Weekly Lesson Tests Copying Masters

Teacher Edition
Grade 4

Harcourt School Publishers

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Overview

Use the *Weekly Lesson Tests* to monitor students' comprehension of the Student Edition selections and progress with the skills in each lesson. Each skill area has its own test section. The sections can be given all at once, or you can administer them at different times.

About the Test Sections

Selection Comprehension

This section assesses the first selections in each Student Edition lesson. It includes eight multiple-choice items and one open-ended item. Each multiple-choice item is worth one point and the open-ended item is worth two points. Use the rubric below to score the open-ended item.

2 points	• Shows good attention to the task • Clearly based on the text the student read • Includes adequate support or examples • Accurate and complete
1 point	• Shows some attention to the task • Somewhat based on the text the student read • Includes some support or examples • Contains some inaccurate or incomplete details
0 points	• Shows no attention to the task • Not clearly based on the text the student read • Lacks support or examples • Inaccurate and incomplete

Once per theme, the open-ended item assesses comprehension of the paired selection.

Focus Skill

This section assesses the focus skill in the lesson.

Additional Skills

This section assesses the additional skills in the lesson. These include vocabulary strategies, research study skills, and literary analysis skills.



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Robust Vocabulary

This section assesses the Robust Vocabulary in the lesson. Because these questions require students to think deeply about word meanings, both the teacher and students can learn a great deal by discussing students' responses and their reasoning. This not only informs the teacher of students' word knowledge, but also extends instruction and keeps students actively involved with the Robust Vocabulary. It is important to continue to engage students with these words in successive weeks, as true depth of knowledge only results from multiple, meaningful encounters with words. One way to extend this section is to have students write these words in their journals and add stars to show how well they know each word:

P I don't know the word.

PP I know the word a little.

PPP I know the word very well.

Grammar

This section assesses students' progress with the grammar skill in the lesson.

Oral Reading Fluency

Assessing oral reading fluency will help you determine how well a student can apply decoding skills and recognize words quickly. Both narrative and expository passages are provided. The readability has been controlled so that the text is on grade level for students.

To administer the fluency assessment, use the Oral Reading Fluency Recording Forms on pages 9–32. Student copies of the passages are provided with each Weekly Lesson Test. All of the passages are "fresh reads" that students have not read before.

Directions for Administering

1. Explain the task to the student. Tell the student that you want to see how well he or she can read aloud. Inform the student that you will follow along as he or she reads, taking notes. The student may ask about being timed. Encourage him or her to read at his or her "normal" pace. You don't want the student to speed up and read artificially fast because of the timing.
2. Have the student begin. Use a stopwatch or a second hand to time a one-minute interval as inconspicuously as possible.
3. As the student reads, record reading errors unobtrusively on the Recording Form. Mark mispronunciations, substitutions, omissions of a sound or word, and other errors. *Do not count repetitions or self-corrections as reading errors.*
4. When the stopwatch or second hand reaches the one-minute mark, place a slash mark on the Oral Reading Fluency Recording Form after the last word the student reads. Tell the student to stop reading.

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Computing the Fluency Score

1. Total the number of words read by the student in one minute. The row numbers in the right margin will help you determine the number quickly.
2. Count the number of reading errors the student made. Remember, do not count repetitions or self-corrections as reading errors.
3. Subtract the number of reading errors made from the total number of words read correctly. This is the student's oral reading fluency score. Write the words correctly read per minute (WCPM) on the Recording Form.

Interpreting the Fluency Score

The norms below are based on a study conducted by Hasbrouck and Tindal (2006) in which they established fluency norms for Grades 1 through 8. Look at the WCPM norms below, finding the column that corresponds most closely to the time of year the test was given, and compare the student's score to the norms. Students reading below the 50th percentile may require additional instruction to improve oral reading fluency.

Grade 4 Oral Reading Fluency Norms			
Percentile	Fall	Winter	Spring
25th	68	87	98
50th	94	112	123
75th	119	139	152

Source: Hasbrouck, Jan, and Gerald A. Tindal. 2006. Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher* 59 (April), no. 7: 636–644.



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