

TEMPLATE: Literacy Assessment Report

Name of Student: Charles Marquette

Student's Age: 8

Current Grade: 2nd

School: Our Lady of Victory Catholic School

City and State: Fergus Falls, MN

Assessed by: Rachael Heidorn

Dates: 3/12/16 & 3/28/16

I. OBSERVATIONS PRIOR TO ASSESSMENTS**A. Parent/Guardian Information**

I have known the parents for many years. I have been babysitting their children for about six years now. They have four boys 10, 8, 6, and 1. The mother is a physical therapist and the father works at a granite company.

B. Educational Background

Charles has gone to Our Lady of Victory since Kindergarten. When he was in Kindergarten, he also went to another school. I believe this is done to give the child a full-day every day Kindergarten. Previous teachers have always remarked on how well he reads but he doesn't necessarily comprehend what he is reading.

II. OBSERVATIONS AT THE START OF THE ASSESSMENTS

The test was administered throughout a full day. I was babysitting and gave him a test every hour or so. I never did more than one at a time. The QRI testing was all done one day and the Dibels was done another day.

- Interpersonal response to the clinician (you)
 - Charles knows me and was very excited to help me out. I could tell that he felt important.
- Attention and concentration
 - Charley was very focused during the QRI assessment and on the day I gave the Dibels, he was home sick from school and his brothers were coming home so he was not concentrated at all.

- Willingness to participate in the assessments
 - He was always very willing. He loved helping me out.
- Understanding of the purpose for the assessments
 - He knew that this test was to see how well he is doing in regards to reading and comprehending.

I had Charles complete the [Garfield Inventory](#) which asks a question and he has to circle which Garfield character represents his mood about that questions. Charles scored a 24% on recreational reading and 16% on academic reading. Overall, he scored a 40%. Basically he likes reading only 40% of the time. That is a pretty low score for his attitude on reading.

The Names Test: A test of phonics knowledge.

Charles scored a 99% on the test. He only got one name wrong- Gene. He pronounced it Gini. The only phonics awareness that might need to be addressed is his long vowel E.

QRI Test: A reading comprehension and fluency test.

Charles comprehension frustration level is in the late 5th grade level. In other words, Charles cannot comprehend text at this level. Charles instructional level is in early 5th grade. He can comprehend text at the early 5th grade level.

Charles is independently fluent into the late 5th grade level. His independent comprehension level is between 2nd and 4th grade. There is not exact measurement of his comprehension due to a test giver error.

Level	Fluency	Comprehension
Independent	5th grade	N/A
Instructional	N/A	Early 5th grade
Frustration	N/A	Late 5th grade

Dibels: A reading fluency test.

Overall, Charles scored an 80% on the test. We did benchmark test 2 because we were halfway through the year. He first did the word list. He got three words on the word list. HE had a minute to read the words and make a sentence with that word in it. We then did the three minute reading tests. He got through half of each test and then had to recall what he remembered. The second test is when he recalled the most and that brought up his score by a lot. Do to a test giver error, some of the information has been lost.

Charles seemed distracted during the Dibels test so

I. INTERPRETATION OF ASSESSMENT RESULTS

Charles is an excellent decoder. He can read words way above his level which is great. I don't see him having a problem reading (decoding) in his future. Charles has a harder time relaying what he just read. This may mean that he cannot organize his thoughts or he did not know what he just read. He is reading 5th grade material so the probability that he doesn't know what he is reading is stronger than not being able to organize his thoughts.

Charles reading rate is fairly average. I don't think is rate is what is hindering his comprehension.

II. RECOMMENDATIONS FOR SCHOOL

Comprehension is the area to work on for Charles. There are many different tools that the student can use to help him understand what he is reading.

- [Story Map](#)
- [KWL](#)
- Other [KWL](#)
- [Think Alouds](#): They can jot down ideas of what they think about while they are reading along with talking aloud.
- [Anticipation Guides](#): The student has a statement and before they read say whether or not it's true. They find out after they read if it's true or not.
- Highlighting: Student have two different colored highlighters. They highlight everything they know in one color and everything they do not know in another color.
- Pick books that will keep Charles interested. The list is in the recommendations for home section.

III. RECOMMENDATIONS FOR HOME

The biggest recommendation I have for the home is keep Charles reading. If he is reluctant to read, find books that are of high interest for him. I have created a list that I think he might enjoy. Present the list to him and start with him picking out one or two books to see if he likes them.

Book List:

- [Diary of a Wimpy Kid](#)
- [Peter and the Starcatchers](#)
- [Frindle](#)
- [Bone #3: Eye of The Storm](#)
- [How To Train Your Dragon](#)
- [Captain Underpants](#)
- [Knights of the Kitchen Table](#)
- [Lizard Music](#)
- [Magic Tree House Series](#)
- [Grandpa's Teeth](#)
- [Aliens For Breakfast](#)
- [The Mouse and The Motorcycle](#)
- [Class Trip To The Haunted House](#)
- [If Dogs Were Dinosaurs](#)
- [The Get Rich Quick Club](#)
- [Zombie Baseball Beatdown](#)
- Harry Potter Series
- [The Adventures of Thor and the Thunder God](#)
- [WWE Head to Head](#)

IV. SIGNATURES

Place the following at the end of your report:

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

School: _____