

Student Initials	Assessment Overview						
	(red below benchmark, yellow on benchmark, green above benchmark)						
	LNF	PSF	NWF/CLS/WWR		ORF Words Correct/Accuracy %		Fluency (1-4)
	█	█	2	0	2	29%	NA
							N/A

Student strengths What does the student already know/ already do well?		Areas of needed improvement Is this an area for improvement? If so, what is your focus?	
1. Phonetic Development <i>letters, sounds, decoding patterns</i>			
ORF			
Student strengths - Correctly was able to sound out Mario as this was a name he was familiar with - Said the word “a” as that is one of the letters, he knows how to say in Spanish Add phonics generalization for the 7 words he read		Student needs - As he only was able to correctly read 2 words and had 7 total words, including which totaled 5 words skipped, it is to say that he needs to receive help in all areas of phonics. - Additionally, his assessment was in Spanish as that is his first language, but it is to be seen that he does not understand how to read both Spanish and English - NA VC words (ex: did, not, told) - NA CVC words (ex: did, kid, him) - NA Silent E (ex: filed, picture, gave, like) - NA Vowel Digraph (ex: day, spray, year) - NA Vowel diphthong (ex: would, look, outfit) - NA R-controlled vowel (ex: form, forward, understand, picture) - NA Consonant blends (ex: next, picture) - NA Initial digraph (ex: the, this, that, shirt) - NA Final digraph (ex: much) - NA Closed syllable (ex: form, plan, shirt) - NA Open syllable (ex: why, so, to) - NA Compound word (ex: understand, someone) - NA High frequency/sight word (the, were, of, a, I) Is this an area for improvement? - Yes, although many of these aspects were not able to be assessed we can assume that there is room for improvement due to his language barrier.	
2. LNF, PSF, NWF, MAZE			
LNF	PSF	NWF	MAZE
		2/0 Only stated the few letters sounds he knew, switching from English to Spanish	
3. Spelling Development data based off book making			

Student strengths • Knew the letter sounds of "o" and "t" • Knew the letter name of "a" and "b" • Knows how to spell his name • Was able to rewrite the sentence I wrote for him without error	Student needs - For this activity I had another student translate his ideas to me and put them into a translator where it was available in Spanish. I wrote out each sentence in his book and had him rewrite the sentences. - He needs improvement in all areas of phonics generalizations to properly spell each word correctly. - With his inability to speak and write in English, it is to be said that he needs to work first at letter and sound recognition before more advancements can be made towards spelling development. - NA VC words (ex: did, not, told) - NA CVC words (ex: did, kid, him) - NA Silent E (ex: filed, picture, gave, like) - NA Vowel Digraph (ex: day, spray, year) - NA Vowel diphthong (ex: would, look, outfit) - NA R-controlled vowel (ex: form, forward, understand, picture) - NA Consonant blends (ex: next, picture) - NA Initial digraph (ex: the, this, that, shirt) - NA Final digraph (ex: much) - NA Closed syllable (ex: form, plan, shirt) - NA Open syllable (ex: why, so, to) - NA Compound word (ex: understand, someone) - NA High frequency/sight word (the, were, of, a, I)
4. Comprehension <i>literal, inferential - list percentages</i> ORF and MAZE	
Student strengths NA	Student needs The student did not read enough words in the ORF to qualify for the retell. Phonics and fluency need to be reviewed for the student to reach the opportunity of taking place in the retell.
5. Fluency <i>(please delete those that don't apply)</i> (1 point) ORF	
NA	Is this an area for improvement? Yes If yes, what is your focus? Accuracy – learning the sounds of each letter and putting the letter sounds together to create the word.
6. Behavior Observations (1 point)	
Student strengths When he knew the letter "o" he said it quietly, I asked him to repeat himself and that he was correct and he became more vocal about his answer, stating it with confidence. Is willing and ready to learn, although it is difficult to give instructions that will be beneficial to him.	Other behaviors When instructions happen in English he is easily distracted by his supplies or looking around at things occurring around him. Will start conversations during the lesson with other Spanish speaking students.

Overall Reading Profile: (mark as strength or weakness as tied to the Simple View of Reading)

Word Recognition	Language Comprehension	Reading Comprehension
Weakness	Weakness	Weakness