

Assessing Reading: Decoding, Comprehension, Fluency

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

Animal Smells Grade 1 – 2

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
4	Some animals can make very strong smells. These smells help the animals to stay alive.		
5	Some animals can use strong smells to protect themselves from other animals. Some animals leave smells on rocks and plants to mark their hunting grounds. Some animals use strong smells to attract a mate.		
6	Some animals protect themselves by spraying a smelly liquid on animals that might attack them. This liquid stings the enemy's skin or eyes.		
8	Skunks can use smell for protection. If an animal frightens a skunk, the skunk will defend itself by stamping its front feet. If this does not <u>work,</u> <small>100 words</small> the skunk will spray a very smelly liquid onto the animal.		
Total			

Analyzing Reading

Animal Smells Grade 1 – 2

Student name: _____

Date: _____

Comprehension

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

- Which animal pens did Angus clean? (*Literal*)
- Why were the fox, the hyenas, the musk ox, and the skunk angry with Angus? (*Inferential*)
- Would a real zookeeper make the mistakes that Angus made in this story? 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

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Volcano Alert! Grade 1 – 2

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
4	<p>Ivan and Demi were working on Mount Fulton, an active volcano.</p> <p>It was their job to collect information about the volcano, which they knew was likely to erupt at any time.</p> <p>Suddenly they heard an explosion.</p> <p>Smoke began billowing out of cracks in the mountain.</p> <p>Demi looked worried.</p> <p>“I think we should leave now,” she said.</p> <p>“It’s too dangerous to stay any longer.”</p>		
6	<p>“We have to send out an alert to the town,” said Ivan as they ran.</p> <p>Soon the hot lava from the volcano would be flowing down the mountain.</p> <p>Ivan spoke into his radio.</p> <p>“Mount Fulton is <u>beginning</u> to erupt!</p> <p style="text-align: center;">100 words</p>		
Total			

Analyzing Reading

Volcano Alert! Grade 1 – 2

Student name: _____

Date: _____

Comprehension

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

- What alert did Demi and Ivan sound? What did Demi and Ivan find out about the lava flow? (*Literal*)
- Why did they only have a short time to get the wall built? Why does it say on page 22 that Demi and Ivan saved the town? (*Inferential*)
- Could this story have really happened? Why/why not? (*Critical*)

___/3

Fluency

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

___/4

Decoding accuracy

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