

Word-level Error Analysis

Oral reading fluency text probes are often given as a general measure of a student’s reading skill with grade level text. Typically, the student reads aloud from a passage for one minute while the teacher notes any errors, such as words that are omitted or misread. Two scores are usually obtained from this type of assessment: words correct per minute (rate) and total percentage of words read correctly (accuracy).

Word lists also provide information about a student’s ability to apply decoding skills to word reading. Examples of reading lists include high frequency words, words that follow particular decoding patterns, and/or grade level vocabulary words. Capturing student reading errors from these sources will also support a word-level reading error analysis.

For passage and word list reading probes, it is important to record all student errors, noting exactly what the student said for all misread words. For example, if the printed word is *strike* and the student reads it as *stick*, write *stick* above the correct word on the probe. This allows for a word-level error analysis, which is the key to identifying the student’s specific word reading weaknesses in order to plan instructional targets.

Use the chart on the reverse side to organize oral passage and word list reading data from screener, benchmark, and/or progress monitoring probes. Analyzing errors from several different probes given within a close time period will help reveal a pattern of responses in order to best guide instruction and intervention planning.

Student: _____	Grade: _____	Teacher: _____
Passage Reading	<i>OR</i>	Word List Reading
Date: _____		Date: _____
Passage Grade level: _____		Type: high frequency words decodable words grade level vocabulary
Rate (wcpm): _____		(check all that apply)
<i>(total # words read – errors)</i>		
at above below expectations (choose one)	Be sure to note what the student said for all mispronunciations and substitutions. These should be recorded as errors: <ul style="list-style-type: none">• skipped/omitted words• misread/substituted words• words that are segmented but not blended back together Self-corrections and additions (inserted words) should be noted but not counted as errors.	
Accuracy (%) _____		
<i>(words read correctly / total words read)</i>		
at above below expectations (choose one)		

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Record student errors from oral reading passages and word reading lists on the chart below. Record incorrectly read words in the Printed Word column. In the Student Response column, write what the student actually said. Then, decide what type of error(s) the student made for each word and place a mark in the appropriate box or boxes. Total the errors and review the pattern of errors. Compare the errors to grade level expectations and determine the skills to be targeted for instruction and intervention. If several weaknesses are revealed, prioritize the instructional targets based on a developmental scope and sequence (for example, closed syllable words before vowel teams). More than one form may be needed to capture the student's errors. Multiple forms will be used to collect data from several word lists and/or passage readings.

Student: _____ Date: _____ oral reading passage or word reading list (choose one)

Printed Word	Student Response	Letter/Sound			Syllables							Morphemes		High Frequency Words	
		Blending	Reversals (b / d)	letter/sound correspondence	Closed	Open	Silent-e	Vowel team	r-controlled	Consonant-le	Syllable division	Prefix	Suffix	Regular Spelling	Irregular Spelling
Totals															

Instructional targets: 1) _____ 2) _____ 3) _____