**Conversion chart for reading accuracy**

When calculating the error rate, always round down the error rate (e.g. 1:8.3 *becomes* 1:8) to ensure decoding and meaning are always aligned. Text levels will change according to the skills and proficiencies of individual students. One reader may find a text challenging while another will find the same text less challenging or even easy. Therefore, the terms *easy*, *instructional* and *hard*are relative depending on the reader rather than the text. Matching texts to the reader is the key.

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| --- | --- | --- |
| **Error rate**  | **Accuracy rate**  | **Text difficulty**  |
| 1:200 1:100 1:50 1:35 1:25 1:20  | 99.5 99 98 97 96 95  | **Easy texts** These texts are useful for promoting phrasing, fluency and vocabulary recognition.   |
| 1:17 1:14 1:12.5 1:11.75 1:10  | 94 93 92 91 90  | **Instructional texts** Have the ‘right’ amount of challenge for developing and practising new reading strategies. This level of text difficulty will only be just ‘right’ if the teacher provides guidance and feedback to ensure students can practise the new skills with support.   |
| 1:9 1:8 1:7 1:6 1.5 1:4 1:3 1:2    | 89 87.5 85.5 83 80 75 66 50  | **Hard texts** These texts are best read to students as the level of complexity is too high to ensure reading for meaning.   |

Conversion table for determining reading accuracy. (Adapted from the Department of Education, Employment and Training, Victoria (1999) and originally sourced from Clay, 1993, p.39).