

## Literacy Assessment Report

Name of Student: Alana Lopez

Student's Age: 9

Current Grade: 4th Grade

School: Central Lutheran School

City and State: St. Paul, MN

Assessed by: Cassie Schroer

Dates: March 18, 2016

### I. OBSERVATIONS PRIOR TO ASSESSMENTS

#### A. Parent/Guardian Information

Alana's mom drives a school bus for the public school in town. Alana lives in a single family home.

#### B. Educational Background

Alana's title one teacher told me that she was being tested in math and that this subject is her downfall. The title one teacher also told me that Alana is on track in literacy with her class.

### II. OBSERVATIONS AT THE START OF THE ASSESSMENTS

I tested Alana in a science classroom. We were able to sit at a table right next to each other. I tested in two different parts, the first section was done at 10:00 in the morning and the second part was done right after eating lunch at 12:15. The length for the first part was about 30 minutes and the time for the second section was about 45 minutes. Alana felt comfortable while working with me, I let Alana know what was going to happen so that she was aware. Alana was always paying attention while I was giving her the different tests. She was also easy to work with and was able to follow the directions. Alana seemed to understand all of the parts of the assessment and completed each task to the best of her ability.

Reading Attitude Assessment:

To begin I gave Alana the *Garfield Elementary Reading Attitude Survey*. Alana enjoyed being able to decide for herself if she enjoyed the activity or not. The survey is supposed to assess if the student likes to read on their own and while in class. Alana scored a 85% on both the recreational and academic reading sections of the survey.

[The Names Test](#): A test of phonics knowledge. Score: 74%

Name	InCon	InConBl	ConDgr	ShVow	LngVow/ VC -e	VowDgr	CtrVow	Schwa
Bertha			th				er	
Brooks						oo		
Dale					ale			
Floyd						oy		
Gene					ene			
Joan						oa		
Rinehart					ine			
Slade		Sl						
Smitherman							er	
Yale					ale			

These were the names that Alana had more trouble with and what sound she had trouble pronouncing. This can be a guide of what vowels to work on and in what way they need to be addressed.

QRI: A test of reading comprehension.

Word list score: Instructional level was in between 4th and 5th grade with a score of 80%. Alana was then at frustration level for 6th grade getting a 60%. This makes sense since Alana is in 4th grade so it shows that she is on level with her grade.

Reading score: Instructional level 8-16 miscues

Details recalled: 6 out of 57 (11%)

Recall questions: Frustration level 0-5 correct

Dibels: A test of reading fluency. Score: 97% with a median score of 28.

## I. INTERPRETATION OF ASSESSMENT RESULTS

Overall from the results that I got from Alana's different reading tests I found out that the area she needs the most practice and work in is retelling. She is a fluent and good reader she just does not remember what was read completely and is not able to fully

retell the story in her own words. This was seen in the QRI test that I gave to Alana. Alana is on level with grade. Yet Alana has trouble with comprehending what is read. This was shown in the recall section when she could only give a few details about the story that we had just read.

## **II. RECOMMENDATIONS FOR SCHOOL**

Some recommendation for the school would be for Alana to continue reading books that challenge her in new ways but to focus on becoming better at recalling information that has been read. Here is a link where you can get some ideas on how to work on this area [website](#). On the website there are seven different strategies to help Alana to become better at reading comprehension. You can also use some of these strategies to help Alana become stronger in her reading comprehension:

1. Make Connections—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world. Ask
2. Questions—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
3. Visualize—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.
4. Determine Text Importance—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
5. Make Inferences—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
6. Synthesize—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations. - See more at: [Website](#)

## **III. RECOMMENDATIONS FOR HOME**

Here are some books that Alana could read over the summer to build up her strength in reading and to continue her work on comprehension. A suggestion would be to read the story with Alana and discuss what is happening in the story this will build up her confidence in comprehension when reading new books. Some of the books are shorter and can be read in a day while others are a little longer and might take a couple days.

**2030: A Day in the Life of Tomorrow's Kids**

by: *Amy Zuckerman and Jim Daly*, illustrated by: *John Manders* - (Dutton, 2009) 32 pages.

**Crickwing**

by: *Janell Cannon* - (Harcourt, 2000) 48 pages.

**The Great Brain**

by: *John D. Fitzgerald*, illustrated by: *Mercer Mayer* - (Dial Press, 1967) 175 pages.

**James and the Giant Peach**

by: *Roald Dahl*, illustrated by: *Quentin Blake* - (A.A. Knopf, 1961) 126 pages.

**Shiloh**

by: *Phyllis Reynolds Naylor* - (Simon and Schuster, 1991) 144 pages.

**The Snow Goose**

by: *Paul Gallico* - (Knopf, 1941) 64 pages.

**Day of Tears : A Novel in Dialogue**

by: *Julius Lester* - (Hyperion Books for Children, 2005) 177 pages.

**Homesick**

by: *Jean Fritz* - (G.P. Putnam's Sons, 1982) 176 pages.

**Diary of a Wimpy Kid**

by: *Jeff Kinney* - (Amulet Books, 2007) 244 pages.

**Love That Dog**

by: *Sharon Creech* - (HarperCollins Children's Books, 2001) 95 pages.

**IV. SIGNATURES**

Place the following at the end of your report:

Prepared by: \_\_\_\_\_  
(sign on the line; type your name below in this position)

School: \_\_\_\_\_