

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

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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	
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Planning the next step

Focus	What the student needs to learn next
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Content vocabulary	

Assessing Reading: Decoding, Comprehension, Fluency

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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>
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Planning the next step

Focus	What the student needs to learn next
Decoding	_____
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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

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Planning the next step

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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>
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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>
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Planning the next step

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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>
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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	

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

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

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

Decoding errors	%	Difficulty
1	99	<i>Easy</i>
2	98	
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Planning the next step

Focus	What the student needs to learn next
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Assessing Reading: Decoding, Comprehension, Fluency

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

Deep in the Sea Grade 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
5	Deep in the sea, it is very dark and the water is freezing cold. Animals that live deep in the sea have clever ways of getting food and staying safe. They use their big eyes, huge mouths, lights, and color to help them do these things.		
7	Some animals that live deep in the sea have big eyes. This helps them to see in the dark water. This fish has very big eyes. It also has lights on its tail and on its underside. These help the fish to see in the dark.		
8	This fish has big eyes that help it to see fish and other sea animals. <small>100 words</small>		
Total			

Analyzing Reading

Deep in the Sea Grade 2

Student name: _____

Date: _____

Comprehension

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

- Why do some animals that live deep in the sea have big eyes? Why does the predatory tunicate have a huge mouth? (*Literal*)
- Why is it difficult for sea animals to find food in the deep sea? (*Inferential*)
- How do you think scientists have found out about the animals that live in the deep sea? Do you think there may still be some animals in the sea that haven't been discovered? Why? (*Critical*)

___/3

Fluency

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

___/4

Decoding accuracy

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1	99	<i>Easy</i>
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Planning the next step

Focus	What the student needs to learn next
Decoding	_____
Comprehension	_____
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Assessing Reading: Decoding, Comprehension, Fluency

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

The Queen's New Chef Grade 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>Queen Caroline was holding a contest to find the best chef in the land.</p> <p>The winner would become the queen's new chef.</p> <p>Lots of chefs wanted to win the contest. They were all sure that their cooking was the best.</p> <p>There was excitement in kitchens all over the kingdom.</p>		
6	<p>"I will make a huge stack of pancakes with ice cream and chocolate sauce for the contest," said Chef Dominic.</p> <p>"The queen will love my pancakes."</p> <p>"I will make a magnificent mountain of ice cream with chocolate, nuts, and cherries for the queen," said Chef Charlotte.</p> <p>"I will make the <u>biggest</u>, stickiest 100 words</p>		
Total			

Analyzing Reading

The Queen's New Chef Grade 2

Student name: _____

Date: _____

Comprehension

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

- Why did the queen hold a contest to find the best chef? (*Literal*)
- Did the queen enjoy the pancakes, the mountain of ice cream, and the cake? Why did she choose Bree to be her new chef? (*Inferential*)
- What did you learn by reading this book? (*Critical*)
____/3

Fluency

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

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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.

Desert Elephants Grade 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	Desert elephants are elephants that live in the desert in one part of Africa. These elephants know where to find food and water – even in the desert. No other group of elephants does this.		
6	Desert elephants are different from other elephants. They have bigger feet than other elephants. And their feet can spread out more than other elephants. This stops them from sinking into the sand as they walk through the desert to find water.		
8	Desert elephants can live on less water than other elephants. Most elephants must find water every day, but desert elephants only need to find <u>water</u> <small>100 words</small> every three or four days.		
Total			

Analyzing Reading

Desert Elephants Grade 2

Student name: _____

Date: _____

Comprehension

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

- How do desert elephants find enough water to survive in the desert? (*Literal*)
- What makes these elephants unique? How are they different to other elephants? (*Inferential*)
- Would other types of elephants survive in a desert? Why or why not? (*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.

Robots Run Wild Grade 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>Jodie had a farm. On her farm she grew lots and lots of vegetables.</p> <p>It was hard work growing vegetables, but Jodie did not mind because she had invented lots of robots to help her with all the farm jobs.</p> <p>These robots did all the things that Jodie did not want to do.</p> <p>They worked all day and did not stop until sunset.</p>		
6	<p>Jodie had four robots.</p> <p>Slugbot was a robot that could catch the slugs that ate Jodie's vegetables.</p> <p>Slugbot found the slugs and then picked them up and dropped them into a tank.</p>		
7	<p>Dogbot ran and barked <u>at</u> the cows.</p> <p style="text-align: center;">100 words</p>		
Total			

Analyzing Reading

Robots Run Wild Grade 2

Student name: _____

Date: _____

Comprehension

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

- What does SlugBot do? How do robots help doctors? (*Literal*)
- Why were robots invented? Will new robots be invented in the future? Why? Why not? (*Inferential*)
- Do you think the invention of more and more robots is a good thing? Why? Would everyone agree with you? (*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.

Amazing Gardens Grade 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>A garden is a place where people grow plants.</p> <p>People grow all sorts of plants in their gardens.</p> <p>They grow grasses and shrubs, fruit trees, flowers, and herbs.</p> <p>People have created some amazing gardens.</p>		
6	<p>There is an amazing floating garden in Mexico.</p> <p>This garden was built on a lake by the Aztec people over 500 years ago.</p> <p>The Aztecs dug up weeds and mud, and used them to make garden beds that floated on the lake.</p> <p>Then they planted vegetables in the floating garden beds.</p>		
8	<p>Maze gardens are puzzle gardens.</p> <p>Maze gardens have tall hedges that you cannot <u>see</u> over or through.</p> <p><small>100 words</small></p>		
Total			

Analyzing Reading

Amazing Gardens Grade 2

Student name: _____

Date: _____

Comprehension

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

- What is a maze? What is a butterfly garden? Why are plants grown on the sides of buildings? (*Literal*)
- Why do many people enjoy gardening? What benefits do gardens give us? (*Inferential*)
- What might the author have needed to know in order to write this book? How might the author have found out about different types of gardens? (*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 Too-tight Tutu Grade 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	Lion was king of the animals. It was almost time for his birthday party and all the animals were expecting a fantastic party. But Lion had a big problem – he wasn't happy with this year's plans.		
5	He had a band of zebras and a group of acrobatic monkeys, but Lion wanted something more.		
6	One evening, Lion went for a walk to think. Suddenly, he stopped. In the moonlight, high on a hill, he could see the shadow of a dancer. Lion watched the shadow as it danced gracefully. That was what his birthday party needed – dancing!		
7	“Excuse me,” said <u>lion</u> 100 words The shadow froze and then it disappeared.		
Total			

Analyzing Reading

The Too-tight Tutu Grade 2

Student name: _____

Date: _____

Comprehension

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

- Who was the only animal that knew who the tutu belonged to? (*Literal*)
- Why didn't the meerkat come forward earlier to say it was her tutu? (*Inferential*)
- What message 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.

A Bear Called Trouble Grade 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	“Whoopee!” yelled Dad. “We’ve been invited to Grandpa’s birthday – and it’s a costume party. I love costume parties.”		
5	“That’s wonderful,” said Mom. “I’ll go as a mermaid. What will you all go as?” “I’ll go as a seal,” said Hannah. “I will dress as a polar explorer,” said David. “What will you dress up as, Dad?”		
6	“It’s a secret,” said Dad. “You will have to wait and see!” “Can you give us a clue?” asked David. “I’ll need a warm costume,” said Dad. “It’s cold all the time where Grandpa lives, even in the summer.”		
7	“That’s because Grandpa lives <u>near</u> the North Pole,” said Mom. <small>100 words</small>		
Total			

Analyzing Reading

A Bear Called Trouble Grade 2

Student name: _____

Date: _____

Comprehension

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

- What costumes did the family members wear to the costume party? What happened to Dad on the way to the party? What did Dad do at the party? (*Literal*)
- Why did the park rangers shoot Dad with a tranquilizer dart when they thought he was a real polar bear? Was Trouble a good name for the bear? Why? (*Inferential*)
- What factual information would the author have needed to know to write 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.

My Faraway Home Grade 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	Many people around the world live in towns and cities where there are lots of other people. Most of the things that they need are close by – stores, schools, and hospitals.		
5	But some people live in places that are a long way from towns and cities. Living in these places can be difficult because there are no schools, hospitals, or stores close by. But people who live in these places have ways of getting the things that they need.		
6	My name is Gus. I live on a cattle station in Australia. Our cattle station is a long way from <u>everything,</u> <small>100 words</small> including school.		
Total			

Analyzing Reading

My Faraway Home Grade 2

Student name: _____

Date: _____

Comprehension

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

- How are supplies delivered to Carla's village?
(*Literal*)
- What do the four children have in common?
How are they different? (*Inferential*)
- How could the author have found out about these places? (*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 Kingdom of Bloom Grade 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	Once there was a beautiful palace, high on a hill in the Kingdom of Bloom. It was surrounded by green gardens, singing birds, and clean streams.		
5	In the palace lived the king and his family. They had everything they could ever want and they were all very happy. The Director of Fun made sure that the king was busy having fun – all day, every day.		
6	But, outside the palace walls, it was very different. There were no green gardens. There were no singing birds and no clean streams. The Kingdom of Bloom was dirty. The sun was hidden behind <u>gray</u> clouds. <small>100 words</small>		
Total			

Analyzing Reading

The Kingdom of Bloom Grade 2

Student name: _____

Date: _____

Comprehension

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

- Why did the people in the Kingdom of Bloom begin to clean up? (*Literal*)
 - Why didn't the king realize that his kingdom was polluted? (*Inferential*)
 - Why do you think the author chose the names "Kingdom of Bloom" and "Budsville"? What is your opinion of these names? (*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.

Designed for Speed Grade 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 move very fast. They have strong bodies and fast-moving muscles that help them to catch their food or to avoid being eaten. They are designed for speed. But which are the fastest animals?		
6	The sailfish is the fastest animal in the water. It lives in the ocean. It can swim at speeds of about 68 miles per hour. It can reach its top speed in just a few seconds.		
7	The sailfish's body is designed to move very fast. It has a long, sleek body and a pointed bill that helps it to swim through the water <u>easily.</u> 100 words		
Total			

Analyzing Reading

Designed for Speed Grade 2

Student name: _____

Date: _____

Comprehension

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

- What do sailfish do to communicate with each other? (*Literal*)
- How does it help animals to be fast? (*Inferential*)
- Did the author do a good job of explaining why the three animals are so fast? What other information could have helped? (*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.

Frost Grade 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>Have you ever seen tiny ice crystals on the ground in the morning after a very cold, still night?</p> <p>These ice crystals look like a light dusting of snow on the grass. When you walk on them, the ice crystals may crunch under your shoes. These ice crystals are frost.</p> <p>Frost can also cover plants and trees. For fruit and vegetable farmers, frost can be deadly. Frost can kill their plants and destroy their crops. Farmers have to protect their crops from frost.</p>		
5	<p>Frost is frozen water. Water freezes at 32 degrees Fahrenheit.</p> <p>Frost happens on cold nights when <u>there</u> <small>100 words</small> are no clouds or wind. The air can become very cold and the temperature can drop to 32 degrees Fahrenheit. When this happens, ice crystals form.</p>		
Total			

Analyzing Reading

Frost Grade 2

Student name: _____

Date: _____

Comprehension

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

- What is a smudge pot? (*Literal*)
- Why do some farmers spend so much time, effort, and money protecting their crops from frost? (*Inferential*)
- Where might an author get the idea to write a book about frost? (*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.

Atka's Ice Adventure Grade 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	Atka was half asleep. It was nighttime, but the sun was still high in the sky. Her little sister, Nukka, was fast asleep beside her.		
6	Atka could hear Father and Grandfather talking. “Our friend Ootek had a lucky escape,” said Father. “What happened?” asked Grandfather. “He was fishing out on the sea ice. The ice broke away from the land and drifted out to sea,” said Father. “But luckily he drifted back when the tide changed. And that’s when he saw polar bear cubs.” Polar bear cubs! Now Atka was wide awake. She wanted to see polar bear cubs <u>more</u> 100 words than anything, but the only place you could see them was out on the sea ice.		
Total			

Analyzing Reading

Atka's Ice Adventure Grade 2

Student name: _____

Date: _____

Comprehension

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

- How did Atka follow Nukka? How did she know where to go? (*Literal*)
 - Why did Atka think that her father and grandfather would be angry with her? Would you have been angry with her? (*Inferential*)
 - Would the story have been different if Atka's character was a boy? If so, how? (*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.

Hummingbirds Grade 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>Hummingbirds are the smallest birds in the world. Like most birds, they can fly, but they are the only birds that can fly in any direction. As well as flying forward, they can fly backward and even upside down.</p> <p>Also, hummingbirds are the only birds that can stay in the one place in the air. This is called hovering.</p>		
5	<p>Hovering is very important for hummingbirds because it is how they get food to stay alive.</p>		
6	<p>Hummingbirds have small, light bodies and strong, fast-moving wings to help them fly. They have long, thin bills and long tongues to help them <u>get</u> food.</p> <p style="text-align: center;">100 words</p>		

Analyzing Reading

Hummingbirds Grade 2

Student name: _____

Date: _____

Comprehension

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

- How did the hummingbird get its name? (*Literal*)
- Why are hummingbirds remarkable animals? (*Inferential*)
- What do you think is the author's opinion of hummingbirds?
What makes you think that? (*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.

Amazing Salamanders Grade 3

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	Salamanders are amazing animals. They look like lizards but they are not lizards. They have lived on Earth since the time of the dinosaurs and they still look the same as they did back then.		
5	There are many different types of salamanders. Some are smaller than your little finger and some are bigger than a person. Some live in caves, some in trees, and some in water. Salamanders have developed clever ways to survive. These include how they find food, how they keep safe, and how they breed.		
6	Salamanders are amphibians, like frogs and toads. Most begin their life <u>in</u> water, <small>100 words</small> then grow into air-breathing adults.		
Total			

Assessing Reading: Decoding, Comprehension, Fluency

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

Wolf Secret Grade 3

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>Victor came rushing in the door after school.</p> <p>“Is it time to feed the wolf cubs already?” asked his mother.</p> <p>“It is,” said Victor, as he rushed to the fridge to grab the pieces of elk meat that the wolves ate.</p> <p>“Don’t forget to stay well clear of the wolves when you feed them,” said his mother.</p> <p>“We don’t want them to pick up your scent and get used to your smells.”</p> <p>“I know,” said Victor.</p>		
6	<p>“The cubs are nearly old enough to go back to the forest where they need to survive by themselves,” said his mom. “If <u>these</u> 100 words wolves are to fend for themselves they must not see humans as friends.</p>		
Total			

Analyzing Reading

Wolf Secret Grade 3

Student name: _____

Date: _____

Comprehension

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

- Where were the wolves released? How did Victor feel about the wolves being released? (*Literal*)
- Why didn't the wolves attack Victor? Why might the title of the book be *Wolf Secret*? (*Inferential*)
- Would all children like to live near a Wolf Refuge Center? Could this be a true story? Why/Why not? (*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 King of Waste Grade 3

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>When Estelle’s mother came home that night, she was smiling but her eyes looked sad.</p> <p>“Estelle, my dear,” she said. “You know that we don’t have enough food for all of us this winter. The crops have failed and we are all hungry. The Queen has agreed to adopt you to help us. You will live at the royal palace, where you will be a friend for Princess Olivia.”</p>		
5	<p>“Oh, you’re so lucky Estelle,” said Sophie, her youngest sister. “You’ll be living in the palace with the King and Queen. Oh, and I almost forgot Princess Olivia!”</p> <p>“But we’ll <u>miss</u> you,” said Claudia, her <small>100 words</small> other sister.</p>		
Total			

Analyzing Reading

The King of Waste Grade 3

Student name: _____

Date: _____

Comprehension

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

- Why did Estelle go to live at the palace? (*Literal*)
- How did Estelle feel when she saw the amount of food that was wasted at the palace? (*Inferential*)
- Would all kings have responded like this King? Do you think today's leaders should help people who don't have enough food? (*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.

Deadly Venom: Killer or Cure? Grade 3

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	Many animals produce poison and venom, which they use to protect themselves or to kill other animals for food. Poison and venom are not only deadly and dangerous to other animals, but also to people. But now scientists believe that the venom and poison these animals produce can help people. Scientists have investigated poison and venom from a range of animals and they have discovered some amazing ways to use it. Some venoms and poisons are used to help save lives, to stop people feeling pain, to fight diseases, and to create pesticides.		
6	Many spiders, snakes, and scorpions have <u>venom.</u> 100 words		
Total			

Analyzing Reading

Deadly Venom: Killer or Cure? Grade 3

Student name: _____

Date: _____

Comprehension

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

- What word describes both venom and poison?
What is special about the golden poison arrow frog's skin? (*Literal*)
- How does the death stalker scorpion get its venom into its victim? What happens when the venom gets into the skin? (*Inferential*)
- Do you think that there is an antivenom for every type of creature? Do you think scientists will discover more uses for venom and poison? (*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.

Ming Saves the Day Grade 3

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>“Ming, do you remember when it used to rain?” asked Ming’s mother thoughtfully, as she made breakfast.</p> <p>They both looked out the window at the scorched, dry land. It was early, but already so hot that Ming’s clothes stuck to her.</p> <p>“Of course I do, Mom!” said Ming cheerfully.</p> <p>“And I bet it will rain again soon.”</p> <p>Ming’s mother just shook her head and sighed.</p> <p>“I hope you’re right,” she said. “We’ve never had a drought last for this long before.”</p>		
5	<p>In the village where Ming lived, it hadn’t rained for a long, long time. The sun beat down, <u>hot</u> and hard, all day long.</p> <p>100 words</p>		
Total			

Analyzing Reading

Ming Saves the Day Grade 3

Student name: _____

Date: _____

Comprehension

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

- Why were the people in Ming's village getting sick? What did Ming do to help fix the problem? (*Literal*)
- What sort of personality did Ming have? Why didn't the adults in the story share Ming's positive attitude? (*Inferential*)
- Do you think what happened in this story could really happen? Why/Why not? What did you learn by reading 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.

Dragons Grade 3

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>Beware! Dragons are everywhere!</p> <p>Over time, these fantastic creatures have been written about, painted, and made into statues throughout the world.</p> <p>But, were dragons ever real creatures? And if they were not real, where did the idea of dragons come from? Why did so many people seem to believe in them? And, are all dragons the same?</p>		
5	<p>The oldest dragons were believed to be real creatures, and people told stories about them.</p> <p>In many of these stories, the actions of dragons were used to explain things that happened in nature, such as storms and earthquakes.</p> <p>There are many reasons <u>why</u> people may have <small>100 words</small> believed that dragons were real.</p>		
Total			

Analyzing Reading

Dragons Grade 3

Student name: _____

Date: _____

Comprehension

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

- What are some of the reasons why people came up with the idea of dragons? What do Chinese people claim about dragons? (*Literal*)
- If dragons aren't real, why did people in different countries come up with such similar ideas about this creature? Why are dragon characters found in so many stories? (*Inferential*)
- Why do you think the author chose to include the two dragon stories that are in the book? What messages did you get from these stories? (*Critical*)

___/3

Fluency

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

___/4

Planning the next step

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

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%

Assessing Reading: Decoding, Comprehension, Fluency

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

Dan's Trees Grade 3

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>The first day at a new school was hard. Jake knew all about that. He'd had nine first days at different schools already. Jake's dad worked for a timber company. His job was to help cut down forests so the timber could be used to make things. When all the usable trees in one area had been cut down, Jake's dad had to move on, and Jake had to move with him.</p> <p>This move had been better than most. They had moved back to the area where Dad had grown up, so they were living with Jake's grandpa. It was <u> </u> good for Jake to have some <small>100 words</small> more family around – especially since Mom had died.</p>		
	Total		

Analyzing Reading

Dan's Trees Grade 3

Student name: _____

Date: _____

Comprehension

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

- Why did Dan ask Jake to promise not to tell about the trees? (*Literal*)
- Why did Jake feel that his idea was wonderful and terrible? What risk did Jake take? (*Inferential*)
- What is the author's point of view about promises and friendship? Do you agree with her? (*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.

Incredible Underground Homes Grade 3

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>For thousands of years people have lived in homes under the ground. Living underground protected them from the weather and helped them hide from their enemies. The earliest types of underground homes were often caves. Sometimes whole communities lived together underground.</p> <p>Living underground is not just something that happened a long time ago. Today, some people choose to live in underground homes. Many of these people live in natural caves. Other people have excavated enormous houses underground that are very comfortable and spacious.</p>		
5	<p>Living underground protects people from very hot and very cold weather. As it does not get <u>too</u> hot or cold, underground homes</p> <p style="text-align: center;"><small>100 words</small></p> <p>do not need to be heated or cooled.</p>		
Total			

Analyzing Reading

Incredible Underground Homes Grade 3

Student name: _____

Date: _____

Comprehension

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

- Why do people choose to live in underground homes? What did people do to get water in the underground city? (*Literal*)
- Why might underground homes be protected from the weather? What is an underground home? (*Inferential*)
- What does the author think of underground homes? Do you agree with her? (*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.

Wildfires Grade 3

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>A wildfire is a powerful force. It can burn rapidly in the countryside or the wilderness. And it can quickly get out of control. Flames as tall as a four-story building reach high into the sky. Strong winds fan the flames and the fire reaches incredible speeds. The fire moves much faster than a person can run. It races through forests and roars up hills, burning everything in its path. It jumps over ditches, roads, and rivers.</p>		
5	<p>The heat of the fire can destroy buildings. It can cause glass to explode and metal to melt. Sparks and flying <u>embers</u> shoot far ahead of the fire and start new fires where they fall.</p> <p style="text-align: center;"><small>100 words</small></p>		
Total			

Analyzing Reading

Wildfires Grade 3

Student name: _____

Date: _____

Comprehension

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

- What is a wild fire? What do people do to protect themselves from wildfires? (*Literal*)
- Why is the job that smoke jumpers do dangerous? How can people best be ready for the fire season? (*Inferential*)
- Are wildfires a problem for all people? Why do you think this? Did the author give enough information about how to stay safe from wildfires? If not, what other information could be given? (*Critical*)

___/3

Fluency

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

___/4

Planning the next step

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

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%

Assessing Reading: Decoding, Comprehension, Fluency

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

HeroRATs Grade 4

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>In the cool of the morning, a giant rat is at work in the grounds of an abandoned hospital. He is with his trainer. The rat energetically sniffs his way through the grass. Suddenly he stops, puts his nose to the ground, and scratches at the dirt.</p> <p>This rat has found one of the dangerous landmines buried under the ground during a recent war. These landmines have prevented the local people from using the hospital. The trainer uses a clicker to make a click sound. When the rat hears this sound, he runs to the trainer and receives his reward for finding the landmine – a piece of banana.</p>		
5	<p>Mac is known as a HeroRAT, because he works hard to help people be safe and to have better lives.</p> <p>The landmines that Mac finds are carefully excavated and safely destroyed. Soon the hospital building will be safe for people again.</p> <p>How did rats like Mac come <u>to</u> be heroes? 150 words</p>		
Total			

Analyzing Reading

HeroRATs Grade 4

Student name: _____

Date: _____

Comprehension

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

- Why are African giant-pouched rats best suited for detecting landmines? (*Literal*)
- Why are rats the perfect animals for finding buried landmines? (*Inferential*)
- Did the author cover all of the information you wanted to know about how rats help people? What else 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

Get Me to School! Grade 4

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>The next time your alarm goes off and you wish it was Saturday because you'd rather not go to school, think of all the children who can't.</p> <p>You might not know this, but in 2015, it was estimated that more than 61 million primary-age children around the world weren't attending school.</p>		
5	<p>The main reason why children don't go to school is that they don't have schools or they can't afford a teacher. And in some countries, there are wars or famines. Some children are forbidden to attend school simply because they are girls.</p> <p>An education means a better future, and in places around the world where it's hard to get an education, many people are trying to make sure that kids don't miss out!</p>		
6	<p>For many children around the world, a long and difficult journey to school in each direction is common. This might mean setting off at five o'clock <u>in</u> the morning, while it is still dark, and not returning home until seven at night.</p> <p style="text-align: center;"><small>150 words</small></p>		
Total			

Analyzing Reading

Get Me to School! Grade 4

Student name: _____

Date: _____

Comprehension

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

- Are all schools the same as your school? (*Literal*)
- Why do so many children not go to school? (*Inferential*)
- What do you think is the author's opinion on children getting an education? (*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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

First-time Visitors Grade 4

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
3	<p>Two men had been climbing the mountain for more than a day. It was freezing cold and now it looked like they could go no further. A nearly vertical icy cliff stood between the men and their dream of being the first people to reach the summit of the highest mountain on Earth.</p> <p>One of the men inched himself up the cliff. If he fell, there were no ropes to save him. At last, he reached the top of the icy cliff. He threw a rope down to the other man. Together, they climbed up to the top of the mountain. They were the first people to get there.</p> <p>Why were these men doing this? Why were they willing to take such risks? The answer is simple. They wanted to be the first to visit the highest place on Earth.</p>		
4	<p>It was the same for the first people to <u>reach</u> the <small>150 words</small> South Pole. They trekked through snow, ice, and blizzards for months.</p>		
Total			

Analyzing Reading

First-time Visitors Grade 4

Student name: _____

Date: _____

Comprehension

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

- Where is Mount Everest? (*Literal*)
- What drives a person to be the first to reach a difficult location or complete a dangerous mission? (*Inferential*)
- Did you like the destinations the author chose to include in this book? 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \text{___} \%$$

WR: Words Read
DE: Decoding Errors

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.

Odysseus and the Cyclops Grade 4

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>Thousands of years ago, in ancient Greece, a great war was fought between the Greeks and the Trojans. The war raged for ten long years, and many soldiers died. A clever and brave Greek prince named Odysseus came up with a plan to end the conflict. His soldiers built a giant wooden horse. The horse was hollow inside, and when it was built, Odysseus and his soldiers took their weapons and hid inside. The rest of the Greek army pretended to give up. They burned their camp and sailed away. When the Trojans saw that the Greeks had left, they believed the war was over. And when they saw the giant horse standing outside the city walls, they thought it was a gift. Joyfully, they opened the gates and hauled it inside. After a night of great revelry to celebrate the end of the war, everyone fell asleep. It was then that Odysseus and his soldiers crept out from their clever hiding place and attacked the unsuspecting Trojans. They overwhelmed the citizens of Troy and won the war.</p> <p>150 words</p>		
Total			

Analyzing Reading

Odysseus and the Cyclops Grade 4

Student name: _____

Date: _____

Comprehension

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

- When Odysseus and his men first find the cave with the sheep, are they now safe from all danger? (*Literal*)
- What was the purpose of this legend? (*Inferential*)
- How could you tell this story was a legend? (*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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \text{___} \%$$

WR: Words Read
DE: Decoding Errors

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.

Protecting the People of the Arrow Grade 4

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>In remote places in different parts of the world live small communities of people who have no contact with the outside world. They do not have phones, the Internet, electricity, or cars. They don't have money or stores in which to buy food. They don't have schools to learn in, or doctors to perform surgeries in hospitals.</p> <p>These groups of people are known as "uncontacted people."</p>		
5	<p>A group of uncontacted people, known as the People of the Arrow, live deep in the Amazon Rainforest in Brazil. This book is about a three-month expedition to find out the extent of their seasonal treks so that they could be protected from the outside world and continue to live in their traditional ways.</p> <p>Sydney Possuelo, an activist from Brazil, led the dangerous and ambitious mission. American journalist Scott Wallace joined the expedition and documented this adventure so that the rest of the world could learn about the People of the Arrow.</p> <p style="text-align: center;"><small>150 words</small></p>		
Total			

Analyzing Reading

Protecting the People of the Arrow Grade 4

Student name: _____

Date: _____

Comprehension

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

- How did Sydney Possuelo’s expedition help to protect the People of the Arrow? (*Literal*)
- Why was the expedition so dangerous? (*Inferential*)
- What do you think the authors’ views are about making contact with remote tribes? (*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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read
DE: Decoding Errors

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.

Ocean Rescue Grade 4

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>I have never liked the water. Even though I am a good swimmer, the thought of being out in the open ocean fills me with dread. So when Mom and Dad announced Grandpa was taking Sophie, Peter, and me sailing for a week, I wasn't happy.</p> <p>"Why can't I stay home?" I asked.</p> <p>"You can't – sorry, Joe. Mom and I are going away for work," said Dad. "Grandpa used to take me sailing when I was little, and thought it would be fun if you kids had a sailing holiday." Sophie and Peter were excited. Peter was only a year and a half older than me – he was fourteen. He couldn't wait to go snorkeling, and Sophie wanted to see a mermaid, but she was only eight.</p> <p>Their excitement about the trip made my misery seem worse.</p> <p>"Mermaids aren't real, you know," I said, trying to dampen Sophie's happiness.</p>		
5	<p><u>When</u> we first got on Grandpa's boat, the Nimbus, I went straight down into the cabin.</p> <p><small>150 words</small></p>		
Total			

Analyzing Reading

Ocean Rescue Grade 4

Student name: _____

Date: _____

Comprehension

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

- Joe isn't excited about the sailing holiday with Grandpa. Do Sophie and Peter share his feelings? (*Literal*)
- Why were the US and the USSR racing to get to the moon first? (*Inferential*)
- Why has the author included so many graphics 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

Discovering the Lost World Grade 5

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>We have lived on Earth for hundreds of thousands of years and our urge to explore has left few places untouched. Today, we think we know every corner of our planet. But, do we?</p> <p>Well, imagine a place where no human has ever lived, a place where only a handful of people have ever set foot. Imagine a place that is so isolated, it has been called “The Lost World.”</p> <p>There is such a place. It is the Foja Mountains in Papua province, New Guinea, which scientists believe was not visited until the scientific expeditions during the last ten years.</p> <p>Scientists have explored the mountainous area, covered in old-growth rainforest, and discovered new animal species and rare wildlife living there. The Foja Mountains are home to animals that exist nowhere else in the world.</p>		
6	<p>The Foja Mountains have been called “The Lost World” because the area is remote and <u>undisturbed</u> 150 words by humans.</p>		
Total			

Analyzing Reading

Discovering the Lost World Grade 5

Student name: _____

Date: _____

Comprehension

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

- Why do scientists call the Foja Mountains “The Lost World”? (*Literal*)
- Why did the scientists find so many new species in the Foja Mountains? (*Inferential*)
- What message did you get from reading 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

Honey Hunters Grade 5

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>The Hadza people of Tanzania, in Africa, are one of the last remaining hunter-gatherer societies in the world. They are nomadic – they have no permanent homes, and they move from place to place to hunt and gather their food. They hunt animals such as giraffes, zebras, baboons, and birds, and they gather fruits, berries, and nuts.</p> <p>A big part of their diet is wild honey that they collect from beehives. The problem is, these beehives are often hidden in the cavities of tall trees. But the wild honeyguide bird helps the hunters find the beehives. When the Hadza want to find a beehive, they make a specialized call, and the honeyguide bird responds. It whistles and chatters back with the honey hunters following, until it reaches a beehive.</p>		
5	<p>The honey hunters then open up the beehive and collect the honey from inside. Meanwhile, the honeyguide bird waits around for <u>any</u> scraps.</p> <p style="text-align: center;">150 words</p>		
Total			

Analyzing Reading

Honey Hunters Grade 5

Student name: _____

Date: _____

Comprehension

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

- Where does this story take place? (*Literal*)
- Why was it difficult at first for Koyobe and Jemma to become friends? Why did this change? (*Inferential*)
- Do you enjoy stories that are based on facts and set in real settings? 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read
DE: Decoding Errors

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.

Fighting for Children's Rights Grade 5

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>The mill foreman crossed his strong arms over his chest and glared at the little man with the camera. “What do you think you’re doing here?” he growled. “I have orders not to let troublemakers onto this property.”</p> <p>The photographer was used to this kind of “welcome” when he tried to get into places where children were working.</p> <p>“I assure you, I’m no troublemaker,” said the photographer, but he knew that his photographs would stir up trouble. He was working undercover investigating businesses that used children to do hard and dangerous work for only a few pennies a day. And because he didn’t look like a troublemaker, he persuaded the foreman to let him enter the mill.</p>		
6	<p>Inside, he found a huge room of girls and boys working on industrial machinery. The air was thick with dust and lint. The windows were so filthy, the afternoon sun barely shone <u>through</u> them.</p> <p style="text-align: center;"><small>150 words</small></p>		
Total			

Analyzing Reading

Fighting for Children's Rights Grade 5

Student name: _____

Date: _____

Comprehension

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

- Why did the NCLC employ Lewis Hine? (*Literal*)
- Why were Lewis Hine's photos so successful in helping to change the conditions of child labor? (*Inferential*)
- What other aspect of Lewis Hine's life would you like to read about? 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	98	
4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
10	93	
11	93	
12	92	
13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

An Unlikely Leader Grade 5

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>My heart was beating fast and loud. I could hear it thudding in my ears. My mouth was dry. My breathing short. And butterflies raced around in my stomach.</p> <p>How did I get myself into this situation? How can I, 12-year-old Mitchell Whitmore, be about to speak at the Glenville City Council meeting in front of a roomful of adults?</p> <p>Maybe I can just leave? No one will notice!</p> <p>My eyes darted around, looking for the closest exit.</p>		
5	<p>“Ready, Mitch?” The gentle voice immediately snapped my thoughts back to the present. My escape plan was put on hold . . . for a moment.</p> <p>I pasted a brave smile on my face. “Yes, Iris.”</p> <p>Iris smiled back at me. She squeezed my hand.</p> <p>You can do this, Mitchell Whitmore, I told myself.</p> <p>You can do this!</p> <p>I took some slow, deep breaths as I reflected on how I came to be there . . .</p> <p style="text-align: center;">150 words</p>		
Total			

Analyzing Reading

An Unlikely Leader Grade 5

Student name: _____

Date: _____

Comprehension

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

- Why was Mitchell nervous? (*Literal*)
- Why did Mitchell get angry when his mom asked him about being school captain? Why was Mitchell an “unlikely leader?” (*Inferential*)
- Was this a realistic story? Could a decision like this really be changed? (*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	98	
4	97	
5	96	
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7	95	<i>Instructional</i>
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13	91	
14	91	
15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

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.

Into the Desert Grade 5

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>The Danakil Desert is in Ethiopia in Eastern Africa. It is the hottest inhabited place on Earth and home to the Afar people who live in small communities. They are nomadic and often travel from place to place, carrying all their possessions – including their homes – with them. They search for water, and grazing for their herds of goats and camels.</p>		
5	<p>Many Afar men also make a living carving out slabs of salt from the salt plains that were once the seabed of an ocean.</p> <p>They get the things they cannot make themselves by trading in nearby towns or farms. They can exchange their livestock, butter, and woven mats for items such as flour, clothes, and shoes, as well as cooking and eating utensils and water containers.</p>		
6	<p>“Don’t forget to wear your shoes!” Fatuma’s mother reminded her, as she went to find two long sticks. Fatuma put her shoes on. <u>They</u> were uncomfortably tight, but if she did not wear them, her feet would get blisters from the hot, stony ground.</p>		
Total			

Analyzing Reading

Into the Desert Grade 5

Student name: _____

Date: _____

Comprehension

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

- Why was Fatuma's mother frustrated with her?
(*Literal*)
- How did Fatuma show she was more than just a daydreamer? (*Inferential*)
- What facts would the author have needed to know to write 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>
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15 +	90 or less	<i>Hard</i>

Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read
DE: Decoding Errors

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 Mystery of the Pyramids Grade 5

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	All around the world, on every continent, there are some amazing structures that were built during ancient times, more than 4,500 years ago. Many are still standing and can be visited as tourist attractions. Some are still used today, as they would have been used in ancient times.		
5	Although we know many facts about how most of these buildings were made, some ancient structures in North Africa have intrigued and puzzled people around the world for thousands of years – the pyramids of ancient Egypt. Who built them? How did they do it? And for what purpose? Scientists and researchers from around the world have studied these monuments to try to explain the mysteries of these amazing structures. But they all have different theories!		
5	There are over 100 pyramids in Egypt, but when people talk about the pyramids of ancient Egypt, they are usually talking about the pyramids of Giza. <u>These</u> huge structures are just outside <small>150 words</small> Egypt's capital Cairo – a sprawling, crowded city of 16 million people, which did not exist when the pyramids were built.		
Total			

Analyzing Reading

The Mystery of the Pyramids Grade 5

Student name: _____

Date: _____

Comprehension

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

- Why don't archaeologists know how the pyramids were built? (*Literal*)
- What sort of people were the ancient Egyptians? (*Inferential*)
- Do you agree that the pyramids are a big mystery? Why do you think this? (*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	
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4	97	
5	96	
6	96	
7	95	<i>Instructional</i>
8	95	
9	94	
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Accuracy score

$$\frac{WR - DE}{WR} \times 100 = \underline{\quad} \%$$

WR: Words Read

DE: Decoding Errors

Planning the next step

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