

# TRANSITIONAL 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
(P) Demonstrates a variety of decoding strategies independently				
(P/C) Relies heavily on text and less on pictures				
(F) Reads with fluent phrasing				
(F) Begins to pace reading				
(P/V) Recognizes many sight words				
(V) Demonstrates an increased vocabulary through word relationships				
(C) Participates in discussion about literary elements (main idea, story elements, compare/contrast)				
(C) Retells beginning, middle, and end of story				
(C) Summarizes a story using references to parts of the story				
(C) Uses inferences to bring meaning to text				

Additional behaviors (noted at teacher's discretion [e.g., uses proper tone to convey meaning]):

**Areas of Reading**

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