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| **Assessment Summary Chart for Early Readers (D-I)** | | | | | | | |
| **Name** | **Instructional Level** | **Cues Used** | **Monitors for Meaning**  **(self-corrects?)** | **Decoding** | **Fluency** | **Retell** | **Other** |
| 90% or  | M S V | + ✔ - | + ✔ - | (1-4) | + ✔ - |
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| **Cues Used:** M=meaning, S=structure, V=visual | | | | | | | |
| **Monitors for Meaning:** (+) always, (✔) sometimes, (-) rarely | | | | | | | |
| **Decodes:** (+) Uses beginning, medial, and final letters; attends to parts and endings; (✔) Uses beginning and final letters; ignores medial sounds and some endings; (-) Uses some letter sounds; not consistent in attending to visual cues | | | | | | | |
| **Fluency:** **4**= phrased & fluent with expression; **3** = phrased but without intonation, ignores some punctuation; **2** = mostly two-word phrases; **1** = word by word | | | | | | | |
| **Retelling:** (+) complete, (✔) partial, (-) very limited/weak | | | | | | | |