

Reading Self-Assessment Tool (Universal)

This self-assessment tool is meant to help focus reflection within various approaches to reading instruction. Use it to help identify 2-3 areas in which you would like to focus.	E	x	e	m	p	l	a	r	y	A	c	c	o	m	p	l	i	s	h	e	D	e	v	e	l	o	p	i	n	g	B	e	g	i	n	n	i	n	g	Notes:					
Reading Instruction at the Universal Level																																													
What does skilled reading look like in my grade/subject?																																													
What does strategic teaching of reading to all students look like in my grade/subject?																																													
Planning: I consistently refer to the OLE and Reading Framework to guide my planning of instruction and assessment.																																												Notes:	
Balance: I include all of the critical elements of reading instruction.																																													
• Students have choice of text everyday.																																													
• Students spend significant time reading text at independent level.																																													
o Read accurately (at least 95% on word recognition)																																													
o Understands text (comprehension)																																													
• Text selections are relevant to the student.																																													
• Students talk about reading and writing everyday.																																													
• Students hear fluent reading.																																													
• Significant amount of time dedicated to a variety of reading and writing experiences in various formats interwoven through every subject. No more than 1/3 of this time should be spent on reading instruction. Remaining time should be spent authentically reading.																																													
o Pre-K – K: constantly building background experiences and awareness in relation to reading skills																																													
o 1 – 12: approx. 60 minutes of reading/40 minutes of writing per day (Allington, 2001)																																													
• Reading instruction is individualized to the need of the student.																																													
• Teacher explicitly models reading skills and provides students time to use the skill when reading.																																													
• Instruction is engaging. Multiple intelligences are considered when planning instruction.																																													
• Reading instruction is embedded within context of curriculum.																																													
Purpose: My students read for a variety of purposes.																																													
Text Levels: I can confidently identify texts of appropriate complexity for different subjects/grade levels.																																													
Reading Levels: I can confidently identify my students’ reading levels.																																													
Assessment: I frequently listen to each of my students read and discuss their skills and strategies with them.																																													
Instruction:																																													
• Student are using texts at their instructional reading level.																																													
• I directly explain and model reading strategies aimed at each skill within the framework to all students.																																													
My Understanding: I know enough reading strategies to provide alternate strategies when one isn’t working.																																													
Application: My students can apply appropriate word recognition and comprehension strategies according to the purpose of reading.																																													
Comprehension: I ensure students comprehend what they are reading.																																													