

This easy-to-understand report shows multiple measures for reading and breaks it into the fundamental components.



DORA® Spanish/EDELL Summary Report
(Diagnostic Online Reading Assessment - Spanish)
(Evaluación Diagnóstica Español de Lectura en Línea)

Student: **ALEXANDER PEGUERO**
Assessment Date: **01/23/2018**
Age: **7 yrs 9 months**
Grade: **2.4**
Teacher: **BENJAMIN MARZO**

Alexander is strong in phonics and general word identification but needs to work on high-frequency words.

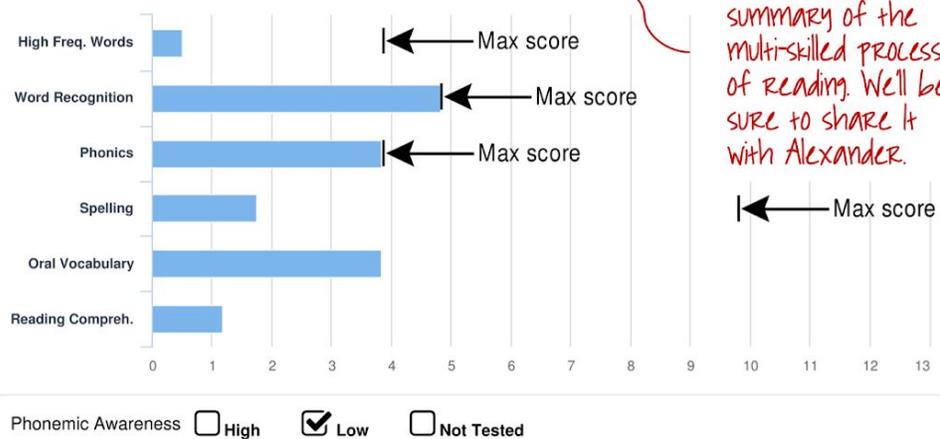
- ✗ **High-Frequency Word Sub-test**
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed. **Score (Range: K to High 3rd):** mid K 0.5
- ✓ **Word Recognition Sub-test**
Measures the learner's ability to recognize a variety of leveled lists of words. - ALEXANDER puede leer palabras como "albóndigas" y "trabajadora". **Score (Range: K to High 4th):** maximum 4.83
- ✓ **Phonics (Word Analysis) Sub-test**
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words. 0% of errors were "real-word" questions. 0% of errors were "non-word" questions. **Score (Range: K to High 3rd):** maximum 3.83

Phonics Principles Mastered			
<input checked="" type="checkbox"/> tested correctly <input type="checkbox"/> tested incorrectly (NE) not tested			
<input checked="" type="checkbox"/> Some beg. letter sounds /t/, /m/, /s/...	<input checked="" type="checkbox"/> Consonant Blends blanco, frente, plano	<input checked="" type="checkbox"/> Consonant Digraphs noche, luce	<input checked="" type="checkbox"/> Vowel Digraphs guerra, queso
<input checked="" type="checkbox"/> Most/all beg. letter sounds /b/, /g/, /k/...	<input checked="" type="checkbox"/> Vowels mal, fin, nube	<input checked="" type="checkbox"/> Diphthongs aire, auto, algo	<input checked="" type="checkbox"/> Polysyllabic Words mensajera, obediente

Wow! Alexander has mastered all phonics principles.

- ✓ **Spelling Sub-test**
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words. - ALEXANDER puede deletrear palabras como "destornillador". - ALEXANDER escribió "juto" en vez de "chaqueta". **Score (Range: K to High 9th):** mid 1st 1.75
- ✓ **Oral Vocabulary (Word Meaning) Sub-test**
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words. - ALEXANDER podía identificar el sentido de palabras como "add a thought bubble" y "moving to new home" - ALEXANDER tuvo dificultad con el sentido de palabras como "boy points at girl by tree" y "camel in line" **Score (Range: K to High 12th):** high 3rd 3.83
- ✗ **Reading Comprehension (Silent Reading) Sub-test**
Evaluates the learner's ability to answer factual and inferential questions about a silently read story. 53% of errors were "factual" questions. 47% of errors were "inferential" questions. **Score (Range: K to High 12th):** low 1st 1.17

Scores as Grade Levels



This is a great summary of the multi-skilled process of reading. We'll be sure to share it with Alexander.

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