

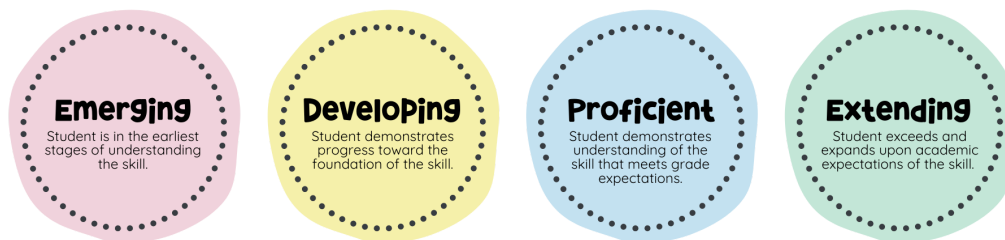
Initial Student Evaluation Family Report

Vermont Literacy Network's Initial Student Evaluation plays a crucial role in gathering benchmark data in key literacy areas. Included in this report are detailed explanations of what the data means to help you understand your child's current skill level. The family report includes instructional goals to support your child's learning if Individual Lessons are determined valuable. Please email Executive Director, Kayden Hamlin, at kayden@vermontliteracynetwork.com with any questions or concerns regarding your student's Initial Student Evaluation.

Student's Name	John Doe	Student Age	7 years
Assessor's Name	Kayden Hamlin	Date	3/12/24

Proficiency Rating

Our proficiency rating system is designed to provide a clear understanding of your student's progress and skill level. Our proficiency rating system includes four levels: Emerging, Developing, Proficient, and Extending. "Emerging" means a student is beginning to learn the skill and needs significant support. "Developing" indicates progress with some guidance still required. "Proficient" shows the student meets grade-level expectations for the skill independently. "Extending" means the student exceeds these expectations with advanced understanding and application. Please note that even if the student scores 100% correct in a skill section, "Extending" is determined by their ability to expand upon and further apply their knowledge of the skill. It is rare for a student to achieve an "Extending" rating on the Initial Student Evaluation. This rating system helps to identify areas of strength and opportunities for growth, guiding personalized instructional strategies.



Part 1: Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language, including recognizing rhymes, counting syllables, and identifying individual sounds (or phonemes)

within words. This skill is a crucial foundation for learning to read and spell as it helps children to understand how letters and sounds correspond.

Skill Assessed	Raw Score	Percentage Correct	Proficiency Rating
<i>1.1 Word Discrimination</i>	5/5	100%	Proficient
<i>1.2 Rhyme Recognition</i>	4/5	80%	Proficient
<i>1.3 Rhyme Production</i>	5/5	100%	Proficient
<i>1.4 Syllable Blending</i>	5/5	100%	Proficient
<i>1.5 Syllable Segmentation</i>	5/5	20%	Emerging
<i>1.6 Syllable Deletion</i>	5/5	100%	Proficient
<i>1.7 Phoneme Blending</i>	5/5	100%	Proficient
<i>1.8 Phoneme Segmentation</i>	3/5	60%	Developing
<i>1.9 Phoneme Deletion</i>	2/5	40%	Developing
Overall	39/45	87%	Proficient

What Does That Data Mean?

The data collected in part one of John's Initial Student Evaluation depicts a proficient understanding of phonological awareness. In other words, he is where he should be developmentally and in his academic progression.

Part 2: Alphabetic Principle

The alphabetic principle is the understanding that letters and combinations of letters represent the sounds of spoken language. This foundational skill involves recognizing the relationships between written letters and spoken sounds. Understanding of the alphabetic principle allows children to decode words while reading and encode words while writing. Mastery of the alphabetic principle is essential for developing reading fluency and spelling accuracy.

Skill Assessed	Raw Score	Percentage Correct	Proficiency Rating
<i>2.1 Uppercase Letter Names</i>	26/26	100%	Proficient

2.2 Lowercase Letter Names	26/26	100%	Proficient
2.3 Consonant Sounds	21/21	100%	Proficient
2.4 Short Vowel Sounds	5/5	100%	Proficient
2.5 Long Vowel Sounds	5/6	83%	Proficient
Overall	83/84	99%	Proficient

What Does That Data Mean?

The data collected in part two of John's Initial Student Evaluation depicts a proficient understanding of alphabetic principle. He can identify every every letter name and almost every letter sound. Letter U produces two long sounds (/yoo/ and /oo/). This is incredible developmentally appropriate to forget.

Part 3: Decoding

Decoding is the ability to apply knowledge of letter-sound relationships to accurately read written words. This skill involves sounding out letters and blending them together to form words, allowing children to read unfamiliar words independently. Decoding is a critical component of fluency and comprehension. In this part, students were asked to decode both traditional and nonsense words.

Skill Assessed	Raw Score	Percentage Correct	Proficiency Rating
3.1 CVC	6/6	100%	Proficient
3.2 Consonant Blends	6/6	100%	Proficient
3.3 FLSZ Rule	3/3	100%	Proficient
3.4 Consonant Digraphs	5/6	83%	Proficient
3.5 CVCe	3/6	50%	Developing
3.6 Long Vowel Teams	2/6	33%	Developing
3.7 R-Controlled Vowels	0/6	0%	Emerging
3.8 Diphthongs	0/6	0%	Emerging
Overall	25/45	56%	Developing

What Does That Data Mean?

The data collected in part three of John’s Initial Student Evaluation depicts a developing understanding of decoding words in isolation. He demonstrated proficiency in decoding short vowel CVC words (ex. sit), words containing initial consonant blends (ex. slip), words following the FLSZ doubling rule (ex. jazz), and words containing consonant digraphs (ex. chop).

Growth areas for John are in decoding words containing long vowels: CVCe (often called “magic” or “silent” E words) and CVVC (ex. soap) words. This is within the realm of developmentally appropriateness, but does raise some concerns as he moves into second grade. These phonetic skills are often first instructed in late kindergarten and early first grade. Proficiency in these skills are vital to reading success in second grade.

John is in the earliest stages of development for words containing r-controlled vowels (ex. part), and diphthongs (ex. boil). First instruction on these skills often occurs in late first grade and most of second grade with diphthong instruction happening in late second grade. I am not overly concerned about his skills in these areas at this time, but they would be possible instructional goals as he moves forward in his academic career.

Part 4: Irregular Words

Irregular words, often called “sight” or “heart” words, are words that do not follow standard phonetic rules and cannot be easily decoded using conventional letter-sound relationships. Their spellings and pronunciations do not align predictably. Mastery of irregular words is essential for reading fluency and comprehension, as these words frequently appear in written texts. Recognizing and remembering irregular words helps children read more smoothly and develop a deeper understanding of text.

Skill Assessed	Raw Score	Percentage Correct	Proficiency Rating
4.1 Irregular Words	19/20	95%	Proficient
Overall	19/20	95%	Proficient

What Does That Data Mean?

The data collected in part four of John's Initial Student Evaluation depicts proficiency in identifying regularly occurring irregularly spelled words.

Part 5: Encoding

Encoding is the ability to accurately write words both in isolation and within sentences. This skill encompasses handwriting and letter formation, functional pencil grasp, and the correct use of punctuation and capitalization. Proficiency in encoding also involves understanding sentence structure. Mastery of encoding is essential for effective writing and spelling. To score a point for each sentence, students must correctly spell all words, and use proper capitalization and punctuation.

Skill Assessed	Raw Score	Percentage Correct	Proficiency Rating
<i>5.1 Isolated Words</i>	2/2	100%	Proficient
<i>5.2 Sentences</i>	0/3	0%	Emerging
Overall	2/5	40%	Developing

What Does That Data Mean?

The data collected in part five of John's Initial Student Evaluation depicts a developing understanding of encoding words and sentences.

John has a developmentally-inappropriate, yet functional grasp when writing both with pencil and other writing tools (ex. markers). The lack of extension of his index may contribute to writing fatigue as he ages. He has legible handwriting and paid close attention to the way letters were formed.

When encoding sentences, John primarily used case-formatting (i.e. starting sentences with an uppercase letter and following with lowercase letters). Punctuation was neglected in all sentences.

A growth area for John's encoding skills is in applicable encoding, or spelling words correctly within sentences rather than in isolation. With John's enjoyment of writing, I

am confident that proper sentence structure skills will come with time and further development.

Instructional Goal(s)

John will demonstrate proficiency in decoding and encoding single-syllable, long vowel words (i.e. CVCe). Proficiency will be measured using a 10-point probe (pretest and posttest) and will be determined when 80% of the prompts are accurately answered over a two week period.

Additional Comments and Applicable Resources
--

<p>During his Initial Student Evaluation, John expressed enthusiasm for reading, preference to writing, and that he sometimes has a hard time remembering what the story is about if he is the one to read it, but not if someone reads to him. Throughout this evaluation, he was assessed on his understanding of the following concepts: phonological awareness, alphabetic principle, identification of irregularly spelled high frequency words, decoding (reading), and encoding (writing).</p>

John demonstrated gaps regarding his ability to decode and encode single-syllable long vowel words (i.e. CVCe, CVVC, and CVV). That being said, he demonstrated proficiency in text directionality and phoneme segmentation skills when presented with the words to decode.

As John is quickly approaching the switch in elementary school from learning to read to reading to learn, it is my best recommendation that he begin to receive additional support to close a few gaps in his phonics understanding and to ensure that further deficits do not occur throughout the summer.

To best support him, I recommend 3x weekly, 30-minute Individual Lessons throughout the summer with an instructional focus on reading and writing words containing long vowels. Multisensory activities and strategies will be used to help strengthen his understanding. FUNdations “scoop and markup” activities, Orton-Gillingham blending boards, and kinesthetic vowel drills are all strategies that we could will in his lessons.