

Educator name: _____ Date / Time: _____

Other adults: _____ Observer: _____

Students: _____

Evidence	NA	Comments/Examples
How many times per week does self-selected reading happen for all students in this classroom? If any student has fewer opportunities, please indicate this in comments.		
Number of times: 		
ALL students have an individual communication system that meets their needs		
Not observed 		
Students are given autonomy to communicate, engage and/or participate (e.g. not hand-over-hand)		
Not observed 		
Each student has opportunities to initiate, not just respond.		
Not observed 		

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
During self-selected reading, comments are modelled by educators using communication systems that are similar to student(s) individual systems.		
Students are provided with adequate wait time and are encouraged to respond when educator gives an invitation to participate.		
Student communication attempts are recognised, responded to and (if appropriate) expanded on.		
The classroom has a mix of books - imaginative, informative, illustrated, photo-based, student interest, alphabet, and more		

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
The classroom contains 20 or more books per student		
The majority of texts can be read in one sitting (except for texts for students to read, who have a reading comprehension level of Year 1 and above)		
Emergent students are selecting texts from a diverse range of books that can be read in one sitting		
Emergent students have the opportunity to select a book and read it with an adult as a shared reading during self-selected reading.		

SELF-SELECTED READING SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Books are read by adults with enthusiasm, in a way that fosters a joy for reading.		
Not observed Sometimes Consistently  1 2 3 4 5 6 7		
Emergent students have an opportunity to go hands-on with texts and explore them.		
Not observed Sometimes Consistently  1 2 3 4 5 6 7		
Cloze has been used to determine the reading comprehension levels for transitional and early conventional students. For students at Year 2 and above, their reading comprehension level is guided by the conventional literacy assessment.		
Not yet For some For all  1 2 3 4 5 6 7		
Books are curated or organised so that each transitional or conventional student accesses books at or below their reading comprehension level, for the majority of time in self-selected reading		
Not yet For some For all  1 2 3 4 5 6 7		

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Transitional and conventional students also have the opportunity to select texts for enjoyment above their reading comprehension level, and engage with them independently (e.g. magazines), or with an adult, for a short time.		
Not yet 1 2 3 4 5 6 7		
Transitional and conventional students are doing daily independent reading, as well as comprehension instruction and possibly also reading with an adult (although this is not compulsory)		
Not yet 1 2 3 4 5 6 7		
There is a system for changing books at least once per term that includes keeping any books that students are engaging with		
Not observed 1 2 3 4 5 6 7		
The classroom has some comfortable spaces appropriate for self-selected reading, as well as tables and chairs.		
Not yet 1 2 3 4 5 6 7		

Summary and Additional Comments:

Based on the the handout "Self-selected (Independent) Reading: Setting up, Organising and Maintaining" from Jane Farrall Consulting www.janefarrall.com and on the Independent Reading Self-Reflection and Observation Form from the Centre for Literacy and Disability Studies, Project Core www.project-core.com