



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region III
DIVISION OF CITY SCHOOLS
City of San Jose del Monte



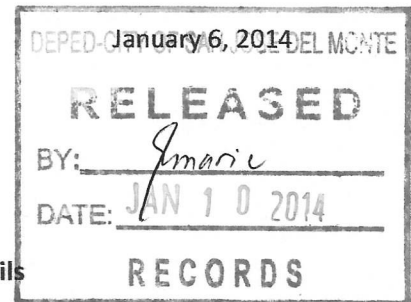
website: www.depedcsjdm.webs.com / e-mail: deped_csjdm@yahoo.com / telefax: (044) 815-2815

DIVISION MEMORANDUM


No. 1 s. 2014

To: Public Schools District Supervisor
Public Elementary School Principals/OICs

Reading Assessment for Grades I – VI pupils



1. This Office informs the field of the oral reading assessment for grades I to VI in English and Filipino this January current.
2. The objective of the activity is to individually assess the oral reading performance of each pupil from grades I to VI, this City Division.
3. The standard materials for the oral reading across levels are the levelled Reading Recovery books from the Reading Recovery center located at SJDMWCS and for Filipino books at the Library hub.
 - a. Grade 1- levels 1-2
 - b. Grade 2- Levels 3-5
 - c. Grade 3 –levels 7-9
 - d. Grade 4- levels 10-13
 - e. Grade 5- Levels 14-15
 - f. Grade 6- levels 16-20
4. Each school is advised to get a copy of the materials and is expected to return such at the end of the assessment per grade to Mr. John Patrick Palad, Reading Recovery center secretary.
5. It is expected that the oral reading assessor shall use the Running Record Sheet per pupil per book. Each pupil shall read one levelled book appropriate for his/her grade.
6. Likewise, it is suggested that each school will come up with the schedule which will best administer the oral reading assessment without disrupting the regular class schedule.
7. Interpretation of results shall be done after the assessment following the attached Reading Recovery procedure.
8. Immediate and wide dissemination of the contents of this Memorandum is enjoined.


ESTELITA G. PINEDA CESOSA
Schools Division Superintendent



“Commitment-Driven Performance by our Leaders”
“Character-Based Instruction for our Learners”



ORAL READING ASSESSMENT SUMMARY FORM

Pupil's name	Easy text (95-100%)	Instructional Text (90-94%)	Hard Text (80-89)

Sample computation:

Count the Running words (the number of words in the levelled books)

Standard number of words: 150 per book

A. Ratio of Errors to Running words

Errors/Running words

= $\frac{15 \text{ (errors)}}{150}$

1:10

B. Accuracy Rate

$100 - \frac{E}{RW} \times \frac{100}{1}$

= $100 - 15/150 \times 100/1$

= 90% (the text is easy)

Conversion Table

Error Ratio	Percent Accuracy
1:200	99.5
1:100	99
1:50	98
1:35	97
1:25	96
1:20	95
1:17	94
1:14	93
1:12.5	92
1:11.75	91
1:10	90
1:9	89
1:8	87.5
1:7	85.5
1:6	83
1:5	80
1:4	75
1:3	66
1:2	50

Sample Entry in the Running Record Sheet:

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
 School: _____ Recorder: _____

Page of Text	Running Record
...resting their elbows on it, and talking over its	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
head."Very uncomfortable for the Dormouse,"	✓ . ✓ ✓ ✓ ✓ ✓ ✓
thought Alice; "only as it's asleep, I suppose it	✓ ✓ ✓ <u>as</u> ✓ ✓ ✓ ✓ ✓ ✓
doesn't mind."	✓ ✓ .
The table was a large one, but the three were all	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
crowded together at one corner of it. "No room!	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ . ✓ ✓ ✓
No room!" they cried out when they saw Alice	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
coming. "There's plenty of room! said Alice	✓ . ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
indignantly, and she sat down in a large arm-chair	<u>indently</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>indignantly</u>
at one end of the table.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths
School: _____ Recorder _____

Text Titles

Errors

Running Words

Error Ratio

Accuracy Rate

Self-correction Ratio

Easy

1:

%

1:

Instructional

1:

%

1:

Hard

1:

%

1:

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy

Instructional

Hard

Cross-checking on information (Note that this behaviour changes over time)

Count

Analysis of Errors and Self-corrections

Page	Title	Count		Information Used	
		E	SC	E MSV	SC MSV