Student Summary Sheet

Student Name: **Angelica Thomas**

Date: **October 3, 2020**

Performance Assessments for All Students

50%

Word Recognition
RF.K.3
Know and apply grade-level phonics and word analysis skills in decoding words.

Students listen to words read aloud and choose the correct one out of several options.

CVC words like *fat, yes, sip, rob*

Words with **consonant digraphs** like *th in, ch ill, qu est, sh ot*

Words with **double consonants** like *e gg, bu zz*

Words with **consonant clusters** like *chi ps, que st, dr ip*

10 / **20**

69%

Lowercase Letter Names
RF.K.1d
Recognize and name all upper- and lowercase letters of the alphabet.

Students listen to the name of a letter and then circle the correct (lowercase) form of the letter.

All lowercase letters in a random order

18 / **26**

88%

Tricky Words
RF.K.3c
Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

Students listen to Tricky Words read aloud and choose the correct one out of several options.

Tricky Words assessed:

a, all, are, blue, down, from, I, little, look, of,

one, out, the, three, two, was, yellow

15 / **17**

Individually-Administered Assessments Based on Performance

87%

Pseudoword Reading
RF.K.3a (,b)
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Students decode nonsense (or real) words spelled with learned sound-spellings.

CVC words like *zat, kem, jid, yod, wug*

Words with **consonant digraphs** like *th og, ch im, qu ib, sh up*

Words with **double consonants** like *da gg, ge ck, ta ss, be ff, ve ll*

Words with **consonant clusters** like *ni st, br in, cl up, gl o sp*

26 / **30**

71%

Code Knowledge Diagnostic
RF.K.3a
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Students observe a list of letters and letter combinations and pronounce the sound they make.

Vowels (*a, e, i, o, u*)

Consonants (all 21 individual spellings plus *ck, ff, gg, ll, ss*)

Consonant digraphs (*ch, ng, qu, sh, th*)

25 / **35**

Words read correctly

Story Reading
RF.K.4 (plus RF.K.1a–c; RF.K.3a–c)
Read emergent-reader texts with purpose and understanding.

Students read aloud a passage consisting of decodable words, then answer comprehension questions orally.

51 - 54 words read correctly: Very good. Student is decoding easily and fluidly.

48 - 50 words read correctly: Good. Student is on the way to conquering the code!

47 or below: Concerning. Student may not be processing the code knowledge automatically and would benefit from rereading stories.

Words read correctly

/ **54**

Questions answered correctly

/ **3**

Recommendation:

[ ] **Continue to Units 9 and 10 for instruction.**

[x] **Place in remediation group for instruction—do not continue to Units 9 and 10.**