

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Where Are the Grapes? Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	“Where are our grapes?” said Bird. “I do not know,” said Worm. “They are not here.” Bird and Worm looked and looked.		
3	Then they saw tracks in the mud.		
4	“Look at the tracks in the mud,” said Bird. “Yes,” said Worm. “The animals that made the tracks must have our grapes,” said Bird. “Yes,” said Worm.		
6	“The animals that made the tracks must have lots of legs,” said Bird. “Insects have six legs,” said Worm. “Yes,” said Bird. “An insect has the grapes.”		
8	Bird and Worm looked for insects. “A bee is an insect,” said Worm. “A butterfly is <u>an</u> insect 100 words and an ant is an insect, too.”		
Total			

Analyzing Reading

Where Are the Grapes? Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Where did the tracks lead to? (*Literal*)
- Who ate the grapes? (*Inferential*)
- Why do you think the author chose to write this book on a mystery?
(*Critical*) _____/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation _____/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. _____/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	_____
Comprehension	_____
Fluency	_____
Content vocabulary	_____

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

The Plum Tree Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	This is a plum tree. Many animals need this tree. Insects and birds need the leaves, the sap, and the plums from this tree.		
4	There are ants on this plum tree. They make their nest in the tree. The ants eat the sap from the tree.		
6	This butterfly comes to this plum tree. The butterfly puts its eggs on the leaves of the tree. Caterpillars come out of the eggs and eat the leaves.		
8	Bees come to this plum tree. They come to the tree for the flowers. Bees need to feed from the flowers.		
10	This insect comes to <u>this</u> plum tree” 100 words		
Total			

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Charlie and the Crocodiles Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding error	Comments on decoding errors
2	We live at the zoo. My job is to look after the animals at the zoo. My little brother Charlie likes to help me.		
4	One day, we went to feed the animals. Charlie gave some worms to the fish. Charlie likes to feed the fish.		
6	Then Charlie gave some insects to the frogs. “It is fun to feed the frogs,” said Charlie.		
8	We went to look at the snake. “We do not have to feed the snake today,” I said. Charlie likes the snake.		
10	Then we went to feed the birds. “I do not like the birds,” said Charlie. “You <u>can</u> feed them.” 100 words		
Total			

Analyzing Reading

Charlie and the Crocodiles Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why didn't Charlie like to feed the birds? (*Literal*)
- What kind of boy is Charlie? (*Inferential*)
- How is Charlie's life like yours? How is it different? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Bat Rescue Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	Bats can panic when they are trapped in a net. Then they can bite. You must not go close to a bat if it is stuck in a net.		
4	Bats sleep in the day. They wake up when the sun is going down. They look for things to eat.		
5	Some bats eat insects. Other bats eat plants. They eat leaves from trees and other things like grapes and figs.		
6	Sometimes nets are put over plants and trees. This stops the bats from eating the plants and trees. But the nets can trap the bats. Bats do not see the nets and their wings can get stuck in the nets.		
8	Bats can panic when <u>they</u> are trapped in a net. 100 words		
Total			

Analyzing Reading

Bat Rescue Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why do people put nets on trees? What happens to bats when there are nets on trees? How does Vicki help the bats? (*Literal*)
- Does Vicki think it is right to put nets on trees? What makes you believe this? (*Inferential*)
- What would Vicki need to know in order to do what she does? Do all people like bats? Do you like bats? Why? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Sally's Beach Rescue Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	Sally and Grandma went to the beach. “These flags tell us where it is safe to swim,” said Grandma.		
3	“Who is that?” said Sally. “That’s Andy,” said Grandma. “He helps to keep people safe at the beach.”		
4	“Let’s go swimming,” said Sally. “Not yet,” said Grandma. “The waves are too big.”		
5	“You can go swimming when the waves are not so big,” said Andy.		
6	Sally played in the sand. She looked at the waves to see if they were still big. She saw a boy in the water. He was waving at her!		
8	“Look!” said Sally. “Oh, no!” said <u>Grandma</u> . 100 words		
Total			

Analyzing Reading

Sally's Beach Rescue Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Where did Sally and her grandma go? (*Literal*)
- Why did Sally go to the beach? (*Inferential*)
- Should the boy have been swimming by himself? Why? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Animals That Need Mud Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	Many animals need mud. They do many things with mud.		
4	An elephant needs mud. An elephant puts dust on its skin. Then it puts water on the dust. This makes mud. The mud keeps the elephant's skin soft. Mud keeps insects off the elephant's skin too.		
6	A hippopotamus needs mud. A hippopotamus puts mud on its skin. The mud keeps the sun off the skin of the hippopotamus. This stops the hippopotamus from getting too hot.		
8	A mud frog digs a hole in the mud to make a nest. Then it puts its eggs into this nest to keep <u>them</u> safe. <small>100 words</small>		
Total			

Analyzing Reading

Animals That Need Mud Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why do mud crabs hide in the mud? (*Literal*)
 - How does mud help animals' skin? (*Inferential*)
 - What did the author want you to know? (*Critical*)
- ___/3

Fluency

- Reads smoothly at an appropriate rate
 - Uses appropriate phrasing
 - Reads expressively
 - Attends to punctuation
- ___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Too Cold For Frog Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	“Let’s get out of this pond,” said Frog. “Why?” said Fish.		
3	“The water is too cold,” said Frog. “It is very cold,” said Fish. “But I cannot get out of the pond.” “I can!” said Frog.		
4	Frog left Fish and swam to the top of the pond. The water was very, very cold. There was some ice on the top of the pond. Frog jumped out of the pond.		
6	Frog hopped into the forest He hopped and hopped and hopped. It got colder and colder.		
7	“This forest is too cold,” said Frog. “I must go back to my pond.”		
8	<u>But</u> when Frog got back to the pond, 100 words		
Total			

Analyzing Reading

Too Cold For Frog Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why did Frog want to get out of the pond?
(*Literal*)
- Why was the water in the pond so cold?
(*Inferential*)
- What do you think people should do when life gets difficult? Should they find a way to cope or try to get away from the situation? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Creepers and Climbers Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	Plants need sunlight to grow. Some plants creep over things to get more sunlight. Some plants climb up things to get more sunlight.		
4	This plant has big flat leaves. It creeps across the land.		
5	It has big yellow flowers. Something big and orange grows from these yellow flowers. Do you know what this plant is?		
6	It is a pumpkin plant.		
7	This plant can creep across and over things. This plant has very little flowers. Something very big grows from these flowers. Do you know what this plant is?		
8	It is a watermelon plant.		
9	This plant has stems that twist <u>along</u> things to help the plant climb up. <small>100 words</small>		
Total			

Analyzing Reading

Creepers and Climbers Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why do some plants creep? Why do some plants climb? (*Literal*)
- Why do watermelon and pumpkin plants creep and not climb? (*Inferential*)
- Do you know of any other plants that could have been included in this book? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

The Great Paddleboat Race Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	Captain Bill was the captain of a big red paddleboat. It was the biggest paddleboat in the bay. “My boat is the biggest and the best,” said Captain Bill.		
3	Pete was a captain of a paddleboat too. But his paddleboat was not as big as Captain Bill’s. “Your paddleboat is the biggest, but is it the best?” said Captain Pete.		
4	“Let’s race to Thunder Rock to see which paddleboat is the best,” said Captain Bill. “If you win I’ll clean your paddleboat for a year. If I win you will have to clean my paddleboat for a year.” “Okay,” said Captain Pete. <small>100 words</small>		
Total			

Analyzing Reading

The Great Paddleboat Race Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why did Captain Bill think his boat was the best?
Which boat won the race? (*Literal*)
- Why did Captain Bill lose the race? (*Inferential*)
- What messages did you get from this story?
(*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

This assessment is designed to be used with texts that students have studied in class.

Hurricane Scrapbook Grade 1

Read the title to the student. Ask the student to read the text. Mark the decoding errors on this transcript. Write the total number of errors on each page.

Student name: _____

Date: _____

Page	Text	Number of decoding errors	Comments on decoding errors
2	There is a hurricane coming. When it comes, the wind will be strong. There will be lots and lots of rain. We have to get ready.		
4	I put my bike in the shed so the wind will not blow it away. Hurricanes can blow windows in, so Dad made our windows safe.		
5	Mom got lots of food from the store.		
6	The hurricane is getting bigger. It will be here tonight. We filled lots of buckets with water so we will have clean water to drink.		
8	The hurricane came last night. I did not like it at all. The wind <u>was</u> very strong. <small>100 words</small>		
Total			

Analyzing Reading

Hurricane Scrapbook Grade 1

Student name: _____

Date: _____

Comprehension

After the student has finished reading, use the comprehension questions below.

- Why did the father cover the windows? (*Literal*)
- Why was it safer under the table during the hurricane? (*Inferential*)
- Does this book give you enough information to be safe in a hurricane? What other information would you need? (*Critical*)

___/3

Fluency

- Reads smoothly at an appropriate rate
- Uses appropriate phrasing
- Reads expressively
- Attends to punctuation

___/4

Decoding accuracy

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
3	97	
4	96	
5	95	<i>Instructional</i>
6	94	
7	93	
8	92	
9	91	
10	90	
11 +	89 or less	<i>Hard</i>

Calculate the % of accuracy score, which is 100 minus the number of decoding errors. ___/100%

Planning the next step

Focus	What the student needs to learn next
Decoding	
Comprehension	
Fluency	
Content vocabulary	