



# Click “Select Diagnostic Reports” Dropdown




Home Screener Diagnostic **Reports** Help Logout



**SCREENER REPORTS**

Select Screener Reports ▼



**DIAGNOSTICS REPORTS**

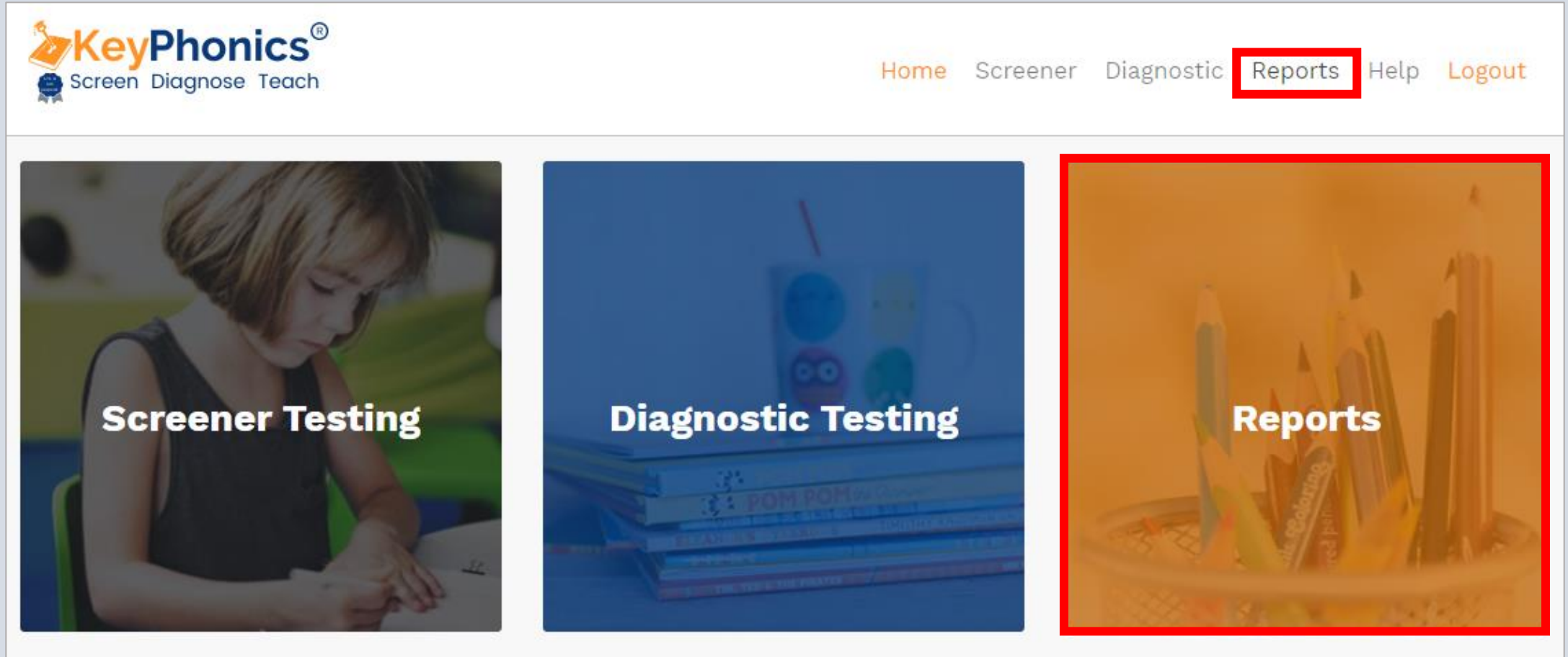
Select Diagnostics Reports ▼

Taught, Being Taught, and Not Taught labels, are based on the scope and sequence selected when the account was set up.



# Overview of Reports

# Click on “Reports” Box or “Reports” Tab



# Click “Select Screener Reports” Dropdown



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## SCREENER REPORTS

Select Screener Reports ▼

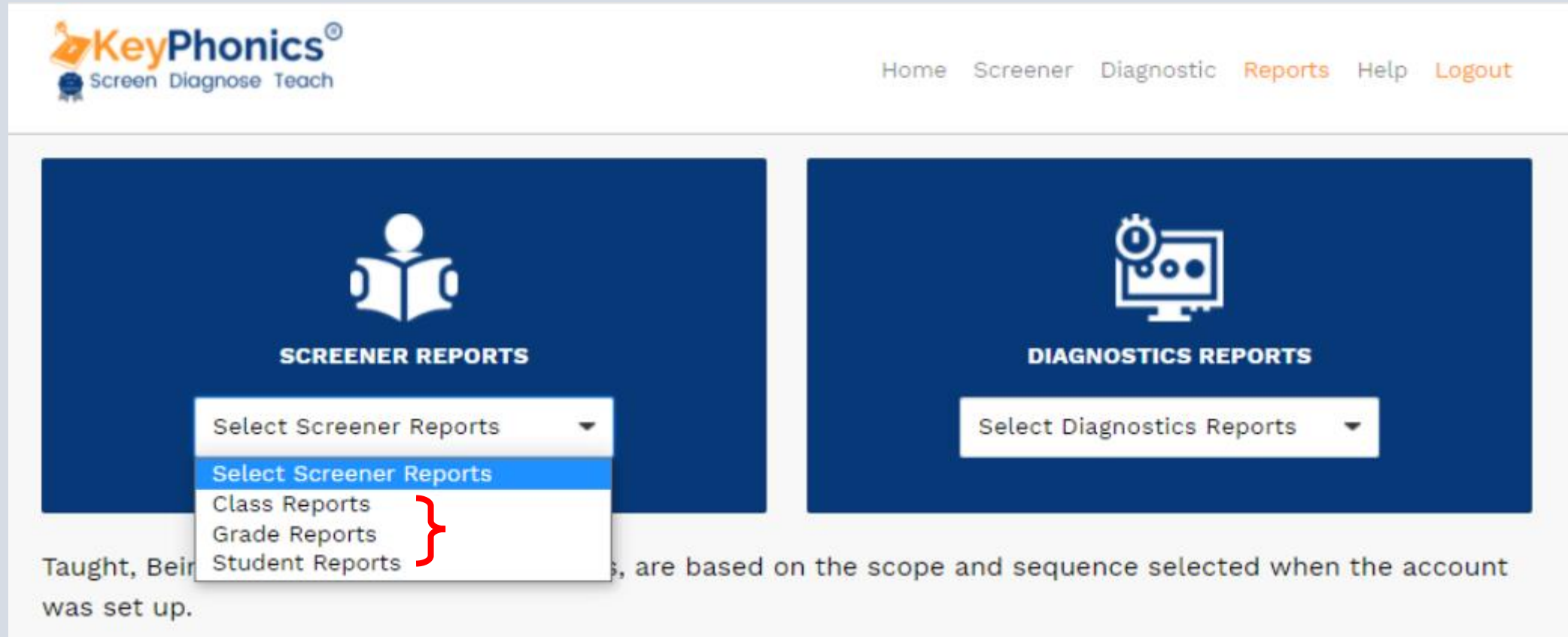


## DIAGNOSTICS REPORTS

Select Diagnostics Reports ▼

Taught, Being Taught, and Not Taught labels, are based on the scope and sequence selected when the account was set up.

# Next, Select Class, Grade or Student Reports



The screenshot shows the KeyPhonics website interface. The top navigation bar includes the KeyPhonics logo (an orange key icon) and the tagline "Screen Diagnose Teach". The navigation menu consists of links for Home, Screener, Diagnostic, Reports (highlighted in orange), Help, and Logout. The main content area features two large blue panels. The left panel, titled "SCREENER REPORTS" with an icon of a person reading, contains a dropdown menu labeled "Select Screener Reports". This menu is open, showing options: "Select Screener Reports" (highlighted in blue), "Class Reports", "Grade Reports", and "Student Reports". A red bracket groups the last three options. The right panel, titled "DIAGNOSTICS REPORTS" with a monitor icon, contains a dropdown menu labeled "Select Diagnostics Reports". Below the panels, a line of text reads: "Taught, Beir..., are based on the scope and sequence selected when the account was set up."

KeyPhonics<sup>®</sup>  
Screen Diagnose Teach

Home Screener Diagnostic **Reports** Help Logout

**SCREENER REPORTS**

Select Screener Reports


- Select Screener Reports
- Class Reports
- Grade Reports
- Student Reports

**DIAGNOSTICS REPORTS**

Select Diagnostics Reports

Taught, Beir..., are based on the scope and sequence selected when the account was set up.

Once you select the type of reports from the dropdown, select the appropriate option from each corresponding dropdown

Screen Diagnose Teach

[Home](#) [Screener](#) [Diagnostic](#) [Reports](#) [Help](#) [Logout](#)

Choose Student

Choose Academic Year

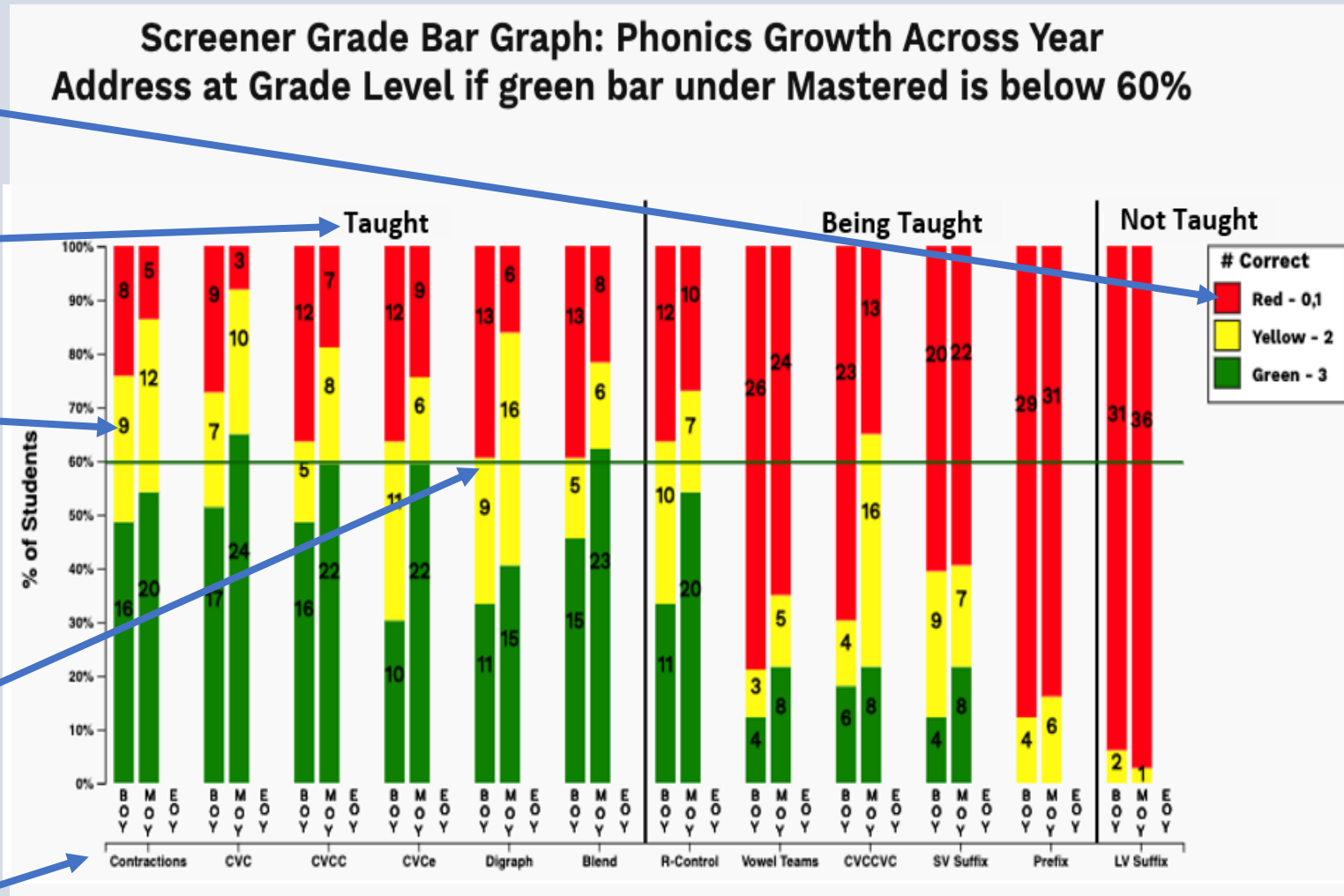
Test Code	Time of Year	Test Date	Action
Please select student			

HOME

# Screeners Grade Bar Graph: Phonics Growth Across Year

## 1) How to Read the Report:

- The Key indicates the color code associated with the number of words read correctly.
- Labels indicate which skills have been taught, are being taught, or have not been taught based on your scope and sequence and time of year.
- The number in each bar indicates the total number of students who scored Green, Yellow, or Red, in each of the phonics categories.
  - Y-axis shows these numbers as a percent of the grade
- The 60% bar marks the expected level of mastery for teaching whole grade. If below 60%, consider addressing whole grade.\*
- 12 Phonics categories are listed at the bottom in order based on your scope and sequence and time of year (BOY, MOY and EOY).



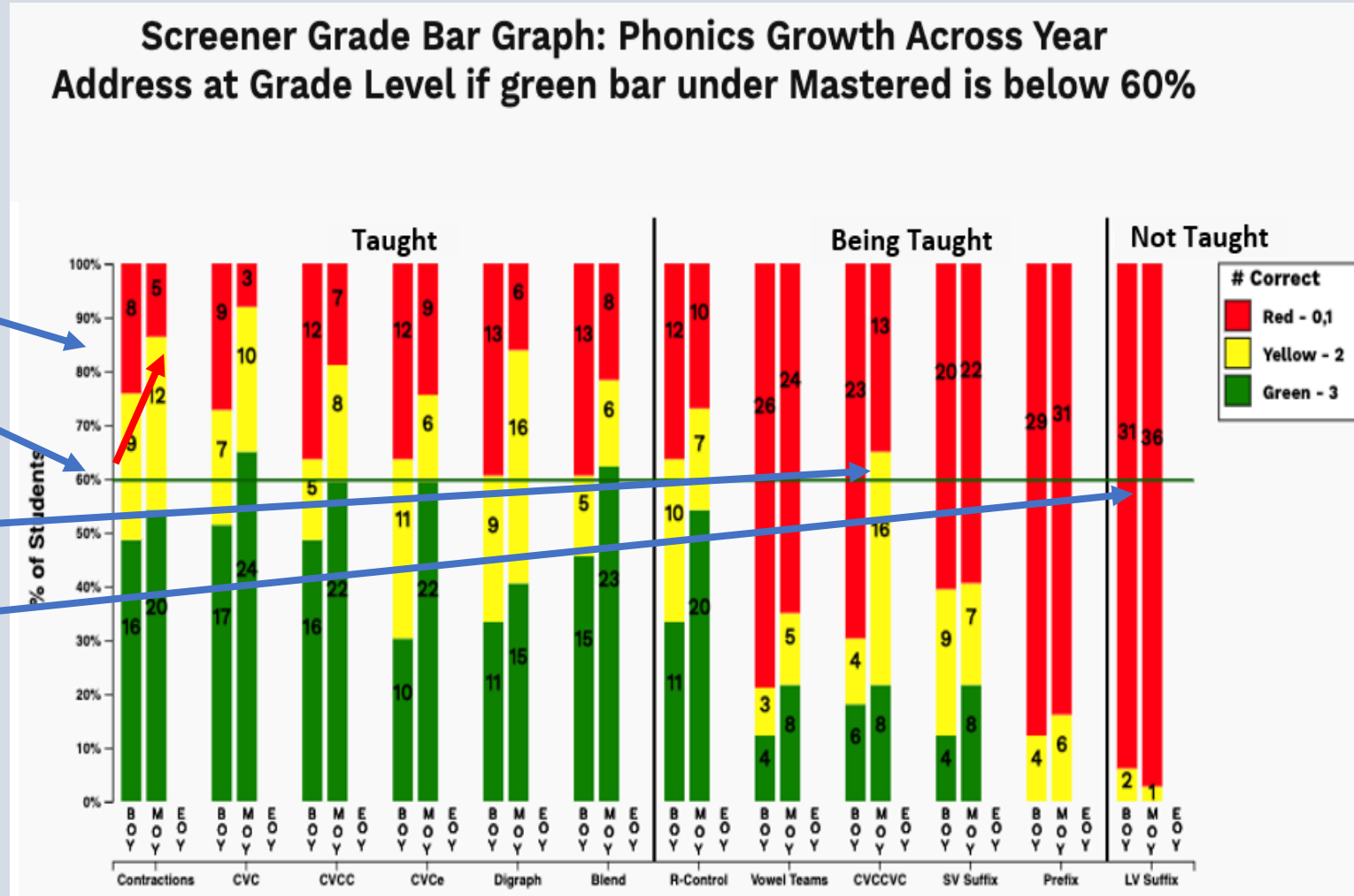
# Screeners Grade Bar Graph: Phonics Growth Across Year

## 2) Question(s) the report answers:

*Are phonics skills improving across the year for the entire grade?*

You should see:

- **Growth** in all categories over time.
- **Green** up to the 60% line for ALL skills listed under Taught.
- **Yellow** up to the 60% line for Being Taught.
- **Some Yellow but mostly Red** for Not Taught.





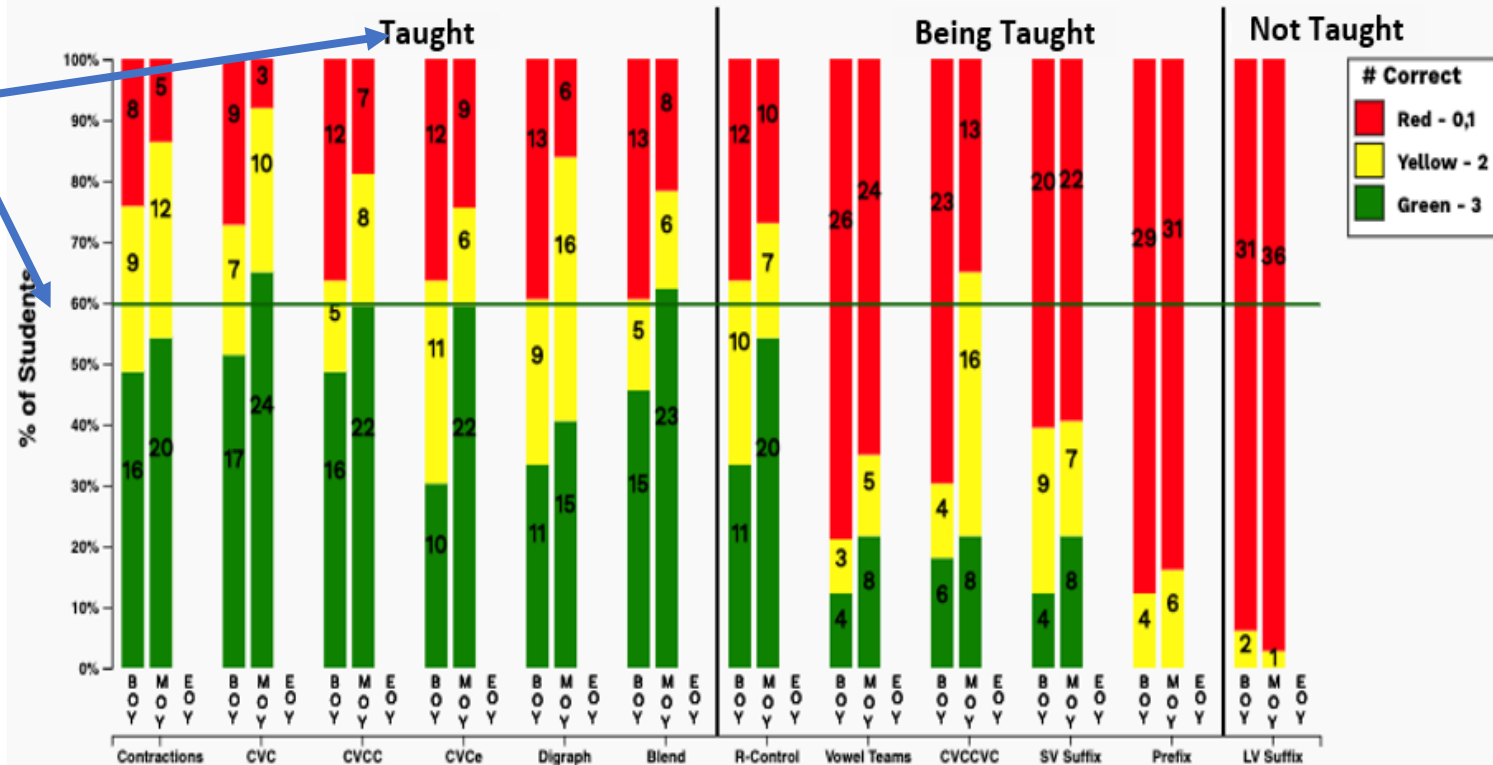
# Screeners Grade Bar Graph: Phonics Growth Across Year

## 2) Question(s) the report answers:

Are there phonic skills All students need instruction on?

- Skills listed under **Taught** should show a green bar up to the 60% mark, indicating at least 60% of the grade has **MASTERED** that skill.\*
- Any skill listed under **Taught** that does not show 60% Mastery indicates instruction might best be addressed whole grade.

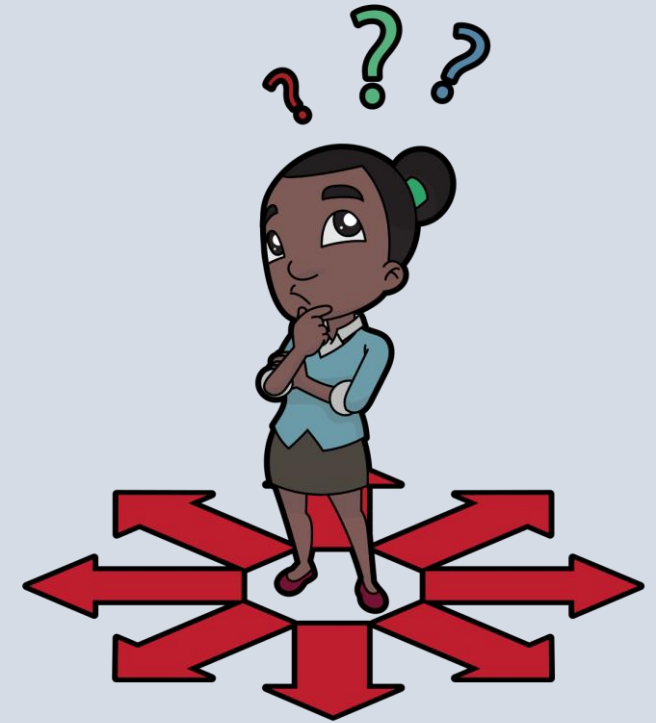
Screeners Grade Bar Graph: Phonics Growth Across Year  
Address at Grade Level if green bar under Mastered is below 60%



# Screeners Grade Bar Graph: Phonics Growth Across Year

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are these missing phonic skills **prerequisites** for additional phonic skills that will be taught? Many of these phonic skills build on each other and it is necessary for students to master the easier skills in order to learn the harder skills. This means it is important to go back and teach these skills if students haven't yet learned them.
- Look to see if these **skills are included in your curriculum**. If not, could you add lessons?
- Discuss if the **skills are taught to mastery**. If not, can you include more instruction and review for these skills so students do learn them to mastery?
- Discuss the **teaching approach** for phonics. Does it incorporate explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Screening Classroom Matrix: Phonics Categories by Student

## 1) How to Read the Report:

- The Key indicates the color code associated with the number of words read correctly.
- Labels indicate which skills should be taught, are being taught, or have not been taught based on the scope and sequence and time of year.
  - If you have students in multiple grades in one classroom, all skills will appear under “Taught” as the scope and sequence cannot display different grades at the same time.
- AT LEAST 60% of ALL students should score 3/3 for skills under Taught, if not, teach whole class\*.
- Each row indicates a student and how they scored in each of the phonics categories.
- Students are ranked from highest to lowest based on performance.

Screening Classroom Matrix: Phonics Categories by Student MOY												
Number Correct												
		Taught						Being Taught			Not taught	
		Con't	CVC	Digraph	Blend	CVCC	CVCC	SV Suffix	R-Control	Vowel Teams	Prefix	LV Suffix
Teach whole class if categories that should be taught are below 60%		73%	64%	45%	64%	64%	55%	36%	45%	36%	18%	0%
Student Name By Rank												
Student 1		3	3	3	3	3	3	3	3	3	2	0
Student 2		3	3	3	3	3	3	3	2	3	2	1
Student 3		3	3	3	3	3	2	3	3	1	2	1
Student 4		3	3	3	3	2	3	3	1	2	2	1
Student 5		3	3	3	3	2	2	2	2	1	2	1
Student 6		2	3	2	3	3	3	2	3	2	1	0
Student 7		3	3	2	2	3	2	2	2	2	2	0
Student 8		3	2	1	1	3	3	2	1	1	1	0
Student 9		3	2	1	3	3	2	1	1	0	0	0
Student 10		1	2	1	2	2	1	1	0	1	0	0
Student 11		2	1	1	1	0	2	1	1	3	0	1

# Screening Classroom Matrix: Phonics Categories by Student

## 2) Question the report answers:

Which phonics skills should be taught whole class vs small group?

- Any skill listed under Taught that is **Red**, should be considered for being taught whole class. It is likely more efficient to spend time teaching these skills to the whole class versus in small groups because we have many students who still need help learning these skills.
- Next, focus on the students at the bottom who are struggling with multiple phonics skills. All students who struggle with multiple phonics skills, should be taught in small groups.

# Screeners Classroom Matrix: Phonics Categories by Student MOY

Number Correct

Red - 0,1

Yellow - 2

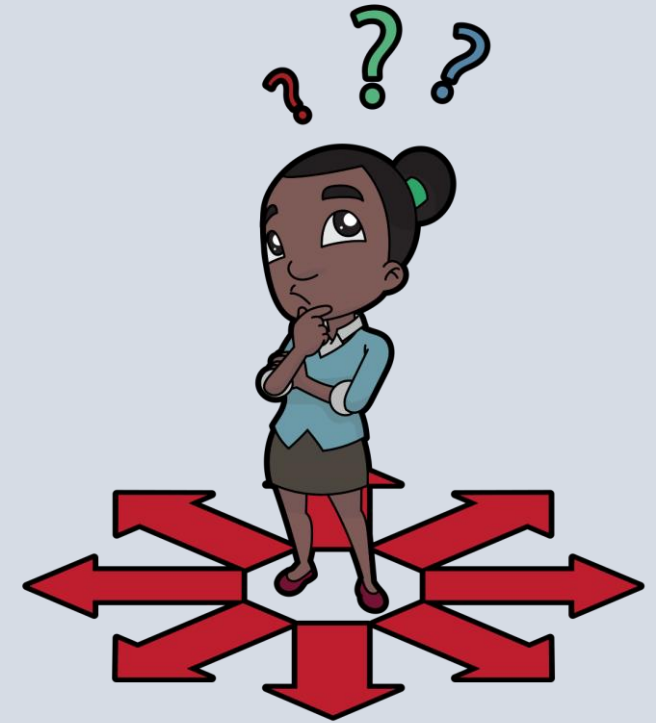
Green - 3

		Taught						Being Taught			Not taught		
Phonics Categories		Con't	CVC	Digraph	Blend	CVCC	CVCe	CVCCVC	SV Suffix	R- Control	Vowel Teams	Prefix	LV Suffix
Teach whole class if categories that should be taught are below 60%		73%	64%	45%	64%	64%	55%	36%	45%	36%	18%	0%	0%
Student Name By Rank													
	Student 1	3	3	3	3	3	3	3	3	3	3	2	0
	Student 2	3	3	3	3	3	3	3	3	2	3	2	1
	Student 3	3	3	3	3	3	3	2	3	3	1	2	1
	Student 4	3	3	3	3	2	3	3	3	1	2	2	1
	Student 5	3	3	3	3	2	2	2	3	2	1	2	1
	Student 6	2	3	2	3	3	3	3	2	3	2	1	0
	Student 7	3	3	2	2	3	2	2	2	2	2	2	0
	Student 8	3	2	1	1	3	3	2	1	1	1	2	0
	Student 9	3	2	1	3	3	2	1	1	0	0	1	0
	Student 10	1	2	1	2	2	1	1	0	1	0	0	0
	Student 11	2	1	1	1	0	2	1	1	3	0	0	1

# Screeners Classroom Matrix: Phonics Categories by Student

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

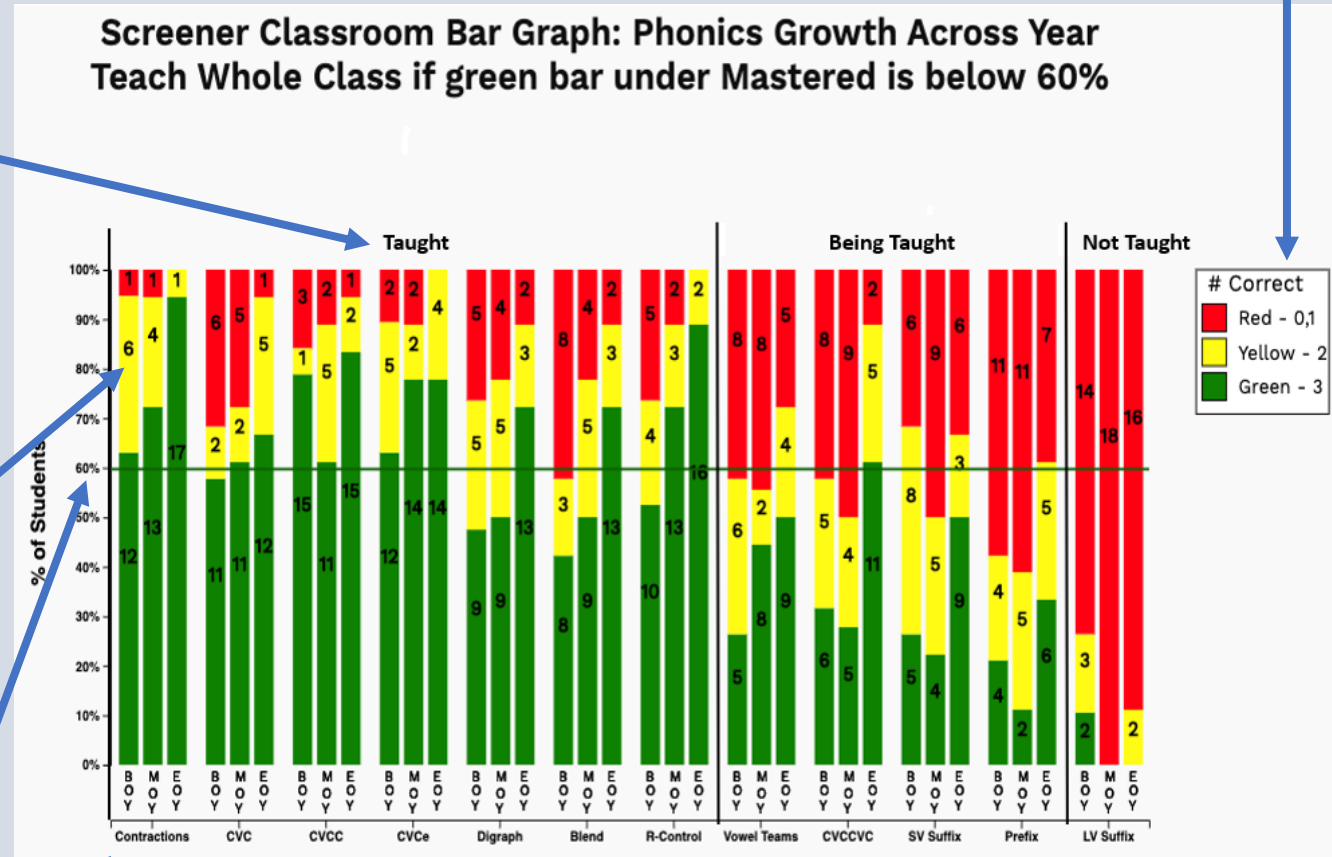
- What is the most efficient way to teach these skills to **save you time**? If fewer than 60% of the class have mastered a skill then it is likely more efficient to teach it to the entire class. Save small group instruction for only those students who are struggling the most and are farther behind in learning phonics.
- **Pair students** who have similar phonics needs. This will help you target your interventions and really help those students who need it most.
- If you have a lot of phonics skills that need to be taught to the entire class, **prioritize them**. Focus on the easiest skills first as they are often prerequisites for additional phonic skills that you will be teaching. Many of these phonic skills build on each other and it is necessary for students to master the easier skills in order to learn the harder skills.
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Screeners Classroom Bar Graph: Phonics Growth Across Year

## 1) How to Read the Report:

- The Key indicates the color code associated with the number of words read correctly.
- Labels indicate which skills have been taught, are being taught, or have not been taught based on the scope and sequence and time of year.
  - If you have students in multiple grades in one classroom, all skills will appear under “Taught” as the scope and sequence cannot display different grades at the same time.
- The number in each bar indicates the total number of students who scored Green, Yellow, or Red, in each of the phonics categories.
  - Y-axis shows these numbers as a percent of the class
- The 60% bar marks the expected level of mastery for teaching whole class. If below 60%, consider addressing whole class\*.
- 12 Phonics categories are listed at the bottom in order based on the scope and sequence and time of year (BOY, MOY and EOY).





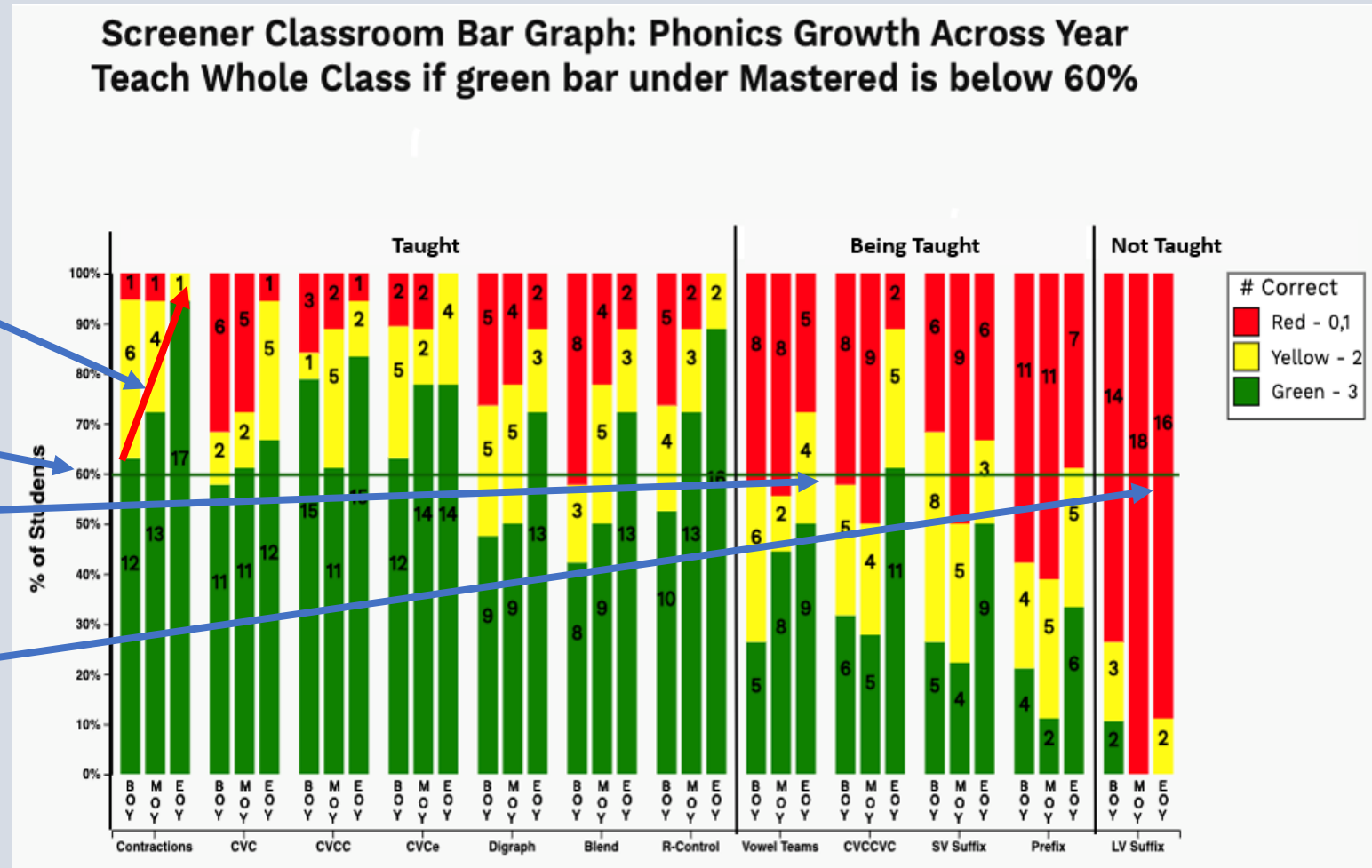
# Screeners Classroom Bar Graph: Phonics Growth Across Year

## 2) Question(s) the report answers:

*Are phonics skills improving across the year for this class?*

You should see:

- **Growth** in all categories over time.
- **Green** up to the 60% line for ALL skills listed under Taught.
- **Yellow** up to the 60% line for Being Taught.
- **Some Yellow but mostly Red** for Not Taught.

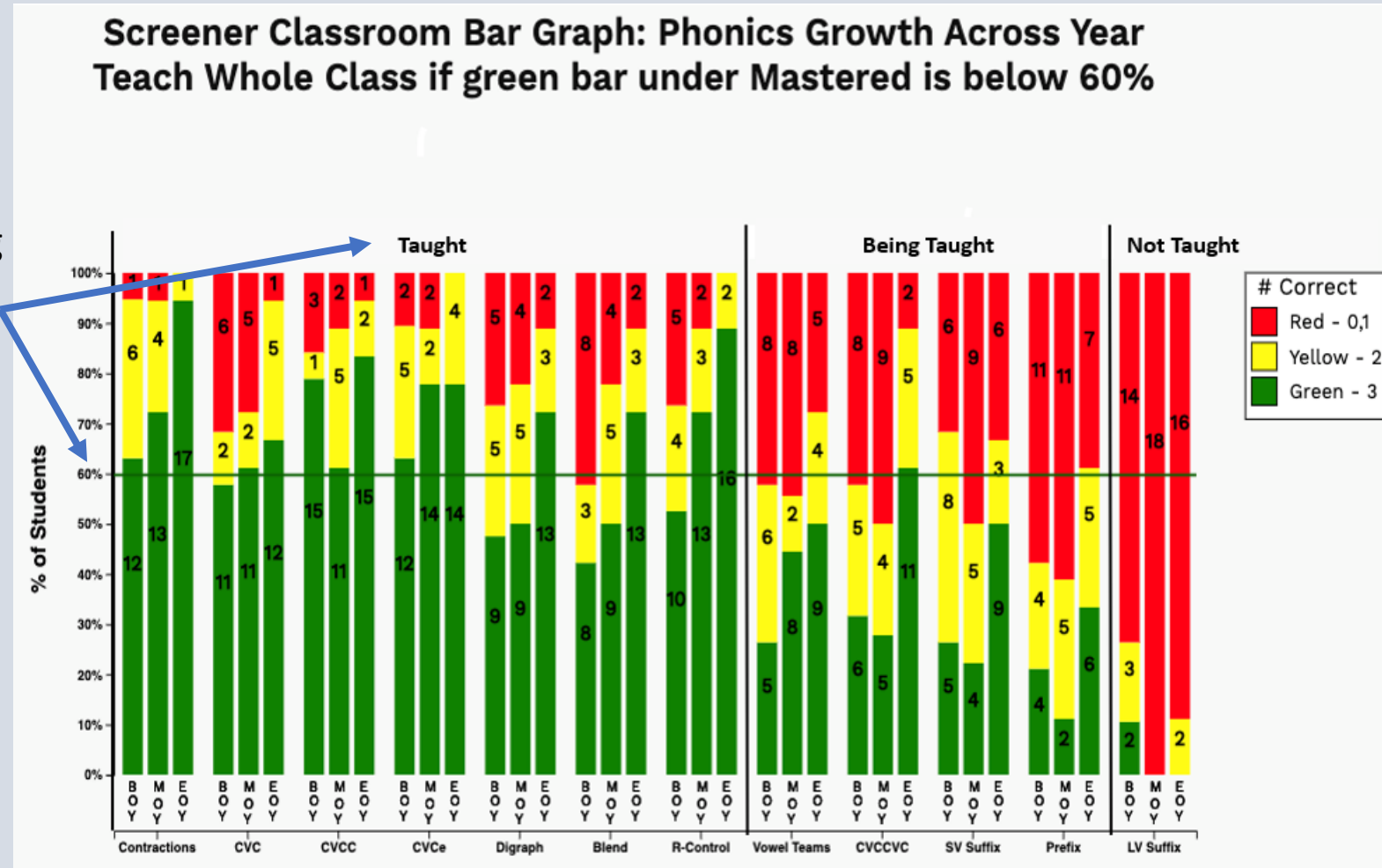


# Screeners Classroom Bar Graph: Phonics Growth Across Year

## 2) Question(s) the report answers:

*Is the entire class demonstrating mastery of phonics skills that have been taught?*

- **Skills listed under Taught** should show a green bar up to the 60% mark, indicating at least 60% of the class has **MASTERED** that skill.\*
- **Any skill listed under Taught** that does not show 60% Mastery indicates instruction might best be addressed whole class.

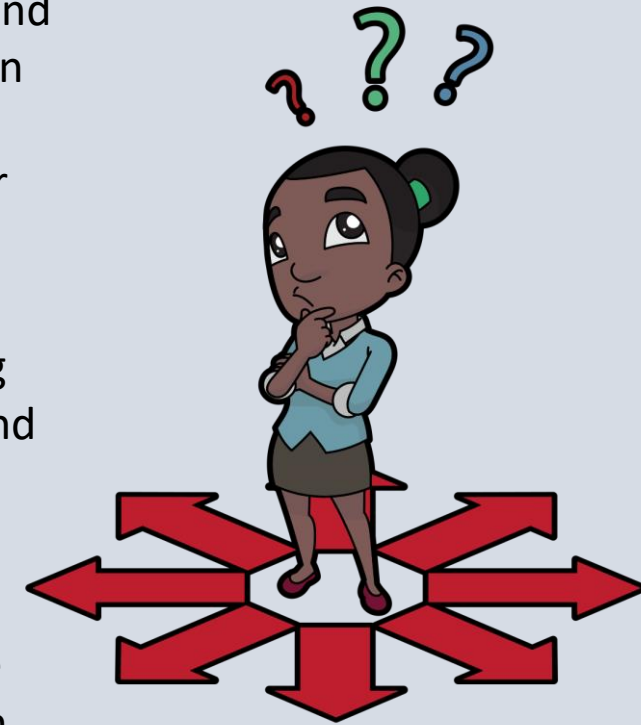




# Screeners Classroom Bar Graph: Phonics Growth Across Year

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

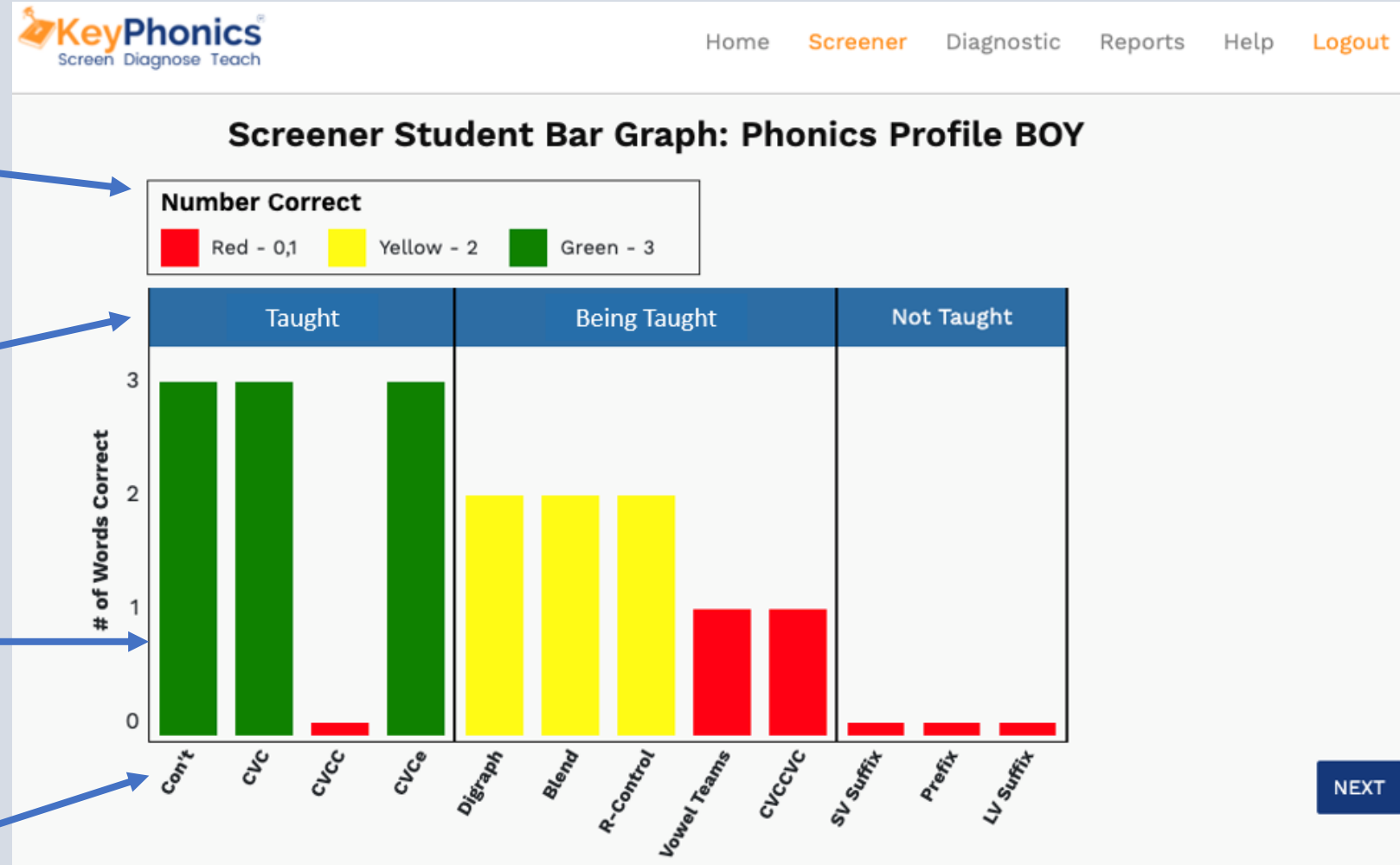
- Are there **dips in student's** phonic skills. If so, could it be that they are confusing a new skill and over applying it. For example, its common for students to overuse the long vowel sound when they are learning the CVCe pattern. So, you may see a dip in short vowels in CVCC words because the student is not 100% sure when to apply the short or long vowel sound in 4 letter words. This pattern in your KeyPhonics data may mean you should go back to firm up previously learned skills to clear up any confusion the students may be having.
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.
- Are these missing phonic skills **prerequisites** for additional phonic skills that will be taught? Many of these phonic skills build on each other and it is necessary for students to master the easier skills in order to learn the harder skills. This means it is important to go back and teach these skills if students haven't yet learned them.
- Think about the **pace of instruction**. Could it be that the skills are included in your curriculum, but you are running out of time and not able to teach every lesson for that skill? If this is the case, it might be helpful for you to using a pacing guide to make sure you teach all the phonics lessons for every phonic skill.



# Screeners Student Bar Graph: Phonics Profile by Time of Year

## 1) How to Read the Report:

- The Key indicates the color code associated with the number of words read correctly.
- The blue banner indicates which skills have been taught, are being taught, or have not been taught based on the scope and sequence and time of year.
- Each bar indicates the number of words read correctly (out of 3) for each of the 12 Phonics Categories.
- 12 Phonics categories are listed at the bottom in order based on the scope and sequence and time of year, BOY, MOY and EOY.

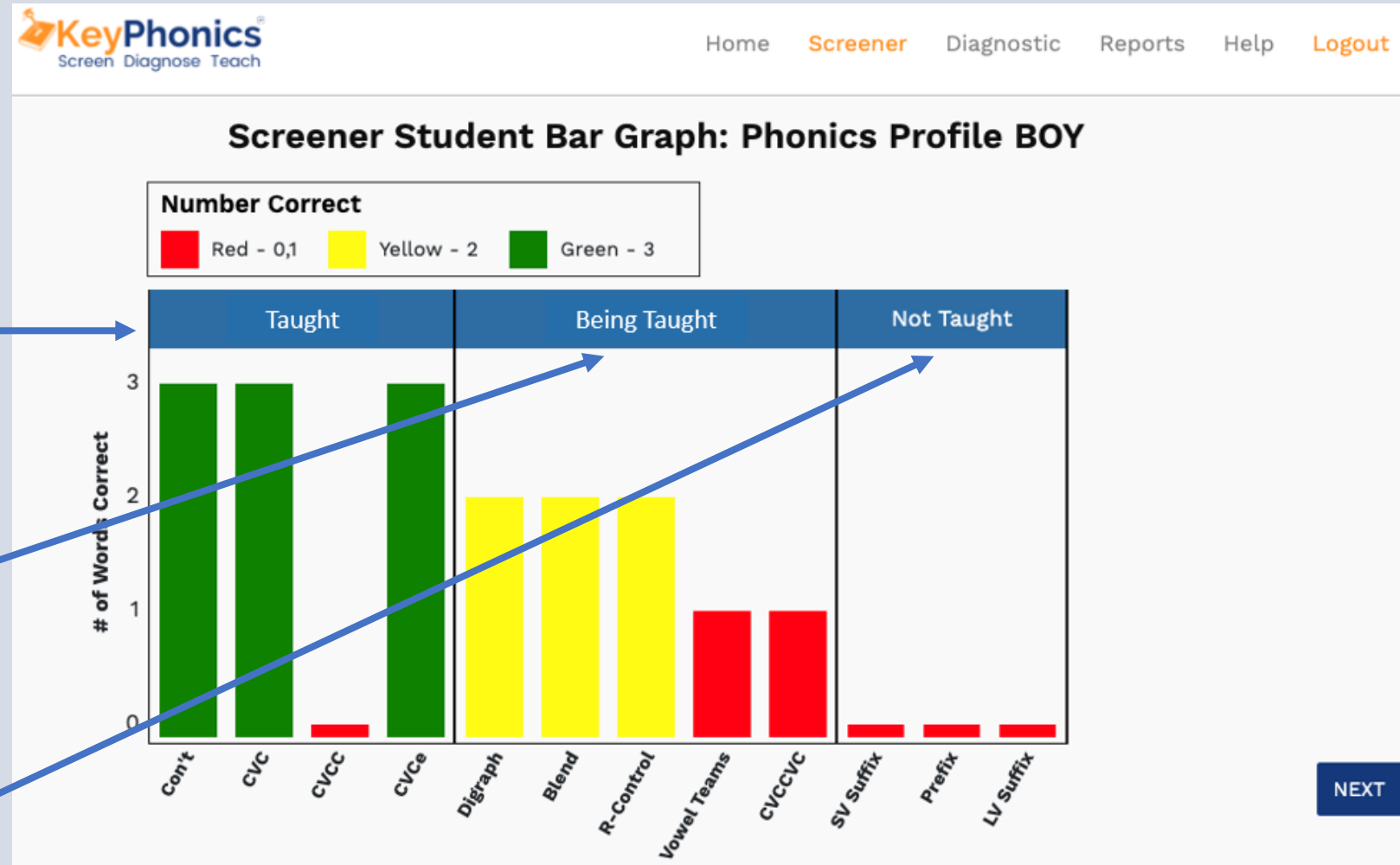


# Screeners Student Bar Graph: Phonics Profile by Time of Year

## 2) Question the report answers:

*Is the student demonstrating mastery of the phonics skills they have been taught?*

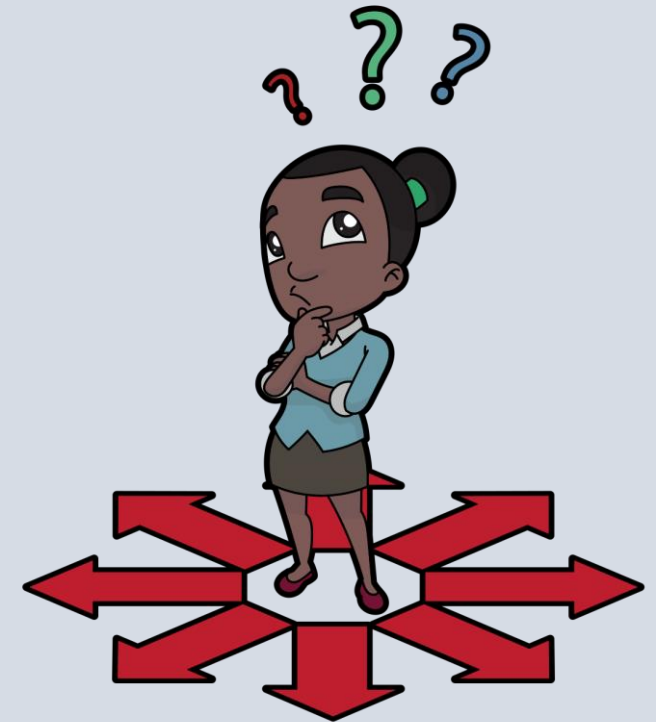
- You should see:
  - Green under Taught:** Skills have been taught and the student should be able to answer all 3 words correctly. If a skill is not green, the student has not yet mastered it.
  - Yellow and Red under Being Taught:** Skills are in the process of being taught and the student should be able to answer 1 or 2 words correctly.
  - Red under Not Taught:** Skills have not yet been taught and the student should not be expected to answer any words correctly.



# Screeners Student Bar Graph: Phonics Profile by Time of Year

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are they **confusing skills** they are learning? For example, when learning long vowel sounds in CVCe words students often use the long vowel sound in CVCC words also. This indicates that they have not yet mastered when to use a long or short vowel sounds for 4 letter words.
- Look to see if these **skills are included in your curriculum**. If not, could you add lessons?
- Has the student received the instruction, or have they been absent and **missed some instruction**? A student who has missed instruction may be able to catch up quickly with a little bit of help versus a student who has received good instruction but is still struggling.
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Screeners Student Tile: Phonics Category Analysis

## Screeners Student Tile: Phonics Category Analysis BOY

### Contractions

ca n't  
should 've  
l 'd

### CVC

v o d  
d e g  
n a m

### CVCC

l e c t  
w u n k  
z i l k

### Digraph

th o d  
ph e g  
b i sh

### Key

White - Correct  
Red - Incorrect  
/- Letter - Sound Incorrect

### Blend

sk a p  
gr e d  
sn e b

### R-Control

k er  
v ur  
n ir

### Vowel Teams

n oi d  
m aw n  
h ai d

### CVCe

j u te  
w a me  
b i ne

### SV Suffix

m a g ness  
n i c tion  
z i c t ive

### CVCCVC

h a n n i t  
p u n m a g  
g o g s e t

### Prefix

de t a c t  
pre cr e d  
un p r a m

### LV Suffix

m e b es  
g o tion  
v a t est

## 1) How to Read the Report:

- The Key indicates the codes associated with correct, incorrect, and letter - sound incorrect:

- White = Correct
- Red = Incorrect
- Slash with Red = Letter - Sound Incorrect

- All 12 categories are listed along with the 3 words in each.

# Screeners Student Tile: Phonics Category Analysis

## 2) Question this report answers:

*Which specific phonics skills does the student need help with?*

- Any skill that should be Mastered (i.e., white) but is **Red**, should be taught.

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### Screeners Student Tile: Phonics Category Analysis BOY

**Contractions**

ca	n't
should	've
I	'd

**CVC**

v	o	d
d	e	g
n	a	m

**CVCC**

l	e	c	t
w	u	n	k
z	i	l	k

**Digraph**

th	o	d
ph	e	g
b	i	sh

**Blend**

sk	a	p
gr	e	d
sn	e	b

**R-Control**

k	er
v	ur
n	ir

**Vowel Teams**

n	oi	d
m	aw	n
h	ai	d

**CVCe**

j	u	te
w	a	me
b	i	ne

**SV Suffix**

m	a	g	ness
n	i	c	tion
z	i	c	tive

**CVCCVC**

h	a	nn	i	t	
p	u	n	m	a	g
g	o	g	s	e	t

**Prefix**

de	t	a	c	t
pre	cr	e	d	
un	p	r	a	m

**LV Suffix**

m	e	b	es
g	o	tion	
v	a	t	est

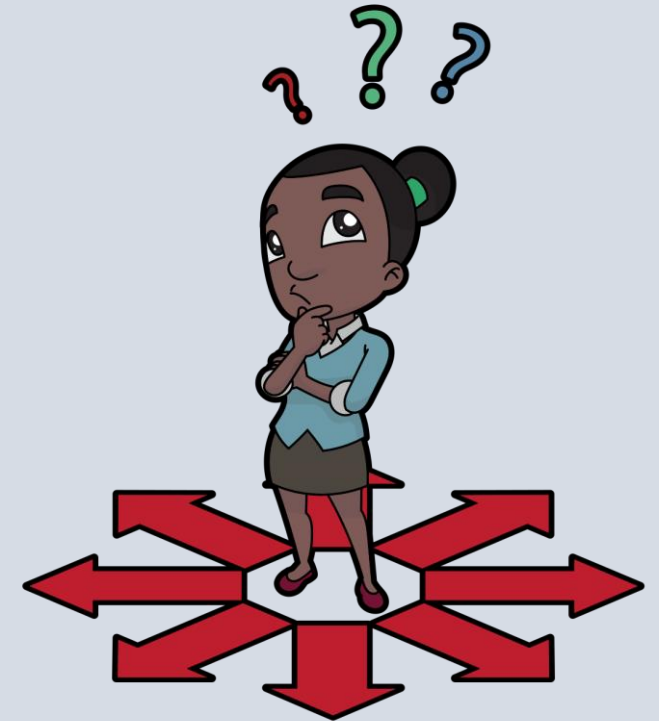
**Key**

- White - Correct
- Red - Incorrect
- /- Letter - Sound Incorrect

# Screeners Student Tile: Phonics Category Analysis

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are they **confusing skills** they are learning? For example, when learning long vowel sounds in CVCe words students often use the long vowel sound in CVCC words also. This indicates that they have not yet mastered when to use a long or short vowel sounds for 4 letter words.
- Look to see if these **skills are included in your curriculum**. If not, could you add lessons?
- Has the student received the instruction, or have they been absent and **missed some instruction**? A student who has missed instruction may be able to catch up quickly with a little bit of help versus a student who has received good instruction but is still struggling.
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.
- **If errors are marked** (indicated by a slash on the tile), look for patterns or clues to indicate what the student is missing. This can help in determining instruction and prevent the need to give a diagnostic.






# Screeners Student: Recommended Diagnostic Report

## 1) How to Read the Report:

- **Skill Category** lists the 12 phonics skills tested.
- **Score** is the number of words the student read correctly out of 3.
- **Expectation** is the scope and sequence of skills indicating which have been taught, are being taught, or have not been taught.
- All skills that have been taught but have a score of less than 3, are marked for a Diagnostic test.
- You must remember to **CLICK HERE TO SAVE RECOMMENDATIONS**

Home Screener Diagnostic Reports Help Logout

### Diagnostic Recommendations

Skill Category	Score	Expectation	
Contractions	3	TAUGHT	<input type="radio"/>
CVC	3	TAUGHT	<input type="radio"/>
CVCC	0	TAUGHT	<input checked="" type="radio"/>
CVCe	3	TAUGHT	<input type="radio"/>
Digraph	2	BEING TAUGHT	<input type="radio"/>
Blend	2	BEING TAUGHT	<input type="radio"/>
R-Control	2	BEING TAUGHT	<input type="radio"/>
Vowel Teams	1	BEING TAUGHT	<input type="radio"/>
CVCCVC	1	BEING TAUGHT	<input type="radio"/>
SV Suffix	0	NOT TAUGHT	<input type="radio"/>
Prefix	0	NOT TAUGHT	<input type="radio"/>
LV Suffix	0	NOT TAUGHT	<input type="radio"/>

All categories with the expectation of **TAUGHT** should have a score of 3/ green, or we recommend that the diagnostic for that category be given: **CVCC**

You may also select additional categories for diagnostic testing by clicking on the circle.

**CLICK HERE TO SAVE RECOMMENDATIONS**

**Note: SAVING RECOMMENDATIONS IS REQUIRED**




# Screeners Student: Recommended Diagnostic Report

## 2) Question this report answers:

*Which diagnostic assessment should I give this student?*

- For the diagnostic recommendations, only skills in the taught category that have a score of less than 3 will be marked for a diagnostic assessment. These are the assessments you should consider giving this student.



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### Diagnostic Recommendations

Skill Category	Score	Expectation	
Contractions	3	TAUGHT	<input type="radio"/>
CVC	3	TAUGHT	<input type="radio"/>
CVCC	0	TAUGHT	<input checked="" type="radio"/>
CVCe	3	TAUGHT	<input type="radio"/>
Digraph	2	BEING TAUGHT	<input type="radio"/>
Blend	2	BEING TAUGHT	<input type="radio"/>
R-Control	2	BEING TAUGHT	<input type="radio"/>
Vowel Teams	1	BEING TAUGHT	<input type="radio"/>
CVCCVC	1	BEING TAUGHT	<input type="radio"/>
SV Suffix	0	NOT TAUGHT	<input type="radio"/>
Prefix	0	NOT TAUGHT	<input type="radio"/>
LV Suffix	0	NOT TAUGHT	<input type="radio"/>


All categories with the expectation of **TAUGHT** should have a score of 3/ green, or we recommend that the diagnostic for that category be given: **CVCC**

You may also select additional categories for diagnostic testing by clicking on the circle.


[CLICK HERE TO SAVE RECOMMENDATIONS](#)

**Note: SAVING RECOMMENDATIONS IS REQUIRED**

# Next, Select Group or Student Reports


Screen Diagnose Teach

Home Screener Diagnostic **Reports** Help Logout



### SCREENER REPORTS

Select Screener Reports ▾



### DIAGNOSTICS REPORTS

Select Diagnostics Reports ▾

Select Diagnostics Reports


Group Reports

Student Reports

Taught, Being Taught, and Not Taught labels, are based on the scope and sequence selected when the account was set up.

}  
Student Reports

Once you select the type of reports from the dropdown, select the appropriate option from each corresponding dropdown



Home Screener **Diagnostic** Reports Help Logout

Choose Student

Choose Academic Year

Test Code	Skill	Test Date	Action
Please select student			

HOME

# Diagnostic Group Matrix: By Phonics Category

## 1) How to Read the Report:

- The Key indicates the color code associated with the number of words read correctly.
- Labels indicate the target skill within that category (e.g., short vowels in CVC).
- This row indicates the percentage of students who have mastered the skill. If below 60% we recommend to teach whole group\*.
- Each row indicates a student and how they scored on that target skill for that category.
- Students are ranked from highest to lowest based on skill.
- This column indicates what grade the student is in. Reading specialists can see any student they work with, even across grades.

# Diagnostic Group Matrix: CVC by Student

## Number Correct

Red - 0,1,2

Yellow - 3,4

Green - 5

Target Skill				a	e	i	o	u
Teach whole group if below 60%				29%	57%	29%	86%	86%
Student Name by Rank	Teacher	Grade		# of Items Correct				
Student 1	Michelle Hosp	Grade 3		5	5	5	5	5
Student 2	Michelle Hosp	Grade 2		3	5	4	5	5
Student 3	Michelle Hosp	Grade 2		4	4	4	5	5
Student 4	Michelle Hosp	Grade 2		4	5	1	5	5
Student 5	Michelle Hosp	Grade 2		2	4	3	5	5
Student 6	Michelle Hosp	Grade 2		2	1	3	3	2
Student 7	Michelle Hosp	Grade 2		0	0	0	0	0

# Diagnostic Group Matrix: By Phonics Category

## 2) Question the report answers:

*Which students should be grouped together for phonics interventions?*

- Look for patterns among the students
  - e.g., this student does not need small group anymore
  - e.g., these students will receive help with a, e, and i during whole group instruction
  - e.g., these students need additional help with all vowels: a, e, i, o, u

Diagnostic Group Matrix: CVC by Student

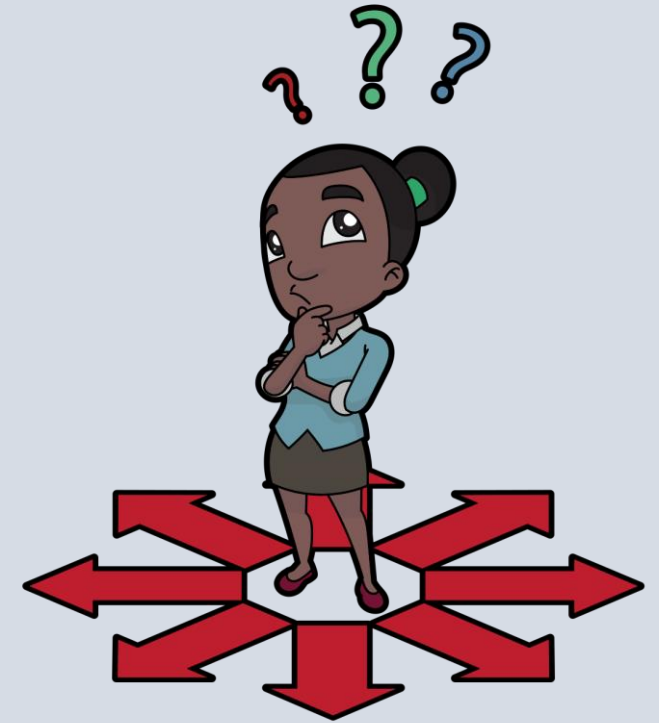
Number Correct		
<span style="color: red;">■</span> Red - 0,1,2	<span style="color: yellow;">■</span> Yellow - 3,4	<span style="color: green;">■</span> Green - 5

Target Skill				a	e	i	o	u
Teach whole group if below 60%				20%	57%	29%	86%	86%
Student Name by Rank	Teacher	Grade		# of Items Correct				
Student 1	Michelle Hosp	Grade 3		5	5	5	5	5
Student 2	Michelle Hosp	Grade 2		3	5	4	5	5
Student 3	Michelle Hosp	Grade 2		4	4	4	5	5
Student 4	Michelle Hosp	Grade 2		4	5	1	5	5
Student 5	Michelle Hosp	Grade 2		2	4	3	5	5
Student 6	Michelle Hosp	Grade 2		2	1	3	3	2
Student 7	Michelle Hosp	Grade 2		0	0	0	0	0

# Diagnostic Group Matrix: By Phonics Category

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are they **hearing the correct pronunciation** of the sounds of each letter? It might be helpful to do some review using phonological awareness tasks that asks the students to produce the sounds they hear in words. If they cannot hear the correct sound, then they should be taught this skill prior to teaching phonics.
- Are they **confusing skills** they are learning? For example, when learning new sounds students often over apply their knowledge incorrectly. For example, students who are learning the short vowel sound for "i" may use that /i/ sound for other vowels like "e".
- Is the student learning the skill but just needs **more practice** in order to master the skill? If so, can you build in more opportunities during instruction as well as other times of the day?
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Diagnostic Student Tile: Phonics Target Skill Analysis

## 1) How to Review the Report:

- The Key indicates the colors associated with correct, and incorrect by sound(s)
- The Skill Category is listed at the top
- The Target Skills are listed across the top for that Phonics Category

**Diagnostic Student Tile: CVC Skill Analysis**

a			e			i			o			u		
d	a	k	d	e	g	b	i	f	b	o	n	f	u	p
l	a	t	h	e	t	f	i	m	h	o	k	g	u	b
n	a	m	n	e	f	n	i	z	p	o	g	j	u	n
t	a	d	p	e	d	r	i	t	r	o	f	t	u	s
y	a	f	s	e	p	z	i	b	v	o	d	y	u	d

**Key**

- White - Correct
- Red - Incorrect

[View Notes](#) [Next](#)

# Diagnostic Student Tile: Phonics Target Skill Analysis

## 2) Question this report answers:

*Which specific phonics skills does the student need help with?*

- First, look at each target skill and look for patterns. This example shows the student is struggling mostly with e and i. This is common as we know the /e/ and /i/ sound are often hard to distinguish.
  - It also shows that the student missed a word with short a.
- Next, look for other patterns beyond the target skills. For CVC we should look at the consonant patterns.
  - In this example, it looks like the student is confusing b and d and also missed some n. These are common errors that many students make, but they can be fixed with providing good instruction.

**Diagnostic Student Tile: CVC Skill Analysis**

a			e			i			o			u		
d	a	k	d	e	g	b	i	f	b	o	n	f	u	p
l	a	t	h	e	t	f	i	m	h	o	k	g	u	b
n	a	m	n	e	f	n	i	z	p	o	g	j	u	n
t	a	d	p	e	d	r	i	t	r	o	f	t	u	s
y	a	f	s	e	p	z	i	b	v	o	d	y	u	d

**Key**  
White - Correct  
Red - Incorrect

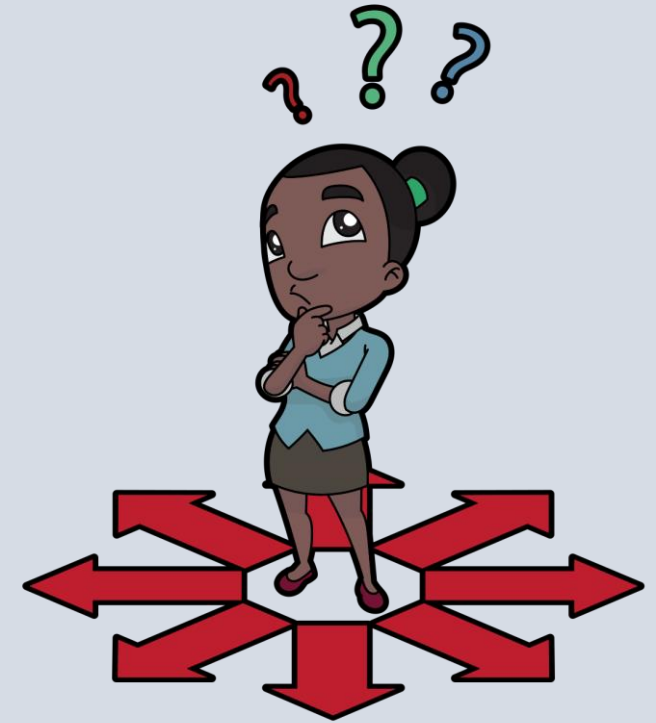
[View Notes](#) [Next](#)



# Diagnostic Student Tile: Phonics Target Skill Analysis

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are they **hearing the correct pronunciation** of the sounds of each letter? It might be helpful to do some review using phonological awareness tasks that asks the students to produce the sounds they hear in words. If they cannot hear the correct sound, then they should be taught this skill prior to teaching phonics.
- Are they **confusing skills** they are learning? For example, when learning new sounds students often over apply their knowledge incorrectly. For example, students who are learning the short vowel sound for "i" may use that /i/ sound for other vowels like "e".
- Is the student learning the skill but just needs **more practice** in order to master the skill? If so, can you build in more opportunities during instruction as well as other times of the day?
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Student Instructional Recommendations

## 1) How to Read the Report:

- Labels Include:
  - Skill Category
  - Target Skills for that category (e.g., short vowels in CVC)
  - Number correct / Number of Opportunities
- Green = Mastered
- Yellow = Some Skill
- Red = Little to No Skill
- Suggestions for Instructional Focus:
  - Which target skills should get the most instructional time, some time, or only review.
  - What other errors is the student making that should be the focus of instruction?

### Diagnostic - Student Report Instructional Recommendations

	SKILL CATEGORY : CVC				
Target Skill: Short Vowel	a	e	i	o	u
# Correct / # of Opportunities	(4/5)	(1/5)	(1/5)	(5/5)	(5/5)
Beginning of Word Error :	b, n				
Middle of Word Error :	a, e, i				
End of Word Error :	b, d				

#### Instructional focus :

- Target Skill - instructional time spent on : most (e, i), some (a) review (o, u)
- Beginning of Word : b, n
- Middle of Word : a, e, i
- End of Word : b, d

NEXT

# Student Instructional Recommendations

## 2) Questions this report answers:

*What should I teach this student?*

- Target skills in **Red** need the most instruction (e.g., e, i)
  - Target skills in **Yellow** need some instruction (e.g. a)
  - Target skills in **Green** need review (e.g., o, u)
- 
- Errors at the beginning of words and end of words should also be taught

### Diagnostic - Student Report Instructional Recommendations

	SKILL CATEGORY : CVC				
Target Skill: Short Vowel	a	e	i	o	u
# Correct / # of Opportunities	(4/5)	(1/5)	(1/5)	(5/5)	(5/5)
Beginning of Word Error :	b, n				
Middle of Word Error :	a, e, i				
End of Word Error :	b, d				

Instructional focus :

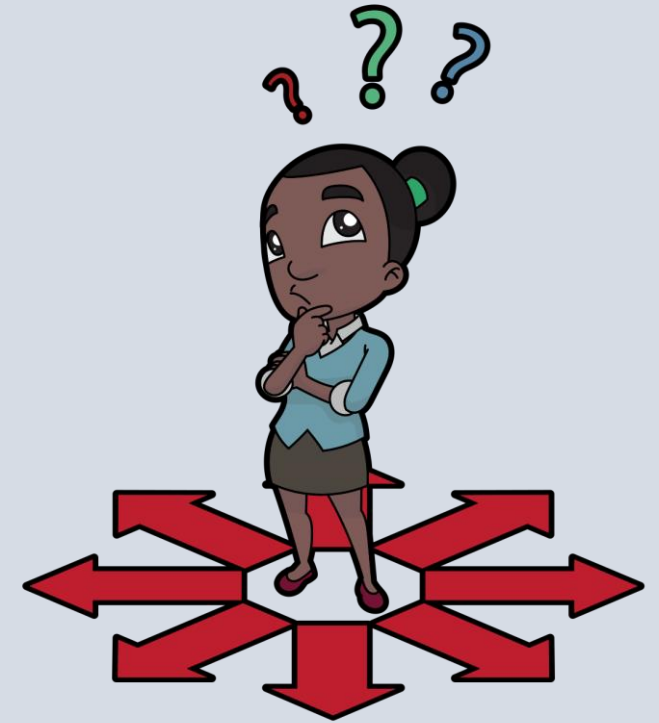
- Target Skill - instructional time spent on : most (e, i), some (a) review (o, u)
- Beginning of Word : b, n
- Middle of Word : a, e, i
- End of Word : b, d

NEXT

# Student Instructional Recommendations

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

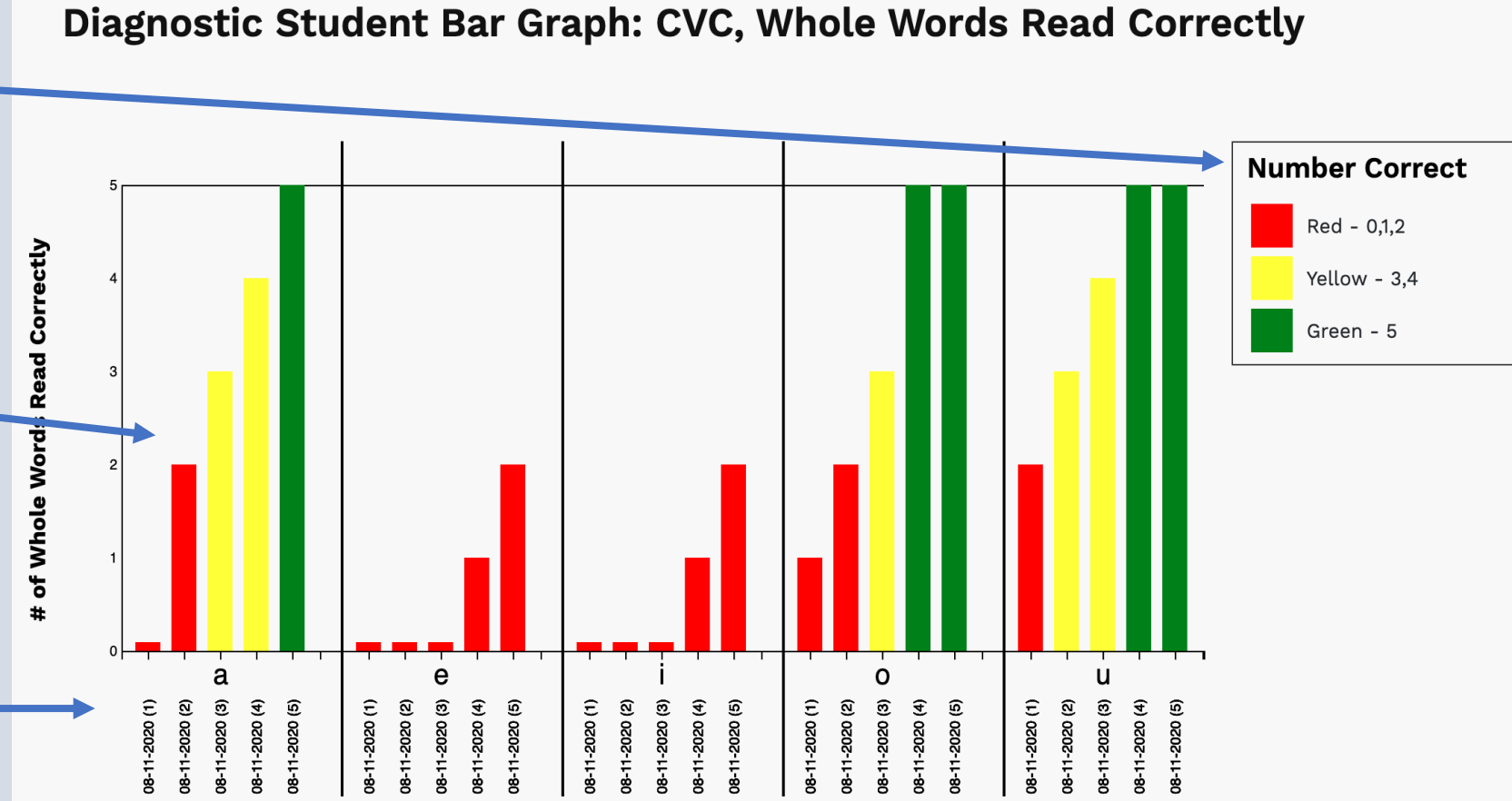
- Are they **hearing the correct pronunciation** of the sounds of each letter? It might be helpful to do some review using phonological awareness tasks that asks the students to produce the sounds they hear in words. If they cannot hear the correct sound, then they should be taught this skill prior to teaching phonics.
- Are they **confusing skills** they are learning? For example, when learning new sounds students often over apply their knowledge incorrectly. For example, students who are learning the short vowel sound for "i" may use that /i/ sound for other vowels like "e".
- Is the student learning the skill but just needs **more practice** in order to master the skill? If so, can you build in more opportunities during instruction as well as other times of the day?
- Think about your **approach to teaching** phonics. Are you incorporating the science of reading to include explicit and systematic instruction with lots of opportunities for students to respond and immediate corrective feedback? We know from research on the Science of Reading that this type of approach will give students the best chance of learning these skills.



# Student Bar Graph for Progress Monitoring

## 1) How to Read the Report:

- The Key indicates the color associated with the number of whole words read correctly for each target skill within that phonics category (e.g., short vowels in CVC).
- The report shows the number of whole words read correctly for each target skill, regardless of where the error occurred (e.g., /deg/ read as /beg/).
- The target skills and the dates are listed at the bottom.

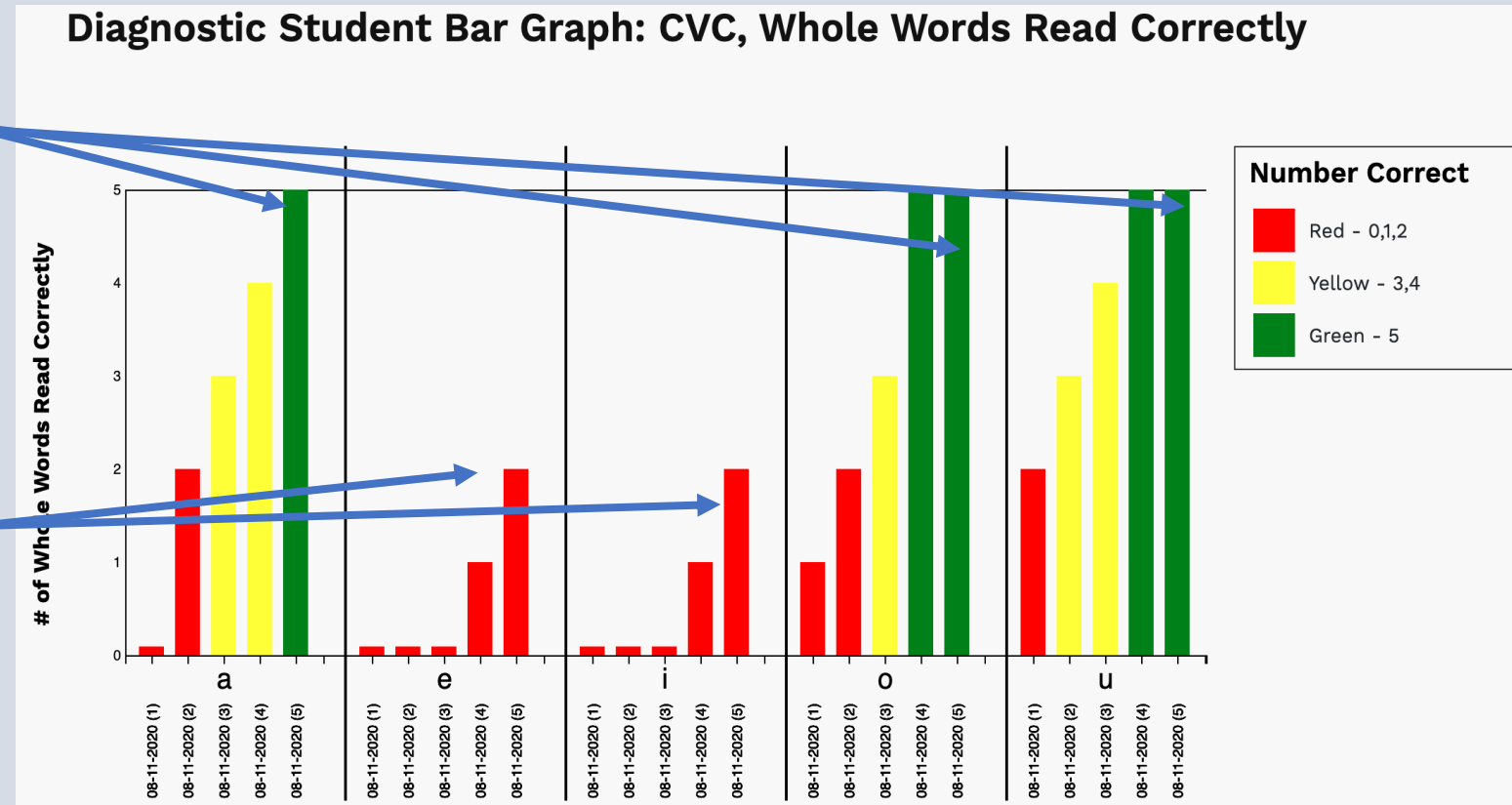


# Student Bar Graph for Progress Monitoring

## 2) Question the report answers:

*Are phonics skills improving for this student over time?*

- First, Look at the target skills at the bottom and determine which skills the student has mastered. For this student it is a, o and u.
  - If all skills are mastered, consider teaching the next phonics pattern in your scope and sequence.
- Second, Look at the target skills at the bottom and determine which skills still require instruction. For this student it is e and i.
- So, for this student we would say phonics skills are improving over time. However, we would also make a note that the student still needs help with e and i since they have not yet mastered these skills.



# Student Bar Graph for Progress Monitoring

## 3) Tips of what to do if you have students who have not yet mastered certain phonic skills:

- Are they **hearing the correct pronunciation** of the sounds of each letter? It might be helpful to do some review using phonological awareness tasks that asks the students to produce the sounds they hear in words. If they cannot hear the correct sound, then they should be taught this skill prior to teaching phonics.
- Are they **confusing skills** they are learning? For example, when learning new sounds students often over apply their knowledge incorrectly. For example, students who are learning the short vowel sound for "i" may use that /i/ sound for other vowels like "e".
- Is the student learning the skill but just needs **more practice** in order to master the skill? If so, can you build in more opportunities during instruction as well as other times of the day?
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