Generations Abilities Schools
Smart Reading Assessment System

QGS
Qodrat Global Schools

Date	Grade	Student Name	Level
2026/02/11	Grade 3	Danah Omar	Low

Assessment Scores:

Criteria	Score
Pronunciation	2/25
Word Recognition	2/20
Fluency	11 wpm
Intonation	1/15

Error Analysis	
	- Pronunciation: The student consistently mispronounced "Tom" as "Chom" throughout the recording. Other instances of "pronunciation errors" were primarily due to misrecognition of words, where the student produced sounds not forming the intended word. - Word Recognition: The student demonstrated significant difficulty with word recognition. Out of 44 words in the text, only 4 were correctly identified: "a" (twice), "small", and "red". Many words were either partially sounded out (e.g., "sa", "samu", "ma" for "small"), completely misidentified with different words (e.g., "this" for "has", "tre" for "ball", "da" for "He", "play" for "ball", "roll" for multiple words), or individual letter sounds were made without forming the full word. - Decoding Efforts: The student made repeated attempts to sound out words, often pausing for a long time and trying different sound combinations for the same word. While this reflects an effort to decode, it rarely resulted in the correct word being identified.

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Recommendations	- Focus on Foundational Sight Words: The student struggled with many common sight words (e.g., "has," "he," "plays," "with," "the," "in," "park," "rolls," "near," "tree," "runs," "and," "gets," "his," "ball," "back," "feels," "happy," "smiles"). Intensive practice with these highfrequency words is crucial. - Phonics Instruction: Reinforce basic phonics skills, particularly blending sounds to form CVC (consonantvowelconsonant) words and common phonograms. The attempts at decoding suggest an understanding of individual letter sounds, but difficulty in blending them into meaningful words. - Guided Repeated Reading: Use very short, simple sentences or texts with highfrequency words. Read aloud to the student first, then have them repeat, gradually building their confidence and recognition of words. Repeated exposure to the same text can help build automaticity. - Preteaching Vocabulary: Before reading a new text, preteach key vocabulary words to ensure the student has some familiarity with them. - Positive Reinforcement: Continue to encourage the student's effort in sounding out words, as this is a valuable strategy, even if it's not yet leading to accurate word recognition. Celebrate small successes.