Simple Formative Reading Survey

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Independent Reading and Reading Comprehension Survey

Books or other material the student read over the summer? _____

_____

How much time* does this student spend reading independently every day?_____

(*Everything counts -- magazines, internet, e-mail, the backs of ceral boxes. Ideally students in 2nd to 8th grade will spend more than an hour a day on average reading independently. If students spend much less time than that, then they will have difficulty developing fluency and vocabulary.)

Have the student read a short passage of text silently. Is the student able to accurately retell/ summarize the passage of text? _____ Is the student able to draw inferences and make evaluation judgments about the text?_____

Reading Comprehension Score:

Student is completely unable to read and understand text independently		Student independently reads, but only gets the gist and a few facts from text		Student reads easily, draws inferences, and evaluates the quality of text
①	②	③	④	⑤

If the student gets a 4 or a 5, then stop -- a student that independently reads and understands grade-appropriate text with high levels of comprehension does not need further assessment.

If the student gets s 1-3, however, you should go on and check decoding fluency and listening comprehension.

Oral Reading Fluency and Basic Word Identification Skills

Calculate the student's expected oral reading fluency* _____

  *For grades 2-8, to get an approximation of reasonable expected fluency rates, multiply the

  student's age by 12. So, a 10-year-old student should be reading about 120 words per minute.

Have the student read a short passage of grade-appropriate text out loud. Count the number of words read correctly in one minute.

Student's actual oral reading fluency _____ (words read correctly per minute)

Divide the actual oral reading fluency by the expected oral reading fluency. If the result is 0.70 or less, then check the student's basic word identification skills.

Basic Word Identification Skills: Select 10 words from an appropriate list below, and ask the student to read the words out loud. Record the number of words correctly identified in less than 30 seconds (if the student needs more than 30 seconds, let the student continue, but only count the words identified in 30 seconds).

Beginning of Year Student Survey
Grade-Leveled Lists
Regular, decodable words, drawn from the Living-Word Dictionary (Biemiller, in press). Words are rare (CELEX Lexicon), but within the speaking vocabulary of students at each grade.

Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
much	tooth	chief	display	feature	maneuver	resource
hog	take	chance	scramble	grief	suburban	spacious
safe	sock	toast	result	cultivate	executive	opposition
dark	shine	balance	negative	sponsor	semicolon	skeletal
foot	plug	stumble	shrimp	helium	prickle	hazard
ripe	land	squirm	paradise	decrease	neutral	delirious
call	gaze	smash	number	decimal	indicate	specimen
fish	herd	point	glimpse	civilian	compass	reinforce
fork	flat	follow	adjective	condition	symbolize	stationary
paint	glass	march	opposite	structure	seasonal	proposition

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Decoding Fluency and Accuracy Score:

Student reads very slowly, and has trouble correctly identifying words from the list		Student is fairly accurate with words from the list, but still reads slowly		Student reads out loud fairly rapidly (12 times her age) and with expression.
①	②	③	④	⑤

If the student is able to identify more than 7 words from the list correctly, then work on fluency instruction (repeated oral reading with feedback, choral reading, echo reading). If the student had difficulty identifying 4 or more words, then immedicate intervention in basic decoding and word identification skills is called for (phoneme awareness, phonics, word-building exercies).

Listening Comprehension

Is the student more comfortable speaking a language other than English?_____

Does the student follow simple oral instructions?_____

If you read a grade-appropriate passage of text out loud to the student, does the student understand? Can the student retell/summarize the passage?_____ Can the student draw inferences and evaluate the contents of the passage?_____

Listening Comprehension Score:

Student is not comfortable speaking English and/or has trouble understanding spoken instructions. Does not fully understand stories or passages read aloud.		Student has no problem speaking English, but does have a limited vocabulary. Understands instructions, but does not draw inferences or evaluate spoken information		Student is very verbal and communicative. Student enjoys telling and listening to stories and sharing information. Student is comfortable conversing with teacher and peers.
①	②	③	④	⑤

If the student's listening comprehension score is less than 4, then the student needs to be immersed in oral language and explicit vocabulary instruction. Experiential learning and ELL strategies should be used in the classroom every day. If possible, decoding skills should be taught in the student's first language.

Survey Summary Sheet

Student's Name _____Student's Age _____(yrs)_____(mos)

Does this student independently read and comprehend grade-appropriate text? _____

Does this student make a habit of reading independently an hour or more per day? _____

If the student is having difficulty with independent reading, does it stem from a decoding fluency problem? A listening comprehension problem? Or both?_____

Instructional Intervention Plan: If the student needs support with basic word identification skills, what instructional strategies will be used?_____

_____

If the student needs support with oral reading fluency, what instructional strategies will be used?

_____

If the student needs support with listening comprehension, what instructional strategies will be used?

_____

Progress Monitoring: When will the student's word identification skills, oral reading fluency, or listenting comprehension be tested again?_____