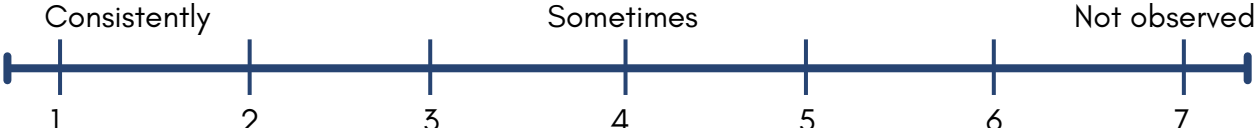
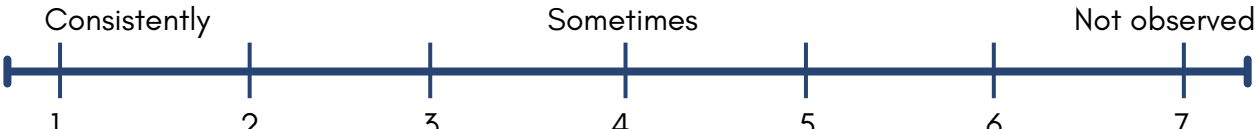


Educator name: _____ Date / Time: _____

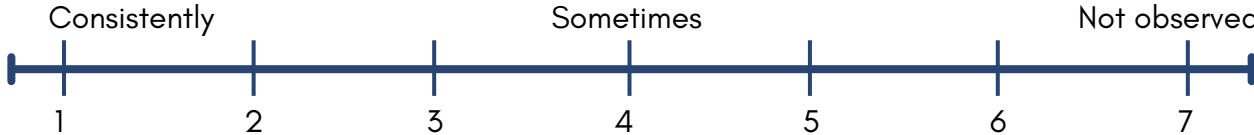
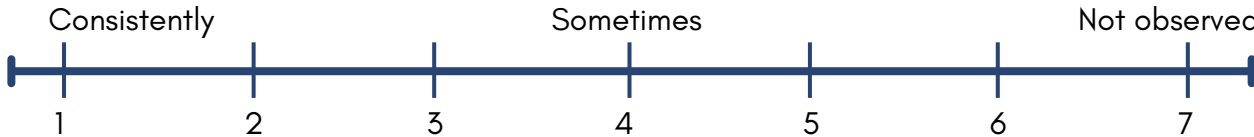
Other adults: _____ Observer: _____

Students: _____

Evidence	NA	Comments/Examples
How many times per week does shared 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.		
		
Students are given autonomy to communicate, engage and/or participate (e.g. not hand-over-hand).		
		

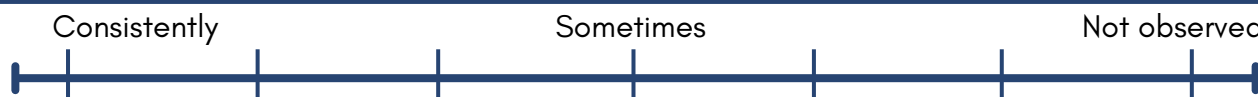
SHARED READING SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Content and complexity of book is appropriate for student(s) shared reading level.		
Consistently Sometimes Not observed 		
Book is age respectful and appropriate to student experiences and interests.		
Consistently Sometimes Not observed 		
Before being read, the book is connected to the student's life experiences, or to previously taught information or to other books by the same author.		
Consistently Sometimes Not observed 		
During the shared reading, comments are modelled by educators using communication systems that are similar to student(s) individual systems.		
Consistently Sometimes Not observed 		

SHARED READING SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence	NA	Comments/Examples
Students are provided with adequate wait time and are encouraged to respond when educator gives an invitation to participate.		
Consistently Sometimes Not observed 		
Each student has opportunities to initiate, not just respond.		
Consistently Sometimes Not observed 		
Student communication attempts are recognised, responded to and (if appropriate) expanded on.		
Consistently Sometimes Not observed 		
Books are read with enthusiasm in a way that fosters a joy for reading.		
Consistently Sometimes Not observed 		

SHARED READING SELF-EVALUATION AND OBSERVATION

Educator name: _____ Date / Time: _____

Evidence			NA	Comments/Examples
Appropriate parts of the Great 8 are used for student language level:				
Great 8 Item	Y	N	NA	
Share the AIR				
Link to letters				
CROWD to invite participation				
Model "I have a question"				
Teach vocabulary				
Do you have a question?				
Print referencing				
Rhymes and sounds				

Summary and Additional Comments:

Based on the Shared Reading Self-Evaluation & Observation Form from the Centre for Literacy and Disability Studies,
Project Core www.project-core.com. Adapted by Jane Farrall Consulting www.janefarrall.com