

# Form #1A - Student Information Sheet

Complete before assigning Reader's Theater story roles - FOR TEACHER'S USE ONLY - NOT FOR STUDENT USE

	Grade Span _____ (e.g., K-2, 3-5, or 6-8. Include no more than 3 grades together.)	Gender	Age	Grade	Other Reading Level Scale*	Playbooks Reading Stage**	Role Level	Likes to act	Likes to read out loud	Big Role	Small Role	Likes to be funny	Notes:
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\*Score from other know Reading Level Scales (e.g. Fountas & Pinnell, DRA, Reading Recovery, Lexile, etc.)

\*\*Result from the Playbooks Reading Test, or a correlation from another know Reading Level Scale using the Correlation Chart provided.

**Instructions:** On this chart, write the names of all your students and record the information you know about them, for example, age, grade, and notes on personality. After students have been told about their upcoming reader's theater activity, ask them the following questions in a "show of hands" method to help you complete the rest of the chart. "Who likes to act?" "Who likes to read out loud?" "Who likes to be a big star with a big role that has a lot of lines?" "Who likes to be a supporting actor/actress with a smaller role?" "Who likes to over-act and be really funny?" Mark what you learn about each student on the chart as they raise their hands. If you already know your students' reading levels, then record them accordingly. To determine each student's Role Level, consider age, grade, reading level, and desire to act and read smaller or larger roles to subjectively assign a role level of High, Medium, or Low. For example, assign an older student who wants a small role a level of M (Medium) or L (Low). Assign younger students as L (Low) even if they indicate they want a large role, until they have shown high reading proficiency. Remember, the star character can be a low level role, and some smaller parts are higher level roles.