**Independent Reading Observational Tool**

**Teacher: Date:**

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| --- | --- | --- | --- | --- |
| **Environment:** | | | | |
| * Classroom library is accessible. Books are arranged in a manner that makes it easy to locate a title. | 0 | 1 | 2 | 3 |
| * Class-created charts hang on the wall reminding students of procedures, book selection, etc. | 0 | 1 | 2 | 3 |
| * Room arrangement supports independent reading. (Students have appropriate space and minimal distraction) | 0 | 1 | 2 | 3 |
| * Noise level of room is low. The only sounds heard in the room may be music playing softly or an occasional whisper between student and teacher. | 0 | 1 | 2 | 3 |
| Comments: |  |  |  |  |
| **Management:** | | | | |
| * Materials are organized and accessible to promote a quick transition into reading. | 0 | 1 | 2 | 3 |
| * Classroom routines are clearly established. Students are reminded of the expectations as needed to ensure maximum reading time. | 0 | 1 | 2 | 3 |
| * Students are able, when asked, to articulate the greater purpose of independent reading. | 0 | 1 | 2 | 3 |
| * Accountability measures are in place: reading logs, written response, Status of the Class, etc | 0 | 1 | 2 | 3 |
| Comments: |  |  |  |  |
| **Instruction/Reading** | | | | |
| * Students are reading books on their reading level. | 0 | 1 | 2 | 3 |
| * Students are engaged in text. Physically- students are holding books appropriately, focused on the reading and not looking around the room, turning pages at an appropriate rate. Mentally- students are able to articulate how they have entered the story world, are relating to characters, predicting events and connecting to what they are reading. | 0 | 1 | 2 | 3 |
| * Sharing time at the end of the period includes sharing of strategies as well as titles. | 0 | 1 | 2 | 3 |
| Comments: |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment/Conference | | | | |
| * Teacher assesses student for fluency, accuracy and/or comprehension | 0 | 1 | 2 | 3 |
| * Teacher has clear objective for conference and communicates this purpose to the student. | 0 | 1 | 2 | 3 |
| * Teacher has materials needed for conference on hand. | 0 | 1 | 2 | 3 |
| * Student and teacher work to develop a plan for student’s reading based on the conference. | 0 | 1 | 2 | 3 |
| Comments: |  |  |  |  |

0= Not observed

1= Attempted

2= Developing

3= Effective