

## Scripted Instructions for a Can't Do/Won't Do Assessment in Reading

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1. Greet student. **“We’re going to do some reading today.”**
2. **“The last time you read this story, you read \_\_\_\_\_ words correctly. Today, I’m going to give you an opportunity to read this story again. If you can read more words this time than you did last time, then you can pick anything you like from the treasure chest.”** Show student the treasure chest. Allow student to briefly sample items in the treasure chest.
3. Ask the student **“Do you see anything in there that you would like to earn?”** If the student does not seem excited about any of the items in the treasure chest, you may offer free time, outside time, visit with favorite teacher, or get the student to nominate something reasonable.
4. **“When I say ‘start,’ begin reading aloud at the top of the page. Read across the page (demonstrate by pointing). Try to read each word. If you come to a word that you do not know, I will tell it to you. The goal is for you to read as many words as you can correctly in one minute. Be sure to do your best reading. Do you have any questions?”**
5. **“Start.”** Allow the student to read for one minute. Follow along on your copy, marking the words that are read incorrectly. If the student pauses on a word, wait only three seconds, tell the student the word, and move on.
6. At the end of one minute, **“Stop reading.”** Draw a vertical line after the last word read. Thank the student for reading.
7. Count number of words read correctly and number of errors. Errors are words that are not pronounced correctly and include skipped words, mispronounced words, substitutions, and words that you have to tell the student. Additions (i.e., words the student adds to the story) or repetitions are not counted as errors. If student exceeded goal, deliver reward.