

Hoot

Changing Lives Through Literacy



Hoot Report

Lily's Reading Assessment

EXAMPLE REPORT



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Hoot Reading Assessment

This report for Lily is based on their results from the Hoot Reading Assessment. The Assessment covers the two key areas of reading development, word-level reading (decoding) and language comprehension, following the large body of research commonly known as the **Science of Reading**. The [Scarborough Reading Rope](#) illustrates how these two focus areas combine to make a skilled and proficient reader.

The Assessment works through a series of foundational reading skills, designed to assess your child on: **a)** their ability to connect letters and sounds; and **b)** their ability to read words correctly without prompts or from context clues, such as pictures. It evaluates how Lily “sounds out” (decodes) words both in isolation and in simple sentences.

For students who are still developing their decoding skills, the Assessment also evaluates their language comprehension abilities. Students who demonstrate word reading proficiency are evaluated on their ability to read a complex text with automaticity, fluency, and comprehension.

The following pages outline how Lily performed on the Assessment with Instructional Indicators for each skill covered. These indicators are used by Hoot Teachers to build individualized instructional plans for Hoot Tutoring lessons that maximize tutoring efficacy and academic growth.

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Student
Lily



Grade
Grade 2



Date Assessed
October 22, 2025



Legend: Instruction Indicators

Not Started

This skill has yet to be assessed. Once other foundational skills reach mastery, these skills will be added to your child's instructional pathway.

Instruction Required

Instruction will be focused in this area in order to support your child in building new skills.

Review Required

Some knowledge of this skill was demonstrated in the assessment. Continued review and practice will help your child master this skill.

Meeting Expectations

At the complexity of the text used for the assessment, your child is progressing well and ready to continue deepening their skills on increasingly complex texts.

Passed

Your child was able to move beyond this skill in their assessment based on their proficiency on other assessed tasks.

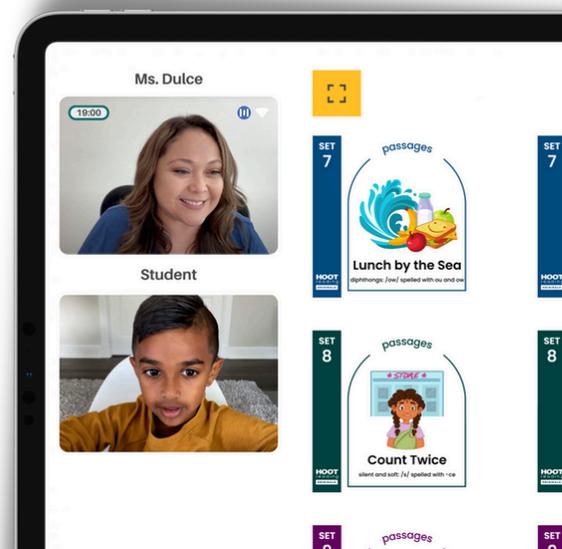
Mastered

Proficiency of a skill was demonstrated when fully assessed. Instruction will build on these foundational skills with added complexity.

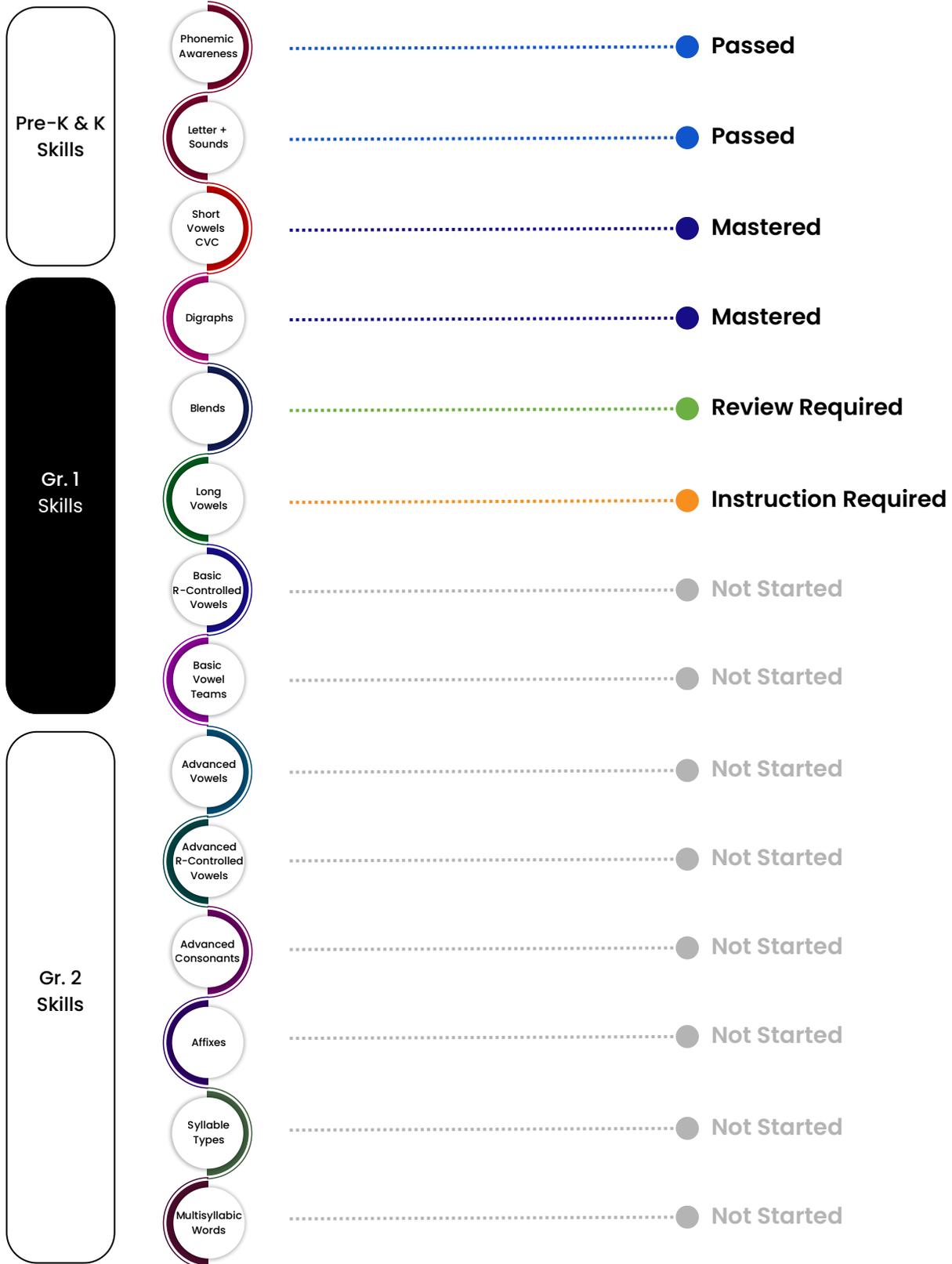


Read Report

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Hoot Scope & Sequence



Hoot Instructional Focus: Pre-Word Reading

The ability to hear, produce, and manipulate words, syllables, and individual sounds. It also assesses a student's knowledge of the most common sound for each letter.

These skills are typically mastered by the end of Kindergarten.

Skill		Score	Instruction Indicator
Phonemic Awareness Sample Tasks Isolating, blending, changing sounds in spoken words	Phoneme Segmentation	-	● Passed
	Phoneme Blending	-	● Passed
	Phoneme Deletion	-	● Passed
	Phoneme Substitution	-	● Passed
Letter Sounds Sample Tasks Short vowel sounds and the most common consonant sounds		-	● Passed

Hoot Instructional Focus: Early Word Reading

Decoding one-syllable words that represent the most commonly found sound-spelling patterns.

These skills are typically mastered by the end of Grade 1.

Skill	Score	Instruction Indicator
Short Vowels Sample Words: cat, bid, met	19 / 20	● Mastered
Digraphs Sample Words: bath, shop, king	18 / 20	● Mastered
Blends Sample Words: trick, sled, dusk	12 / 20	● Review Required
Long Vowels Sample Words: hope, like, gaze	2 / 20	● Instruction Required
Basic R-Controlled Vowels Sample Words: firm, bark, cord	-	● Not Started
Basic Vowel Teams Sample Words: dream, tail, loaf	-	● Not Started

Hoot Instructional Focus: Complex Word Reading

Decoding less common vowel patterns, silent letters, and diverse word endings, including two-syllable words.

These skills are typically mastered by the end of Grade 2.

Skill	Score	Instruction Indicator
Advanced Vowels Sample Words: moon, swan, toy	-	● Not Started
Advanced R-Controlled Vowels Sample Words: chair, hear, world	-	● Not Started
Advanced Consonants Sample Words: price, kneel, judge	-	● Not Started
Affixes Sample Words: rusted, gladly, unseen	-	● Not Started
Syllable Types Sample Words: cobweb, purple, nation	-	● Not Started
Multisyllabic Words Sample Words: investment, extension, understandable	-	● Not Started

Hoot Instructional Focus: Text Reading

Text Reading results are a snapshot of a student’s comprehension of a grade-level text.

Students who are still developing their decoding skills are read a grade-level text aloud to assess their **Language Comprehension** skills, including a student’s use of key vocabulary, text evidence, and verbal reasoning when discussing a text.

Students who demonstrate word reading proficiency read the text themselves for assessment of **Reading Comprehension**. These students are also assessed on their oral reading **Fluency**, including accuracy, speed, expression, and appropriate phrasing.

These skills were assessed using a text designed for Grade 2 students.

Skill		Score	Instruction Indicator
Fluency Considers the pace (speed), accuracy (words read correctly), spoken expression, and attention to punctuation when reading a text aloud.	Accuracy	-	● Not Started
	Pace	-	● Not Started
	Phrasing	-	● Not Started
	Expression	-	● Not Started
Comprehension Assessment on the acquisition of knowledge and vocabulary, use of syntax and text structure, as well as strategies that support metacognition and verbal reasoning from texts across genres.		14 / 15	● Meeting Expectations

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What's Next?

Based on the assessment results, Lily demonstrates strong emerging reading skills but would benefit from additional support in key areas. The assessment outcomes indicate that review is required on blends and explicit instruction is required for long vowels before continuing to more advanced skills. These skills Lily needs to focus on are typically mastered before the end of Grade 1.

It is recommended that you share this report with a teacher to discuss how targeted, individualized instruction can help strengthen these foundational skills and support continued reading progress. To accelerate growth and close skill gaps, we also recommend [enrolling Lily in Hoot Tutoring lessons](#), where a real classroom teacher can provide individualized, 1:1 instruction to help Lily catch up and build confidence in reading.



Student
Lily



Grade
Grade 2



Date Assessed
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Enroll Today



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