

# EARLY READER ASSESSMENT

Student Name \_\_\_\_\_

**Directions:** Place a check mark and date in the indicator box that best reflects the student's behavior.

Observable Behaviors	Indicators			
	Never	Rarely	Often	Always
(PA) Segments and manipulates phonemes				
(PA/P) Uses letter-sound correspondence				
(P/F) Recognizes basic punctuation marks				
(F) Reads word by word				
(P/V) Recognizes some sight words				
(V) Expresses an awareness of word meaning				
(P/C) Begins to self-monitor reading behaviors, uses cueing systems				
(C) Uses text and illustrations to predict, check, and confirm meaning				
(C) Participates in book discussions, makes text-to-self connections				
(C) Recognizes and retells story elements				

Additional behaviors (noted at teacher's discretion [e.g., concepts about print]):

**Areas of Reading**

(PA) Phonemic Awareness      (P) Phonics      (F) Fluency      (V) Vocabulary      (C) Comprehension