

Reading Fluency Verbage  
for present levels.

oral and/or silent passages until both oral and silent independent reading levels have been established. Then continue upward, alternating oral and silent reading passages, until both oral and silent frustration levels are reached.

### Scoring Oral and Silent Reading Passages

In scoring the oral reading passages in the ESRI or in any informal reading inventory, two main factors are used in determining a student's reading level. These two factors are *word recognition* (or *decoding ability*) and *comprehension*. (In scoring silent reading passages, only comprehension is taken into consideration.) To learn the code for marking word recognition (or decoding) errors in oral reading, see the box below.

### CODE FOR MARKING IN ORAL DIAGNOSIS

- Score each instance as one error. Errors below noted by underlining.  
Note: Never count more than one error on any one word.

#### Examples

Kathy had always  
          <sup>big</sup>  
Soon the <sup>^</sup>airplane

<sup>peeked</sup>  
Kathy peered out of

gave Kathy (something)

Her mother helped her

- Do not score as errors

<sup>✓</sup>  
down the runway

very small. The

airplane || was

#### Marking Oral Reading Errors

1. Circle omissions.
2. Mark all insertions with a caret (^) and write in the inserted word.
3. Draw a line through words for which substitutions or mispronunciations were made and write the substitutions or mispronunciations above the words. (If the student reads too fast for you to write in all these errors, you can transcribe them later after listening to the tape recording of the reading.)
4. Use parentheses ( ) to enclose words that were pronounced by the examiner, when the student was unable to decode them within about five seconds.
5. Underline repetitions with a wavy line.

1. Put a check mark (✓) over words that were self-corrected.
2. Use an arched line (∩) to connect words wherever there was a disregard for punctuation.
3. Draw two vertical lines (||) to indicate a pause before words.