

Cumulative Educational Levels Information

Reading Word Level:

There are many graded word lists to help you determine your child's reading level. A few that I use are Slosson Oral Reading Test, Scott & McCleary Informal Graded Word Recognition, and Word Lists by The Center for Applied Research in Education. There are many more available, including the Dolch site word list for younger children. The independent reading level is the level at which the child can read all of the words without any mistakes. The instructional level is the level (usually one level above the instructional level) in which the child should be taught. In other words, the grade level you teach from. It will be the level in which the child misses no more than 2-3 words from. The frustrational level is the one where the child misses more than 3 words from. This is the level to avoid at this present time, in texts as well as non-texts.

Oral Reading Level:

The same levels apply, except in this test, the child reads a passage from the various grade levels. After find the word level your child is at, you should start the child reading one level below the independent level on this test. These selections all have comprehension questions you ask the child orally after their reading of the selection. There are many sources for such tests, just as above. This test often falls lower than the previous test mentioned, since children can often break down words before they can fully understand them and pick them up in written passages.

Reading Stages:

Emergent: The child begins to understand that reading is done from left to right. They enjoy picking up book and pretending they are reading. They can speak in complete sentences and uses vocabulary appropriate for their age. They enjoy being read to and pay attention to the flow of the story.

Decoding: The child is learning to sound out words. They can read some words by blending the sounds of letters.

Fluency: The child can easily read books at their level without concentrating as much on the phonics. Reading is becoming automatic. This stage should be maintained for a year or two before moving on to the next stage.

Informational: After the decoding and fluency stages, children need not concentrate so heavily on phonics. The mechanics of reading has become easy enough that the student can no concentrate more on the book's content. This is the stage that allows children to gain information from books, newspapers, labels, and texts. The problem that often occurs in educating a child is when one pushes a child to use this stage in subjects other than reading when they are not able to handle it. A child may appear, for instance, to be failing social studies from a traditional text mainly because they are not at the appropriate reading level to handle such instruction.

Some children breeze through these levels in a short period of time. Others take many years. The purpose of determining levels is not to compare your child to another or to put restrictions on what the child is allowed to chose for himself to read for enjoyment. The purpose is to help you as a teacher to determine what texts and methods of instructions are manageable and appropriate for your students continuing learning.

Cumulative Educational Levels Information pg 2

Spelling Grade Level:

There are tests available to assess the grade level your child is currently at. The Dolch cards and other lists can also be used as an informative testing method. Let me assure you up front that it is quite common for the spelling level to be below the reading level. We can many times read a word that we have trouble spelling when writing. For instance, my current fourth grade can read at a 6th grade level, but her spelling is at a 4th grade level. This is quite common.

Spelling Stage Level:

Preliterate: This stage usually corresponds with the reading emergent level. This stage lasts from when a child can write on a page until they are writing (scribbling, drawing, or writing some abc's) consistently in one direction and uses some letter sound matching.

Letter Name: This stage usually corresponds with the decoding stage of reading. During this level the child will use beginning and ending consonants and have clear letter-sound correspondence. They will often confuse some letters for sounds such as Y for wh and J for dr at the beginning of this stage, but near the end of it, they could be using regular short vowel patterns, most consonant blends and digraphs, a vowel in most syllables, and most initial and final consonants. There will be some use of vowels at the beginning of this stage, but many words will be spelled with just consonants in their own creative writing. For instance, BD for bed, WN for when, etc. This is the stage that spacing between words is hard to find, although by the end of this stage there should be some spacing occurring.

Within Word Pattern: This stage usually corresponds with the fluency stage of reading. During this stage, the student will continue to build on the last stage and now be able to spell using consonant blends and digraphs, regular short vowel patterns, good accuracy on r-controlled single-syllable short vowel words (fur, bird), some frequently used words, single syllable long vowel words, and some common Latin suffixes. They often will confuse some of the long vowel patterns in their spelling (raik vs rake) and invent substitutions in unstressed syllable patterns (teachaur for teacher). They usually do not double consonants or e's before adding endings (rideing).

Syllable Juncture: This stage usually corresponds with the informational age of reading. During this stage the student will continue mastery of previous stages plus use consonant doubling, e-drop, common Latin suffixes, long vowel pattern in accented syllables, multiple syllable words, and most vowel and consonant alternations. They will often reduce vowels in longer syllable words in the beginning of this stage or delete the middle syllables all together. By the end of this stage, they should have a pretty good handle on spelling the majority of words in their daily writing.

Writing Levels:

Emergent: The student pretends writing and drawing.

Beginning: The student uses syllabic, word-by-word writing. They can summarize events and write retellings. Their volume increases from a few words to a half page of writing.

Transitional: Student is approaching fluency. They spend greater time planning their writing and are more detailed and organized.

Intermediate: Student become fluent in writing, building expression and voice. They experience different writing styles and genre. Their writing shows personal problem solving and reflection.

Math Levels:

Many math curriculums have a math assessment to help with this level if you are not sure. Saxon Math has their assessment on-line.

