## Reading Assessment Form Levels A–D Fiction

<table>
<thead>
<tr>
<th>Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: <strong>Where Is My Puppy?</strong></td>
<td>Level: <strong>C</strong></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 puppies? ________________________________________________________

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>
<thead>
<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:</th>
<th>Sentences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>7</td>
</tr>
</tbody>
</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:

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 cleaning? ______________________________________________________________

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: 26   Sentences: 7

What is this story about?

What did the characters want to do? What was a problem? 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: __Time for Tacos______________________________  Level: __C____

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 making tacos? ________________________________

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: 26_  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:

Reading Assessment Form Levels A–D Nonfiction

Student: ____________________________ Date: ____________

Title: ___ I Eat Leaves __________________ Level: __C__

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 kinds of things that eat leaves? __________________________

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: 47  ______  Sentences: 14  ______

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: __ Fish Print _________________________________ Level: __ C __

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 painting? _____________________________________________

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.

What did the author teach about in this book/section?

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: