The Phonics Fairy

Literacy Specialist & Tutor

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INITIAL ASSESSMENT REPORT

STUDENT INFO

Student Name	Date of Assessment	Administered By
Stacy	3/24/2021	Hannah S.

Stacy presented as a cheerful and friendly child who easily responded to tasks to the best of her abilities. Attending skills and concentration were consistent. Stacy excitedly shared what she was learning in school, and frequently remarked on sounds/patterns that were familiar to her from her school's phonics curriculum, Fundations [Wilson].

PHONICS

I administered a Decoding Skills Inventory to assess Stacy's knowledge of sound-symbol relationships and application of sound-symbol relationships to decode words.

Sound Pattern (Isolated)	Score	Word Pattern (Blending)	Score
Consonant Digraphs	100	Consonant-Vowel-Consonant	100
Nasal Vowels	100	Consonant Digraphs	100
Glued/Welded	75	Nasal Vowel Sounds	90
Closed Syllable Exceptions	60	Consonant Blends	80
Vowel Teams/Digraphs	38	Glued/Welded Sounds	90
Vowel -y	50	Closed Syllable Exceptions	50
R-Controlled Vowels	33	Open Syllables	100
Dipthongs	11	VC/CV Syllable Division	70
Silent Letters	33	VC/CCV and VCC/CV Syllable Division	70
		Final -e (Magic e)	40
		Vowel Teams	60
		Dipthongs	30

DOLCH/SIGHT WORDS:

I assessed Stacy's Dolch Word knowledge. Dolch Words, also known as sight words, must be quickly recognized in order to achieve reading fluency. Many Dolch words cannot be "sounded out" and have to be learned by "sight," that is memorized. The list is divided into grade levels.

Dolch Word List (Grade Level)	Score
Pre-Primer (Pre-K)	97%
Primer (Kindergarten)	85%
First Grade	83%

RUNNING RECORD (ORAL READING):

I gave Stacy a grade-level (F&P Level H) fiction story and conducted a Running Record (Read Aloud Assessment) to evaluate her reading skills against the benchmark for the third quarter of first grade.

Skill	Score	Description/Notes
Accuracy	95%	Stacy read 95% of the words in the story correctly
Self-Correction Rate	1:2	For every 2 errors that Stacy made while reading, she was able to self-correct herself.
Fluency	1/3	Stacy read primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive intonation or pausing guided by author's meaning and punctuation; almost no stress with slow rate most of the time.
Rate	40 WCPM	Stacy read 40 words correct per minute (target = 75 WCPM)

SUMMARY:

Strengths: Stacy knows all of her consonant sounds, short vowel sounds, consonant digraphs and nasal vowels (am, an). She applies this knowledge to decode single-syllable words with 80-100% accuracy and two-syllable words with 70% accuracy. Stacy has a strong sight word vocabulary. She can read grade-level text with 95% accuracy. When approaching an unknown word, she uses background knowledge, syntax and story context to solve it. Stacy self-monitors while reading and

self-corrects when a word does not make sense. Her frequent self-correction shows that she is making meaning from the text.

<u>Areas of need:</u> During the phonics assessment, it was evident that Stacy relied heavily on her memory to sound out words. She explained to me when she sounds out the words, she thinks in her head about what words she knows and makes a guess. This reliance was also evident through her higher scores when reading words vs. isolated sounds. For example, she identified vowel teams in isolation with 38% accuracy. However, when given words that contain those same sounds, she read with 60% accuracy. This is because Stacy identified the words from memory, instead of applying phonics skills to sound them out. Stacy's oral reading fluency and rate were low due to her over-reliance on memory and frequent re-reading and self-correcting.

RECOMMENDATION:

Stacy would benefit from once-weekly tutoring sessions to address deficits in phonics skills.