

Generations Abilities Schools



Smart Reading Assessment System

| Date | Grade | Student Name | Level |
|------------|---------|-----------------|-------|
| 2026/02/11 | Grade 1 | Abdulmalik Hani | Low |

Reference Text:

Dad has a hat . Mom made a cake .

Assessment Scores:

| Criteria | Score |
|------------------|--------|
| Pronunciation | 12/25 |
| Word Recognition | 12/20 |
| Fluency | 18 wpm |
| Intonation | 4/15 |

Detailed Feedback:

| | |
|-----------------------------|---|
| Error Analysis | <ul style="list-style-type: none">- Word Recognition & Pronunciation: The student correctly read "Dad," "has," "a," "hat," and "Mom." However, there were significant errors on the words "made" and "cake." "Made" was pronounced as "mud," indicating difficulty with the long 'a' sound and the silent 'e' pattern. "Cake" was misread as "saki," which is a severe mispronunciation and a complete word substitution, highlighting a significant breakdown in decoding skills for this word.- Fluency: The student read at a very slow pace of 18 words per minute (wpm), with frequent and prolonged pauses between words. This wordbyword reading style indicates a strong focus on decoding individual words rather than comprehending the passage or reading smoothly.- Intonation: The reading lacked any natural intonation or phrasing. Each word was read in isolation without varying pitch or rhythm, resulting in a flat, monotone delivery that did not convey the meaning or structure of the sentences. |
| Performance Overview | <ul style="list-style-type: none">- The student demonstrates foundational ability with simple CVC (consonantvowelconsonant) words and basic sight words (e.g., "Dad," "has," "hat," "Mom"). This suggests a grasp of initial consonant sounds and short vowel sounds. However, the student struggles significantly when encountering words with more complex vowel patterns, specifically the long 'a' sound with a silent 'e' (as in "made" and "cake"). The severe errors on these words indicate that phonics rules beyond basic CVC are not yet consolidated. The very slow pace and lack of intonation are typical of an emergent reader who is primarily focused on decoding rather than reading for meaning or expression. |

Recommendations

- Phonics Focus: Prioritize instruction and practice on long vowel sounds, especially the 'vowelconsonante' pattern (e.g., 'a_e' as in 'made,' 'cake,' 'name,' 'game'). Use flashcards, word sorts, and specific phonics activities to reinforce these patterns.
- Decoding Skills: Encourage segmenting and blending practice for new words. Help the student sound out words letter by letter and then blend them together, paying special attention to how silent 'e' changes vowel sounds.
- Sight Word Practice: Continue practicing common sight words to build automaticity and reduce cognitive load during reading.
- Fluency Building: Implement repeated reading activities with short, simple texts. Start with phrases and short sentences, gradually building up to paragraphs, to help the student develop a smoother reading rhythm and increase speed.
- Reading with Expression: Model expressive reading and encourage the student to mimic it. Discuss how intonation can change the meaning or emotion of a sentence, even in simple texts.