

## Parent Report for Rachelle Ahn

**Academic year:** Current (2012-2013)  
**Select Students by:** Class

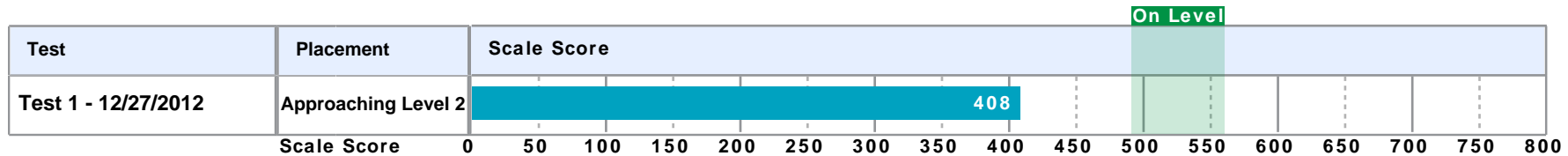
**School:** Harrington Elementary School  
**Class:** Class Grade 2 (Reading)

**Student:** Ahn, Rachelle  
**Show:** Test 1 - 12/27/12

### What Is i-Ready?

i-Ready is an online assessment program focused on reading and math. Rachelle has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

### Rachelle's Overall Reading Performance



### Detail for Test 1 - 12/27/2012

		Rachelle's Performance Levels
	Overall Reading Performance	Approaching Level 2
Domains	Foundational Skills	
	Phonological Awareness	Approaching Level 2
	Phonics	Approaching Level 2
	High-Frequency Words	Approaching Level 2
	Vocabulary	Approaching Level 2
	Comprehension: Literature	Approaching Level 2
	Comprehension: Informational Text	Approaching Level 2

### Scale Scores and Placement Levels

**Scale Scores** provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

**Placement Levels** are used to guide instruction in the classroom. Placement levels are based on Rachelle's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Level
- At Level
- Approaching Level
- Needs Improvement

**Foundational Skills** are not assessed for all levels. These subtests are given depending on your child's scores in other domains. Tested Out means that your child did not need to take a particular subtest. Max Score means that your child took the subtest and achieved a high score.

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### What are the Reading Domains?

#### Phonological Awareness

**Phonological Awareness** is the understanding that a spoken word is made up of different parts and that each of these parts makes a sound. For example, the word *bat* includes the sounds /b/, /a/, and /t/, and the word *batter* can be broken into two syllables that make the sounds /bat/ and /ter/. Phonological Awareness is an important building block for Phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

#### Phonics

**Phonics** instruction teaches children how to connect the sounds they hear in spoken words to the letters they see in written words. For example, a student who can connect sounds to letters knows to read "th" in then as a single sound /th/, rather than the sound /t/ and the sound /h/. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning Phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

#### High-Frequency Words

**High-Frequency Words** are the words that appear most often in what children read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers must learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

#### Vocabulary

**Vocabulary** is the name for the words a student knows. The more words a student knows, the easier it is to understand what he or she reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.

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### Comprehension: Literature

**Comprehension: Literature** describes a student's ability to understand types of writing that are usually made up, or fictional. Stories are the literary texts that students read most often, but plays and poems are also examples of literary texts. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, he or she is able to understand stories, plays, and poems that are increasingly complicated.

### Comprehension: Informational Text

**Comprehension: Informational Text** describes a student's ability to understand types of writing that are usually true. Books about science or history are examples of informational text, as are newspaper articles or magazine articles. This kind of writing is often structured differently than literary texts. Informational text often does not tell a story, and it is usually organized into sections with headings. Additionally, it might contain charts, diagrams, and graphs that are important to understanding. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information out of a photograph or diagram.

### Helpful Resources for Families

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*Help My Child Read*; Reading Resources from the U.S. Department of Education  
<http://www2.ed.gov/parents/read/resources/edpicks.jhtml?src=ln>

*Literacy Resources* from Reading is Fundamental  
<http://www.rif.org/us/literacy-resources.htm>