



Assessment Date

Monday, April 1, 2024

Grade 2023-2024

5

Student Name

John Doe

School

Silver Oak Elementary

District

ESD

Subject(s) Assessed

Reading

Math

Writing

Assessment Results Key:

Superior:

Student has performed extremely well in this subject. There is no need to seek academic assistance at this time.

Above Average:

Student is performing above grade level. The recommendation is to spend 1-2 hours a week on the subject to maintain this academic status.

Average:

Student is performing at grade level. The recommendation is to spend 3-5 hours a week on the subject to fill in the gaps and improve academic performance.

Below Average:

Student is performing below grade level. The recommendation is to spend 6-8 hours a week on the subject to catch up on the learning.

Poor:

Student is in urgent need of improvement in this subject. The recommendation is to spend 8-10 hours a week on the subject.

READING

	Assessment Results	Current Academic Level	Tested Academic Level
Letter/Word Identification	Average	5.7	5.7
Reading Fluency	Average	5.7	5.1 - 5.7
Reading Comprehension	Below Average	5.7	4.8
Overall Reading	Below Average	5.7	5.4

Reading Letter and Word Identification

- This assesses students' capability to recognize and articulate grade-level vocabulary words.

Reading Fluency and Comprehension

- This involves reading passages of increasing difficulty and answering literal and/or inferential questions about them. It may also include rearranging sentences to form a coherent paragraph and answering questions about the paragraph. If a student is unable to read aloud, the assessor will read to the student and have the student answer comprehension questions.

Additionally, the assessment provides two important levels:

Current Academic Level: This represents the student's current grade level. For example, if a child is in 3rd grade and the testing is conducted in August, their academic level would be 3.1. This indicates the beginning of the school year. The end of the school year would be represented as 3.10, with each month in between being denoted (e.g., 3.2, 3.3, and so on).

Tested Academic Level: This indicates the level at which the student tested. For example, if a child is currently at level 3.1 but tested above grade level, their level score would be higher than 3.1.

MATH

	Assessment Results	Current Academic Level	Tested Academic Level
Math Applications	Average	5.7	5.7
Math Computation	Below Average	5.7	4.7
OVERALL MATH	Below Average	5.7	5.2

Math Application

- The student responds orally to items that require the application of mathematical principles to real-life situations. Skill categories include number concepts, operation concepts, time and money, measurement, geometry, fractions and decimals, data investigation, word problems, and higher math concepts.

Math Computation

- The student writes answers to as many math calculation problems as possible. Skills assessed include simple counting and number identification; addition, subtraction, multiplication, and division operations; fractions and decimals; square roots and exponents; and algebra.

Additionally, the assessment provides two important levels:

Current Academic Level: This represents the student's current grade level. For example, if a child is in 3rd grade and the testing is conducted in August, their academic level would be 3.1. This indicates the beginning of the school year. The end of the school year would be represented as 3.10, with each month in between being denoted (e.g., 3.2, 3.3, and so on).

Tested Academic Level: This indicates the level at which the student tested. For example, if a child is currently at level 3.1 but tested above grade level, their level score would be higher than 3.1.

WRITING

	Assessment Results
Writing Fluency	Below Average
Organization - Cohesion	Below Average
Conventions - Mechanics	Below Average
Spelling (if applicable)	Below Average
OVERALL WRITING	Below Average

Writing Fluency and Organization

- Students will respond to a visual prompt and be given 15 minutes to complete the essay. We will assess their ability to produce written text quickly, smoothly, and with minimal hesitation or difficulty. It is an important component of writing proficiency because it reflects the student's ability to generate and organize ideas, apply grammatical and structural rules, and express themselves clearly and concisely.

Conventions/Grammar

- Grammar, spelling, capitalization, vocabulary usage, and punctuation.

OVERALL RESULTS

	Results
READING	Below Average
MATH	Below Average
WRITING	Below Average

Assessment Summary

Overall Reading Results: The results of the assessment are as follows:

Reading Letter and Word Identification: At Grade Level

Reading Fluency: At Grade Level

Reading Comprehension: Below Grade Level

Summary:

John has shown an average ability to recognize words appropriate for his grade level. However, he sometimes struggles with decoding unfamiliar words and is unable to apply phonetic rules to sound them out.

During the assessment, John read several text passages out loud. His reading fluency, including accuracy, speed, and tone, was comparable to that of a fifth grader. John's reading accuracy was 95% throughout the passages, but he tends to omit or add words while reading. His tone was good and comparable to a fifth grader's, but he can improve his reading speed, as sometimes his reading sounded segmented, with run-on sentences ignoring the punctuation marks.

John was able to answer questions with confidence until he reached the 4.1 level, but after that, most of his responses were uncertain. However, he continued to make educated guesses by extracting keywords from the passages. When passages were read to him, he didn't seem to pay attention, and when the follow-up questions came after, he had to rely on re-reading the passages again and looking for keywords to answer. Overall, John is able to identify key details but finds inferential questions a bit challenging.

Overall Math Results: The results of the assessment are as follows:

Math Computation: At Grade Level

Math Application: Below Grade Level

Summary:

John has shown good proficiency in mathematics at his grade level. He performed slightly better in visual math application problems than in computational problems.

In computational problems, John can confidently solve single-digit addition/subtraction and multiplication problems mentally. However, with double- and triple-digit problems, he often uses scratch paper and sometimes makes mistakes with multiplication. He was confident in solving the problems until he reached 4.7. Most of his mistakes involved careless mistakes involving long division and triple-digit multiplication problems. If he had solved them correctly, he would have scored above grade level.

For math application problems, John seems to be a visual learner and prefers to understand problems with pictures. He can easily answer problems that require direct answers or involve two—or three-step processes, but sometimes, he takes time to fully understand the directions. He could improve by asking questions when he's confused. Overall, John performs better with extra assistance and when he has sufficient time to understand the problem.

Over Writing Results: The results of the assessment are as follows:

Writing Fluency: Below Grade Level

Writing Organization: Below Grade Level

Writing Mechanics: Below Grade Level

Summary:

John was tasked with completing a story about The Lost Rover. He read the story out loud and was asked to summarize it and write a conclusion to solve the mystery of the rover's discovery. He was given 15 minutes to complete the conclusion.

John had a hard time summarizing the story and needed assistance in breaking down the passage into smaller parts to understand. He used the entire 15 minutes to write the conclusion, and the word count was average compared to a second grader. Unfortunately, his writing indicated that he did not grasp the instructions well. Instead of solving the mystery, he continued the story with questions. While his grammar showed a basic understanding of punctuation and capitalization, he could improve his use of punctuation marks such as colons, quotation marks, and semicolons as expected for a 5th grader.

John should work on summarizing his stories more effectively, both in writing and when speaking. It would be beneficial for John to read chapter books and write a summary after each chapter. Additionally, practicing writing opinion essays could help John think more abstractly and develop his ideas.

Based on John's current grade level at 5th grade at the time of the assessment and my observations, my recommendation is to focus your efforts in the following order:

Reading, Writing, Math

Recommended Materials

Reading

Link: (1) Inferential Reading

Link: (2) Common Core Reading 5

Link: (3) Short Story Passages 5

Math

Link: (4) Math Textbook for 6th grade

Link: (5) Multiplication

Link: (6) Math Logic

Writing

Link: (7) Common Core Writing 5

Link: (8) Grammar 5

Link: (9) Grade Level 5 Chapter Books

Curriculum recommendation for independent work for the next 6 months

The recommendation for independent work for the next six months, from April 2024 - September 2024.

*(#) - reference to the materials recommended

April 2023 - May 2024 (School in session)

Continue completing required homework assignments.

Math: Review math lessons one day before and after.

Reading: Have your child read one short passage daily out loud and answer the questions.

Writing: Have your child write a daily journal, organizing his thoughts for 15 minutes daily

June 2024 - August 2024 (Summer)

Reading

1. Complete 1 passage of inferential (1) reading daily

2. Complete 1 passage of Common Core Reading (2) daily

3. Complete 1 passage of Short Story Passages (3) daily

Math

1. Complete 1 page of multiplication/division (5) worksheet daily to improve memory muscle.

2. Complete 1 page of the Math Logic (6) worksheet to enhance mathematical reasoning.

3. Start reviewing a chapter lesson from the 6th-grade math textbook (9) weekly

Writing

1. Complete 3 grammar (8) worksheets daily.
2. Complete 1 lesson of Common Core Writing (7) weekly
2. Read a chapter of a book (9) daily and write a summary by the end of the week

Curriculum recommendation with guidance (with a tutor/parent/educator) for the next 6 months

IMPORTANT NOTE: This section is not part of the package. There is an additional fee for this section.

This is a recommendation for dependent work (with an educator/tutor) for the next six months, from April 2024 to September 2024.

April 2023 - May 2024 (School in session)

Continue completing required homework assignments. Have the tutor reinforce the learning and the homework assignments for that day.

Math: Have the tutor review math lessons one day before and after.

Reading: Have the tutor cover inferential reading worksheets and cover one passage a day. Spend more time evaluating the story in addition to answering the questions.

Writing: Have the tutor cover topics to write about and start organizing/brainstorming ideas.

June 2024 - August 2024 (Summer)

Tutoring 3x a week - Each day, focus on a different subject.

Reading w/ tutor

1. Cover inferential reading passages (1) for 30 minutes
2. Cover Common Core Reading passages (2) for 30 minutes

Math w/ tutor

1. Cover a new chapter (9) lesson each week. Go over odd numbers and assign even numbers as homework.
2. Complete two pages of Math Logic (6) worksheet (will improve in mathematical reasoning)

Writing w/ tutor

1. Cover Common Core Writing (7)
 1. Complete worksheet
 2. Create draft
 3. Edit draft
 4. Complete final draft

Educator qualities that are compatible with your child's learning style

Humorous

Patience

Mature College Student

Asks open-ended questions

Encourages independence

Motivator

Important Note:

The academic level assessment provided by KEONI is not intended to be a substitute for a formal learning disability evaluation. Diagnosis of a learning disability must come from a clinical psychologist, speech-language pathologist, or an educational diagnostician. The KEONI assessor will also not make any recommendations for seeking clinical evaluation unless specifically requested.