

3-Minute Reading Assessment

1st – 3rd Grades

Assessment is a critical element of successful instruction and tutoring. It helps to determine a student's skill level and if progress is being made.

Advantages of 3-minute Reading Assessments

In fewer than five minutes, you can use this assessment to measure a child's progress and identify areas of strength and concern. You will be able to observe a student's reading skills and determine his or her level of performance in three critical areas - word recognition, reading fluency, and comprehension.

Administering 3-minute Reading Assessments

Simply ask your student to read a grade-level passage to you and ask him or her to recall what is remembered from the passage. While students read and recall the passage, monitor their performance for word recognition, fluency, and comprehension. Be prepared to take notes as your student reads to you. Specific directions are outlined below:

- Present your student with a copy of the passage that corresponds to his or her assigned grade level. Ask your student to read the passage orally to you in the way he or she might normally read the passage. **Tell your student that at the end of the reading you will ask him or her to tell you what is remembered about the passage.** Remember to keep notes as he or she reads. As your student reads the passage aloud for 60 seconds, if he or she stops at an unknown word and does not attempt to pronounce it for 2 seconds, or if he or she attempts the word but clearly has little chance of reading it correctly, say the word aloud and ask him or her to continue reading. **Errors include words that are mispronounced, words that you provide to the student, and words that the student omits.**
- After your student has read for 60 seconds, direct his or her attention to the beginning of the same passage and ask him or her to follow along silently while you read the text aloud. **Read the passage to your student in a normal and expressive voice.** You are asked to read the text to your student to remove any difficulties he or she may have had in word recognition or fluency that could hamper his or her comprehension of the passage. Listening comprehension is a good measure of the student's reading comprehension (Biemiller, 2003).
- **At the end of your reading, remove the passage from your student's view and ask him or her to tell you what is remembered from the passage.** After the student retells the passage, ask if there is anything else he or she remembers about what has been read. If the student is unable or unwilling to retell anything at all from the passage, you may ask for specific information (for example, "What is the main idea of this story?" or "What was described in this story?").

Passage One:

We went to the park. My mom took me. We had so much fun. The park was big. There was a lot to do. We went on the swings first. I flew high in the air. My mom told me not to go so high. I told her birds fly higher than me.

Then we went on the slide. It was the little one. My mom went on with me. My mom said she felt silly. I thought so, too. I was afraid of the big slide. It was too big. My mom went on. I was still afraid.

We fed the ducks. All the ducks quacked. They sounded like car horns. Then my mom sat. I played in the sand. It was a great day. I want to go again.

Passage Two:

I love hot dogs. They are the best food. They taste good. I eat them all the time. I eat them for lunch. Sometimes I eat them for dinner, too.

Hot dogs are warm and tasty. I like them in a bun. The buns look like a boat. I like ketchup on my hot dogs. It makes them taste good. My dad likes hot dogs, too. He does not like buns. He says the hot dog has no coat on.

My dad cooks hot dogs outside. He says they are crisp. I like hot dogs that are cooked inside. Hot dogs cooked inside are soft. Really, I like hot dogs both ways.

I like little bites of my hot dogs. I like to make them last. I love hot dogs.

Passage Three:

It is hot. The sun is hot. I am very hot. My mother said I should play outside. It is too hot to play ball. It is too hot to a ride bike. It is way too hot to run around. I don't know what to do.

I want to get cool. I want to swim, but the pool is closed. We can't swim until the pool is open. I try sitting under a tree. It is even hot under the tree. The grass is hot. It makes me itch. There is nothing to do under the tree.

I am going inside. It is cooler in there. Soon we can go to the pool. It is too hot to play.

Passage One:

This weekend I went to the zoo. It was awesome. I went with my mom. My sister came too. The zoo was in the city. It took a long time to get there. My sister and I complained a lot. My mom said we sounded like broken records.

When we got there, I was excited. I wanted to see the seals first. I love the seals. They put on a show. They could balance balls on their noses. I clapped so hard, my hands turned red. They looked like they had a sunburn. Next we went to see the lions. They were just lying around. My sister called them “lazy bones.” My mom wanted to see the monkeys. She said my sister and I remind her of them. The monkeys were cool. They were swinging on ropes the way I do at recess.

Then we got ice cream. It tasted so good I could have eaten more. My trip to the zoo was super.

Passage Two:

Do you like apples? I think apples are great. They are a fun fruit to eat. Apples come in many colors. They can be red or green. They can be yellow or pink. Most apples are sweet. Some are not. I like the sweet ones best.

Apples make a crunchy sound when you bite them. Apples are juicy. The juice runs out of my mouth when I take a bite. It goes down my chin and makes me sticky.

You can eat apples whole, or you can eat them in slices. Apples can be in pies. I like to eat them in all sorts of things.

I like to pick apples too. Apples grow on trees. They are like presents on a branch. They are just waiting to be opened. Eating apples is fun to do. They are good for you, too.

Passage One:

Milk is very nice to drink. It is cold and refreshing and delicious. Milk is white like brand new snow. It is white like a kitten named Snowball. Milk is white like a marshmallow waiting to be cooked over a fire. Milk is smooth and silky to drink. It slides down your throat like water in a stream. The cold liquid fills your mouth with a cool feeling – like eating mint candy.

Milk is full of vitamins and minerals that are good for you. With each swallow, you feel like your bones are getting stronger. Your teeth feel like they are getting whiter. Milk tastes fresh. It tastes like morning dew on freshly mowed grass.

Milk is good with other things too. I love dipping cookies into milk, mixing it with ice cream, or pouring it on cereal. My mom says I have to drink my milk at dinner. She doesn't know that this is an extra treat for me. Don't tell her my secret; it's just between you and me.

Passage Two:

When I was playing today at recess, I felt like a kite blown around by the wind. It was hard to stay in one place because the wind pushed me from here to there. It was like being a yo-yo on a string, going back and forth. Each time I thought I was safe, another gust blew me off in another direction. My friends were trying to play kickball, but the ball kept blowing away. It was like a funny movie.

The teachers were not happy, either. They were all together in a bunch, trying to keep their hair neat. Mr. Lewis wasn't with the other teachers; he was pushing the girls on the swings. It was an easy job since the wind did most of the work.

My brother was out at recess, too. He and his friend Mark were trying to write a play but their papers kept blowing away. I tried to help him catch them, but it was hard. We got all the pieces so we didn't litter, but the pages were ruined. My brother and Mark decided to chase me instead of writing, and we had a great time. We were blown from here to there and it was fun.

