

RDG 433 Assessment Assignment, Fall 2010

“Assessment Report”

By:

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Professor Jones

RDG 433

Section 52

November 10, 2010

Assessment Report

Demographic Information:

Name of Student: Matthew T. Bigelow

Age: Eleven

Grade: Sixth

School: Saint Vincent de Paul School

School Address: 6001 North University Street Peoria, IL 61614

Date: October 17, 2010

Assessments/Tests/Procedures Administered:

1.) Interest/Attitude Inventory - from Reading 433 Class, Fall 10

The following assessments from:

Ekwall, Eldon E. and Shanker, James L. (2010), Reading Inventory, 5th ed., Boston, MA: Allyn and Bacon.

2.) Graded Word List (GWL)

3.) Graded Passages, Form A & B

4.) Test 5 Phonics

5.) Test 7 Structural Analysis

6.) Emergent Literacy (all subjects)

The following are examiner created:

7.) Running Record

Reading Level 4.9

White, Ruth. Tadpole. Cataloging-in-Publication Data, 2003.

8.) Cloze Procedure

Reading Level 3.5

Whelan, Gloria. Night of the Full Moon. Illustrated by Leslie Bowman. Alfred A. Knoff, Inc., 1993.

9.) Retelling

Reading Level 4.7

Pardo-Willner, Gina. Spider Storch's Music Mess. Illustrated by Nick Sharratt. Cataloging-in-Publication Data, 1998.

Results:

Test 1: Graded Word List (GWL) or San Diego Quick Assessment

Independent Reading Level: Grade 8
Instructional Reading Level: Grade 9
Frustration Reading Level: Grade ND

Tests 2a, 2b, and 2c: Reading Passages Tests

Oral

Independent Reading Level: Grade PP
Instructional Reading Level: Grade 3-7
Frustration Reading Level: Grade 8

Silent

Independent Reading Level: Grade 1
Instructional Reading Level: Grade 2-5
Frustration Reading Level: Grade ND

Test 3: Emergent Literacy Tests

3a. Phonemic Awareness

3a1. Rhyme Production 8 / 8

3a3. Initial Sound Recognition 8 / 8

3a4. Phonemic Blending 8 / 8

3a5. Phonemic Segmentation 4 / 8

3b. Concepts about Print 9 / 10

3c. Letter Knowledge

3c1. Auditory Stimulus 12 / 13

3c2. Visual Stimulus 13 / 13

Test 5: Phonics

* = Mastery

5a. Application in Context 65 *72 / 73

5b. Initial Consonants 9 *9 / 10

5c. Initial Blends and Diagraphs 9 *10 / 10

5d. Ending Sounds 8 *8 / 10

5e. Vowels 9 *10 / 10

5f. Phonograms	9	<u>*10</u> / 10
5g. Blending	9	<u>*9</u> / 10
5h. Substitution	22	<u>*25</u> / 25
5i. Vowel Pronunciation	13	<u>*15</u> / 15

Test 7: Structural Analysis

* = Mastery

7a. Application in Context		
7a1. Lower Level	24	<u>*26</u> / 27
7b. Hearing Word Parts	4	<u>*5</u> / 5
7c. Inflectional Endings	9	<u>*10</u> / 10
7d. Prefixes	18	<u>*20</u> / 20
7e. Suffixes	9	<u>*10</u> / 10
7f. Compound Words	4	<u>*5</u> / 5
7g. Affixes	9	<u>*10</u> / 10
7h. Syllabication	9	<u>*9</u> / 10

Running Record

Passage Level:	4.9
Percent Correct:	95%
Level of Performance:	Independent Level

Cloze Procedure

Passage Level:	3.5
Percent Correct:	52%
Level of Performance:	Frustration Level

Retelling

Passage Level:	4.7
Setting:	Strength
Characters:	Strength
Challenge:	Strength
Events:	Strength
Solution:	Need
Theme:	Need

Analysis of Reading Strengths:

Background of Information

- Based on the Information from the Interest/Attitude Inventory it seems that Matthew has a low to normal of an experiential background. He has not been on too many trips, and his family does not do a lot of reading. Although, Matthew seems to like to read as long as it is over a topic that he is interested in.

Oral Language Development

- I would say that Matthew has a normal and at level oral language. Going off the Interest/Attitude Inventory it seems as if he knows some words above his vocabulary at grade six.

Fluency

- Going off of the results of running record and oral reading form A, it seems as if Matthew has a large range of an instructional reading level, having it be a strength.

Decoding

- **Letter Knowledge:** While completing the Letter Knowledge test, Matthew received mastery in the visual stimulus area of the test. Please see “Analysis of Reading Needs” section for Matthew’s needs in Letter Knowledge.
- **Phonics:** While completing Test 5, Phonics, Matthew received mastery in each category of the test. These categories include, Application of Phonics Skills in Context, Initial Consonants, Initial Blends and Diagraphs, Ending Sounds, Vowels, Phonograms, Blending, Substitution, and Vowel Pronunciation.
- **Structural Analysis:** While completing Test 7, Structural Analysis, Matthew received mastery in each category of the test. These categories include, Application of Structural Analysis Skills in Context, Hearing Word Parts, Inflectional Endings, Prefixes, Suffixes, Compound Words, Affixes, and Syllabication.
- **Running Record:** The passage that Matthew read for running record was at the level 4.7 and was a strength because he only missed a total of 6 words out of 123 possible words, which put him at an Independent reading level with a 95%.

Comprehension

- When it comes to comprehension with Matthew on the reading passages of forms A and B from Ekwall/Shanker with literal, vocabulary, and inferential, he did not receive any strengths. Please see “Analysis of Reading Needs” section.
- **Cloze Procedure:** There are no strengths in this area, please see “Analysis of Reading Needs” section.
- **Retelling:** With strengths in retelling, Matthew was successful in the areas of setting, characters, challenge, and events. Please see “Analysis of Reading Needs” section for needs on retelling.

Analysis of Reading Needs:

Background of Information

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Oral Language Development

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Fluency

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Decoding

- **Letter Knowledge:** While completing the Letter Knowledge test, Matthew did not received mastery in the auditory stimulus area of the test by only getting 12 of the 13 letters correct. He had trouble determining the difference between the “I” and the “L”.
- **Phonics:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.
- **Structural Analysis:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.
- **Running Record:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Comprehension

- **Factual:** With forms A and B reading passages from Ekwall/Shanker, Matthew had the possibility to answer 157 questions correct, but only answered 109. This put him at a percentage of 69 making it a need for this area.
- **Inferential:** With inferential questions from forms A and B reading passages from Ekwall/Shanker, Matthew had the possibility of answering 14 questions correctly, but only answered 9 out of the 14. This put him at a 64% with a need in this category.
- **Vocabulary:** With forms A and B reading passages from Ekwall/Shanker, Matthew received the lowest score with vocabulary by only answering 6 out of the possible 14 questions correctly giving him a 42% and another need with this area.
- **Cloze Procedure:** On the cloze procedure, Matthew had a hard time coming up with the correct words to fill in the blank. Out of 48 words total to fill in, he only got 25 words correct putting him at a frustration level with a 52%.
- **Retelling:** With needs for the test retelling, Matthew had a hard time coming up with the solution of the story as well as the theme of the story. I had to ask him specifically what he thought both the solution and the theme of the story was.

Recommendations

Reading Levels

- **Independent:**
 - GWL: Grade 8
 - Form A Passages: PP
 - Form B Passages: Grade 1
- **Instructional:**
 - GWL: Grade 9
 - Form A Passages: Grade 3 – Grade 7
 - Form B Passages: Grade 2 – Grade 5
- **Frustration:**
 - GWL: ND
 - Form A Passages: Grade 8
 - Form B Passage: ND
- According to the Graded Word List, Matthew’s independent reading level was at grade eight while he is only in grade six. But, his oral independent reading level according to the reading passages from Ekwall/Shanker is at the pre-primer level and his silent independent level is first grade. These are huge jumps in grade levels. There is also a wide range for his Instructional level as well. According to the GWL his instructional level is at grade nine, which is three years above where he is at now. But, with the reading passages, his silent reading level is only between grades second and fifth and his oral reading are at grades third through seventh. For frustration, his reading level could not be determined with the GWL and the silent reading passages, but with the oral reading passages, his frustration level was eighth grade, two years above where he is. These tests did not seem to match up in a lot of the areas. The only place where there was some commonality was the frustration level with the silent reading on form B and the GWL being not determined.

Background Information

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Oral Language Development

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Fluency

- There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Decoding

- **Letter Knowledge:** For this area, Matthew needs instruction with auditory stimulus.
- **Phonics:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

- **Running Record:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.
- **Structural Analysis:** There are no weaknesses in this area, please see “Analysis of Reading Strengths” section.

Comprehension

- **Factual:** For this area, Matthew needs instruction with factual comprehension questions.
- **Inferential:** For this area, Matthew needs instruction with inferential comprehension questions.
- **Vocabulary:** For this area, Matthew needs instruction with vocabulary comprehension questions.
- **Cloze Procedure:** For this area, Matthew needs instruction with knowing the entire story as a whole and comprehension.
- **Retelling:** For this area, Matthew needs instruction with the theme and the solution of the story.