# Developmental Reading Assessment

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| Student Name: |  | | | | |
| Date of Reading Assessment: | |  | | Student's Current Grade: |  |
| Story Used for Reading Assessment: | | |  | | |
| Teacher's Name: |  | | | | |

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| Cues Used\* | | | | | | | | | | |
| Errors | | | Self-Correction | | | | | | | |
| E | SC | Line of Text From Story | M | S | V |  | M | S | V | Comments |
|  |  | Billy, the blaze faced foal was walking through the field. | X |  |  |  | X |  | X | Adam needed help with the word blaze, but was able to use the illustrations. Most of my students struggled with the same word. |
|  |  | He was hungry. |  | X |  |  | X | X |  | Excellent job sounding out hungry! |
|  |  | He saw a large plant that his mom said was a thistle. |  |  |  |  |  |  |  | Adam recognized thistle by the picture. I don't think he actually read the word. |
|  |  | He thought it looked tasty. He took a big bite and, "Ouch!" |  |  |  |  |  |  |  | Adam was distracted by the illustration and started to make up a story instead of reading the text. He substituted words for tasty. I had to remind him several times to sound it out. |

\*M=Meaning, S=Structure, V=Visual

**\*Additional Comments:**

Not only was Adam able to retell the story after reading it, he was also very creative about adding embellishments and even acted out some of the scenes. I hope he continues to be so enthusiastic about reading. Based on the assessment, Adam still needs to be supervised while reading so he stays on track. He should probably start reading text that's not paired with illustrations. He is willing to ask for my help when he encounters a word he's not familiar with.