

<input checked="" type="checkbox"/> Reads in phrases (not word by word)	<input checked="" type="checkbox"/> Word-by-word reader	<input type="checkbox"/> Reads with expression
<input checked="" type="checkbox"/> Reads with little expression	<input checked="" type="checkbox"/> Attends to punctuation	<input type="checkbox"/> Ignores punctuation
<input checked="" type="checkbox"/> Uses word identification strategies	<input type="checkbox"/> Weak word identification ability	

SUMMARY OF ABILITIES AND NEEDS IN ORAL READING (Be sure to address abilities **AND** needs. This will necessarily require you to take into consideration the information from Part III: Miscue Analysis from each protocol and the miscue summary chart, the error analysis, and oral reading skills above.)

K. started out on Level 4 and was reading with hardly any errors. He got one of the silent reading questions incorrect, but he read the 100-word passage without any errors at all. I thought we would go through at least a few more before stopping due to meeting the minimum error requirement. To my surprise, K. only made it to the next level (5) before getting six meaning errors. He had 11 errors in all during the running record and he only got one of the silent reading question correct. I suspect he rushed through the Level 5 passage. I cannot understand any other reason for such a drastic change in reading skills. I was expecting to find an easy, instructional, and too hard level for K. but we jumped from way too easy to too hard in just one level. He needs to slow down and stretch his words out. He used visual cues a lot, correctly using parts of the word but not pronouncing the whole word correctly. His use of meaning and syntax cues was stark in comparison to his use of visual cues. Many times, the word that he got wrong did not fit in to the structure of the sentence at all. The meaning did not always work as well. He should take his time to comprehend the entire sentence and go back if he needs to. I saw him demonstrate this technique during the Sentences for Initial Passage Selection assessment. He went back to the second word in the sentence and re-read it after he was done with the whole sentence. He did not re-read the whole sentence, though, which could be a sign that he was not putting the whole sentence together after self-correcting the word, and might not comprehend the meaning of the sentence after all.

SUMMARY OF WORDS THEIR WAY SPELLING INVENTORY:

- What orthographic features does the student know?
- What does the student use but confuse?
- What stage of spelling is the student in?
- What should be the focus of word study instruction for this student?

K.'s spelling abilities were strong in initial and final consonants, short vowels, digraphs, blends, other vowels, and inflected endings. He was okay in long vowels, and syllable junctions. He could use work with unaccented final syllables, harder suffixes, and bases and roots. Although he only got 9/25 words correct, he has a handle on most of the spelling features. He needs to learn how to recognize the specific spelling of different words. He has basic phonemic awareness and can stretch words out to hear different sounds but does not always use the correct combination of letters. He consistently leaves out the second consonant in syllable junctures (he will spell 'carries' with only one 'r'). He could also use help in the long-vowel area. He missed a bunch of words because he did not combine the correct vowels/consonants, even though he made the correct sound. He seems to be on grade-level in spelling, perhaps a little bit ahead. Instruction should focus on teaching the correct spelling of words. He should not rely on simply sounding the words out, because there are many sounds that might sound correct but are not. Developing his sight words is where I would start instruction.

COMPREHENSION RESPONSE SUMMARY CHART (Fill in each section of the chart below from *all* of the protocols administered. The total % recalled can be calculated by dividing the number recalled (unaided + aided) by the total number of questions **for each story element**. The total number of questions marked in all three areas should match the total number of questions from each of the protocols administered.)

Story Grammar Element	Unaided Recall	Aided Recall	Number Not Recalled	% Recalled
Character Characterization	3	0	0	80
Setting	2	0	0	100
Story Problem	1	0	2	33.3
Problem Resolution Attempt	0	0	2	0
Problem Resolution	1	1	1	66.6
Theme/Moral	0	0	1	0

SUMMARY OF ABILITIES AND NEEDS IN READING COMPREHENSION (Be sure to address abilities **AND** needs. Be sure to consider the information from oral reading that may be affecting comprehension. Include the information from the comprehension response summary chart above. Consider how much information the child recalled unaided, look at the different levels of comprehension within each element the child was or was not able to recall – i.e., character/characterization can at the literal, inferential and evaluative levels.)

The most important point of this assessment is that K. is capable of reading and understanding text. He read the entire first text without any errors, and only missed one silent reading question. Clearly something changed, outside of his reading ability, to cause such a drastic change in comprehension during the second passage reading. He got all of the questions wrong but one. These results suggest that he is capable of reading and comprehending, but he was distracted or wanted to get the assessment over with as quickly as possible. As long as he concentrates and focuses on the reading at hand, he will do well. He uses visual clues very well. He gets the gist of the word by reading it quickly, but he does not always get the correct word. If he slowed down and made sure he was reading the entire word, he would have a better rate of accuracy. Understanding all of the words more accurately would create better comprehension of the entire text. His strengths in reading comprehension are character identification and setting identification. He is also decent with problem/resolution questions. He needs to work on story problem and theme questions. Theme is the most difficult type of question because it requires a full understanding of the entire text. It is not a rote type of question that can be answered by listing a bunch of names or places found within the text. It is an overarching concept that must be interpreted by the reader. This would be a good goal for K. to work toward understanding.

FIRST INTERVENTION STRATEGIES

Directions: Describe any intervention/teaching strategies you feel should be tried initially in the areas of oral reading **and** comprehension that you identified in the above sections *Summary of Abilities and Needs In Oral Reading and Summary of Abilities and Needs In Reading Comprehension*. These strategies should help you learn more about the student's reading abilities and confirm or reject findings drawn from this inventory and should also help the student continue to grow as a successful reader. Specifically,

- What text level is easy reading for the student? Taking into account the child's attitude/interest inventory, what text would you choose for independent reading and why?
- What text level is instructional? Why?
- What will be important features in the instructional text to support the child's strategies that he currently controls and what features will be important to provide enough work to assist in his reading growth? Explain your responses (use your F & P textbooks to find specific information about features of different text levels)
- What reading strategies will you teach during the first lesson with an instructional level text?
- What word work will you need to teach? Explain your instructional strategies/materials?
- What writing strategies will you teach? Explain your instructional strategies/materials

The student had a very easy time reading and understanding the Level 4 passage. It would be good to find some reading material that K. is interested in on a personal level. He does not seem to be interested in reading outside of his school work, but if he was presented with a personally interesting piece he might be more inclined to read more closely. Being interested in the writing would solve the problem we encountered with the Level 5 passage. He did not seem to focus on reading the passage to himself. He sped through it, hardly understanding any of the main points. It is hard to say if this level would be too hard, instructional, or too easy, because he did not try to read it to the best of his abilities. This assessment would have to be given again to determine the correct instructional level placement for K.. Since he is already very good at utilizing visual cues, his use of meaning and syntax cues will have to be developed. He should be taught to make sure the sentence he just read makes sense and none of the words are out of place. He already knows how to use these cues, but developing them will be very helpful in his growth as a reader. The first lesson I would teach would include teaching reading strategies involving meaning and syntax cues. I would also teach him to slow down and focus on the text (like he did in Level 4). Checking for comprehension is an important lesson to teach as well. Word work would consist of unaccented final syllables. He had the most trouble with these words during the Spelling Inventory. He would learn words that end in -er, -le, -or, -en, and -ar. He would do a word sort of words that end in these unaccented final syllables and practice matching the words with the sounds. He will practice writing these words as well. They can be written by themselves and incorporated into sentences used throughout the day in different disciplines. They can become sight words that can be easily recognized.

REFLECTION

Discuss *what you learned* from the process of administering, scoring, analyzing and developing instructional applications based on the student's performance. Do you see the value in this assessment? Why?

I administered this assessment after the *Observation Survey*. It is amazing to see the jump in literacy that occurs between first and third grade. I am not sure if K. is considered a struggling reader or not (it did not seem like he was). He did have some focus issues that affected his performance. I learned how important it is to grasp and hold onto a student's attention. This is important because a student might have the ability to perform at a higher level, but is struggling to pay attention because the material does not interest him/her. There are already too many obstacles on the path the literacy; disinterest should not be another one. This assessment did not go very well and would not be very useful for creating lesson plans. Another assessment would have to be taken to determine the true level in which K. would be considered "instructional". If this assessment had gone smoothly and the student had been able to perform to the best of his/her abilities, it would give a well-rounded view of their abilities and weaknesses. It shows writing strengths and weaknesses with the Spelling Inventory, reading strengths and weaknesses with the silent reading comprehension and oral reading running record. I see the value in this assessment if it is administered and taken correctly. It loses its value if the assessment is skewed due to an outside force.