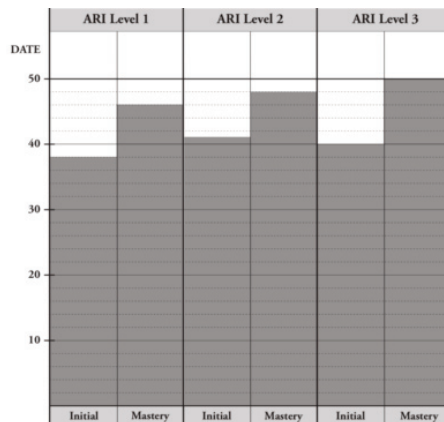


Initial and Mastery Assessments

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 ARI graph should be completed, showing the number of words read correctly (downloadable graph at <http://piperbooks.co.uk/ari-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.	With	a	sharp	knife,	Asha	hacked	at	the	knot.			
2.	The	creature	caught	Carlos	red	handed.						
3.	Your	loud	laugh	surprised	Mr	Wright.						
4.	'That's	enough	of	school,'	he	thought.						
5.	John	Smith	felt	numb	with	fright	as	the	creature	drew	near.	
6.	Beth	knew	it	was	wrong	to	stick	her	thumb	in	the	honey.

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

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. With a sharp knife, Asha hacked at the knot.
2. The creature caught Carlos red-handed.
3. Your loud laugh surprised Mr Wright.
4. 'That's enough of school,' he thought.
5. John Smith felt numb with fright as the creature drew near.
6. Beth knew it was wrong to stick her thumb in the honey.

Mastery Assessment

Tutor page

Pupil..... Tutor..... Date.....

1.	Mr	Wren	thought	he	would	never	have	enough	money.		
2.	'I	put	your	knife	on	the	chopping	board,'	Bob	Lamb	answered.
3.	He	thought	of	the	creature	as	a	great	creation.		
4.	'Listen	to	me,'	she	laughed,	'or	it's	goodbye.'			
5.	One	adventure	ought	to	be	enough.					
6.	Could	you	pay	attention	just	this	once?				

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

Total words correctly read

General Comments/Fluency:

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Mastery Assessment

Pupil reading page

1. Mr Wren thought he would never have enough money.
2. 'I put your knife on the chopping-board,' Bob Lamb answered.
3. He thought of the creature as a great creation.
4. 'Listen to me,' she laughed, 'or it's goodbye.'
5. One adventure ought to be enough.
6. Could you pay attention just this once?