



Stages of Reading Development in a Dual Language Context

STUDENT'S NAME		DATE OF EVALUATIONS	
GRADE PLACEMENT	AGE Y -M		
TEACHER	EXAMINER		
LANGUAGE			
__ L1 Native/Primary Language		__ L2 English as a Second Language	

L1<->L2 L1 Primary/native language; L2 English as a Second/New Language

		(Stage 5) Construction and Reconstruction Stage <i>(college and beyond)</i>	Reading to learn
		(Stage 4) Multiple Viewpoints Stage <i>(high school)</i>	
		(Stage 3) Reading for Learning the New Stage TRANSFER FROM L1 to L2	
		(Stage 2) Confirmation and Fluency Stage	Learning to Read
		(Stage 1) Initial Reading Stage	
		(Pre-Stage 1) Emergent Reading Stage	

L1 L2

NOTE: WHEN A STUDENT REACHES STAGE 3 IN L1, S/HE HAS MASTERED THE READING PROCESS. LEARNING TO READ ONLY HAPPENS ONCE IN LIFE

SOURCES OF INFORMATION USED TO SUPPORT THE STAGE DESIGNATION	
<i>Please indicate the language(s) and date of assessments</i>	
<i>Date</i>	_____ READING INTERVIEW (L1) (L2)
_____	MISCUE ANALYSIS (L1) (L2)
_____	RUNNING RECORD (L1) (L2)
_____	INFORMAL READING INVENTORY(L1) (L2)
_____	STANDARDIZED NR TEST (name of test) _____
_____	CRITERION REFERENCED TEST (L1) (L2) name of test _____
_____	RETELLING (oral or written) (L1) (L2)
_____	STANDARD or MULTIPLE CHOICE CLOZE TESTS(L1) (L2)
_____	OBSERVATION (L1) (L2)
_____	OTHER _____
COMMENTS:	