Assessment Analysis

Name of Student: G\*\*\*\*y Swift

Age: 8

Date of Birth:

Grade: 3rd

Examiner: Nicole Langlois

Dates of Assessment Administration: 9/3/15, 9/10/15, 9/17/15, 9/24/15

1. **General Observation**

The first meeting with G\*\*\*\*y occurred at Searcy McRae Elementary. The session lasted an hour and a half. The room was decorated in all things superhero as the teacher’s theme is Super Students. G\*\*\*\*y and the instructor sat at a cluster of desks not far from the entrance doorway as to be far enough away from the other pair that it wouldn’t obstruct G\*\*\*\*y’s learning. The instructor and G\*\*\*\*y played a Getting to Know You board game, both of them sharing their answers for each question. The instructor wrote down G\*\*\*\*y’s answers to the questions in order to appeal to her learning taste for the rest of their sessions. The instructor then administered the Flynt-Cooter Interest Survey by orally asking G\*\*\*\*y the questions provided on the paper. G\*\*\*\*y was more verbal during this part than the Getting to Know You game because she and the instructor had bonded through the time they had spent together. The instructor then read aloud *When I Grow Up* by Al Yankovic and provided G\*\*\*\*y with a journal. The instructor asked G\*\*\*\*y to write a couple sentences about what she wanted to be when she grows up and why. After allowing time for G\*\*\*\*y to write as much as she wanted, the instructor administered the Garfield Writing Interest Survey. G\*\*\*\*y indicated that she likes to write when she has a choice about what to write about. Then the instructor provided a ball and the pair went outside to toss it back and forth. The pair came up with a category (animals, colors, ice cream flavors, food), and then tossed the ball back and forth, shouting out an item pertaining to that category each time they caught the ball. After that game, the pair worked their way through *Word Magic Magnetic Sentence Builder* by Magnix, placing word magnets in the correct spots to make a rhyming statement. The instructor ended the session by reading *Penguin’s Big Adventure* by Salina Yoon.

During the second session, the instructor started by reading aloud *Gorillas in Our Midst* by Richard Fairgray and they discussed the irony in the story. Then the instructor administered the DSA, starting with Within Word. The instructor then administered the Basic Sight Words part of the Ekwall-Shanker. Then the pair played a FCRR intervention called Syllable Graph. After picking up picture cards, G\*\*\*\*y was asked to clap out how many syllables were in the word, then placed the picture card on a graph of syllable counts. Next, the instructor provided guided readers of different levels surrounding the level G\*\*\*\*y is goaled to be at. G\*\*\*\*y was asked to look through the books and choose the one that she thought was a right fit for her. She chose *A House for Herman*, and she and the instructor partner read the whole book. When asked if this was a good book for her ability, G\*\*\*\*y responded with a yes. Next, the instructor administered the Flynt-Cooter. Finally, the instructor read aloud *Wild About Books* by Judy Sierra and asked G\*\*\*\*y to write in her journal about how she feels about reading.

During the third session, the instructor started by reading *Unlovable* by Dan Yaccarino, then talked about the parts of a story using the S.T.O.R.Y strategy. The instructor then administered the listening portion of the Flynt-Cooter to check comprehension from the story read last week. Next the instructor provided a Making Words Activity folder and the instructor and G\*\*\*\*y made words with post-it note letter blends while keeping the same beginning blend, but changing the ending and hearing the sound of the blend in each word. Then, the instructor and G\*\*\*\*y played a Cause and Effect Match game to show G\*\*\*\*y’s comprehension of an effect from an action. Then the instructor read *Leonardo the Terrible Monster* by Mo Willems and G\*\*\*\*y wrote in her journal about her best friend. Then the instructor administered the DRA. Finally, the pair played “Phoneme Split and Say Intervention” provided by FCRR. In this game, a picture card was shown with Elkonin boxes underneath the picture, and G\*\*\*\*y was asked to sound out the phonemes in that word while pushing a poker chip into its spot on the boxes.

To start the fourth session, the instructor read *The Adventures of Beekle* by Dan Santat aloud and G\*\*\*\*y wrote in her journal about an imaginary friend. Since the instructor was aware of her love to draw, G\*\*\*\*y was also asked to draw a picture of her imaginary friend. The instructor then administered the Repeated Sentences and Retelling the Story portions of the OLAI assessment to check for quick comprehension. Next the instructor provided a Making Words Activity folder and the instructor and G\*\*\*\*y made words with post-it note letters to show how just changing one letter sometimes can create a completely new word that rhymes with the original word. Then the instructor administered the Ekwall-Shanker Sight Word Assessment, and G\*\*\*\*y read 219 of 221 sight words correct. Next the instructor and G\*\*\*\*y partner read *I Don’t Like Koala* by Sean Ferrell. Finally, the pair went out to the playground and played a Sight Word Lava Game. While standing on the edge of a big circle painted on the blacktop, the instructor placed sight word cards down face-up. G\*\*\*\*y was told that they were at the mouth of a volcano and the only way to get across is to read the sight word correctly. If she said the sight word incorrectly, she was told the correct answer, and then the card was flipped over and she had to find another way across the volcano. When she got all the way across, she was challenged to make it all the way back to the side she came from only using the cards that she hadn’t already read. She completed this with ease, and only missed “shall”.

1. **Assessment Administration and Analysis**
	1. **Affective Assessments**
		1. **Flynt Cooter Interest/Attitude Interview**

The purpose of this assessment is to determine the student’s interest and attitudes toward reading. The interview is comprised of twenty questions; ten questions about the student’s home literacy life and ten questions about the student’s school literacy life. These questions are designed to determine how the student feels about reading and how she perceives herself as a reader and a writer.

G\*\*\*\*y expressed that she likes to read, and even reads to her mom and her little sister. She identified herself as a “good reader” because she ‘reads slow and fast’. She stated that someone who is not a good reader reads slowly and one word at a time. G\*\*\*\*y likes to read chapter books like Junie B. Jones, American Doll books, and the Magic Tree House books. G\*\*\*\*y also indicated that she sometimes likes to write if she has to. She likes to write about dogs, summer and her siblings. When asked how she would help a person who was learning how to read, she responded “I would have them sound it out. That always helps me.”.

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| Strengths |
| Knowledge of good age-appropriate literature |
| Eager to learn |
| Engaged by listening |

* 1. **Developmental Spelling Assessment**
		1. **DSA Screening Inventory**

The purpose of this assessment is to quickly test the student’s stage of development so the appropriate spelling test can be given. Each test is made up of twenty questions, five from each feature inventory included. G\*\*\*\*y mastered Long Vowels and R-Controlled Vowels, but started to struggle when it came to Other Common Long Vowels. She then continued to have trouble with Complex Consonants and Abstract Vowels.

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| Strengths | Deficits |
| Long Vowels | Other Common Long Vowels |
| R-Controlled Vowels | Complex Consonants |
|  | Abstract Vowels |

* 1. **Flynt-Cooter Reading Inventory**
		1. **Silent Reading Comprehension**

The purpose of this assessment is to check the student’s comprehension by silently reading. The student received an age-appropriate passage that she read silently after the instructor introduced the passage. When the student is finished reading, she was asked by the instructor to retell what she just read. There are eight questions that the student should be able to hit based on their retelling. If they do not get all eight points, the instructor will ask the questions directly, and mark that they were answered by aiding. If the student answers six of the eight questions correctly, prompted or not, they move on to the next section of that passage. If not, the instructor will provide a text on a lower level. G\*\*\*\*y was only able to answer one question, and that was with prompting. The instructor moved down a level, and G\*\*\*\*y had no problem with the text, or comprehending the questions. The instructor moved back to the original passage to hear her oral reading fluency, and see if she could comprehend when the passage was read to her.

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| Strengths | Deficits |
| Comprehends Main Problem | Inferential Comprehension |
| Character/Characterization | Evaluative Comprehension |
| Applying background knowledge to passage |  |

* + 1. **Oral Reading and Analysis of Miscues**

The purpose of this assessment is to measure the student’s fluency and determine any miscues while reading. The student will be asked to read the previous passage aloud, and the instructor will mark down any miscues the student makes. At the end of the passage, the instructor will add up the miscues into their columns, and will be able to tell from there if that level is instructional for their student, or if they need to move onto the listening comprehension section. G\*\*\*\*y only had a Meaning miscue, and skipped the “Love, Granny” stanza in the text. The instructor categorized this as "Odd word placement on the page" because it reads left to right, but some parts start in the middle of that page and if the student is not used to that, they miss it.

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| Strengths | Deficits |
| Syntactical Cues | Meaning Cues |
| Visual Cues | Odd Word Placement on the Page |

* + 1. **Listening Comprehension**

The purpose of this part of the assessment is to see if the student comprehends the text when it is read to her by the instructor. The instructor reads the exact passage over again, informing the student that they will need to answer questions when the story is over. G\*\*\*\*y was able to hit four points during her retelling, and then achieved the other four points when she was asked the questions directly.

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| Strengths |
| Inferential Comprehension |
| Evaluative Comprehension |

* 1. **OLAI Assessment**
		1. **Repeated Sentences**

This assessment is given to see how the student does with hearing a sentence and being able to repeat it exactly. The instructor reads the sentence and pauses to allow the student to answer. G\*\*\*\*y was able to correctly repeat every single sentence back to the instructor without any trouble.

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| Strength |
| Auditory Comprehension |

* + 1. **Retelling Story**

This assessment is given to see if a student is able to hear a story with the visual cards provided and relay that same story putting the picture cards down themselves. This is to see how they associate a part of the story with what the picture is of, and if they can comprehend the message. G\*\*\*\*y was able to retell the key parts of the story, and used every visual card provided.

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| Strengths | Deficits |
| Verbal Retelling | Complete Comprehension |
| Visual Cueing  |  |

* 1. **Ekwall Shanker Basic Sight Words**

This assessment is given to see how many sight words the student knows. The instructor allowed the student to scroll through the sight word power point at her leisure and say the words that were presented to her. The instructor kept a count of how many words were missed, but G\*\*\*\*y read 219 of 221 sight words correctly.

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| Strengths | Deficits |
| Sight Word Fluency | 'shall' (read 'shawl') |
|  | 'were' (read 'where') |

**f. Developmental Reading Assessment**

For the DRA, the instructor administered the level 24 book because that is what G\*\*\*\*y had scored Instructional on during the Flynt-Cooter. G\*\*\*\*y read fluently and on an instructional level, and only made one miscue. She was able to answer eight of the eleven comprehension questions unaided, and finished off two of the last few as the instructor aided her. She did not retell the story in order, and the instructor was lenient with counting the answers that G\*\*\*\*y gave. During the Interpretation and Reflection part of the DRA, G\*\*\*\*y was not able to pick out the most important part of the story, or why the author wrote the story. While looking over the DRA Continuum, the instructor decided that this was also instructional level for G\*\*\*\*y because of her trouble with processing and retelling.

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| Strengths | Decficits |
| Oral fluency | Comprehension |
| Reading Accuracy | Determining Main Plot |
|  | Retelling |
|  | Processing |

1. **Summary**
	1. **Inferential and Evaluative Comprehension**
		1. **Flynt-Cooter**
		2. **OLAI Retelling Story**
		3. **Writing Samples**

G\*\*\*\*y is able to comprehend when she is reading the passage aloud, or when it is being read to her. She struggles when she has to read a passage silently and retell what happened in the story. She does not understand how to read quietly and still make sense of what she is reading. Providing her with a story she can relate to, or hear someone read expressively, will help her comprehend.

* 1. **Accuracy**
		1. **Flynt-Cooter**
		2. **Developmental Spelling Analysis**
		3. **Ekwall-Shanker Graded Word List**

G\*\*\*\*y reads aloud very accurately. She is orally reading well above her grade level, but she is not able to comprehend what she can fluently read. She has great Syntactical and Visual cueing, and only struggles a little bit with cues of Meaning. Hearing stories from others and being verbally asked questions about the story would help G\*\*\*\*y comprehend.

1. **Recommendations**
	1. **General**

G\*\*\*\*y is 8 years old, and is in her first semester of 3rd grade at Searcy McRae Elementary. She is sweet, creative, respectful, and always hungering for more knowledge. She loves to read books like Junie B. Jones and The Magic Treehouse, play with her siblings, and draw. Her family reads with her, and she reads to them, and her parents help her with her homework. The assessments that G\*\*\*\*y completed have shown that she reads orally very well, but also that she needs some guidance on understanding the text and reading for meaning. G\*\*\*\*y is able to read almost every sight word she is given which shows great word attack, but has a difficulty turning those words into meaning when they are used in a story. When G\*\*\*\*y becomes a more conscientious reader, she will be able to relay information from the text she is reading.

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| Strengths | Deficits |
| * Knowledge of good age-appropriate literature
* Eager to learn
* Engaged and a very good listener
* Long Vowels
* R-Controlled Vowels
* Comprehends Main Problem
* Character/Characterization
* Applying background knowledge to passage
* Syntactical Cues
* Visual Cues
* Auditory Comprehension
* Verbal Retelling
* Visual Cueing
* Sight Word Fluency
 | * Other Common Long Vowel
* Complex Consonants
* Abstract Vowels
* Inferential Comprehension
* Evaluative Comprehension
* Meaning Cues
* Odd Word Placement on the Page
* Complete Comprehension
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