

Assessment Report

Student: Kassady

Examiner: C. Hammons

Background

Kassady is a 5th grade student who began showing signs of struggling with reading just this year. Her parents have expressed concern about her performance and difficulty with completing both reading and math homework. Kassady was given a battery of assessments to help identify weaknesses and identify areas for targeted instruction.

Reading Process

Weaver, C. (2002). Developing a reader profile: from assessment to instruction. *Reading Process and Practice (3rd edition)*. Portsmouth, NH: Heinemann.

An interview was conducted to gain insight into Kassady's interest, background, awareness of reading strategies, and feelings about reading. Kassady views herself as an average reader, but was reluctant to define herself as a good reader. She enjoys reading chapter books and recently started reading the Nancy Drew series. She also likes to read the police reports posted in the newspaper. Reading is something she can do, but views it as something to do when she is bored.

When learning to read Kassady remembers her parents reading to her, and especially remembers learning to sound out words. Now as an older reader, she sees her parents as too busy to read. She doesn't really have to sound out words any more, but uses a dictionary to help her understand the words. She struggled to explain why people read, but did eventually state that people read to find information or to be entertained. When asked to define reading, Kassady explained the physical action of reading (staying in one spot, reading the whole time, and working on stamina).

QR15

Leslie, L., & Caldwell, J.S. (2010). *Qualitative reading inventory (5th edition)*. Boston, MA: Pearson/ Allyn & Bacon.

Word Identification

Kassady read word lists on levels three through high school. She scored at independent level on all list up to level 6 by reading each list with 90-100% accuracy. However, her automaticity dropped to instructional at 6th grade level. She called almost all of the words immediately which suggest she was recognizing the words from memory and not decoding them. When she did not call words immediately she appeared to be chunking syllables as she sounded out the word. Most of the time she would say the word silently in her head and usually only spoke the word when she was testing to see if it sounded correct. Her few mispronunciations sounded similar to the actual word. Upper middle school level

showed to be her instructional level while high school level showed to be her frustrational level.

Fluency

While reading passages orally, Kassady read a third grade passage at 174 words per minute and 171 words correct per minute. She read a fourth grade reading passage at 151 words per minute with 148 words correct per minute. She read a fifth grade passage at 167 words per minute and 164 words correct per minute. Kassady's scores are well above the acceptable oral reading ranges for fifth grade. Kassady read a third grade passage silently at 225 words per minute. Her silently reading rate was faster than her oral reading rate which is expected and again well above acceptable for fifth grade. However, Kassady's fluency combined with her comprehension scores drastically lowers her reading levels.

Comprehension

Before reading all the passages Kassady was asked some questions to determine her background knowledge or familiarity with the content of each passage. Kassady had quite a bit of knowledge about wool and sheep, field trips to the zoo, and Amelia Earhart. She had almost no background on Margaret Mead. Kassady's familiarity with the content, however, did not appear to help her complete the comprehension sections of the assessment. This appears to show that Kassady is not making connections between what she already knows and new information she reads related to what she knows.

After each reading passage, Kassady was asked to retell what she read. She could only recall 7-16 elements that were present in the selection. She almost always included the resolution in her retellings, but often did not identify other important elements like character or setting. Next she was asked to answer literal and inferential questions about the passage content. When allowed to look back at the passage Kassady scored at the independent level on the third grade reading passage. However, without look backs Kassady scored at the frustration level on the third grade reading passage. Both the fourth and fifth grade level passages proved to be at frustrational level without referring back to the passage as well. Her level of comprehension appeared to be consistent between expository and narrative texts. Kassady's instructional level should be at third grade with encouragement to use look backs to help build comprehension.

Miscue Analysis

As Kassady read the passages the administrator followed along and recorder any changes Kassady made to the text as she read. These miscues were then categorized by meaning, structure, and visual cues. An additional miscue was kept to monitor omissions as well.

A 100% of Kassady's miscues were similar letter-sound patterns. Only 57% of these miscues changed meaning. Additionally, she only attempted to self correct

about 14% of those miscues. Of the omissions made while reading, Kassady made no effort to self correct. Kassady also seems to be using meaning, structure, and visual cues as she reads. Based on her miscues, Kassady appears to be weak at monitoring comprehension as she does not always notice when meaning has been affected when she reads.

Writing

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.

Kassady's writing although rich in voice tends to be short and lacking detail. Her writing reflects weak topic development with an organizational structure that reflects conventions such as beginning, middle, and end. Her conventions such as grammar usage, mechanics, and punctuation are generally good with a few errors that do not interfere with the communication. She is also able to use a variety of simple and complex sentences. Suggestions to improve her writing would be to focus on developing ideas and topics by incorporating supporting details.

Words Their Way Upper-Level Spelling Inventory

Bear, D.R., Invernizzi, M. R., Templeton, S., & Johnston, F. R. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th edition). Boston, MA: Pearson/Allyn & Bacon.

Kassady was given an assessment to determine her level of spelling. She became very excited when told she was going to spell words and stated she was "good at spelling." The results from this assessment placed her in the middle of the derivational relations stage of spelling. Her weakest area was in reduced vowels in unaccented syllables followed by Greek and Latin elements. She showed mastery in every stage up to these two stages, but might need a review in unaccented final syllables (specifically –al and –el).

San Diego Quick Assessment

McKenna, M.C., & Dougherty Stahl, K.A. (2009). *Assessment for reading instruction* (2nd edition). New York, NY: Guilford Press.

An additional word identification assessment was given to Kassady to support the findings from the QRI-5 word lists. Kassady read the word lists for grades three through 8. The grade 5 word list was at Kassady's independent level, while the grade 6 list showed to be at her instructional and frustrational levels. These results are very similar to the QRI-5 word list results.

Comprehension Interview: Major Points Interview for Readers

Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Kassady was given this assessment as a result of her low comprehension scores from the QRI-5. The assessment was used to identify which comprehension strategies Kassady currently uses and which strategies she might be taught to aid her in developing her comprehension skills. Kassady read both a fiction and nonfiction text. When reading the expository text about cows, Kassady was able to use some schema about cows. She knew they ate grass and that in the winter they have to eat hay. However, when the book explained how a cow's stomach works she was unable to infer that a cow regurgitates its food after reading how the cow's four stomachs work. When asked if she had any problems reading the story, Kassady said no, but struggled to retell the part of the text she had just read. From the results of this assessment, Kassady's strongest strategies appear to be using schema and inference. She also seemed to synthesize, but usually only on the ending points of what she read. This indicates she has difficulty determining what is important within the text and does not monitor her comprehension well. Additionally, although Kassady stated she knows to visualize what she is reading she does not appear to effectively utilize this strategy without prompting.

STAR Renaissance

This computer based assessment was given to Kassady at the beginning and middle of the year to determine her ability to identify words in context and answer comprehension questions. STAR uses a dynamic system for determining ability by taking student responses and moving up or down in difficulty level. Scores are scaled based on national averages and expressed in scale scores, percentile ranks, grade equivalency, and zones of proximal development. This assessment tests a variety of skills and provides a score without identifying specific strengths or weaknesses, but provides a generalized score in overall reading ability. Kassady's beginning of the year score was fourth grade eighth month and her middle of the year score was fifth grade second month. This reflects a growth of four months since the beginning of the year.

Recommendations

Monitor Comprehension

Instruction for Kassady should be targeted toward teaching her to monitor her comprehension. Allowing Kassady to participate in directed reading-thinking activities, using KWL charts, and encouraging her to use think alouds are all beneficial methods that will help develop her comprehension strategies. Kassady needs to understand that she should be reading for meaning and that reading is more than speaking the written words on the page. Lessons that will help Kassady understand that text should have meaning can be found in Chris Tovani's book *I've Read It, But I Don't Get It*.

Tovani, Chris. (2000). *I've read it, but I don't get it*. Portland, ME: Stenhouse Publishers.

Making Connections and Questioning

Kassady needs to be taught strategies to help her monitor her comprehension. Instructional strategies like making connections to the material she reads, asking questions as she reads, visualizing or creating pictures in her mind, and determine importance will

aid her in recognizing text holds meaning. Lessons for these strategies can be found in *Strategies That Work* by Stephanie Harvey and Anne Goudvis.

Harvey, S., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse Publishers.