

# Understanding BOY Assessments, Your Child's Data and Home Support Tips

## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURES**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

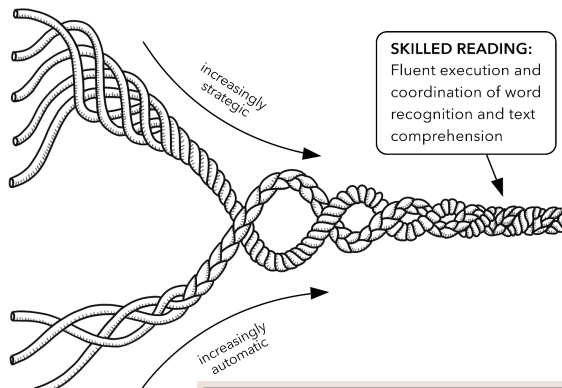
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

### WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING** (alphabetic principle, spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



Grade Level(s):	Assessment Name:	Focus Area:
Kindergarten	Phonological Awareness Literacy Screening (PALS)	Phonological Awareness
Grades 1-6	iReady	Reading and Math
Grades *1-6	*Word Recognition Fluency Passage Reading Fluency	Fluency and Comprehension
Grades 1-6	Developmental Spelling Assessment (DSA) grades 1-6	Encoding (Spelling)

I	Passage Reading Fluency (PRF)	Developmental Spelling Analysis (DSA)
Grade Level:	Expected Fluency Score <b>Fall Benchmark</b> Words Correct Per Minute	Expected Stage <b>by End of the Year</b>
1st Grade	7* *Word Recognition Fluency	Early to Mid Within Word
2nd Grade	50	Mid to Later Within Word
3rd Grade	83	Later Within Word to Early Syllable Juncture
4th Grade	94	Early to Middle Syllable Juncture
5th Grade	121	Middle to Late Syllable Juncture
6th Grade	132	Late Syllable Juncture to Derivational Constancy

Developmental Spelling Assessment (DSA) Progression Chart	Letter Name Stage					Within Word Stage					Syllable Juncture Stage					Derivational Constancy Stage				
	Initial & Final Consonants	Initial Consonants: Blends & Digraphs	Short Vowels	Affricates	Final Consonants: Blends & Digraphs	Long Vowels (VCe)	R-Controlled Vowels	Other Common: Long Vowels	Complex Consonants	Abstract Vowels	Doubling & e-Drop with ed & ing	Other Syllable Juncture Doubling	Long Vowel Patterns (Stressed Syllable)	R-Controlled Vowels (Stressed Syllable)	Unstressed Syllable: Vowel Patterns	Silent & Sounded Consonants	Consonant Changes	Vowel Changes	Latin-Derived Suffixes	Assimilated Prefixes
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T

## How to Support Word Recognition at Home

K-2: Read or recite nursery rhymes together in your home language and play sound games—take turns making words that rhyme or start with the same sound.

When your child brings home books from school, encourage them to sound out the words they can by looking at the letters and moving their finger across the word from left to right. Then ask them to check that what they've said makes sense.

3-6: Read poetry and notice the way authors use the sounds of words such as alliteration or rhyme. Notice together when words that share the same word parts (prefixes, suffixes and roots) are related in meaning.

## How to Support Language Comprehension at Home

Read rich, engaging literature that stretches them beyond what they can read themselves and nonfiction texts on a variety of interesting topics.

Take your child on everyday adventures and talk about a variety of topics. Talk to community members about what they do and how they do it.

Narrate your child's experiences in your home language with specific vocabulary that stretches beyond the words they already use in their own speech. (Wow! You constructed a Lego skyscraper! How can you stabilize it?)

Don't just watch TV, discuss and analyze the characters and stories you enjoy, and process new information you are learning together.

**FCPS Curriculum Resource for Parents** <https://www.fcps.edu/academics>

**FCPS Family Resource Center**

<https://www.fcps.edu/resources/family-engagement/family-resource-center>

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