

**Generations Abilities Schools**  
**Smart Reading Assessment System**



Date	Grade	Student Name	Level
2026/02/11	Grade 1	Abdulmalik Hani	Medium

**Assessment Scores:**

Criteria	Score
Pronunciation	21/25
Word Recognition	15/20
Fluency	18 wpm
Intonation	3/15

Error Analysis	<ul style="list-style-type: none"><li>- The student misread "made" as "mad" (0:15). This indicates difficulty with the silent 'e' rule for long vowel sounds (CVCe pattern).</li><li>- The student misread "cake" as "Sakee" or "Sakeh" (0:26). This is a significant error involving the initial consonant sound ('c' as /k/), the long 'a' vowel sound, and the final consonant sound ('k'). This suggests a gap in phonological awareness or CVCe pattern recognition for this word.</li></ul>
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## **Smart Reading Assessment System**

### **Performance Overview**

- The student demonstrates good decoding ability, carefully sounding out words, which is appropriate for a Grade 1 learner.
- 6 out of 8 words were recognized correctly (75% accuracy).
- The student's articulation of individual sounds and words was generally clear and precise.
- Pauses between words were frequent, resulting in a low reading speed (18 wpm), but this is not penalized as per instructions for early readers.
- Intonation was flat, indicating a focus on wordlevel decoding rather than sentencelevel meaning or expression.

### **Recommendations**

- Continue practicing CVCe words (consonantvowelconsonantsilent 'e') to reinforce long vowel sounds (e.g., "made", "cake", "kite", "like").
- Focus on initial consonant sounds, particularly the 'c' sound (hard 'c' as in "cat" and "cake").
- Encourage the student to blend sounds more smoothly to improve fluency over time.
- Read aloud with the student, modeling expressive reading to introduce concepts of intonation and phrasing.