# Reading Assessment Form Levels A–D Fiction

<table>
<thead>
<tr>
<th>Student: _______________________________</th>
<th>Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: _______________________________</td>
<td>Level: __________</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 pretending? __________________________________________

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: 42______ | Sentences: 7_____ |

What is this story about?

What did the girl do?

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

Student: __________________________ Date: ______________

Title: ___Cold and Hot________________________ Level: __B__

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 dressing for cold weather? __________________________

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:  24____  Sentences:  7____

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:

<table>
<thead>
<tr>
<th>Reading Assessment Form Levels A–D Fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: _________________________________</td>
</tr>
<tr>
<td>Title: <em><strong>Bath Time</strong></em>_____________________</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 taking a bath? ____________________________

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: 44  Sentences: 7

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

Student: __________________________________________ Date: ____________

Title: ___Monkeys________________________________________ Level: __B___

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 monkeys? ______________________________________

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: 27___ 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:
<table>
<thead>
<tr>
<th>Reading Assessment Form Levels A–D Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student: ________________________________ Date: ____________</td>
</tr>
<tr>
<td>Title: __ The Things Birds Eat ________________ Level: __ B__</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 the things birds eat?

__________________________________________________

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: __38__ 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: