

Third Grade Reading: Minimum Assessment Expectations

	Beginning of Year	On-going Assessment			End of Year
Assess	<ul style="list-style-type: none"> Use Spring 2nd Grade PALS Administer Fall PALS for Students NOT meeting high benchmark in Spring of 2nd grade Take Running/Reading Records* on ALL students 	Continuously monitor PALS subtest skills for students NOT meeting benchmarks on Fall and Mid-Year PALS Monitoring Examples: PALS Quick Checks	Follow MCPS Reading Benchmark Calendar to administer SOL BENCHMARK Assessments for ALL Students	Administer Mid-year PALS subtests for students NOT meeting benchmarks on Fall PALS subtest and for students for whom more information is needed to plan instruction	<ul style="list-style-type: none"> Administer Spring PALS for students NOT meeting PALS Fall Benchmark Administer VIRGINIA SOL READING TEST for ALL students
		Take a Running/Reading Record* on any student <ul style="list-style-type: none"> for whom more information is needed to plan instruction or whose Benchmark score is unsatisfactory 			
Analyze	<ul style="list-style-type: none"> Analyze Spring 2nd Grade PALS data to Group students NOT meeting benchmarks in small groups for targeted instruction Analyze Reading Level and group students with similar reading levels in guided reading groups 	Analyze monitor data to regroup students based on need for targeted intervention	Analyze Benchmark data by SOL and question descriptor to group students for targeted intervention	Analyze Mid-Year PALS subtest data to <ul style="list-style-type: none"> determine which students continue intervention regroup students based on need for targeted intervention 	Analyze student data to determine reading intervention plan for the following school year
		Analyze Running/Reading Record based on Accuracy/Self-Correction, Comprehension & Fluency to <ul style="list-style-type: none"> regroup students with similar needs and reading levels in guided reading groups select appropriate instructional texts 			
Apply	For students NOT meeting FALL PALS benchmarks, use PALS data to plan small-group intervention teaching targets	Use analysis to plan small-group intervention and guided reading teaching targets in appropriate level of text	Use analysis to identify SOL instructional targets for whole-group and small-group intervention using appropriate level of text	Use analysis to plan small-group intervention and guided reading teaching targets in appropriate level of text	Use analysis to establish class lists and classroom groupings for following school year

Resources

Assessment Records from Grade 2: PALS, Achievement Record, 2nd Grade LLI Reading Record

***Running/Reading Records:** Fountas and Pinnell Benchmark, PM Benchmark, LLI Reading Record, or informal running 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.