

Playbooks® Reader's Theater Oral Readability Test

#2A (page 1 of 2)

Ask the student to read aloud the series of sentences for the appropriate grade level. A separate sheet for students to read the sentences from is attached. Write a check mark next to the most accurate description of how well the student read the sentence. How you evaluate the student's performance will determine which sentence the student should read next, or the student's Readability Stage for Playbook® stories. Test each student at the beginning of the Reader's Theater Program, in the middle, and again at the end to track their progress. Mark the student's performance for the Pre-Program test on the line furthest to the left, the Mid-Program test on the middle line, and the Post-Program test on the line furthest to the right.

For Kindergarten and Grade 1: Start with sentence 1.

For Grades 2 and 3: Start with sentence 3.

For Grades 4 and 5: Start with sentence 5.

For Grades 6 through 12: Start with sentence 7.

Pre-Program	Mid-Program	Post-Program
-------------	-------------	--------------

Student Name _____ Student Age _____ Student Grade in School _____

1. I am a dog.

___ ___ ___ The reader reads this sentence with ease. (*Continue to sentence 2*)

___ ___ ___ The reader experiences minor difficulty with this sentence. (*Student is Stage 1 - Early Reader - Stop Test Here.*)

___ ___ ___ The reader experiences extreme difficulty with this sentence. (*Student is Stage 1 - Early Reader - Stop Test Here.*)

2. Sam did not see the big, red bug.

___ ___ ___ The reader reads this sentence with ease. (*Continue to sentence 3*)

___ ___ ___ The reader experiences minor difficulty with this sentence. (*Student is Stage 1 - Early Reader - Stop Test Here.*)

___ ___ ___ The reader experiences extreme difficulty with this sentence. (*Student is Stage 1 - Early Reader - Stop Test Here.*)

3. I was done with the test a long time ago.

___ ___ ___ The reader reads this sentence with ease. (*Continue to sentence 4*)

___ ___ ___ The reader experiences minor difficulty with this sentence. (*Student is Stage 2 - Beginning Reader - Stop Test Here.*)

___ ___ ___ The reader experiences extreme difficulty with this sentence. (*Student is Stage 1 - Early Reader - Stop Test Here.*)

4. I do not have a new baseball bat to take to the game.

___ ___ ___ The reader reads this sentence with ease. (*Continue to sentence 5*)

___ ___ ___ The reader experiences minor difficulty with this sentence. (*Student is Stage 2 - Beginning Reader - Stop Test Here.*)

___ ___ ___ The reader experiences extreme difficulty with this sentence. (*Student is Stage 2 - Beginning Reader - Stop Test Here.*)

5. Now, there won't be enough pie for everyone to share!

___ ___ ___ The reader reads this sentence with ease. (*Continue to sentence 6*)

___ ___ ___ The reader experiences minor difficulty with this sentence. (*Student is Stage 3 - Transitional Reader - Stop Test Here.*)

___ ___ ___ The reader experiences extreme difficulty with this sentence. (*Student is Stage 2 - Beginning Reader - Stop Test Here.*)

6. I can't believe that there aren't more to choose.

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 7)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 3 - Transitional Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 2 - Beginning Reader - Stop Test Here.)*

7. My guess is that they're still talking about your silly outfit.

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 8)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 4 - Intermediate Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 3 - Transitional Reader - Stop Test Here.)*

8. Romp, Stomp, and Millie huddled together near Millie's home while they discussed Jeremy Rabbit's mischievous behavior.

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 9)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 4 - Intermediate Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 3 - Transitional Reader - Stop Test Here.)*

9. Erica laughed with delight at my misery, but I somehow managed to survive!

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 10)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 5 - Advanced Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 4 - Intermediate Reader - Stop Test Here.)*

10. With a ferocious gleam in his eye, Nag slithered particularly close to the young boy's leg.

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 11)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 5 - Advanced Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 4 - Intermediate Reader - Stop Test Here.)*

11. Howdy, y'all. My naaame is Mizz Pluum, and I'm from Georgia. I just looove teachin' the 6th graaade. But, let me tell y'all...it's not that eeezy! All that trick playin' just makes me "plum" tired!

___ ___ ___ The reader reads this sentence with ease. *(Continue to sentence 12)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 6 - Expert Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 5 - Advanced Reader - Stop Test Here.)*

12. Enuff talkink! Ze performinz iz in two veeks. Come darlinks! Every vun...ve must vorrk, vorrk, vorrk!

___ ___ ___ The reader reads this sentence with ease. *(Student is Stage 6 - Expert Reader - Stop Test Here.)*

___ ___ ___ The reader experiences minor difficulty with this sentence. *(Student is Stage 6 - Expert Reader - Stop Test Here.)*

___ ___ ___ The reader experiences extreme difficulty with this sentence. *(Student is Stage 5 - Advanced Reader - Stop Test Here.)*

Playbooks® Reader's Theater - Readability Test
Student Reading Sheet

1. **I am a dog.**
2. **Sam did not see the big, red bug.**
3. **I was done with the test a long time ago.**
4. **I do not have a new baseball bat to take to the game.**
5. **Now, there won't be enough pie for everyone to share!**
6. **I can't believe that there aren't more to choose.**
7. **My guess is that they're still talking about your silly outfit.**
8. **Romp, Stomp, and Millie huddled together near Millie's home while they discussed Jeremy Rabbit's mischievous behavior.**
9. **Erica laughed with delight at my misery, but I somehow managed to survive!**
10. **With a ferocious gleam in his eye, Nag slithered particularly close to the young boy's leg.**
11. **Howdy, y'all. My naaame is Mizz Pluum, and I'm from Georgia. I just looove teachin' the 6th graaade. But, let me tell y'all...it's not that eeezy! All that trick playin' just makes me "plum" tired!**
12. **Enuff talkink! Ze performinz iz in two veeks. Come darrrlinks! Every vun...ve must vorrk, vorrk, vorrk!**