

Quarterly Conference Form

Student: _____ Teacher: _____ Date: _____

Indicate mastery level by checking B (beginning), D (developing), or S (Secure) in the appropriate quarter(s).

Student selects a "just right" book from a collection of books provided by teacher. Student then reads short passage orally or silently. Watch/question for the following behaviors and record miscues and/or comments in the appropriate space on the side:

Strategy/Skill Descriptor	I*	1	2	3	4	Title: _____ Level: _____	
Makes appropriate "just right" book selection	1					Miscues/Comments	First Quarter
Can identify genre (fiction/non-fiction and/or poetry) and give evidence (genre schema)	1						
Reads at appropriate speed (fluency)	1						
Expressive intonation (fluency)	1						
Consistent appropriate phrasing (fluency)	1					Strength	Goal
Self-monitors (stops for errors or confusion)	1					Instructional Level: _____ Independent Level: _____ <input type="checkbox"/> Intensive <input type="checkbox"/> Strategic <input type="checkbox"/> Benchmark	
Applies appropriate decoding strategies (chunking, analogy, skip and return, slow stretch)	1					Miscues/Comments	Second Quarter
Applies Fix Up Strategies when confused (re-reading, stopping to think what makes sense)	1						
Can "stop to think" when prompted (metacognition)	1						
Uses prior knowledge before and during reading (activate schema)	1						
Can make a personal connection to the text (schema)	1					Strength	Goal
Can identify/analyze story elements (schema for fiction)	1					Instructional Level: _____ Independent Level: _____ <input type="checkbox"/> Intensive <input type="checkbox"/> Strategic <input type="checkbox"/> Benchmark	
Can identify/analyze problems and solutions (schema for fiction)	1					Miscues/Comments	Third Quarter
Makes and revises predictions before and during reading (schema, inferring)	1						
Can retell accurately (B/M/E, problem/solution, important words from the story, include own thinking)	1						
Identifies and uses non-fiction text features appropriately (genre schema)	1						
Makes and revises predictions before and during reading (schema, inferring)	2					Strength	Goal
Can ask questions before, during and after reading	2					Instructional Level: _____ Independent Level: _____ <input type="checkbox"/> Intensive <input type="checkbox"/> Strategic <input type="checkbox"/> Benchmark	
Can infer author's meaning (inferring)	2					Miscues/Comments	Fourth Quarter
Can infer meaning of unknown words	2						
Can answer generated questions: right there and inferred	2						
Summarize information (determining importance)	3						
Can determine main ideas and supporting details with evidence from the text (determine importance)	3					Strength	Goal
Draw conclusions and give supporting evidence from the text (synthesis)	3					Instructional Level: _____ Independent Level: _____ <input type="checkbox"/> Intensive <input type="checkbox"/> Strategic <input type="checkbox"/> Benchmark	
Evaluates author's message and expresses personal opinion (synthesis)	3					Miscues/Comments	Fourth Quarter
Can visualizes and use sensory information	3						
Can "stop and think" independently (metacognition)	4					Strength	Goal
						Instructional Level: _____ Independent Level: _____ <input type="checkbox"/> Intensive <input type="checkbox"/> Strategic <input type="checkbox"/> Benchmark	

* 1 = When a specific reading skill/strategy is most likely introduced