# Assessment Summary Chart for Pre-A and Emergent Readers A-C

<table>
<thead>
<tr>
<th>Name</th>
<th>Instr. Level</th>
<th>Known Letters</th>
<th>Known Words</th>
<th>Hears sounds</th>
<th>Cues used</th>
<th>Early Strategies</th>
<th>Oral Lang.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90% or ↑ Record #</td>
<td>record # read write</td>
<td>+ √ -</td>
<td>MSV 1:1</td>
<td>√ pic</td>
<td>GMR X √</td>
<td>+ √ -</td>
</tr>
<tr>
<td></td>
<td>R W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Inst. Level</td>
<td>Cues used MSV (meaning)</td>
<td>Monitors for meaning</td>
<td>Decodes (+, -)</td>
<td>Fluency (1-4)</td>
<td>Retell (+, -)</td>
<td>Skill Focus</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Summary Chart for Transitional Readers

When students are proficient in each area, use the fluent assessment summary chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Inst. Level</th>
<th>Monitors for meaning</th>
<th>Decodes</th>
<th>Fluency (1-4)</th>
<th>Retell</th>
<th>Needs Word Study*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>+ √ -</td>
<td></td>
<td>+ √ -</td>
<td></td>
<td>Check (√) areas that need to be taught.</td>
</tr>
<tr>
<td>F</td>
<td>NF</td>
<td>vowels</td>
<td>digraphs</td>
<td>blends</td>
<td>endings</td>
<td></td>
</tr>
</tbody>
</table>