

## **SAMPLE STUDENT**

Diagnostic Report

March 15, 2021



# TUTOR CORPS

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## **REASON FOR TESTING**

Student was assessed to determine her current academic strengths and areas for further growth.

## **TESTS AND PROCEDURES ADMINISTERED**

- San Diego Quick Vocabulary Assessment
- Pacific Preparatory Writing & Reading Assessments

## **ADMINISTERED BY**

Kacey Smith, National Board Certified K-8 Teacher

## SUMMARY

Student was given an “A” level book and read that with ease. She was tested in vocabulary, fluency, and letter recognition, naming, and sounds. Working on grade level, would be books in the “B” or “C” level, which she can do with support. Please see additional information below for a breakdown of specific areas that were assessed.

Area Assessed	Strengths	Areas for Growth	Next Steps/Recommendations
Letter recognition, naming, and sounds	<ul style="list-style-type: none"> <li>Named all uppercase letters proficiently</li> <li>Named all lowercase letters proficiently</li> <li>Proficient in many of the letter sounds</li> </ul>	<ul style="list-style-type: none"> <li>Consistent letter/sound relationships</li> </ul>	<ul style="list-style-type: none"> <li>Daily practice with letter and sound relationships</li> <li>Incorporate varying modes of practice</li> </ul>
Reading fluency	<ul style="list-style-type: none"> <li>Strong rhyming skills</li> <li>Independent “A” level reader</li> <li>Utilizes sound/symbol relationships</li> </ul>	<ul style="list-style-type: none"> <li>Working at grade level despite repeat Kindergarten year</li> </ul>	<ul style="list-style-type: none"> <li>Incorporate word family practice into sessions</li> <li>Increase reading stamina</li> <li>Reinforce reading daily with books she can read on her own outside of class</li> </ul>
Reading comprehension	<ul style="list-style-type: none"> <li>Quick to identify patterns in a story</li> <li>Utilizes visual cues for interpretation of words</li> <li>Strong foundation to build off of</li> </ul>	<ul style="list-style-type: none"> <li>Relies heavily on visual cues</li> </ul>	<ul style="list-style-type: none"> <li>Continue “B” and “C” level books with gradual release of supports</li> <li>Daily reading with Chloë at any level</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Solid knowledge of letter formation for both upper and lower case letters with very few reversals</li> </ul>	<ul style="list-style-type: none"> <li>Stretching out words</li> <li>Conventions: spacing, punctuation, use of</li> </ul>	<ul style="list-style-type: none"> <li>Increase writing stamina and motivation</li> <li>Incorporate her interests into writing</li> </ul>

	<ul style="list-style-type: none"><li>• Used both upper and lowercase letters when writing a sentence</li><li>• Quick to think of sentences she wanted to produce</li></ul>	upper and lower case letters	<ul style="list-style-type: none"><li>• Add writing with art pieces</li></ul>
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