# Elementary Reading Assessment

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| Student Name: |  | | | |
| Grade: |  | | Assessment Date: |  |
| Administering Teacher: | |  | | |

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| **Skill Set Tested** | **Completed** | **Teacher Comments** |
| Syllable awareness | No |  |
| Syllable rhyming | No | Good! |
| Short vowels | No |  |
| Long vowels | No |  |
| Phonemic isolation | No | Excellent! |
| Phonemic Blending | No |  |
| Phonemic Segmenting | No |  |
| Silent E at the end of words | Yes | When she takes her time, Samantha has no trouble with the silent E, but she occasionally vocalizes it when she hurries. Reminding her to slow down corrects the problem. |
| Diphthongs | No |  |
| Vowels influenced by the letter R | Yes | She still struggles on occasion, but has gotten better since her last assessment. |
| Consonant blends | Yes | Needs additional work. |
| Ability to repeat/summarize the text | No | Samantha likes to embellish when she summarizes the text. She has a great imagination and a flair for drama. |
| Ability to read a text passage they're seeing for the first time | No |  |
| Proper pauses for punctuation when reading aloud | Yes | Needs lots of work recognizing and reacting to punctuation. |
| Writes logically with a basic grasp of how to structure a report or story while writing | No | Samantha's writing is well structured. Her sentences make sense. |
| Knows when additional information is needed to complete the project as well as how to find the necessary information | Yes | If pushed, Samantha will do her own research, but she prefers to ask me for help. |
| Writes in complete sentences | Yes | When writing, Samantha uses short, but complete sentences. |

## Final Impressions:

Even though there is room for improvement, overall, Samantha did quite well. I'm confident that with a little extra work, her reading skills will improve and she will have no trouble keeping up next year. I am going to provide her parents with a list of books I would like Samantha to read during the summer break.