

Generations Abilities Schools
Smart Reading Assessment System

Date	Grade	Student Name	Level
2026/02/11	Grade 3	Abdulmalik Hani	Low

Assessment Scores:

Criteria	Score
Pronunciation	18/25
Word Recognition	15/20
Fluency	18 wpm
Intonation	6/15

Error Analysis	<ul style="list-style-type: none">- "made" was pronounced as "mad", indicating difficulty with the long 'a' vowel sound and the silent 'e' rule.- "cake" was significantly mispronounced as "saki", suggesting difficulty with initial consonant sound and vowel sound for this word.
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Performance Overview	<ul style="list-style-type: none">- The student demonstrates recognition of basic, highfrequency words like "Dad," "has," "a," "hat," and "Mom."- Significant challenges are observed with words that involve more complex vowel patterns ("made") and general decoding for less familiar words ("cake").- Fluency is very low, primarily due to long pauses between words, indicating an effortful decoding process rather than reading for meaning or flow.- Intonation is mostly flat, lacking the natural rise and fall of speech, suggesting a primary focus on individual word recognition.
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Recommendations

- Focus on explicit phonics instruction, particularly for long vowel sounds and the CVCe pattern (e.g., "made," "cake"). Use visual aids and soundspelling mapping activities.
- Practice segmenting and blending sounds within words to strengthen decoding skills for both simple and more complex words.
- Engage in repeated readings of short, simple sentences or passages to build automaticity with words and improve reading speed.
- Continue to build a repertoire of highfrequency sight words to reduce the cognitive load during reading.
- Model expressive reading and encourage the student to imitate varying pitch and rhythm to develop better intonation and prosody.