



READINGBAR

- 蕊 丁 吧 -

# 阶 段 成 长 报 告

会员姓名: 何彦汝

年 级: 四年级

会员 ID : Readingbar0394

专属导师 : Tina

报告时间 : 2017 年 8 月 29 日

特别声明 : 以上报告数据均来自 STAR&AR 系统, 数据真实有效, 报告内容解释权归蕊丁吧所有。



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# Student Diagnostic Report Enterprise Test

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Printed Thursday, January 19, 2017 8:49:05 AM

School: BeiJing Zhi Cheng Tian Xia Network Technology Co.,

Test Date: January 18, 2017 8:17 PM

Test Time: 14 minutes 36 seconds

## Report Options

Use Trend Score: Use trend score for student's suggested skills

## R., readingbar0394

ID: readingbar0394

Class: Class C1

Grade: 3

Teacher: T. Zhou

School Benchmark - Grade 3



## STAR Reading Scores

SS: 396 (Scaled Score)	■ At/Above Benchmark	readingbar0394's Scaled Score is based on the difficulty of questions and the number of correct responses.
PR: 51 (Percentile Rank)		readingbar0394 scored greater than 51% of students nationally in the same grade.
GE: 3.4 (Grade Equivalent)		readingbar0394's test performance is comparable to that of an average third grader after the fourth month of the school year.
IRL: 3.4 (Instructional Reading Level)		readingbar0394 would be best served by instructional materials prepared at the third grade level.
Est. ORF: 96 (Estimated Oral Reading Fluency)		readingbar0394 can likely read 96 words per minute correctly on grade level appropriate text.

## Domain Scores

<b>Word Knowledge</b> Word Knowledge and Skills: 87 <b>Comprehension and Meaning</b> Comprehension Strategies and Constructing Meaning: 85 <b>Literary Text</b> Analyzing Literary Text: 81 <b>Author's Craft</b> Understanding Author's Craft: 80	Domain scores, ranging from 0-100, estimate readingbar0394's percent of mastery on skills in each domain at a third grade level.
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## Reading Recommendation

ZPD: 2.8-3.9 (Zone of Proximal Development)	readingbar0394's ZPD identifies books at the right level to provide optimal reading challenge without frustration. Enter readingbar0394's ZPD in <a href="http://www.ARBookFind.com">www.ARBookFind.com</a> to find appropriate books.
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School: BeiJing Zhi Cheng Tian Xia Network Technology

Reporting Period: 8/1/2016 - 8/29/2017 Custom

## R, readingbar0394

Grade: 4

Class: Class 1-G4

ID: readingbar0394

Teacher: T. Zhou

### Reading Practice – English

Date	Quiz Information				Questions			Points		ATOS BL
	☛ Number	Lang.	Title	F/NF	TWI	Corr.	Poss.	%	Earned Poss.	
2/22/2017	☛ 72276	EN	Diary of a Worm	F	I	5	5	100.0	0.5 0.5	2.8
2/22/2017	157854	EN	Hansel, Gretel, and the Ugly Duckling	F	I	5	5	100.0	0.5 0.5	2.8
2/19/2017	☛ 116574	EN	Diary of a Fly	F	I	5	5	100.0	0.5 0.5	3.2
Quizzes Passed/Taken: 3/3						100.0			1.5 1.5	2.9 <sup>a</sup>

### Reading Practice – Spanish

There are no quizzes for this student during this reporting period.

### Vocabulary Practice

There are no quizzes for this student during this reporting period.

### Literacy Skills

There are no quizzes for this student during this reporting period.

### Other Reading – English

There are no quizzes for this student during this reporting period.

### Other Reading – Spanish

There are no quizzes for this student during this reporting period.

<sup>a</sup> Book level averages and word counts in summary are based on passed quizzes

☛ Recorded Voice enabled during quiz

## 报告数据对比分析

两次 STAR 测评报告结果对比					
测试时间	SS	GE	PR	IRL	ZPD
2017.1.18	396	3.4	51	3.4	2.8-3.9
N/A	N/A	N/A	N/A	N/A	N/A
阅读理解测试					
测试总数	3	通过测试	3	平均正确率	100%
获得 AR 分数	1.5	阅读文字量	1,477	平均读书等级	2.9
独立阅读比例		100%	故事类/非故事类 阅读数量		3 本/ 0 本
独立阅读故事类答题正确率		100%	独立阅读非故事类答题正确率		N/A
词汇测试					
	正确单词		全部单词		正确率百分比
测试单词	N/A		N/A		N/A
复习单词	N/A		N/A		N/A
阅读技能测试					
初步理解	文学分析		深入理解		语意理解
N/A	N/A		N/A		N/A

阅读技能领域正确率：指孩子对于各阅读技能领域测试题目的答题正确率。

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## 阅读指导建议

### 上半年阅读情况数据分析

1. 何彦汝没有第二次 STAR 测评数据，所以无法和第一次的 STAR 测评进行数据对比分析。但是从第一次的 STAR 测评数据可以看出何彦汝的英文阅读数据与他同年级数据相较还是有一定的提升空间的。
2. 根据 AR 报告数据分析，
  - (1) Fiction 和 Nonfiction 的阅读比例严重失衡；故事类书籍阅读呈现一边倒的趋势，非故事类书籍没有阅读数据。
  - (2) 已经完全具备独立阅读的能力，阅读的书籍从 2.8-3.2 不等。
  - (3) Diary Of...; Tadpoles: Fairytale Jumbles;等套系书籍阅读较多，通过数据可以了解到阅读量严重偏少，全年仅有 3 本书籍的阅读数据。
  - (4) 没有进行过词汇测试和词汇的复习测试，所以没有相关数据。
  - (5) 没有进行过阅读技能测试，所以没有阅读技能相关数据。

## 下半年阅读建议

建议一：

通过 AR 数据来看，阅读数量过少，上半年仅有 3 本书的阅读量，这是远远不够的，建议下半年增加阅读量，保持每个月阅读 8-10 本书左右，只有规律的输入量，才能促进英文阅读能力的不断提高。

建议二：

加重 nonfiction 非故事类书籍的阅读，注意合理的分配 fiction 和 nonfiction 类书籍的阅读比例。增加不同类型知识的内容，拓宽知识涉猎面。

建议三：

建议多使用 AR 系统进行词汇的测试和复习测试，只有有了更多的数据，才更加利于老师给予更加专业、合理的阅读意见。下半年词汇部分在阅读的时候碰到不认识的词汇，可以用铅笔进行标注，结合上下文猜测词汇意思，如果不影响文意理解，可以等全书都阅读完毕回来再查一下词义，结合句子内容进行记忆，活学活用。