

Student: Sanji
Assessment Date: 9/3/2010

Each student's assessment results

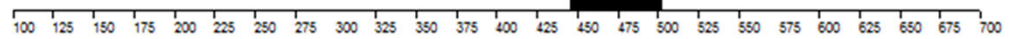
Reading Performance (Assessment)

Overall Reading Score: 467 (Within 2nd Grade Range)

The Overall Reading score is based on student performance in the following skill areas:

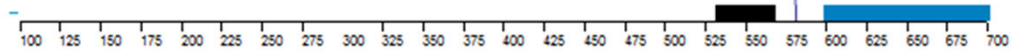
K-3rd Grade: Phonemic Awareness, Phonics, Sight Words, Vocabulary and Reading Comprehension.

4th and above: Phonics, Vocabulary and Reading Comprehension



Spotlight on Phonics

Phonics Score: 581 (Above 2nd Grade Range)



determines each student's instructional level

Reading Placement (Instruction)

Phonemic Awareness	Exempt	<input checked="" type="checkbox"/>
Phonics	Low 3 rd	<input type="checkbox"/>
Sight Words	Low 2 nd	<input type="checkbox"/>
Vocabulary	High 1 st	<input type="checkbox"/>
Reading Comprehension	Low 2 nd	<input type="checkbox"/>

Students are placed in instruction based on their performance in individual skills.

- Above Grade Level:** student is placed at the next highest grade level.
- At Grade Level:** student is placed at the appropriate ability level.
- Below Grade Level:** student is placed at the appropriate ability level.
- Mastered:** student is exempt from instruction. Student has scored the highest level in Phonemic Awareness, Phonics or Sight Words.

Phonemic Awareness: Phonemic awareness is a listening skill that requires the understanding that spoken words are made up of phonemes (speech sounds). Students must be able to hear and manipulate spoken sounds before they can begin to connect those sounds to letters (phonics).

Phonics: To read words, students must be able to connect letters (graphemes) to their sounds (phonemes). Phonics is the study and use of this letter/sound correspondence and syllable patterns to help students read printed words.

Sight Words: Words that are immediately recognized as a whole, without sounding out, are called sight words. Sight word instruction focuses on a small set of words that account for a large percentage of words in print. Many of these words are irregular, so knowing them as sight words can dramatically improve student reading skills.

Vocabulary: Vocabulary knowledge is focused on the meaning of words. Vocabulary instruction includes two types of word knowledge: definitional knowledge and contextual knowledge. Definitional knowledge is based on the information in a dictionary definition. Contextual knowledge is focused on gaining understanding of a word from multiple contexts and perspectives.

Reading Comprehension: Reading comprehension is the process of understanding the meaning of written texts. Specific comprehension strategies help students become good readers, these include: using prior knowledge, predicting, identifying the main idea and summarization, questioning, making inferences, and visualizing.