Reading Assessment Form Levels A–D Fiction

Student: ________________________________________ Date: ____________

Title: ___ I Had a Hippopotamus ______________________ Level: ___D___

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 animal crackers? __________________________________________

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: 119  ______ Sentences: 20  ______

What is this story about?

What was the boy doing? What did the other characters 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

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<th>Student: ____________________________________________</th>
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<tr>
<td>Title: <em>Splat!</em> ______________________________________</td>
<td>Level: <strong>D</strong>__</td>
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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 a cake? ________________________________

**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: 61 | Sentences: 13 |

What is this story about?

What did the characters want to do? What was a problem?

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

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<tr>
<td>Title: Make a Turkey</td>
<td>Level: <strong>D</strong>__</td>
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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 this kind of turkey (shown on cover)? ________________

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: __6__

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:
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<tr>
<td><strong>Student:</strong> ___________________________________</td>
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<tr>
<td><strong>Title:</strong> <strong>Frogs</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 frogs? __________________________________________

**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:** 33  **Sentences:** 4

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 the life of a bird? How are birds born? ________________________________

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: 31____  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: