Reading Skills

Use this form to document the reading skills of an English language learner. Put a checkmark below next to the skill level that best describes the student's abilities. Complete a new form each month to learn about the student's gains in reading. Use the form to help you plan next steps. Also share this assessment with other ESL or resource teachers who are assisting your student.

Student's name _____ Grade _____ Date _____

Class _____ Teacher _____

Use of reading strategies

- ○ Reads short stories and books. Uses reading strategies. Retells plot, characters, and events.
- ○ Relies more on print than illustrations. Retells beginning, middle, and end of stories.
- ○ Retells main idea of text. Relies on print and illustrations.
- ○ Pretends to read. Uses illustrations to tell story. Memorizes pattern and familiar books.

Word and sentence recognition

- ○ Recognizes range of sight words and names.
- ○ Recognizes basic sight words and names.
- ○ Knows most letter/sound correspondences. Recognizes simple words.
- ○ Recognizes some letters, names, and words in context. Rhymes and plays with words.

Text choices

- ○ Reads a variety of materials, including fiction and non-fiction, fairy tales, poem, directions
- ○ Reads with little variety in materials.
- ○ Reads books with word patterns.
- ○ Listens to fiction, fairy tales, poems, oral stories.

Level of independence

- ○ Reads silently for short periods of time. Does not need teacher guidance.
- ○ Reads silently. Needs some teacher guidance.
- ○ Does not see self as reader. Needs teacher support for many reading tasks.
- ○ Participates in rereading of familiar stories or books. Needs teacher support for most reading tasks.

Recommendations: What kind of help does this student need during the coming weeks or months?

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_____

How can these recommendations be accomplished?

_____

_____

Other:

_____

_____

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Information, activities, and advice for educators of English language learners

Adapted from Lorraine Valdez Pierce's adaptation of: O'Malley, J.M. & L. V. Pierce. (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers.* New York: Pearson Longman and Hill & Ruptic (1994), Practical Aspects of Authentic Assessment, Norwood, MA, Christopher Gordon Publishers.