Generations Abilities Schools
Smart Reading Assessment System

QGS
Qadrat Global Schools

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

Assessment Scores:

Criteria	Score
Pronunciation	**8/25**
Word Recognition	**5/20**
Fluency	**2.26 wpm**
Intonation	**1/15**

Error Analysis	- Pronunciation: The student frequently mispronounced words, struggling with initial sounds (e.g., "Tom" as "Chomek" and "tomay"), final sounds (e.g., "runs" as "runch"), and blending (e.g., "small", "tree", "happy", "smiles"). Many attempts resulted in sounds that did not form the correct word, such as "rolls" as "ka" or "dalay". - Word Recognition: A significant number of words were substituted (e.g., "has" for "Da", "a" for "this", "with" for "wa", "ball" for "each", "his" for "kit", "back" for "play", "feels" for "dak") or entirely misread. This indicates significant difficulty in recognizing common sight words and accurately decoding unfamiliar words. Only 9 out of 33 words were read correctly. - Fluency: The student's reading was very slow, characterized by lengthy pauses, repetitions, and extensive decoding attempts for almost every word. While these decoding efforts are positive for a young learner and not penalized per instructions, they significantly impacted the overall pace and comprehension.

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Performance Overview	- The student demonstrates an effort to apply phonetic decoding skills, particularly evident in the extended attempts to sound out words like "small", "tree", and "happy". This consistent effort is commendable. - However, the accuracy in both pronunciation and word recognition remains low. Although the student eventually correctly pronounced "small" after several attempts, most other words were misread or substituted, highlighting a struggle with blending sounds into recognizable words and recalling common sight words. - The high cognitive load required for decoding resulted in a generally flat intonation, with little expression, as is common when a student is intensely focused on sounding out words.
Recommendations	- Build Sight Word Vocabulary: Focus on mastering highfrequency sight words to reduce the cognitive burden of decoding. This will allow the student to dedicate more mental energy to fluency and comprehension. - Targeted Phonics Practice: Engage in phonics activities that specifically address blending sounds to form complete words, paying attention to initial and final sounds, as well as common blends and digraphs. - Rereading for Fluency: Encourage rereading short, familiar texts multiple times. This helps build automaticity, improving pace, accuracy, and natural intonation. - Segmenting and Blending Practice: Incorporate exercises where the student first segments words into individual sounds and then practices blending those sounds back together to form the complete word.