Reading

for

Information

A Classroom Assessment Package

Grade 3
First, Second and Third Term

Developed by Cathy Molinski
North Vancouver School District
Fall 2002

North Vancouver School District Press

Foreword

Our schools strive to provide all students with opportunities to succeed in challenging educational programs. To support this goal and to illustrate examples of promising and best practices, our talented and creative teachers and administrators develop local resources for the use of teachers and students.

I hope that teachers will find the materials in this document to be helpful and relevant in their instructional planning, classroom management and decision making.

I extend my appreciation and the gratitude of the Board of School Trustees to Cathy Molinski who prepared this instructional resource.

Dr. Robin Brayne, Superintendent of Schools.

If the material in this document supports reading instruction in your local context,
you may order the book from:

Program Services
North Vancouver School District, c/o Leo Marshall Curriculum Centre
810 West 21st Street, North Vancouver, B.C. V7P 2C1
www.nvsd44.bc.ca
Fax: (604) 903-3778

Reading for Information: A Classroom Assessment Package

Introduction

This package has been written to address the request from classroom teachers for a reading assessment that could be administered to the entire class in a short period of time.

The assessments have been designed for use in Term 1, Term 2 and Term 3, so that information could be gathered about particular reading skills requiring further instruction.

These assessments use non-fiction text and descriptors adapted from the British Columbia Performance Standards (Reading for Information) as the marking performance rubric. It should be noted that the descriptors in the Performance Standards have been written for expected student performance in April of the grade year. Therefore assessments done in Term 1 and Term 2 cannot be used for evaluation of students and reporting to parents. However, the rubrics are very helpful in gathering assessment data that will drive reading instruction both for individual students and for the class as a whole.

The main areas of reading proficiency assessed are:

1. background knowledge and predicting
2. figuring out unknown words
3. main idea
4. summarizing
5. inferences and conclusions
6. accuracy
7. fluency

It is intended that all students in the class take each of the grade level assessments at the same time whether they routinely demonstrate below, at, or above grade level reading performance. Grade level performance standards cannot be used to assess students unless they are reading grade-level text.

Contents of this Assessment Package

- Information on preparing and administering the assessment
- Classroom Assessments booklets for 1st Term, 2nd Term and 3rd Term
- Single copies of the Reading selection for each term
- Class Reading Assessment Recording Sheet

Assessment Preparation

- Copy the assessment you wish to use on 11" x 17" sheets of paper (one per student). The 11" x 17" sheets should be folded in half as in the original booklet.

- Allow up to 60 minutes of class time for the assessment. Students should have a book on their desks to read quietly when they have finished the assessment.

Assessment Instructions

Step 1   Have students **predict from the title and** *answer question 1 before they read.*

Step 2   Have students read the rest of the text selection and answer the questions in writing.

Step 3   While the students are working, take the copy of the reading selection and a pencil and move to each student in the class to do a running record. Put your single copy of the text in front of the student and do the running record on the student's 11" x 17" assessment copy. Each student reads aloud the first fifty words of the text selection. Multiply the accuracy rate by 2 and record the rate on the Teacher Recording page (front cover of 11" x 17" sheet). Fill in the fluency box at this time also.

Simplified Running Record Symbols

Accurate	(✓)	
Substitution	(X)	wrong word
		right word
Repetition	(← R)	
Omission	(O)	
Insertion	(^)	
Self Correction	(SC)	
Teacher Appeal	(TA)	

Step 4   Mark each written answer with a tick in the appropriate box on the student recording page: *not yet, minimally, fully, exceeds expectations.* Use the descriptors for the various aspects of reading listed in the rubric on the back cover.

Step 5   Transfer the information to the Teacher Recording Page on the front cover.

Step 6   Using the snapshot descriptors, determine the overall performance category and list those particular categories of reading for which the student needs additional support.

Step 7   Record the information from the front page of each student's assessment onto the Class Reading Assessment Recording Sheet.

For each student, analyze the results and summarize areas of reading proficiency requiring further development in the column, **Instructional Focus.**

Conclusion

The information summarized on the Class Recording Sheet indicates the areas of reading proficiency for which the class requires specific instruction. Students who do not meet expectations, or minimally meet expectations, should receive additional small group instruction with text appropriate to their instructional reading level.

Please refer to the North Vancouver *Reading 44: A Core Reading Framework*, for a complete description of the 12 Reading Strategies and suggested instructional activities.

Grade 3 – 1st Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____ Date _____

6. Accuracy: _____ # words correct x 2_____%

        >95%   = independent level
       90-95% = instructional level
       <90%   = frustration level

7. Fluency:
    heeds punctuation   yes _____ no _____
    uses expression   yes _____ no _____
    uses appropriate phrasing   yes _____ no _____
    speed   too fast___even pace___too slow___

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Overall Performance: not yet   meets (minimal)   fully meets   exceeds

                                               ☐   ☐   ☐   ☐

Instructional Focus _____

→ Stephanie's collection is kept on her fridge. It's a magnet collection her aunt started her on, with a few magnets from the United States.

/50
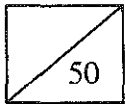
<u>On</u> a family trip across much of Canada, Stephanie bought magnets along the way. She got ones with photographs or drawings of places → of interest, <u>and</u> ones in the shape of the provinces. "When I get all the provinces, they'll fit together to make a map of Canada, just like my magnet map of the United States," says Stephanie.

Stephanie now collects other kinds of fridge magnets as well. She has one with her mom's name on it, a rock from near the Grand Canyon, ones telling about places to eat, and lots more.

The great thing about Stephanie's magnet collection is that it's useful. She can use the magnets to hold up notes and to display her work from school. Her family can order pizza by calling the number on one of the pizza-place magnets. The ones from trips <u>remind</u> Stephanie of different places.

Lots of magnets, lots of uses. There's always a new magnet popping up in Stephanie's collection.

Name_____ Date _____

1. The title of this text is **Magnet Minder.** What does this title make you think of? _____ _____ _____ What will this text be about? _____ _____ _____	1. Background Knowledge and Prediction Not yet Meets Fully Meets Exceeds ❑ ❑ ❑ ❑
┌─────────────────────────────────────┐ │ *Now read the whole text. Then answer the questions.* │ └─────────────────────────────────────┘ 2. What does the underlined word **remind** mean in this text? _____ _____ How did you figure that out? _____ _____	2. Figuring Out Unknown Words Not yet Meets Fully Meets Exceeds ❑ ❑ ❑ ❑
3. What is the main idea? _____ _____ _____	3. Main Idea Not yet Meets Fully Meets Exceeds ❑ ❑ ❑ ❑
4. Tell some important facts that you learned. _____ _____ _____ _____ _____ _____ _____	4. Summarizing Not yet Meets Fully Meets Exceeds ❑ ❑ ❑ ❑
5. What did the magnet collection from Stephanie's aunt look like?_____ _____ _____	5. Inferences and Conclusions Not yet Meets Fully Meets Exceeds ❑ ❑ ❑ ❑

Grade 3 - 1ˢᵗ Term   Reading for Information Assessment

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	❏ predictions are often guesses and may not be logical	❏ if prompted, uses prior knowledge and picture clues to make simple predictions	❏ uses prior knowledge and various clues to make obvious predictions and to confirm meaning	❏ uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Word skills	❏ relies on sounding-out; has difficulty using context clues	❏ uses phonics and context clues with support	❏ uses phonics, word structure and context clues (may need prompting)	❏ combines phonics, word structure and context clues efficiently
3. Main idea	❏ identifies topic ❏ does not use text features to make sense of the selection	❏ identifies most main ideas ❏ needs help to use text features (e.g., headings, diagrams)	❏ identifies main ideas ❏ uses text features (e.g., headings, diagrams); *may need prompting*	❏ identifies main ideas ❏ uses concise text features (e.g., headings, diagrams)
4. Summarizing	❏ responses to questions or tasks are often incomplete; may be inaccurate ❏ may recall some relevant details if prompted ❏ needs support to locate, record, and organize information ❏ may attempt to recall or guess rather than reread for details	❏ responses to questions or tasks are generally accurate, but may be vague or lack detail ❏ gives some relevant details ❏ records information without much organization ❏ rereads to find details; may be inefficient	❏ responses to questions tasks are accurate, clear and complete ❏ gives relevant details ❏ tries to organize information; may create logical categories ❏ rereads and skims for details	❏ responses to questions or tasks are accurate, clear and thorough; may include inferences ❏ gives specific relevant details ❏ organizes information ❏ rereads and skims for details; efficient
5. Inferences and conclusions	❏ unable to tell how new information is like or unlike other information about the topic	❏ with support, tells some ways new information is like or unlike other information about the topic	❏ tells some ways new information is like or unlike other information about the topic	❏ tells some ways new information is like or unlike other information; *may question new information*

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 3 – Reading for Information

Grade 3 – 2nd Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____ Date _____

---

6. Accuracy: _____ # words correct x 2 _____ %
    >95%   = independent level
    90-95% = instructional level
    <90%   = frustration level

---

7. Fluency:
    heeds punctuation   yes _____ no _____
    uses expression   yes _____ no _____
    uses appropriate phrasing yes _____ no _____
    speed   too fast___even pace___too slow___

---

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
❏	❏	❏	❏

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
❏	❏	❏	❏

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
❏	❏	❏	❏

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
❏	❏	❏	❏

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
❏	❏	❏	❏

Overall Reading Performance: Snapshop from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Overall Performance: not yet   meets (minimal)   fully meets   exceeds
                        ❏   ❏   ❏   ❏

Instructional Focus _____

→ Perhaps the most famous hibernating animal in Canada is the groundhog. Some people think that a groundhog can tell us when winter will end. <u>On</u> February 2nd in Wiarton, Ontario, people carefully watch the entrance to a groundhog's burrow to see the groundhogs come out. →They believe that if <u>the</u> groundhog comes out of its winter home and sees its shadow, it will be so scared that it will go back to sleep for six more weeks. They see this as a sign that winter will continue for six weeks longer.

During the late summer and fall, this shy little animal prepares for its long hibernation by eating lots of leafy plants, seeds, and nuts. These foods help to greatly increase the animal's body fat. The groundhog also collects food to store in its <u>**burrow**</u> to eat during the long winter.

A groundhog digs a long, deep burrow, often in a flat empty field. It lines the sleeping area of its burrow with hay and dried leaves.

A groundhog may begin its hibernation in September or October. It knows it is time to hibernate when its body temperature drops as the colder weather arrives. Its body temperature drops so low that the animal can no longer move and has to go to sleep.

A groundhog does not sleep continually from fall until early February, but wakes up every 7 to 10 days, when its body warms up enough. The groundhog may wake up, but it doesn't leave its burrow until about February 2nd. Just in time to check its shadow.

(2)

Name _____ Date _____

1. The title of this text is **Afraid of its Shadow.** What does this title make you think of? _____ _____ What will this text be about? _____ _____ _____	1. Background Knowledge and Prediction Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
┌───┐ │ *Now read the whole text. Then answer the questions.* │ └───┘ 2. What does the underlined word **burrow** mean in this text? _____ _____ How did you figure that out? _____ _____	2. Figuring Out Unknown Words Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
3. What is the main idea? _____ _____ _____ _____	3. Main Idea Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
4. Tell some important facts that you learned. _____ _____ _____ _____ _____ _____	4. Summarizing Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
5. If you wanted an early spring, would you want February 2nd to be a sunny day or a cloudy day? Explain your answer._____ _____ _____	5. Inferences and Conclusions Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐

        (3)

Grade 3 – 2nd Term   Reading for Information Assessment

Overall Reading Performance: Snapshop from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	❑ predictions are often guesses and may not be logical	❑ if prompted, uses prior knowledge and picture clues to make simple predictions	❑ uses prior knowledge and various clues to make obvious predictions and to confirm meaning	❑ uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Word skills	❑ relies on sounding-out; has difficulty using context clues	❑ uses phonics and context clues with support	❑ uses phonics, word structure and context clues (may need prompting)	❑ combines phonics, word structure and context clues efficiently
3. Main idea	❑ identifies topic ❑ does not use text features to make sense of the selection	❑ identifies most main ideas ❑ needs help to use text features (e.g., headings, diagrams)	❑ identifies main ideas ❑ uses text features (e.g., headings, diagrams); may need prompting	❑ identifies main ideas ❑ uses concise text features (e.g., headings, diagrams)
4. Summarizing	❑ responses to questions or tasks are often incomplete; may be inaccurate ❑ may recall some relevant details if prompted ❑ needs support to locate, record and organize information ❑ may attempt to recall or guess rather than reread for details	❑ responses to questions or tasks are generally accurate, but may be vague or lack detail ❑ gives some relevant details ❑ records information without much organization ❑ rereads to find details; may be inefficient	❑ responses to questions or tasks are accurate, clear and complete ❑ gives relevant details ❑ tries to organize information; may create logical categories ❑ rereads and skims for details	❑ responses to questions or tasks are accurate, clear and thorough; may include inferences ❑ gives specific relevant details ❑ organizes information ❑ rereads and skims for details; efficient
5. Inferences and conclusions	❑ unable to tell how new information is like or unlike other information about the topic	❑ with support, tells some ways new information is like or unlike other information about the topic	❑ tells some ways new information is like or unlike other information about the topic	❑ tells some ways new information is like or unlike other information; may question new information

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 3 – Reading for Information

Grade 3 – 3rd Term   Reading for Information Assessment

Teacher Recording Page

Student Name _____ Date _____

---

6. Accuracy: _____ # words correct x 2 _____%

    >95%   = independent level
    90-95%   = instructional level
    <90%   = frustration level

---

7. Fluency:
    heeds punctuation   yes _____ no _____
    uses expression   yes _____ no _____
    uses appropriate phrasing   yes _____ no _____
    speed   too fast___even pace___too slow___

---

1. Background Knowledge and Prediction

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

2. Figuring out Unknown Words

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

3. Main Idea

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

4. Summarizing

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

5. Inferences and Conclusions

not yet	meets (minimal)	fully meets	exceeds
☐	☐	☐	☐

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Overall Performance: **not yet**   **meets (minimal)**   **fully meets**   **exceeds**
                               ☐   ☐   ☐   ☐

Instructional Focus _____

     (1)

→In the late 1800s, three men set out together to search for gold. Two of the men were from the Yukon. Their names were <u>Skookum</u> Jim and Tagish Charlie. The third man was their American friend, George Carmack. They discovered gleaming gold in a creek and renamed the →Creek "<u>Bonanza</u>". If they discovered that same gold today, it would be worth more than a billion dollars!
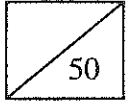
Another person who went out to search for gold was Belinda Mulroney. When she arrived in the Klondike, she threw her last fifty cents (a lot of money in those days!) into the Yukon River because she was sure she'd get rich. She did get rich, but not from finding gold. Instead she started selling rubber boots, cotton goods, and hot water bottles for very high prices. Then she built a roadhouse at Bonanza Creek. By the end of the year she owned six mining properties. Soon she had enough money to pay people to build the Fairview Hotel. It was one of the most **expensive** buildings in Dawson City.

Soon everyone knew about the gold at Bonanza Creek. Thousands of people came to Dawson, the town that was quickly built where the Yukon and Klondike Rivers came together. One hundred thousand adventurers from all over the world set out for the frozen north. Steamships were filled with people who wanted to travel to the Yukon to find gold and get rich fast. The greatest gold rush in history was underway.

The Klondike Gold Rush was a very exciting time and many people became very rich very quickly!

(2)

Name_____ Date _____

1. The title of this text is **Discovery of Gold in the Yukon.** What does this title make you think of? _____ _____ What will this text be about? _____ _____ _____	1. Background Knowledge and Prediction Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
	Now read the whole text. Then answer the questions.	2. What does the underlined word **expensive** mean in this text? _____ _____ How did you figure that out? _____ _____	2. Figuring Out Unknown Words Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
3. What is the main idea? _____ _____ _____ _____	3. Main Idea Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
4. Tell some important facts that you learned. _____ _____ _____ _____ _____ _____	4. Summarizing Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐
5. How could you get rich in the Klondike if you didn't find gold?_____ _____ _____	5. Inferences and Conclusions Not yet Meets Fully Meets Exceeds ☐ ☐ ☐ ☐

Grade 3 – 3rd Term   Reading for Information Assessment

Overall Reading Performance: Snapshot from the B.C. Performance Standards

Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceeds Expectations
The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.	*The student is able to read simple and direct information passages and procedures and complete basic comprehension tasks with some support. Work often lacks detail.*	*The student is able to read simple and direct information passages and procedures and complete related tasks independently. Work is accurate and complete.*	*The student is able to read information and procedures with some complex ideas and language and complete related tasks independently. Work often exceeds basic requirements.*

Selected Categories of Reading Performance

Category	Not Yet Within Expectations	Meets Expectations (minimal level)	Fully Meets Expectations	Exceed Expectations
1. Background knowledge and prediction	❑ predictions are often guesses and may not be logical	❑ if prompted, uses prior knowledge and picture clues to make simple predictions	❑ uses prior knowledge and various clues to make obvious predictions and to confirm meaning	❑ uses prior knowledge and various clues to make logical and sometimes insightful predictions and to confirm meaning
2. Word skills	❑ relies on sounding-out; has difficulty using context clues	❑ uses phonics and context clues with support	❑ uses phonics, word structure and context clues (may need prompting)	❑ combines phonics, word structure and context clues efficiently
3. Main idea	❑ identifies topic ❑ does not use text features to make sense of the selection	❑ identifies most main ideas ❑ needs help to use text features (e.g., headings, diagrams)	❑ identifies main ideas ❑ uses text features (e.g., headings, diagrams); may need prompting	❑ identifies main ideas ❑ uses concise text features (e.g., headings, diagrams)
4. Summarizing	❑ responses to questions or tasks are often incomplete; may be inaccurate ❑ may recall some relevant details if prompted ❑ needs support to locate, record, and organize information ❑ may attempt to recall or guess rather than reread for details	❑ responses to questions or tasks are generally accurate, but may be vague or lack detail ❑ gives some relevant details ❑ records information much organization ❑ rereads to find details; may be inefficient	❑ responses to questions tasks are accurate, clear and complete ❑ gives relevant details ❑ tries to organize information; may create logical categories ❑ rereads and skims for details	❑ responses to questions or tasks are accurate, clear and thorough; may include inferences ❑ gives specific relevant details ❑ organizes information ❑ rereads and skims for details; efficient
5. Inferences and conclusions	❑ unable to tell how new information is like or unlike other information about the topic	❑ with support, tells some ways new information is like or unlike other information about the topic	❑ tells some ways new information is like or unlike other information about the topic	❑ tells some ways new information is like or unlike other information; may question new information

Based on Reading 44 Strategies and adapted from the B.C. Performance Standards – Grade 3 – Reading for Information

CLASS READING ASSESSMENT RECORDING SHEET

Gr. _____ School _____

Teacher _____

Student Name	1. Background Prediction				2. Unknown Words				3. Main Idea				4. Summarizing				5. Inferences & Conclusions			
	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds	not yet	meets	fully meets	exceeds
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				
26																				
27																				
28																				
29																				
30																				
31																				
32																				

CLASS READING ASSESSMENT RECORDING SHEET   Date: _____

6. Accuracy	7. Fluency				Overall				Instructional Focus
	punctuation	expression	phrasing	speed (F/E/S)	not yet	meets	fully meets	exceeds	
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						
%	y/n	y/n	y/n						