

Assessing Reading: Decoding, Comprehension, Fluency

Where Are the Grapes? Beginning 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	<p>“Where are our grapes?” said Bird. “I do not know,” said Worm. “They are not here.” Bird and Worm looked and looked.</p>		
3	<p>Then they saw tracks in the mud.</p>		
4	<p>“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.</p>		
6	<p>“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.”</p>		
8	<p>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.”</p>		
Total			

Analyzing Reading

Where Are the Grapes? Beginning 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

Charlie and the Crocodiles Early 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 Early 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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5	95	<i>Instructional</i>
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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

Sally's Beach Rescue Mid 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 Mid Grade 1

Student name: _____

Date: _____

Comprehension

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

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

___/3

Fluency

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

___/4

Decoding accuracy

Decoding errors	%	Difficulty
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Planning the next step

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Assessing Reading: Decoding, Comprehension, Fluency

Animals That Need Mud End 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 End 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
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___/4

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Assessing Reading: Decoding, Comprehension, Fluency

Too Cold For Frog Beginning 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
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 Beginning Grade 2

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

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Planning the next step

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Comprehension	_____
Fluency	_____
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Assessing Reading: Decoding, Comprehension, Fluency

Creepers and Climbers Early 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
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 Early Grade 2

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

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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

The Great Paddleboat Race Mid 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
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,” <u>said</u> Captain Pete. <small>100 words</small>		
Total			

Analyzing Reading

The Great Paddleboat Race Mid Grade 2

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>
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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

Hurricane Scrapbook End 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
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 End Grade 2

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
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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

Animal Smells Beginning 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	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 work, <small>100 words</small> the skunk will spray a very smelly liquid onto the animal.		
Total			

Analyzing Reading

Animal Smells Beginning Grade 3

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	
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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

Volcano Alert! Early 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>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! 100 words</p>		
Total			

Analyzing Reading

Volcano Alert! Early Grade 3

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
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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

The Queen's New Chef Mid 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>Queen Caroline was holding a contest to find the best chef in the land. 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 Mid Grade 3

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

___/4

Decoding accuracy

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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

Robots Run Wild End 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>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 End Grade 3

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

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