

## Welcome to Reading Assistant

Reading Assistant focuses on fluency and comprehension. Fluent readers are able to read with expression, proper phrasing, and few errors in order to promote understanding. It's not about reading fast. Reading Assistant measures this by comparing the words correct per minute (WCPM) to a fluency goal, specific to each selection. Comprehension, or how well a student understands the material read, is measured by the quiz of literal and inferential questions at the end of every selection.

The program contains selections from grades 1-12 of expository nonfiction, realistic and historical fiction, science fiction, poetry, folktales, myths, legends, and biographies. Student libraries are assigned based on assessment results and staff and parent observations.

To complete a selection students must:

- **Preview and Read On My Own** in Step 1 and respond to all Think About It tasks by clicking on the light bulb icons that appear throughout the selection.
- **Read and Record** a selection in Step 2, at least twice, while reaching the fluency goal (WCPM) in one of those readings **or** read the selection a third time.
- **Take the Quiz** in Step 3 and answer all of the quiz questions.

Marker	Reading skill level	Fluency score (WCPM) in Read & Record		Comprehension score in Take the Quiz
Check mark 	Low fluency and/or low comprehension	3 or more readings with all readings less than 75% of WCPM goal	AND/ OR	Less than 80% of questions answered correctly
Silver star 	Moderate fluency and good comprehension	3 or more readings with at least 1 reading at 75% of WCPM goal	AND	80% or more questions answered correctly
Gold star 	Good fluency and good comprehension	2 or more readings with at least 1 reading at or above 100% of WCPM goal	AND	80% or more questions answered correctly

Reading Assistant reports reflect *completed* selections only. Each time a student repeats a selection, new results are added to the report. When repeating a selection, students should read and record the selection one more time before retaking the quiz.

Students practice comprehension skills while responding to the Think About It prompts and quiz questions within a selection. Each of these tasks is associated with a specific level of thinking: literal, inferential, evaluation, or analysis.

**Literal** questions identify information directly stated in the text. Ex. How are snakes and hamsters alike? Who is Sam?

**Inferential** questions ask about information that is implied, but not directly stated in the text. Ex. What do you think Hannah will do next? What is Joe’s father probably thinking?

**Evaluations** ask students to make judgements based on the material. Ex. Did Harriet do the right thing when she gave her brother’s glove to the toy drive? Which is the better product for students to buy?

**Analysis** asks students to take information from the text and use it in a related context. Ex. How else might James have settled the fight? Identify the author’s purpose or point of view.

The following criteria is used to evaluate Reading Assistant performance.

Performance level	Fluency score (WCPM) (Step 2 – Read and Record)		Comprehension score (Step 3 – Take the Quiz)
Proficient	2 readings of the selection with at least 1 reading at or above 100% of WCPM goal	AND	80% or more questions answered correctly
Developing	3 readings of the selection with at least 1 reading at 75% of WCPM goal	AND	80% or more questions answered correctly
Emerging	3 readings of the selection with all readings less than 75% of WCPM goal	AND/ OR	Less than 80% of questions answered correctly