

## Second Grade Reading: Minimum Assessment Expectations

	Beginning of Year	On-going Assessment		End of Year
Assess	<ul style="list-style-type: none"> <li>Use Spring 1st Grade PALS</li> <li>Administer Fall PALS for Students NOT meeting high benchmark in Spring of 1<sup>st</sup> grade</li> <li>Take a Running/Reading Record* on ALL Students or use PALS reading level</li> </ul>	<ul style="list-style-type: none"> <li>Monitor PALS subtest skills for students NOT meeting Fall PALS benchmark</li> <li>Monitoring Examples: PALS Quick Checks</li> <li>Take Running/Reading Records* on ALL Students</li> </ul>	<ul style="list-style-type: none"> <li>Administer Mid-year PALS subtests for students NOT meeting Fall PALS subtest benchmarks and for students for whom more information is need to guide instruction</li> </ul>	<ul style="list-style-type: none"> <li>Take a Running/Reading Record* on ALL Students</li> </ul>
			<ul style="list-style-type: none"> <li>Administer Practice MCPS SOL BENCHMARK for ALL Students</li> </ul>	<ul style="list-style-type: none"> <li>Administer PALS for Students NOT meeting high benchmark on Spring of 1<sup>st</sup> grade or Fall of 2<sup>nd</sup> grade PALS</li> </ul>
Analyze	<ul style="list-style-type: none"> <li>Analyze Spring 1<sup>st</sup> Grade PALS data to                             <ol style="list-style-type: none"> <li>Group students NOT meeting benchmarks in small groups for targeted instruction</li> <li>Group ALL students into guided reading groups</li> </ol> </li> <li>Analyze Fall PALS data to regroup students based on need for targeted instruction</li> <li>Analyze Reading Level to group students with similar reading levels for guided reading groups</li> </ul>	<ul style="list-style-type: none"> <li>Analyze monitor data to regroup students based on need for targeted intervention</li> <li>Analyze Reading Level based on Accuracy /Self-Correction, Comprehension &amp; Fluency to regroup students with similar needs and reading levels for guided reading</li> </ul>	<ul style="list-style-type: none"> <li>Analyze PALS subtest data to determine which students continue intervention and regroup students based on need for targeted intervention</li> </ul>	<ul style="list-style-type: none"> <li>Analyze Reading Level based on Accuracy/Self-Correction, Comprehension &amp; Fluency to regroup students with similar needs and reading levels for guided reading</li> </ul>
Apply	<ul style="list-style-type: none"> <li>For students NOT meeting benchmarks, use PALS analysis to plan small-group intervention teaching targets</li> <li>For ALL students, use running record analysis to plan small-group, guided reading instructional targets</li> </ul>	<ul style="list-style-type: none"> <li>Use monitor analysis to plan small-group intervention teaching targets</li> <li>Use Running/Reading Record analysis to plan small-group guided reading instructional targets</li> </ul>	<ul style="list-style-type: none"> <li>Use PALS analysis to plan small-group intervention teaching targets</li> </ul>	<ul style="list-style-type: none"> <li>Use Running/Reading Record analysis to plan small-group guided reading instructional targets</li> </ul>

### Resources

**Assessment Records from Grade 1:** PALS, Report Cards, and Achievement Record

**\*Running/Reading Records:** Fountas and Pinnell Benchmark, PM Benchmark, LLI Reading Record, or informal running/reading record using leveled texts

**On-going Assessment:** PALS Quick Checks for 1) alphabet recognition, 2) letter sounds, 3) beginning sound production, 4) concept of word, 5) spelling (1-3) 6) pseudo-word decoding, 7) word recognition in isolation and 8) Oral Reading in Context (Reading/Running Record); Observational Checklists 1) based on Achievement Record or 2) teacher-created

In practical use, the terms *Running Record* and *Reading Record* are interchangeable. They differ only in the way the teacher records a student's reading. *Reading Record* is used by Fountas and Pinnell when a teacher codes a student's oral reading performance on a copy of the text the student is using. *Running Record*, coined by Marie Clay, refers to a teacher coding a student's oral performance without using a copy of the printed text on the Running Record form.