



Assessment Recording Form (Progress Monitoring): Lessons 13–48

Group: _____ Date: _____ Lesson Number: _____

Directions:

- Step 1:** Partner Read: Record a + sign if the student engages appropriately during the reading. Record a – sign if the student disengages during the reading. Additionally, consider using this opportunity to assess phonological/phonemic awareness: rhyming, blending and/or segmenting, or phoneme manipulation using the words on page 16.
- Step 2:** Assess Decoding: Write the words students read correctly. Record miscues by writing the attempt over the actual word in the text.
- Step 3:** Assess Reading: Listen to a few students read the text. Take anecdotal notes or a brief running record on a few pages. Prompt students to retell the story. Use the Retelling Rubric to score their retelling. Use the Fluency Rubric to score fluency.
- Step 4:** Assess Encoding/Spelling: Record a ✓ if the student correctly writes the word. If the student misspells one or more words, record their spelling of the word(s).

Analyze the results from each step to inform your prompting, teaching, or next steps.

| | Student: | Student: | Student: | Student: |
|---------------------------------|---|---|---|---|
| Step 1 | | | | |
| Partner Read | | | | |
| Step 2 | | | | |
| Assess Decoding | | | | |
| Step 3 | | | | |
| Assess Reading | Retelling Fluency | Retelling Fluency | Retelling Fluency | Retelling Fluency |
| Step 4 | 1. _____ 2. _____ 3. _____ 4. _____ | 1. _____ 2. _____ 3. _____ 4. _____ | 1. _____ 2. _____ 3. _____ 4. _____ | 1. _____ 2. _____ 3. _____ 4. _____ |
| Assess Encoding/Spelling | Sight Words: • _____ • _____ • _____ | Sight Words: • _____ • _____ • _____ | Sight Words: • _____ • _____ • _____ | Sight Words: • _____ • _____ • _____ |



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| Retelling Rubric | | | |
|---|---|--|---|
| Fiction | | Nonfiction | |
| Identifies the character(s) or recalls one event | 1 | Identifies the topic or one fact | 1 |
| Retells key details including characters and problem | 2 | Identifies the main topic and retells a few random facts | 2 |
| Retells story in sequence (Uses transition words) | 3 | Identifies main idea and retells key facts | 3 |
| Retells story in sequence and adds relevant details or inferential thinking | 4 | Identifies main idea and retells key facts adding details, examples, and/or inferential thinking | 4 |

| Fluency Rubric | |
|--|---|
| <ul style="list-style-type: none"> • Word-by-word reading • Little to no expression | 1 |
| <ul style="list-style-type: none"> • Slow reading with a mix of word-by-word and phrased reading • Some expression | 2 |
| <ul style="list-style-type: none"> • Mostly phrased reading with a moderate pace • Mostly appropriate expression | 3 |
| <ul style="list-style-type: none"> • Smooth and fast-paced reading • Consistent, appropriate expression | 4 |