

# 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"><li>"made" was pronounced as "mad", indicating difficulty with the long 'a' vowel sound and the silent 'e' rule.</li><li>"cake" was significantly mispronounced as "saki", suggesting difficulty with initial consonant sound and vowel sound for this word.</li></ul>
----------------	--

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

# **Generations Abilities Schools**

## **Smart Reading Assessment System**



### **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.