



Proformas

Record of reading

Individual reading assessment: Student summary sheet

Class/group accuracy and fluency recording sheet

Literacy plan

Guided reading planning sheet

COMMONWEALTH OF AUSTRALIA

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Teacher’s copy

Record of reading

Student’s name:

Date:

Key		Semantic (<i>meaning - m</i>)	Grammatical (<i>structure or syntax - s</i>)	Graphological (<i>visual - v</i>)	Phonological (<i>p</i>)	Error analysis		Analysis	
Word count	Title:					E	SC	E msvp	SC msvp

Strategies used
o Re-reads
o Reads on
o Self-corrects

o Reads for meaning
o Uses multiple cues (msvp)
o Uses syllables to problem-solve
o High frequency words accurate

o Uses punctuation
o Expression
o Fluent
o Makes substitutions/omissions

Fluency: correct words per minute
Guide
Y 3-4 80-100 cwpm
Y 5-6 100-120 cwpm

Accuracy %
Easy (96-100%)
Instructional (90-95%)
Hard (<90%)

Self-correction rate

$$\frac{E + SC}{SC} \quad \text{E.g. } \frac{15 + 5}{5}$$
 = ratio 1: = ratio 1:4

Comments

Class/Group accuracy and fluency recording sheet

Class/Year:

Student	Text	Accuracy %	Fluency cwpm	Mean fluency	Comments
1	1				
	2				
	3				
2	1				
	2				
	3				
3	1				
	2				
	3				
4	1				
	2				
	3				
5	1				
	2				
	3				
6	1				
	2				
	3				
7	1				
	2				
	3				
8	1				
	2				
	3				
9	1				
	2				
	3				
10	1				
	2				
	3				

Literacy plan

Student/s: Class: Year: Date: Class teacher:
 STLA: Parent/caregiver: Coordinator of LST:
 SLSC: Relevant personnel in attendance: Review date:

Area of need	Outcomes	Indicators	Strategies/resources	Monitoring	Personnel responsible	Time frame	Review/evaluation

This plan details the prioritised outcomes for this student identified through collaborative curriculum planning. Other outcomes will be addressed through the class literacy program.

Guided reading planning sheet

<p>Contextual and semantic information</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Grammatical information</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Information skills</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Guided reading programming sheet: Focus outcome:</p> <p>Text: Class: Week:</p> <p style="text-align: right;">Linking outcomes:</p>	
<p style="text-align: center;">Group</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Assessment</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>Graphological and phonological information</p> <p>Recognising high frequency words</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/> Link with writing:</p> <p><input type="checkbox"/> Other texts to read: same topic or same author:</p> <p><input type="checkbox"/> Home reading:</p> <p style="text-align: right;"><i>ESL Scales: Levels 2/3: Reading and Responding</i></p>

