

School: Morningside Elementary School  
Class: Samuels - 003

Teacher: P. Samuels  
Grade: K

### Report Options

Use Trend Score: Use most recent test

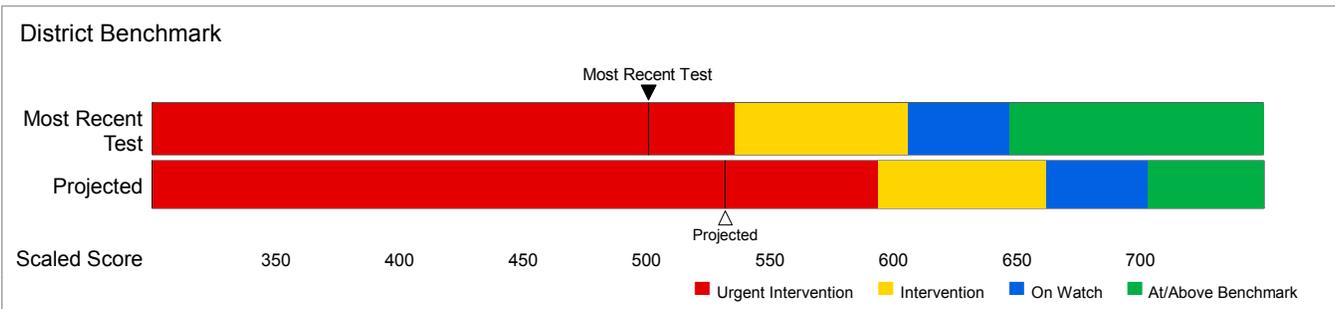
## STAR Early Literacy Test Results

Current SS (Scaled Score): 501 Test Date: 03/22/2017

Literacy Classification: Late Emergent Reader

Projected SS for 08/03/17: 532 Based on research, 50% of students at this student's level will achieve this much growth.

## XXXXXX's Current Performance



## Suggested Skills

XXXXXX's STAR Early Literacy scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	<p><b>Print Concepts</b></p> <p>This score suggests XXXXX should practice the following skills to improve understanding of print concepts. In particular, XXXXX should work on distinguishing between similarly spelled words and automatically naming all the letters of the alphabet.</p> <ul style="list-style-type: none"> <li>K » Distinguish letters from words (e.g., identify which is a word, not a letter, from choices <i>c, t, cat</i>; identify which is a letter, not a word from choices: <i>this, b, fox</i>)</li> <li>K Understand that sounds paired with letters represent spoken speech in print (e.g., students find the letter that starts their name in environmental print and identify the sound it makes)</li> <li>K » Distinguish letters from numbers (e.g., select <i>J</i> from choices <i>J, 8, 7</i>)</li> <li>K » Compare the lengths of different words based on how many letters they contain (e.g., explain that <i>sit</i> is longer than <i>it</i> because <i>sit</i> has more letters)</li> <li>K Clap and count the number of words in a given sentence</li> <li>K » Distinguish between the shapes of upper- and lowercase letters (e.g., pick the letter that is different in <i>S, S, C</i>; pick the letter that is different in <i>E, f, f</i>)</li> <li>K » Distinguish between similarly spelled words that have different letters (e.g., pick the word that is different from the others in: <i>an, as, an</i>)</li> <li>K » Identify the letters of the alphabet (e.g., pick the letter <i>a</i> from <i>s, a, o</i>)</li> <li>K » Name, rapidly and automatically, the letters of the alphabet</li> </ul>
	<p><b>Phonological Awareness</b></p> <p>This score suggests XXXXX should practice the following phonological awareness skills, particularly those dealing with segmenting syllables and recognizing and producing rhymes.</p>

» Designates a focus skill. Focus skills identify the most critical skills to learn at each grade level.

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## Reading: Foundational Skills

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### Phonological Awareness

- K » Blend, count, and segment syllables in spoken words (e.g., from an oral prompt, students identify that *tar-get* makes the word *target*)
- K » Count syllables in multisyllable words (e.g., pick how many syllables are in *ba-by*)
- K » Identify and blend onsets and rimes in single-syllable words (e.g., pick the picture of a shoe from the audio prompt: /sh/ /oo/)
- K Segment onsets and rimes in single-syllable words
- K » Blend phonemes orally to produce words (e.g., blend the sounds *b-u-g* and choose the word's picture from a *bat*, a *bug*, and a *bell*) and segment and count the sounds in a word
- K » Recognize and produce rhyming sounds in words (e.g., pick the picture that has the /at/ sound from pictures of a *cat*, *can*, and *cup*)
- K » Isolate and say long vowel sounds in single-syllable words in spoken language

### Phonics and Word Recognition

This score suggests XXXXX should practice the following phonics and word-recognition skills, particularly those skills dealing with identifying the sounds represented by letters.

- K » Identify the primary sounds most frequently represented by initial consonants of written words (e.g., pick the word that begins with the sound /g/, *get*; pick the first letter you hear in *mop*, *m*)
- K » Identify and match letters for final consonant sounds in single-syllable words (e.g., pick the letter for the last sound in *fan* by reading from choices: *f*, *v*, and *n*)
- K Decode single-syllable (CVC) words (e.g., *cat*, *get*, *mom*)
- K » Identify, match, and distinguish the short vowel sounds with the letters that represent them
- K » Decode regularly spelled single-syllable words by distinguishing between short vowel sounds
- K » Identify the letters that most commonly represent long vowel sounds (e.g., *a\_e*, *i\_e*, *o\_e*, *u\_e*)
- K » Distinguish between similarly spelled words by identifying the sounds of the consonants that differ (e.g., pick the word that has the /k/ sound: *cat*, *pat*, *pat*)
- K » Distinguish between similarly spelled words by identifying the sounds of the vowels that differ (e.g., pick the word that has the /a/ sound: *cat*, *cot*, *cut*)
- K » Read grade-appropriate high-frequency (e.g., Dolch, Fry) words by sight
- K With prompting and support, identify the meanings of familiar base words with common inflectional forms (e.g., *-ed*, *-ing*, *-s*, *-es*)

### Fluency

This score suggests XXXXX should continue to read and respond to emergent-reader texts.

- K » With assistance, confirm or correct understanding of text by using illustrations

## Language

### Vocabulary Acquisition and Use

This score suggests XXXXX should be given appropriate scaffolding while practicing the following skills related to vocabulary acquisition and use.

- K » Use frequently occurring inflections (e.g., *-ing*, *-ed*, *-s*) and affixes with prompting and support to predict the meanings of unfamiliar words (e.g., use the inflectional ending to determine that *birds* means more than one bird)
- K Apply foundational skills to recognize vocabulary in context (e.g., use context clues such as illustrations, sounding out)
- K Apply new vocabulary to familiar real-life objects or places (e.g., note flowers that are colorful)
- K » Use vocabulary acquired from listening, conversing, reading, and responding to text

Printed Saturday, March 25, 2017 5:23:33 PM

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GR

**Vocabulary Acquisition and Use**

K

Name antonyms of frequently used verbs (e.g., go, stop) or adjectives (e.g., loud, soft)

K

Identify new meanings for familiar multiple-meaning words such as nouns that can also be verbs (e.g., duck, bark)

K

» Explain or act out the differences in the meanings of words that can describe the same general action (e.g., go, walk, march, strut, prance)