# Initial and Mastery Assessments

Assessment documents show accurate information on the actual progression of the reading instruction and provide transparent information for school records and for Pupil Premium records. They provide a complete picture demonstrating whether what has been *taught* has actually been *learned*. For non-beginners, these also indicate which Level to start with.

Tutor and Pupil Assessment pages should be photocopied before the test. Tutor copy should be marked and filed but Pupil copy can be re-used.

Every assessment consists of 50 words. After each one, the BRI graph should be completed, showing the number of words read correctly (See www.piperbooks.co.uk > RESOURCES > BRI free resources).
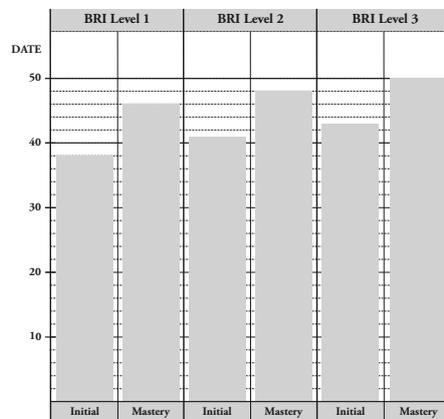
General Recommendations: A minimum of errors together with a degree of fluency should be established throughout each Level. When fewer than 46 words are read correctly during the Mastery Assessment, a pupil should be invited to choose those stories s/he would like to reread and encouraged to read them with expression. Fluency and expression are important elements and need to be secure.

Optional: After completion of Assessments for each Level, it can be useful for a child to repeat the Initial Assessment to demonstrate how much easier reading has become after all the books have been read.

Sample marking

4.	Ron	fell	in	the	mud	and	mess.
	Run	s/c	✓	✓	mug	✓	▬

Misread: record actual word spoken
Correct: ✓
Self-correct: s/c (marks should not be deducted for self-correction)
No attempt: ▬
Syllable or word added: record wording
Scores under 46 – see recommendations above. Retest, as appropriate.

Initial Assessment

Tutor page

Pupil……………………….. **Tutor**……………………….. **Date**……........

1.	Let's	swim	and	play	in	the	pond.							
2.	Who	will	trick	Lil	out	of	her	mask?						
3.	I'll	help	Nell	–	just	not	yet,	snaps	Sam.					
4.	I	want	Pat	and	Ruff	to	go	up	the	path	to	the	den.	
5.	Here	and	there,	Snap	runs	and	jumps.							
6.	Help	to	get	the	dog	down,	Dan.							

MARK EACH SENTENCE AS FOLLOWS
Misread: record actual word spoken
Correct: ✓
Self-correct: s/c (marks should not be deducted for self-correction)
No attempt: ⚊
Syllable or word added: record wording

Total number of words	50
Total words correctly read	

For tutor reference:
Reassure each pupil that there may be words in this Assessment that s/he may not be able to read until the books have been completed.

Initial Assessment

Pupil reading page

1. Let's swim and play in the pond.

2. Who will trick Lil out of her mask?

3. I'll help Nell – just not yet, snaps Sam.

4. I want Pat and Ruff to go up the path to the den.

5. Here and there, Snap runs and jumps.

6. Help to get the dog down, Dan.

Mastery Assessment

Tutor page

Pupil………………………….. **Tutor**………………………….. **Date**……….......

1.	We'll	play	with	the	drum	and	smash	it	to	bits!
2.	Put	the	cat	down	there,	Bud.				
3.	Get	out	of	here	Gus,	yells	Ed.			
4.	Now	swim	from	the	ship	to	land.			
5.	Cut	the	logs,	dig	a	pit,	and	put	up	the	tent.
6.	Keep	the	shells	but	hand	me	back	that	rock.	

MARK EACH SENTENCE AS FOLLOWS
Misread: record actual word spoken
Correct: ✓
Self-correct: s/c (marks should not be deducted for self-correction)
No attempt: ⚊
Syllable or word added: record wording

Total number of words | 50 |

Total words correctly read | |

General Comments/Fluency: ……………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

Mastery Assessment

Pupil reading page

1. We'll play with the drum and smash it to bits!

2. Put the cat down there, Bud.

3. Get out of here Gus, yells Ed.

4. Now swim from the ship to land.

5. Cut the logs, dig a pit, and put up the tent.

6. Keep the shells but hand me back that rock.