Diagnostic Reading Assessment for Grade 1
Class Summary Report

SCHOOL _____ TEACHER _____ GRADE _____ SECTION _____

CITY _____ STATE _____ DATE _____

A. SUMMARY OF INDIVIDUAL READINESS SKILLS RATINGS

Skill Area	Assessment Classification					
	–		?		+	
	Freq.*	%	Freq.	%	Freq.	%
1. Word Analysis/Decoding						
2. Vocabulary						
3. Comprehension						
4. Language Arts						
5. Reference Skills						

*Please note: To find the frequency percentage divide each frequency by the total number of students.

B. SUMMARY OF OVERALL READINESS RATINGS

Readiness Category	Tally	Freq.	%
A			
P			
B			
BB			

—INDIVIDUAL READINESS SKILLS RATINGS—

+	Adequate	Students are able to read and understand late first grade level text. Oral reading rates are approximately 50 words per minute with 95% accuracy (i.e. no more than 1 error per 20 words). Students have a sight word vocabulary of 200-300 words and can decode simple, regularly spelled one-syllable words. Students can retell a story and answer questions after reading.
?	Marginal	Students will need to further develop print skills necessary to read grade-level text in order to instantly recognize a greater number of words and to be able to decode regularly spelled, one-syllable words. Students should be placed in text that they can read with at least 95% accuracy (i.e. no more than 1 error per 20 words). These students will also benefit from listening to stories read aloud that are more difficult than what they can read on their own in order to build vocabulary and familiarity with story language.
–	Low	Students will need support in preprimer-level text such as echo-reading and partner reading before attempting the text independently. These students should be instructed to use the initial letter along with context or picture clues to solve new words, and gradually be taught to use additional letter-sound associations and spelling patterns to solve simple, regularly-spelled words. Students should be given opportunities to write words and simple sentences using their word and letter-sound knowledge.

—OVERALL READINESS RATINGS—

A	Advanced	The student should be able to enter instruction with minimal coaching.	
P	Proficient	The student would require the typical amount of coaching given incoming students.	
B	Basic	The student would likely require some special coaching, at least early in instruction.	
BB	Below Basic	The student would require special coaching both before and during early instruction.	

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CAT# DRA1SW

Dra Assessment Kindergarten Sample Test

Michael Rajnik

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