



W.R.A.P.

An informal Writing and Reading Assessment Profile

Running records can be any appropriate length. W.R.A.P. uses a *reading* record, which is a simplified version of a running record. It was simplified so it could be used by teachers who had not had training in taking a full running record. The main difference is that W.R.A.P. does not have columns for analysing the kinds of errors and self corrections a student may make. In our experience, teachers who are unfamiliar with running records find this analysis hard to do, and we wanted this to be an easily-used assessment kit.

The passage lengths were chosen to ensure a suitable amount of text to demonstrate decoding and to be a meaningful test of comprehension. The passages vary in length from 97 to 387 words.

The class summary sheet on page 46 of the teacher guide is used for collating the information for a class or group. So far, we have found that teachers store the completed record sheets together, topped by the summary sheets. We did consider making individual folders for student records, but the cost may have made the kit too expensive for some schools. I would suggest that teachers use a system that suits them and fits with their other assessment information - for example, use of a filing cabinet with folders for every student.

Orbit W.R.A.P. uses a mix of fiction and nonfiction to reflect the real reading demands of these grade levels. The inside cover flap of the teacher guide provides a correlation to DRA and other systems, but beyond that it will be up to the teacher to judge what counts as satisfactory progress for each individual student. Remember that W.R.A.P. is an informal assessment, designed to inform instruction – it has never been intended as a summative or standardised assessment. Also it is important to note that any assessment tool is just that – an assessment tool. It cannot make a difference to progress – the teacher and the methods and materials she/he uses to teach (guided by information from assessment) are what will make an impact on reading growth. Having said that, the levels we chose for W.R.A.P. indicate approximate grade levels – so card 4c is intended to represent the level we would expect an average student to attain by the end of grade 4.

Research base: The NRP report does make room for assessments of this kind. The NRP report notes that

"A number of informal procedures can be used in the classroom to assess fluency. Informal reading inventories (Johnson, Kress & Pikulski, 1987), miscue analysis (Goodman & Burke, 1972) pausing indices (Pinell et al., 1995), running records (Clay, 1972) and reading speed calculations (Hasboruck & Tindal, 1992). All these assessment procedures require oral reading of text, and all can be used to provide an adequate index of fluency... To ensure that students do not focus solely on fluency – at the expense of comprehension – the student is expected to summarize or answer questions about the text." (NRP Reports of the Subgroups, p. 3-9)