Reading Assessment Form Levels A–D Fiction

Student: _______________________________ Date: ___________

Title: __Can I Have a Pet?_________________________ Level: __A__

You’ll be reading this book. First, preview it and tell me what you notice.

___ title  ___ cover illustration  ___ illustrations  ___ text features  ___ words

What do you know about having a pet? ____________________________________________

Read the title and point to the words. Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.

After you read, I’ll ask you to tell me the important parts. Go ahead and start. Use a check to document each word read correctly. Document all miscues.

1:1 correspondence _____ Use of illustrations to support reading _____

When encountering unknown words, student: ________________________________________

Words in this book:    ______  Sentences: ______

What is this story about?

What did the girl want to do? What did the characters do about it?

Think of something you have experienced like this. Tell about it.

Turn to a page and tell what you think a character was feeling at that point.

Other notes:
### Reading Assessment Form Levels A–D Fiction

<table>
<thead>
<tr>
<th>Student: ___________________________________________</th>
<th>Date: __________</th>
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</thead>
<tbody>
<tr>
<td>Title: <em><strong>Good Night, Gorilla</strong></em>_____________________</td>
<td>Level: <strong>A</strong>___</td>
</tr>
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</table>

You’ll be reading this book. First, preview it and tell me what you notice.

___ title   ___ cover illustration   ___ illustrations   ___ text features   ___ words

What do you know about zoos? ____________________________________________________________

Read the title and point to the words. Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.

After you read, I’ll ask you to tell me the important parts. Go ahead and start. Use a check to document each word read correctly. Document all miscues.

<table>
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<tr>
<th>1:1 correspondence _____</th>
<th>Use of illustrations to support reading _____</th>
</tr>
</thead>
</table>

When encountering unknown words, student: _______________________________________________

<table>
<thead>
<tr>
<th>Words in this book: 46</th>
<th>Sentences: 18</th>
</tr>
</thead>
</table>

What is this story about?

What was a problem in this story? What did the characters do about it?

Think of something you have experienced like this. Tell about it.

Turn to a page and tell what you think a character was feeling at that point.

Other notes:

### Reading Assessment Form Levels A–D Nonfiction

<table>
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<tr>
<th>Student: ___________________________________________</th>
<th>Date: ____________</th>
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<tbody>
<tr>
<td>Title: ___ I Can Read ________________________________</td>
<td>Level: ___ A</td>
</tr>
</tbody>
</table>

You’ll be reading this book. First, preview it and tell me what you notice.

___ title   ___ cover illustration   ___ illustrations   ___ text features   ___ words

What do you know about reading? _______________________________________________________

Read the title and point to the words. Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.

After you read, I’ll ask you to tell me the important parts. Go ahead and start. Use a check to document each word read correctly. Document all miscues.

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When encountering unknown words, student: __________________________________________

<table>
<thead>
<tr>
<th>Words in this book: 35</th>
<th>Sentences: 7</th>
</tr>
</thead>
</table>

What did the author teach about in this book?

Tell more about that.

Think of something you have experienced/seen like this. Tell about it.

Why do you think the author wrote this book?

Other notes:
You’ll be reading this book. First, preview it and tell me what you notice.

___ title ___ cover illustration ___ illustrations ___ text features ___ words

What do you know about insects? ____________________________________________

Read the title and point to the words. Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.

After you read, I’ll ask you to tell me the important parts. Go ahead and start. Use a check to document each word read correctly. Document all miscues.

1:1 correspondence _____ Use of illustrations to support reading _____

When encountering unknown words, student: ________________________________

Words in this book: 28  Sentences: 12

What did the author teach about in this book?

Tell more about that.

Think of something you have experienced/seen like this. Tell about it.

Why do you think the author wrote this book?

Other notes:
Reading Assessment Form Levels A–D Nonfiction

Student: ___________________________________________ Date: ____________

Title: __ On Our Farm _____________________________ Level: __ A __

You’ll be reading this book. First, preview it and tell me what you notice.

___ title   ___ cover illustration   ___ illustrations   ___ text features   ___ words

What do you know about the things people do on farms? ________________________________

Read the title and point to the words. Document miscues. If student does not read title, read it aloud and then ask student to repeat, pointing to the words.

After you read, I’ll ask you to tell me the important parts. Go ahead and start. Use a check to document each word read correctly. Document all miscues.

1:1 correspondence _____    Use of illustrations to support reading _____

When encountering unknown words, student: _________________________________

Words in this book: __14____   Sentences: __7____

What did the author teach about in this book?

Tell more about that.

Think of something you have experienced/seen like this. Tell about it.

Why do you think the author wrote this book?

Other notes: