# Diagnostic Reading Assessment

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| Student Name: |  |
| Grade: |  | Assessment Date: |  |
| Administering Teacher: |  |
| Title of Text Used for Assessment: |  |
| Title of Writing Sample Used for Assessment: |  |

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| **Test Question** | **Yes/No** | **Teacher Comments** |
| Did the student read the text in a reasonable amount of time? | No | Shelby paused for long periods of time when she found an unfamiliar word. |
| Was the student able to answer complex questions about the text? | Yes |  |
| When reading out loud, does the student stumble over unfamiliar passages? | No | The only thing that slowed Shelby down was the amount of time she needed to decide the definition or proper pronunciation of unfamiliar words. |
| Is the student able to discover the meaning of unfamiliar words via clues in the surrounding text? | Yes | Even though Shelby does figure out the word’s meaning, I'm very concerned about how much time she takes to make the connection. I'm worried that a poor vocabulary will eventually cause her to stop reading. |
| Could the student accurately summarize the text? | Yes | Technically, Shelby provided an accurate summary, but the way she did so was of concern. It felt like she memorized it. I want to work on her comprehension skills. |
| Did the student connect with the text or did the student simply say the words without comprehending the meaning? | No | I don't think Shelby experienced any real connection to the text. She simply went through the motions of reading it. |
| When writing, does the student use complete sentences? | Yes |  |
| When writing, does the student use complex words and sentences? | No | The writing is clear and very concise, but the vocabulary is basic. Shelby likes to use short sentences. I suspect she hasn't fully grasped how to use punctuation properly. |
| Does the student use proper punctuation? | Yes | It was limited. |
| Does the writing follow a logical style and have a beginning, middle and end? | Yes |  |

## Additional Comments:

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