

## Literacy Assessment Report

**Name of Student:** Gavin Schwarz

**Student's Age:** 10 years old

**Current Grade:** 4th grade

**School:** Hilltop Elementary

**City and State:** Henderson, MN

**Assessed by:** Morgan Schwarz

**Dates:** March 20th, 21st, and 27th, 2016

### I. OBSERVATIONS PRIOR TO ASSESSMENTS

#### A. Parent/Guardian Information

Gavin's parents' names are Steve and Lynn Schwarz who are currently married and living in the same house in Le Sueur, MN. His mother is a Type 1 diabetic who is insulin dependent and relies heavily on her healthful diet and low carb consumption to maintain her blood sugar levels. Steve is a Department Manager at Le Sueur Cheese Company in Le Sueur, MN. Lynn is a receptionist/payroll coordinator at Riley-Tanis & Associates in St. Peter, MN. They are often times concerned with Gavin's reading ability as he tends to worry more about "the world going on around him." With this, they question if his blood sugar levels affect his education, as he is a Type 1 diabetic too who was diagnosed at the age of three. Gavin has an insulin pump which must be monitored by school nursing and trained professionals. On top of his pump, he must test his blood sugar and with assistance, enter the amount of carbohydrates consumed at a given time. The parents also have recently met with school personnel regarding Gavin's 504 Plan. This was updated and signed by all in attendance.

#### B. Educational Background

As Gavin is completing fourth grade, we are actively concerned with his commitment and reading levels, including reading comprehension and fluency. Gavin often times will find himself worrying too much about the words he is reading and not paying attention to the content embedded within the text. With this, his comprehension level seems to be on the

weaker side of the spectrum. During silent reading, Gavin appears to be actively engaged in his book; however, when it comes time to retelling the story, he does not come up with much to say about what he read. Gavin also tends to vary on the length of pages that he records each day. One day, Gavin will record 25 pages while the next day he will record that he only was able to read 5.

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

Gavin and I met on March 20th, 21st, and 27th in the comfort of our own home in our living room. This ensured that he was comfortable and was able to do the best he could. Each day, we met for about a half hour to an hour depending on what distractions got in the way (since we were at home). As he is my brother, his response to me assessing him was a bit out of the ordinary. It was difficult for him to take me serious at first; however, after the assessment began, it was better. Gavin struggled with staying on task and concentrating. He was more worried about when he could play with his friends and how much longer it was going to take. This made it difficult on me to identify his reading levels. At first his willingness to participate, was through the roof. He was excited to be able to help his big sister out with this. However, when the time came, things changed. He was no longer as excited as he was as he was concerned about his “play time.” His understanding for the purpose of assessments is low. As I tried explaining to him the importance, he shrugged me off. This could partially be due to the fact that I am his big sister and it may be hard to take me serious and professional.

## **III. TESTS ADMINISTERED**

- Garfield Inventory: An elementary reading attitude survey. Score: 55.
  - This portrays that Gavin feels that he is comfortable reading for pleasure and in his free time; however, he would prefer to play with his friends. His academic reading scores were lower than his recreational reading scores which also indicate he would rather read for enjoyment.
- Reader Self-Perception: A personal survey to indicate how each individual views reading. Score: 144/160.

- This tells his educator that he views himself as a “high” reader. When totaled together, Gavin believes he is average when it comes to his progress he has made as a reader.
- Names Test: A test of phonics knowledge. Score: 85.
  - Overall, Gavin did an exceptional job with the names test. He needs to work on improving his short vowel sounds and ensuring that he takes his time reading. For example, in the name “Fletcher,” Gavin pronounced it “Flatcher.” This is a common mistake for those who struggle with their short vowel sounds. The chart emphasizing his focus area on specific words is shown below.

<b>Missed Names</b>	<b>Missed Phonographs/Focus Area</b>
Conway	Short vowel
Spencer	Short vowel
Skidmore	Short vowel
Sampson	Schwa sound
Hoke	Long vowel/VC-e
Bernard	Central vowel
Fletcher	Short vowel

- Diebel’s Test: A test of oral reading fluency.
  - Gavin’s results of the Diebel’s fluency test reveals that he is below his fourth grade benchmark goals. The scores are shown below in the table. In *The Land at the Top of the World*, Gavin is considered “well below benchmark” for words correct read and “below benchmark” for retelling the story. In his second story titled *Airplane History*, Gavin recorded 80 words correct with a score of 26 on his retell. This indicated that he is “below benchmark” in both areas. In the final story, Gavin was able to read 93 correct words in one minute with a score of 19 in the retelling process. This strongly indicated to me that he was “below benchmark” in reading fluency and “well below benchmark” in retelling. This could potentially indicate that Gavin was too concerned about getting the

words read as quickly as possible and not focusing on the comprehension aspect of the story.

<b>Benchmark/Story</b>	<b>Words Correct Score</b>	<b>Retell Score</b>
1.2/The Land at the Top of the World	71	22
2.2/Airplane History	80	26
3.2/Maid of the Mist	93	19

- **QRI:** Provides insight on the conditions under which students can identify words and comprehend text successfully and unsuccessfully.
  - Reading Levels Identified
    - Independent level: Relatively easy for the student to read
    - Instructional level: Challenging but manageable for the reader
    - Frustration level: Difficult text for the student to read
  - Word Lists
    - Pre-Primer through Third: Independent Level
    - Fourth: Instructional Level
    - Fifth: Frustration Level
  - Level Three- “Wool: From Sheep to You”
    - Independent Level (3 miscues)
  - Level Four- “Johnny Appleseed”
    - Instructional Level (5 miscues)
  - Level Four- “Amelia Earhart”
    - Frustration Level (8 miscues)

#### **IV. INTERPRETATION OF ASSESSMENT RESULTS**

##### **Reading Comprehension**

I noticed that when Gavin has a faster reading rate, he has an easier time answering comprehension questions. That leads me to conclude that when Gavin is able to decode the words in the passage, he is easily able to focus on comprehension. Gavin has limited strategies for constructing meaning from text, however. I have ascertained that Gavin would benefit from explicit teaching of a variety of comprehension strategies. He needs to be taught how to use each strategy and when each is most useful.

Upon analysis of Gavin's comprehension scores on the QRI, I note that he has trouble with both the explicit and implicit questions. Thus, Gavin has difficulty understanding and remembering information stated directly by the author and he has trouble using clues in the text to make inferences. With that being said, Gavin needs some instruction on how to imagine a story in his mind, as well as how to recognize important and unimportant parts of the story. He would benefit from using a graphic organizer to chart the main idea and supporting details.

It appears that Gavin is not accustomed to *thinking* about the text while he is reading. It is my opinion that he is primarily focused on decoding the words and not focused on reading for meaning. I suggest that Gavin is given ample time to practice using new reading strategies. He should be given opportunities to retell what he read independently and should be given the chance to discuss what he had read with his peers.

### **Phonemic Awareness and Phonics**

Based on Gavin's reading miscues and my observations while working with Gavin, it is evident that Gavin should work on mastering the long and short vowel sounds. Currently, he is inconsistent with his performance in that at times he reads short vowels with their long sound and vice-versa, and sometimes he confuses the short vowel sounds like when he reads short e as short i.

### **Fluency**

Upon analysis of Gavin's QRI accuracy and reading scores, I found that as text became more difficult, Gavin's reading rate was slower. For example, his reading rate was lower reading at a

fourth grade level than what it was a third grade level. It appears to me that Gavin needs fluency instruction on automaticity due to his oral reading being slow and choppy. He needs to group words into larger phrases and add more expression to his reading. This could aid in the comprehension aspect of reading, as well. In summary, Gavin needs grade appropriate text with opportunities to read with prosody.

## **V. RECOMMENDATIONS FOR SCHOOL**

One of Gavin's greatest strengths is that he enjoys reading. He also responds enthusiastically to instruction when the lesson is turned into a fun activity. However, I have noticed that Gavin has difficulty with unfamiliar games and activities. He shows improvement the second time around, so I suggest familiarizing Gavin with a task before judging his true ability.

There are several areas that should be addressed in order for Gavin to improve his reading ability. Most importantly, Gavin needs a lot of instruction and practice with vowel sounds. He needs to work on both long and short vowels schwa sounds. Gavin also needs to work on developing a variety of word attack strategies. As indicated by the QRI, Gavin reads words better in context. He has a limited set of strategies for figuring out unfamiliar words. Knowing a variety of decoding strategies will enable him to approach unfamiliar words with confidence which will improve his fluency, and will ultimately allow him to focus on comprehension.

In fact, I believe Gavin's current focus on decoding the words is making his fluency choppy and is affecting his comprehension of the text. I believe that Gavin is not accustomed to thinking about what he is reading. One way to get him thinking about what he is reading is to have him make connections with the text. Another way is to provide opportunities for him to talk about his reading with others while using graphic organizers.

It is important to address the fact that Gavin has trouble with both explicit and implicit comprehension questions. This tells us that he has difficulty understanding and remembering information stated directly by the author, and he has trouble using clues in the text to make inferences. I suggest providing a note taking system for Gavin to use while he is reading

independently so that he can record his thoughts and important information from the text as he is reading. The note taking system will prove to be a valuable resource as Gavin is completing comprehension tasks.

All readers need a variety of reading strategies. I suggest an individualized education plan that combines spelling, reading, and writing. The reading should incorporate decoding skills and fluency within the context of comprehension. Writing should be used as an opportunity for Gavin to transfer his knowledge into practice.

## **VI. RECOMMENDATIONS FOR HOME**

- Provide a place for your child to write.
  - The area should be an area that is quiet and well lit. Stock the “writing center” with supplies such as paper, pencils and crayons. You can also gather family photos and magazines in the center that can be used as story starters.
- Encourage your child to keep a reflective journal.
- Provide authentic writing opportunities for your child (i.e. writing thank you’s, birthday cards, etc.)
- Start a vocabulary notebook.
  - Teach your child new words each week and encourage her to use them. Make it into a game and give points for using the new words. Your child can keep a vocabulary notebook and get rewarded for the number of new words learned. The words will begin to appear like magic in her oral language and writing.

A final recommendation is to provide more time for *practice*. Although Gavin comes from a literate home, no one in his family is an avid reader. Though Gavin sometimes reads before bed at night and he likes being read to, he has not made reading before bed a nightly ritual. I feel that Gavin could make significant improvement in reading if he dedicated at least 20 minutes a day to reading appropriate level books at home.

## VII. SIGNATURES

Prepared by: \_\_\_\_\_

Morgan Schwarz, Student Teacher

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

## VIII. APPENDIX

[Graphic Organizers](#) (recommendations)

Note: Scoring sheets are scanned and uploaded to Moodle.