

Try to tape record the student's reading, if it is not a disturbance, and check the accuracy by coding performance at a later time. The major purpose of recording performance during oral reading is to analyze the reader's strengths as well as difficulties as he or she attempts to read a passage. Therefore, all deviations from the texts are to be recorded even though they may not be considered as errors.

With the exception of beginning readers, most students will have better recall after silent reading than after oral reading. The purpose of oral reading is to ascertain the student's strengths and weaknesses in oral reading miscues. Therefore, for most students reading beyond the primary level, comprehension assessment may be omitted after oral reading. Conversely, students reading below the third-grade level may have better comprehension after oral reading. Giving an oral reading and a silent reading passage at every level can be time-consuming and stressful for the student, but may be done at the examiner's discretion.

When the frustration level is reached for oral reading (one level above the highest instructional level), begin silent reading with an alternative passage on the student's highest instructional level during oral reading.

The following code and scoring guidelines are recommended.

Code and Scoring Guidelines of Graded Reader's Passages

<i>Behavior</i>	<i>Coding</i>	<i>Example</i>	<i>Scoring</i>
1. Substitutions and mispronunciations that disrupt meaning	Write the response above the word	<i>gaged</i> she gazed at it	1
2. Substitutions, mispronunciations, and inversions that do not disrupt meaning	Write the response above the word; draw curved line for inversions	<i>looked</i> she gazed at it	0
		"I saw him," Mary <u> </u> said.	0
3. Repeated substitutions or mispronunciations for same word	Write response each time, but count one error	<i>wafer</i> the water was ... then the <i>wafer</i> water flowed	1
4. Insertions	Write the word with a caret	<i>little</i> a ^ dog	1
5. Omissions and partial omissions	Draw a line through word or word part omitted	the tal girl	1
		walki ng on	1
6. Words pronounced by the examiner	Wait at least five seconds; write <i>P</i> above aided word	<i>P</i> I thought	1

<i>Behavior</i>	<i>Coding</i>	<i>Example</i>	<i>Scoring</i>
7. Repetitions of words or phrases	Write <i>R</i> above each repetition; draw a line over the words repeated; score as 1 regardless of repetitions	<i>R</i> <u><i>R</i></u> the cat howled	1
Record but do not score the following:			
8. Self-corrections	Write <i>C</i> above corrections	<i>C</i> went I want to	0
9. Repetitions to make corrections	As above	<i>C</i> I want to went I want to	0
10. Hesitations	Put a check above each hesitation	✓ He thought	0
11. Substitutions and mispronunciations resulting from a dialect	Write the deviation from the text, if there is time	<i>be goin</i> She goes every day	0
12. Ignored punctuation	Put an <i>X</i> over disregarded punctuation	the car <i>x</i> Then	0
13. Phrasing	Insert lines to indicate phrasing, if there is time	the / car / came down the street	0

In the sentence "She gazed at it," the student substituted *gaged* for *gazed* in example 1 and *looked* for *gazed* in example 2. Since *gaged* and *gazed* have very different meanings, the meaning of the sentence is changed. However, the substitution of *looked* for *gazed* does not distort the meaning of the passage. Therefore, the reading behavior in example 1 is scored one point, while the reading behavior in example 2 is scored a zero.

In example 3, the reader substitutes the word *wufer* for *water* twice in the same passage. Because both incorrect responses are identical, the examiner counts only one miscue, not two. Count consistent mispronunciations of a word several times in a passage only once.

Occasionally, a student may omit several words together or even an entire line. If this occurs, count the omission as only one miscue.