

Reading Interest Inventory

Name _____ Date _____

1. Do you like to have stories read to you?
2. Do you like to make up stories?
3. How much do you like to read?
4. What are your favorite kinds of stories?
5. What is your favorite book/story?
6. Do you own any books? Discuss.
7. Do you like to read out loud?
8. Do you like reading class at school?
9. Do you read during free time?
10. Who do you think is a good reader? Explain.
11. Are you a good reader? Explain.
12. Do you like to go to the library?
13. What do you like to do at the library?
14. Do you have a favorite author?
15. Is there a character you have read about whom you like/dislike? Explain.
16. Do you like to read about people with real problems?
17. Do you like stories about “make believe” or real events?
18. Do you ever discuss books with your friends?
19. Has a book ever helped you with a problem or helped you understand something?
20. How important do you think it is to read well?

Writing Interest Inventory

Name _____ Date _____

1. Do you like to draw or “doodle”?
2. Do you like to have someone write stories you tell?
3. Do you like to write your own stories?
4. How do you think of topics to write about?
5. What is your favorite subject to write about?
6. Do you keep a journal or diary?
7. What is your best piece of writing? Explain.
8. What are its strengths?
9. What are its weaknesses?
10. What was especially important to you as you wrote this piece?
11. What was something you had trouble with?
12. If you could work on it further, what would you do?
13. How is this the same or different from other things you have written?
14. Who do you think is a good writer?
15. Do you think you are a good writer?
16. What do you like/dislike about your handwriting?
17. What do you like/dislike about your spelling?
18. What helps you to get your ideas on paper?
19. Do you like group writing projects?
20. How much do you like to write?

Handwriting Sample—Form A

Name _____

Date _____

Handwriting practice lines consisting of 12 rows. Each row is defined by a solid top line, a dashed midline, and a solid bottom line.

Handwriting Sample—Form B

Name _____

Date _____

Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.

Writing Sample—Form B

Name _____ Teacher _____ Date _____

Achievement	Low	Fair	Good	Excellent	Comments
Composition					
Grammar					
Spelling and Punctuation					
Overall Quality					

Reading Comprehension Form

Name _____ Teacher _____ Date _____

Curriculum/Text Title _____	Chapter/Passage _____	Level _____		
Number of: ___ words	___ sentences	___ paragraphs		
Selected by: ___ student		___ teacher		
Form: ___ silent	___ oral	___ listening		
___ 1st reading		___ 2nd reading		
___ Not timed	___ Timed (minutes) _____	Number of questions: _____		
Presented in: ___ writing		___ orally		
Responses: ___ given in writing				
___ given orally				
	Correct	Partial	Incorrect	Observations
Setting				
gives introduction	___	___	___	
gives time, date, place	___	___	___	
other _____	___	___	___	
Persons				
names main character	___	___	___	
identifies other characters	___	___	___	
provides details	___	___	___	
other _____	___	___	___	
Situations/Main Ideas				
identifies main plot, topic, or theme	___	___	___	
provides details	___	___	___	
identifies additional main events	___	___	___	
identifies related events or details	___	___	___	
other _____	___	___	___	
Actions/Sequence				
identifies sequence	___	___	___	
provides details	___	___	___	
retells story in order	___	___	___	
other _____	___	___	___	
Conclusion				
reports how story ended	___	___	___	
identifies solution to the problem	___	___	___	
other _____	___	___	___	
Other items				
_____	___	___	___	
_____	___	___	___	
Total tested	___	___	___	
Score	___ %	___ %	___ %	
Analysis:				

Performance	Low	Fair	Good	Excellent	Comments
Setting					
Persons					
Situations/Main Ideas					
Actions/Sequence					
Conclusion					

Assessment Summary Form

Student _____ I.D. # _____ Date _____
 Birthdate _____ Grade _____ School _____ Teacher _____
 Parents/Guardian _____ Phone (H) _____ (W) _____
 Address _____
 Participants _____ Role _____
 _____ Role _____
 _____ Role _____

I. Related Educational History: Schools attended _____
 Educational progress ___ Advanced ___ Typical ___ Delayed Comments _____
 Identified disability ___ No ___ Yes Specify _____ Identified at age _____ Grade _____
 Other medical or learning-related problems _____
 Services history ___ None ___ Head Start ___ Tutoring ___ Reading Recovery ___ Title I
 ___ Section 504 ___ Speech/Language ___ Special Education Other _____
 Other Notes _____

II. Assessments Administered: Date(s) _____ by _____

Standardized Test(s):

Test _____	Sound/Symbol	Std Score _____	GES _____	AES _____
Test _____	Word Recognition	Std Score _____	GES _____	AES _____
Test _____	Comprehension	Std Score _____	GES _____	AES _____
Test _____	Spelling	Std Score _____	GES _____	AES _____
Test _____	Writing	Std Score _____	GES _____	AES _____
Test _____	Grammar	Std Score _____	GES _____	AES _____
Test _____	Other	Std Score _____	GES _____	AES _____

Informal Inventories:

Name _____	Skill area(s) _____	Results _____
Name _____	Skill area(s) _____	Results _____

Curriculum Instruments:

Name/Title/Publisher _____ Skill Level(s) _____
 Performance Results _____

Teacher-Constructed Measures: Describe _____

<i>Curriculum-Based Assessments:</i>	Curriculum	Median % Correct	Rate	Placement
Word Recognition	_____	_____	_____	_____
Comprehension	_____	_____	_____	_____
Spelling	_____	_____	_____	_____
Writing	_____	_____	_____	_____
Other	_____	_____	_____	_____

Rubric-Based Tests:

Benchmarks	Minimal skill	Some skill	Moderate skill	Good skill	Excellent skill
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Work Samples/Portfolios: Skills and deficits _____

Task Effort ___ Excellent ___ Good ___ Fair ___ Poor ___ Gives up Comments _____

III. Summary (strengths, deficits, current levels, recommendations, plans):

Std = Standard, GES = Grade-Equivalent Score, AES = Age-Equivalent Score

