. Once the appropriate level has been established, proceed with the steps to give the assessment

Introducing the Text

Sample introduction: "I am going to ask you to read a story aloud to me. Read it as best you can. I can't help you; so if you come to a word you don't know, just try your best. I'm going to take some notes while you're reading so I can remember what you say." Allow the student to take a "picture walk" through the text. There is no time limit for this. The student may want to tell you a story based on the illustrations and this is allowed.

Teacher may continue with: "The story you are going to read is called _____. (supply the title). It is about _____. " (Supply one line plot summary provided.)

This is a time to also let the student know that they will be retelling the story to you from beginning to end. They will have a chance to re-read the story silently before they begin the retell.

During the Assessment

- Start the timing as soon as the child begins to read.
- The teacher may not help with unknown words. A prompt of "Go on" may be given to encourage the student to continue with the text.
- An accurate note of minutes and seconds must be made when the reading stops.
- Once the oral reading is over, the student should take the book and read it again silently. This gives them another opportunity to check themselves on comprehension before the retelling. During this time the teacher should mark the score for phrasing based on the rubric on the *Student Information Sheet*.
- Once the student has finished reading the book silently, the teacher may prompt the retelling with "Think back to the beginning, and tell me the story. Tell me everything you remember about it." If the retelling seems incomplete, the teacher should prompt with, "Tell me more." This prompt should be used only once.
- When the student finishes the retelling, the teacher should score that skill before seeing another student based on the rubric on the *Student Information Sheet*.

After the Assessment

- Adding up all the scores for accuracy, fluency rate, phrasing and retelling will indicate the strength or weakness of the student at that level. **A total score of 12 must be earned for the student to pass the level.** If a student is reading at a level higher than standard, but does not score a minimum of 12 points, a note will appear on the computer screen suggesting to retest the student at a lower level in an attempt to gain a minimum of the 12 points and meet standard. The following scores indicate:
 - ✓ A combined score of 16 shows that the student may be able to read at a higher level.
 - ✓ A combined score of 12 shows that the student is proficient at the level tested.
 - ✓ A combined score of 9 - 11 shows developing skills.
 - ✓ A combined score of 8 or less shows beginning skills at the tested level. The student should be tested at a lower level.
- Seattle Public Schools DRA Standards - Student must read at the levels listed below receiving a total score of 12 or more points at that level.
 - ✓ Kindergarten - base line data - no established standard
 - ✓ 1st Grade Spring Level 16
 - ✓ 2nd Grade Fall Level 18 2nd grade Spring Level 28
 - ✓ 3rd Grade Fall Level 30 3rd Grade Spring Level 38
- Analyze the Data - In performance-based assessments, it is important to move beyond just the score and look at what strategies and or skills the student used effectively, used ineffectively or neglected. Certain questions can be explored.
 - ✓ Did the error make sense? Did the student use meaning when the error was made?
The student:
 - Noticed an error and reread
 - Attempted self-correction
 - Used picture clues to attempt words
 - Read something sensible, even if it didn't match letter sounds of the correct word
 - Skips word or reads ahead
 - Inserted extra words which supported the meaning
 - ✓ Are there any visual similarities between the error and the actual text? Did the student look through the word for known parts or endings?

The student:

- Substituted a word that started with the same sound as the correct word.
 - Appears to "sound out the word"
 - Covers ending or prefix
 - Gets beginning or ending sounds correct although the word is wrong
 - Made a sound for each letter in the word
- ✓ What does the student do at difficulty? Stop? Reread? Appeal for help?
- Plan Teaching - With this type of assessment, it can become an integral part of the teacher's ongoing instruction, providing them with strategies to understand students' early reading performance. This assessment also helps the teacher identify and document change over time.
 - Share results - Part of the state law stipulates that parents must be informed of the results. Central office will provide individual parent letters sent to the schools within a reasonable amount of time after the testing window is over. Parent Teacher Conferences are an excellent time to share this information with parents. It is important for this to be an informing, yet hopeful encounter. Families are an integral part of the support plan to strengthen struggling readers. It may be helpful to provide a copy of the level book that the student read. This is an opportunity for the parents and the teacher to form a partnership focusing on the support of their child's progress. Some strategies you might suggest to parents are:
 - ✓ Read with child daily.
 - ✓ Talk about reading strategies.
 - ✓ Talk about the story, highlighting main points.
 - ✓ Practice high frequency words.
 - ✓ Listen to books on tape.
 - ✓ Tape the child while reading and have them listen to it.
 - ✓ Adults can provide a role model for daily reading with book, newspapers, magazines.

DRA Student Information Sheet

Student _____ Date _____

Accuracy This score is based on the percentage of words read correctly. A score of 1, 2, 3 or 4 will be determined once the number of errors is entered onto the Class Roster. The table below shows the range for each score possibility. (Words correct divided by total words read = accuracy.)

Fluency Rate - Words Per Minute - WPM This score is the number of words read per minute. A score of 1, 2, 3 or 4 will be determined once the time is entered onto the *Score Input* creen. WPM is grade specific, with different rates needed to earn 1, 2, 3 or 4 dependent upon the grade level of the student. (Total # of words divided by time [eg. 1.25 min for 1 min. 15 sec.] = WPM)

<u>Score</u>	Scoring guide for <u>Retelling</u>
1	Retelling is unfocused and/or sketchy; misinformation or little information is provided; little or no content is included; may include some points from the passage that are mostly details, but misses the main idea or problem and significant ideas.
2	Retelling has some information from the passage but misses the main idea or problem; may have a few key events, information, or details, but they are not integrated into the larger story; has little organization or sequence.
3	Retelling includes main idea or problem, most significant events, and some details; retelling is generally organized and sequenced
4	Retelling includes main idea or problem, all significant events or information, many supporting details' retelling is organized in proper sequence and is coherent.

<u>Score</u>	<u>Accuracy</u>	<u>Fluency Rate by Grade</u>			<u>Scoring guide for Phrasing</u>
		1	2	3	
1	Fewer than 86% of words read correctly	26 or fewer WPM	49 or fewer WPM	60 or fewer WPM	All word-by-word, no phrasing, awkward word groupings, no use of punctuation.
2	86% to fewer than 90% words read correctly	27-49 WPM	50-89 WPM	61-109 WPM	Mostly word by word - some two to three word phrasing, appropriately grouped, occasional use of punctuation.
3	90% to fewer than 96% words read correctly	50-65 WPM	90-100 WPM	110-120 WPM	Mostly phrasing - some word-by-word, but mostly meaningful phrases; uses punctuation most of the time.
4	96% or more words read correctly	66 or more WPM	101 or more WPM	121 or more WPM	Larger, meaningful phrases - very few word - by-word slow downs, expressive interpretation guided by punctuation and meaning.

	Text Level	Accuracy	Fluency Rate	Phrasing	Retelling	Total 4-16
Fall						
Spring						

Score of 1: Beginning level on this skill.

Score of 3: Proficient use of this skill.

Score of 2: Developing level on this skill.

Score of 4: Advanced use of this skill.

Word Counts, Suggested Maximum Errors and Maximum Time Allowed

If the student has more than the suggested number of errors listed below or the student takes longer than the suggested maximum time to read the passage, **STOP**, and move down at least one level. If a student is close to the suggested maximums but does go over, and the teacher feels the student will be able to score enough points in the other skill areas, staying at this level is allowed.

DRA Level	Word Count	Title	Max. Errors	Suggested Max. Time GRADE 1	Suggested Max. Time GRADE 2	Suggested Max. Time GRADE 3
A	42	Can You Sing?	4	40 seconds	30 seconds	30 seconds
1	23	Things That Go	2	30 seconds	20 seconds	15 seconds
2	45	I Can See	4	45 seconds	30 seconds	30 seconds
3	58	The "I Like" Game	5	1 minute	35 seconds	30 seconds
4	57	Where is My Hat?	5	1 minute	35 seconds	30 seconds
6	75	Why Are We Stopping?	7	1 min. 30 sec.	45 seconds	40 seconds
8	87	Duke	8	1 min. 40 sec.	50 seconds	45 seconds
10	136	Shoe Boxes	13	2 min. 30 sec.	1 min. 30 sec.	1 min.15 sec.
12	140	Robert's New Friend	14	2 min. 45 sec.	1 min. 30 sec.	1 min. 20 sec.
14	205	The Wagon	20	4 minutes	2 min. 20 sec.	1 min. 45 sec.
16*	270	The Pot of Gold	27	5 min. 30 sec.	3 minutes	2 min. 15 sec.
18**	279	A Giant in the Forest	27	5 min. 30 sec.	3 minutes	2 min. 20 sec.
20	519	Green Freddie	51	10 min. 15 sec.	5 min. 40 sec.	4 min. 40 sec.
24	470	The Wonderful Day	47	9 min. 15 sec.	5 minutes	4 min. 20 sec.
For Levels 28-44 students read only the 1st two pages out loud.						
28***	296	You Don't Look Beautiful to Me	29	5 min. 40 sec.	3 min. 20 sec.	2 min. 40 sec.
30#	209	Touchdown!	20	2 minutes	2 min. 15 sec.	1 min. 45 sec.
34	218	Be Nice to Josephine	21	4 min. 15 sec.	2 min. 30 sec.	1 min. 45 sec.
38##	290	Trouble at Beaver Pond	29	5 min. 30 sec.	3 minutes	2 min. 35 sec.
40	289	Old Been Bailey Meets His Match	28	5 min. 30 sec.	3 minutes	2 min. 35 sec.
44	409	Danger in the Deep	40	8 minutes	4 min. 30 sec.	3 min. 30 sec.
*Level 16 Gr. 1 spring standard **Level 18 Gr. 2 fall standard ***Level 28 Gr. 2 spring standard #Level 30 Gr. 3 fall standard ##Level 38 Gr. 3 spring standard						

Quick Step Directions for Administering the DRA

1. Have a *Student Information Sheet* for each student if desired for individual record keeping.
2. If not using the *Student Information Sheet*, make sure to have a copy of the scoring rubric for the Retelling and Phrasing part of the DRA.
3. Have the *Class Roster* if not giving the DRA next to a computer.
4. The teacher selects what is believed to be the best level for the student to be successful. This may need to be adjusted up or down once the reading begins. Have a blackline master for the story that is selected to be able to mark the running record.
5. The teacher reads title and the introduction about the text.
6. The student may look through the text and if so chooses, may tell what is happening in the illustrations. Allow as much time as is comfortable for the student without rushing them through. Especially in the low levels, this will allow the student to become familiar with the text before the timing begins.
7. The student then reads the story out loud from the beginning. Begin timing and recording the running record. Make sure to note the time at the end of reading and record a score for Phrasing based on the rubric on the *Student Information Sheet*.
8. The student then rereads the book silently. Following that, the student retells the story. Teacher records a score for Retelling based on the rubric on the *Student Information Sheet*.
9. For Level 28 - 44, only the first two pages are read out loud to obtain a score for accuracy and fluency rate. The student finishes the story silently and then comes back to retell the story to the teacher.

Quick Steps for Scoring the DRA

Scores are entered in two places. First, during the assessment, scores are recorded on the *Class Roster* unless the DRA is given next to a computer workstation. This sheet is NOT turned in, but is a reference for the teacher. Secondly, the information will be entered onto the computer on the *Score Input* screen, transferred from the *Class Roster*. A third option is to maintain individual student records and record the scores from the *Class Roster* or *Score Input* screen, to the *Student Information Sheet*.

Directions for Entering Scores on the *Score Input* screen.

1. DRA LEVEL - Enter the highest level student was assessed.
2. # of ERRORS - This # comes from the total # of errors during the oral reading.
3. TIME - Enter the number of minutes and seconds.
4. PHRASING SCORE- Use the rubric on the *Student Information Sheet* that best reflects the student's effort.
5. RETELLING SCORE - Use the rubric on the *Student Information Sheet* that best reflects the student's effort. Score the Retell as soon as the student has finished retelling.

After clicking "submit" at the end of recording scores for an individual student, immediately feedback will appear Met or Did Not Meet Standard.

Conference Sharing Sheet

Student _____ School _____

Teacher _____

	Date	Text Level	Accuracy	Rate	Phrasing	Retelling	TOTAL
Fall							
Spring							

Information to gather if further assessment occurs:

Plan of action:

Strategies for Parents:

- _____ Discuss books
- _____ Encourage your child to read and reread books
- _____ Have your child listen to books on tape
- _____ Keep a list of books read
- _____ Read aloud, both student to parent, and parent to student
- _____ Reread favorite books
- _____ Go to the library
- _____ Model reading at home with books, newspapers, magazines, manuals, cookbooks

Sentence Summaries for DRA Levels 4 - 44

Read the title and then the summary sentences to the child.

L4	<u>Where is My Hat?</u> This story is about a little boy named Ben. He doesn't know where his hat is so he and his mom try to find it
L6	<u>Why Are We Stopping?</u> A policeman stopped a bus so a mother duck and her babies could go across the street. A truck stopped behind the bus and the driver didn't know why they were stopping.
L8	<u>Duke</u> Jim had a black and white dog Named Duke. He could do lots of tricks.
L10	<u>Shoe Boxes</u> Mandy and her brother and sister each got a new pair of shoes. They did different things with their shoeboxes.
L 12	<u>Robert's New Friend</u> Robert wasn't sure he like his new baby sister, Maria. He felt left out because Mama and Papa were busy taking care of Maria.
L 14	<u>The Wagon</u> Kevin's two brothers and his sister used the same wagon for different things. Kevin liked the wagon be he had to wait and wait for his turn.
L 16	<u>Pot of Gold</u> A mean man named Grumble caught an elf. Grumble knew every elf had gold, and he wanted this elf's gold.
L 18	<u>A Giant in the Forest</u> In this story, an ugly giant sleeps all day and then walks through the forest at night looking for things to eat. One day a little boy stays too long in the forest.
L 20	<u>Green Freddie</u> Freddie was a frog who lived by a pond. He met two friends who made him feel sad.
L 24	<u>The Wonderful Day</u> In this story a rabbit name Roger finds a giant cabbage. He likes cabbage so much that he decides to take it home.
L 28	<u>You Don't Look Beautiful to Me</u> Mother Skunk thought Little Skunk was beautiful, but the other animals didn't think so.
L 30	<u>Touchdown</u> When someone began to fix up the house next to Alan's, he and his friends, Russell and Greg, started to worry.
L 34	<u>Be Nice to Josephine</u> Have you ever been disappointed because you had to change your plans for the day? This happened to Charlie Mitchell in <u>Be Nice to Josephine</u> , but things didn't turn out quite the way he had expected.
L 38	<u>Trouble at the Beaver Pond</u> This wilderness story tells about a beaver family and how the mother saves her kits.
L40	<u>Old Ben Bailey Meets his Match</u> In this Smokey Mountain folk tale, Old Ben Bailey tried to outsmart a boy named Lester.
L44	<u>Danger in the Deep</u> In this story a search for lobsters tests more than diving skills: it tests Doug and Stan as well.

Leveled Correlation Guide

No leveling system is an exact science. There are frequent discrepancies when the same book is looked at by different systems. The important reason for leveling books is to show a range of material at incremental levels of difficulty. Taken into consideration are length, print, layout, illustrations, content, themes, ideas, story structure and/or expository text features.

Additionally, student interest and prior knowledge must be factored in.

SPS Developmental Reading Stages	Grade Level Approximations	DRA Levels	Guided Reading Levels (Fontas & Pinnell)	Reading Recovery
A	K	A	-	-
A	K	1	A	1
A	K	2	B	2
A	K	3	B	2
B	K, 1	4	C	3, 4
B	K, 1	6	D	5, 6
B	K, 1	8	E	7, 8
C	1, 2	10	F	9, 10
C	1, 2	12	G	11, 12
C	1, 2	14	H	13, 14
C	1, 2	16	I	15, 16, 17
D	2	18	J	18, 19, 20
D	2	20	K	-
D	2	24	L	-
D	2	28	M	-
E	3	30	N	-
F	3, 4	34	O	-
F	3, 4	38	P	-
G	4	40	Q, R	-
H	5	44	S, T	-

New and Review Directions for 2006-2007

1. **Third grade will be tested in fall and spring.**
2. **All DRA scores for grades 2 and 3 will be recorded on-line during the fall and spring test window.** Parent letters will be generated and sent to schools following data analysis of scores and in time for parent conferences.
3. **There is a different fluency rate - Words Per Minute - for Grade 1, Grade 2 and Grade 3.** These are shown on the *Individual Student Information Sheet*. This will effect the amount of suggested maximum time allowed. These were changed to meet state GLEs.
4. **DO NOT use the publisher's "Observation Guide" for directions or scores for Levels 4-44.** The word counts and errors for fluency do not match SPS internal data system. It may be used for individual teacher information only, if helpful. The "Observation Guide" directions may be used for Levels A - 3.
5. **DO USE the SPS BLACKLINE MASTER set for recording the running record and word count to be used for fluency rate.** This is available on the Web site.
6. **DO USE the rubrics for retelling and phrasing that appear on the *Student Information Sheet*.**
7. **DO allow students at all levels to do a "picture walk through" of the text prior to having them read the book out loud.** If a student wants to tell what is happening in the story based on the illustrations, that is allowed. There is no time limit for this pre-read activity.
8. **DO USE THE CHART PROVIDED WITH THE SUGGESTED MAXIMUM TIME AND ERRORS ALLOWED AS A GUIDELINE ONLY.** The chart is just that, a suggestion. If a student goes over the maximums, but the teacher feels that he/she will be able to score the minimum of 12 points to meet standard at that level due to strengths in other skill areas, the student may continue. The amount of time on this table will earn the student at the maximum amount a score of 3.
9. **SPS directions require that the oral portion is done on the entire story levels 4 - 24, and only the first two pages are read out loud on levels 28-44.** The publisher's directions use different pages to be read out loud, which have different word counts used, not matching the word counts used by SPS.
10. Once the oral portion is finished, the student should re-read the book again silently before the retelling. This is true for all levels.
11. If a student is reading at level A, 1, 2, or 3 - **only the level needs to be recorded on the *Score Input screen*.** The other information is not accounted for at these levels.