

Name of Student: Samuel Cooper Clark

Student's Age: 9

Current Grade: 3rd

School: Central Lutheran School

City and State: St. Paul, MN

Assessed by: Abby Wegner

Date: 3/18

I. Observations Prior To Assessments

A. Educational Background

1. The teacher was very confident in Samuel's reading ability. She has seen his love of recreational reading in the classroom numerous times. Because of this she was expecting him to test well in the reading assessments.

II. Observations At The Start Of The Assessment

The assessments took place at Central Lutheran school on the thirteenth of March. We started testing them at 11 in the morning and finished at 1 in the afternoon with breaks in between. Samuel loved to create conversation and was very curious about what I was testing him on and how they worked. Because of this, sometimes he would get distracted so I would have to draw him back to the task at hand. After I explained what each test was, he was very willing to participate in the tests.

The first test administered was the *Garfield Inventory*. This was a good test to begin with because it allowed for both of us to have a conversation and see what his likes and dislikes were about reading. In recreations reading he got 72.5%, Academic was 67.5%, and his full scale score was 70%. Samuel verbalized that he liked recreational reading over academic before we took the test. Therefore, the test supported his thoughts. I could also see during the test what his answer was prior to him saying it because he would always give a facial expression per question.

*Elementary Reading Attitude Survey:*

- Recreational: 72.5%
- Academic: 67.5%
- Full Scale: 70%

*The Names Test:* A test of phonics knowledge. Score: 84%

Throughout the test Samuel incorrectly spoke one short vowel, one vowel digraph, one schwa, and two long vowel sounds. This shows that Samuel could use some practice in

pronunciation of his consonant vowel patterns. However, because the mistakes were very limited he would not need intensive work. This could consist of reading books out loud with consonant vowel patterns.

Phonic	InCon	In Con Bl	Con Dgr	Sh Vow	Lng Vow VC-e	Vow Dgr	Ctr Vow	Schwa
Miscue	0	0	0	1	2	1	0	1

Qualitative Reading Inventory: A test of reading comprehension

Word Lists:

- Independent: Pre Primer 1,2, Primer, First, Second, Third, Fourth, Fifth,
- Instructional: Sixth, Upper Middle School
- Frustration: High School

Literature: Concept Questions score: 50%

Miscues:

- Total Accuracy: Instructional
- Total Acceptability: Independent

Number of ideas recalled: 7

Post Questions:

- Correct Explicit: 2
- Correct Implicit: 1
  - Level: Frustration

The Qualitative Reading Inventory test showed that Samuel struggled in reading comprehension. He read the passage with ease, but had a hard time recalling the story and answering questions about the story. Part of his difficulty came from his understanding of slavery. He had a very inaccurate definition of slavery, that would make the passage hard to understand.

Dibels: A test of reading fluency

Samuel did very well throughout this test. The test chosen was the benchmark two test because he was already half way through the school year. The average of all his Dibels Oral Reading Fluency scores was 98%. He was able to make it successfully through half of the passage in one minute nearly every time. His retell scores were 70, 57, and 54. In the Word Use Fluency section, Samuel was able to form nine correct sentences using 42 words in one minute.

## I. Interpretation of Assessment Results

Samuel is a very confident reader and enjoys reading about things that interest him. He is also very curious and asks many questions. Although he did score low in his ability to comprehend the reading, his fluency was quite high. I believe that his reading comprehension is at grade level because the passage chosen was at a fourth grade level. This story was chosen because in the *Word List Test*, his independent level was in the upper middle school level. Also, when he was recalling the stories from the *Dibels Test*, his comprehension and recall was at his grade level. However, because in the *Qualitative Reading Inventory* his comprehension was lacking I would suggest that after reading fictional and nonfictional texts, Samuel retells what he read and answer questions about the reading. In the *Names Test*, there were minimal phonetic errors. The only ones recorded were: short vowel, vowel digraph, schwa, and long vowel sounds. Because these occurred rarely throughout the test, I suggest that Samuel practices vowel recognition with books that emphasis these phonetic sounds. The more that he practices these sounds, the better he will become at recognizing the vowel patterns.

Through the results of these tests, I would say that he (in regards to the Scholastic reading scale) should be reading at a 4.1. This means that he would be reading at a fourth grade level in the first month. He should read books in both fictional and nonfiction genres.

## II. Recommendations for School

The first strategy to strengthen reading comprehension I would recommend is doing various graphic and semantic organizers. These will help Samuel identify the main ideas and form relationships between concepts in a text. They can also “help students focus on text structure ‘differences between fiction and nonfiction’ as they read, provide students with tools they can use to examine and show relationships in a text, and help students write well-organized summaries of a text.”

Examples:

- Venn-Diagrams
- Storyboard/Chain of Events
- Story Map
- Cause/Effect

Another strategy that could be used is asking questions before and after a passage is read. Effective questions can give students purpose for reading, focus attention, think actively, and encourage students to monitor comprehension.

Types of Questioning:

- Right There
  - Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage
- Think and Search

- Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to think and search through the passage to find the answer
- Author and You
  - Questions require students to use what they already know, with what they have learned from reading the text. Students must understand the text and use prior knowledge to relate it to the text.
- On Your Own
  - Questions are answered based on a student's' prior knowledge and experiences.

\*All of these strategies were found on [Reading Rockets](#). By going to this website, one can find more in depth explanations of the strategies, worksheets, and more strategies.

To help Samuel strengthen his vowel pattern recognition I suggest that he engages in phonetic drills once a week. Then the teacher should track his progress as he goes to see how his abilities grow. This first drill is emphasizing the long vowel sounds.

#### [Long Vowel Sounds Lesson](#)

This activity allows the student to practice the long vowel sound through adding the letter “e” to words that are already created. For example “pin” would become “pine.”

\*This lesson plan came from the Calhoun Intermediate School District

The next strategy I would use is to practice reading books with certain vowel patterns in them. This will allow Samuel to practice recognizing vowel patterns through reading. Through this strategy he will be making this recognition apart of his fluency and will therefore increase his ability to read fluently. The website attached has copious amounts of decodable books that the student or teacher can pick from to practice specific vowel patterns.

#### [Decodable Books](#)

### III. Recommendations For Home

At home to strengthen reading comprehension, I suggest that the parents have Samuel practice reading out loud and silently to himself. After reading the books, they can strengthen his comprehension by asking him questions about what he read and summarize the stories. Encourage him to read books that intrigue him in both nonfiction and fiction. Parents can also provide Samuel with the decodable books to listen to him and help him as he reads. Because he does not enjoy reading nonfiction books, parents should encourage him to read both fiction and nonfiction books between the levels of 3.9 and 4.1. That is books at the third grade level in the ninth month and fourth grade level in the first month.

Suggested Reading List:

- “The Littles”
  - By John Peterson and illustrated by Roberta Carter Clark

- Level: 4.1
- “Ten True Animal Rescues”
  - By Jeanne Betancourt
  - Level: 3.9
- “The Mouse and the Motorcycle”
  - By Beverly Cleary
  - Level: 4.1
- “Bunnies in the Bathroom”
  - By Ben M. Baglio and illustrated by Shelagh McNicholas
  - Level: 4.1
- “The Beast from the East”
  - By R.L. Stine
  - Level: 4.1
- “How to Kill a Monster”
  - By R.L. Stine
  - Level: 4.1
- “The Robots Are Coming and Other Problems”
  - By Andy Rash
  - Level: 3.9
- “I have a Dream: the Story of Martin Luther King”
  - By Margaret Davidson
  - Level: 3.9
- “Follow the Drinking Gourd”
  - By Jeanette Winter
  - Level: 3.9
- “Squanto, Friend of the Pilgrims”
  - By Clyde Robert Bulla and illustrated by Richard H. Williams
  - Level: 3.9
- “Baseball Saved Us”
  - By Ken Mochizuki and illustrated by Dom Lee
  - Level: 4.1
- “Mud Racing”
  - By Jeff Savage
  - Level: 4.1
- “The Brilliant World of Tom Gates”
  - By Liz Pichon
  - Level: 4.0
- “Under the Stars”
  - By Ben M. Baglio

- Level: 4,1
- “Stone Fox”
  - By John Reynolds Gardiner and illustrated by Marcia Sewall
  - Level: 4.1
- “Case of the Tricky Trap”
  - By John R. Erickson and illustrated by Gerald L. Holmes
  - Level: 3.9
- “Hey Kid, Want to Buy a Bridge?”
  - By Jon Scieszka and illustrated by Adam McCauley
  - Level: 4.1
- “Sam Samurai”
  - By Jon Scieszka and illustrated by Adam McCauley
  - Level: 4.1
- “The Roar of the Crowd”
  - By Rich Wallace
  - Level: 3.9
- “If You Find a Rock”
  - By Peggy Christian and illustrated by Barbara Hirsch
  - Level: 4.1

\*All of these books came from the [Scholastic Website](#). Feel free to come here as well and pick out more or other books.

IV. Signatures:

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

**School:** \_\_\_\_\_ Central Lutheran School \_\_\_\_\_