Student: ███████████   School: ██████████████ (FCPS)

Date of Birth: __████████__ Age: 10 yrs. Old   Grade: 4th Grade   Gender: Female

Language(s) Spoken in the Home: English and Spanish

Examiner: _Andrea Jean Andell P. Salem_   Date(s) of Assessment: June 1, 8, 15, 2011

A. Background Information

█████ is a rising fifth grader who was listed to be included as student for the Practicum class of EDRD 633/637. She was referred due to her below grade level academic performance. █████ is the younger of two children. Her parents are from Bolivia however both children were born in the United States. The older sibling speaks fluent Spanish and English and helps the parents with English translation. █████ noted that she uses Spanish to communicate at home as well.

B. General Observations

█████ attended all the three assessment sessions of one hour and thirty minutes each per session. █████ was able to complete the task given to her even when she struggled with some unknown words from the text. She was comfortable throughout the session. Her reading pace for the passage reading was good although attention to punctuation marks were not observed. █████ was alert and answered questions as best as she could, however there is evidence that her ability to retell and answer comprehension questions needs work.

C. Assessments Given

For reading assessment, the *ARI* was used. The ARI is an informal reading inventory which is a standards-based assessment. It is composed of a series of reading passages that begin at pre-primer level and progressively become more difficult. Passages from Form A and Form B along with expository for Science and Social Studies were used. Two writing assessments were given to analyze █████ expository and narrative writing. A teacher-made rubric was used to score her sentence writing and attention to grammar. The *ARI* Reader Interview and the Differentiated Analytic Reading Self-Assessment Adapted for Elementary Grade were used to assess █████ metacognitive strategy and the Elementary Reading Attitude Survey by Dennis J. Kear was administer for █████ interest inventory. The Primary Spelling Inventory (PSI) from Words Their Way was likewise administered to assess █████ spelling ability.

D. Results/Analysis

1. **Word Lists**

Word List	Percentage of Total Correct
Form A-Primer A	100%
Form B-Level 1	95%
Form B-Level 2	90%
Form B-Level 3	55%

2. **Narrative Passages**

Student's reading levels on narrative texts as measured on the ARI

	Oral	Silent	Listening
Independent	Form A—Primer	n/a	n/a
Instructional	Form B—Level 1 & 2	n/a	n/a
Frustration	Form B—Level 3	n/a	n/a

3. **Expository Passages**

Level of Text	Content Area	Level: Independent, Instructional or Frustration?
Level 1	Science	Instructional for both Word Recognition and Comprehension
Level 1	Social Studies	Independent for Word Recognition Frustration for Comprehension

4. **Word Recognition Strategies**

███████ read high frequency words with automaticity. One of her reading strengths in terms of word recognition is her ability to recognize the beginning sounds/ sound cluster of words. Her miscues are largely concentrated on multisyllabic words. These miscues are generally graphophonic with Medial (M) and Final (F) sound miscues that changes the meaning of the word. This is also evident in the result of her Primary Spelling Inventory (PSI) where most of her mistakes were in the medial sound/letter of the given word.

███████ can orchestrate some strategies in solving for words. She uses the Initial and Final letter-sound and word parts for unknown words. Her attempts to self-correct words she struggles with however for non-high frequency words that are multisyllabic it is not always successful. In her attempts to self-correct, it is the medial sounds that she struggle the most. She does not appeal for help and reads on even when the sentence does not make sense.

5. **Comprehension**

Sequencing events and recall of W/H questions are some of ███████ strengths in comprehension. This can be attributed to the fact that the information she recalls easily are directly from the text. She needs to develop strategies that will enable her to activate her prior knowledge which can facilitate her ability to connect to the text better and increase her ability to recall more details from the text she reads.

Her ability to recall and summarize is weak. The details she uses for retell is very limited. The details she uses are generally from the text (author's). She needs to develop from head-to-text thinking skills to enable her to comprehend better. Her comprehension is also affected by her inability to solve for unknown words. Self-monitoring, self-correcting and using information (meaning, structure, visual information) are some of the skills ███████ needs to learn and master to move her comprehension ability to another level.

6. **Fluency**

████████ is fairly fluent in reading her passages. She read at a reasonable pace and slowed down when attempting to solve unknown words. She will sometimes point at words to track where she is whenever she slows down or pause because of word solving within the text. She needs to work on acknowledging punctuation and using intonation to highlight dialogues. Her reading pace did change as the text became more difficult because there were more unknown words she that she had to solve and therefore the continuity of her reading were broken several times.

7. **Writing**

Two writing activities were done to assess ████████ expository and narrative writing. For the narrative writing, ████████ was asked to write about her favorite book. A graphic organizer was used to formulate her sentences. The sentence fluency followed the narrative structure of storytelling. A teacher –made rubric was used to assess her sentence formation and attention to grammar in her writing prompts. Her grammar and mechanics needs work especially in the area of spelling. The narration did have a beginning, the middle, and the ending of a story however the use of details was lacking.

Her expository writing was about Loggerhead Sea Turtles where she was asked to record facts about the turtles which she can use to make her own informational fact sheet about Loggerhead Sea Turtles. The same teacher-made rubric was used. She basically copied the text word-for-word and was not able to use her own words to develop her own info sheet.

8. **Interest/Attitudes toward Reading**

The *ARI* Reader Interview was used to determine ████████ reading interest. ████████ responses indicated that she likes to read books that are interesting and scary. Dark Diary and the Homework Machine were two books that she remembers right off the bat when asked about her favorite books. She indicated that her decision to read a book is based on her ability to read it—if the words are too hard, she does not continue with book reading. She likewise responded that when faced with words that are difficult to solve, she used multiple strategies—████████ stated that sounding out words, appealing, and checking the dictionary are some of the strategies she uses. She also looks at pictures in the books for clues and check if the word makes sense and sounds right.

The *Elementary Reading Attitude Survey* was likewise used to supplement the initial reading interview. The result of the survey shows that ████████ feels good about reading books and will most likely choose reading as an activity. However, she gave a negative respond to reading books on a rainy day and reading instead of playing.

9. **Interactive/Metacognitive Assessments**

The *Differentiated Analytic Reading Self-Assessment, Adapted for Elementary Grades* (Afflerbach & Meuwissen, 2005) was used to assess ████████ metacognitive strategy skill. The result of survey shows that ████████ generally feels great when previewing the text. This translated with her using the information to make predictions however the predictions are based on the titles and not from her background knowledge in her passage reading of the *ARI*. In the section about "Capturing the Text", she noted "Good" for writing down ideas while reading. Formulating ideas is one of her weakness in writing therefore this is evident in her writing. She recorded "Great" for "Rereading the Text" and "Evaluating the Text" which is evident with her reading the article about

Loggerhead Sea Turtles where she was able to go back to the text to point out where she got the information from. Overall, ███ does show evidence of showing these reading behaviors when asked to read non-fiction articles/text. She needs to consciously know that she is doing it though while she is interacting with the text.

E. Conclusions and Instructional Recommendations

Literacy Strengths and Needs:

███ shows enthusiasm in reading. She reads with ease words she knows and makes meaningful attempts for unknown words. She is orchestrating good reader behaviors in her attempts to solve for words. She uses the visual information available to her (e.g. beginning and ending sounds) when solving for unknown words and does not get discouraged even when she knows she did not get the word right. Although she mentioned that one of the strategy she use when struggling with words is checking if it sounds right, she still need work on her medial sounds as her miscue are highly concentrated on this area. ███ is self-monitoring and self-correcting as evident in her self-corrections and attempts to decode unknown words.

Areas that need improvement includes her word recognition and word attack skills for multisyllabic words. Instruction in medial sounds will greatly benefit her because it appears that the unknown word "make sense/sounds right" as long as she gets the beginning and ending sound to sound right even though the substitution completely changes the meaning of the word. Another area is her ability to retain details from the text. This affects her ability to recall and summarize what was read which is essential to comprehension. Most of the information she uses in answering questions to test her comprehension are details that are directly in the text. She needs to work on thinking and searching for information and using more from the head to the text thinking.

Instructional Recommendations:

Based on the results of assessments administered to ███, instruction that will increase her ability to recognize words and solve for unknown words will be beneficial for her text comprehension. Word study with emphasis on medial sound for multisyllabic words will be planned and used simultaneously for writing activities. Strategies that will help ███ focus on the graphophonic structure of words (initial, medial, final letter-sound), looking for word within the unknown word, and word chunking will increase her success in solving for words. Words from word recognition strategy instruction will be used in writing with goals on improving sentence structure and grammar in ███ writing activities. It was noted that although ███ reading pace is good, her intonation and pausing for punctuation and dialogues need work. Reader's Theater will be used as part of instruction that focuses on highlighting the need for intonation and pauses within the text reading experience to bring life to the text. Guided Reading will likewise facilitate fluency instruction for stopping, pausing, and attention to intonation/prosody using the different text selected for reading.

Determining importance will be the main focus for the reading comprehension strategy instruction. The ability to think about the different information gathered from text reading and chose which are important versus what's interesting will influence ███ ability to recall and summarize. Reading log will be part of the sessions where ███ will be ask to write a summary of what was important in the reading activity that she did. This exercise will enable ███ to identify and share important ideas or information from the text reading. It will also help improve her writing ability as she organizes the information she read and write complete sentences about the ideas/information. This will also be use as a scaffold for instruction in determining importance using different text features.

F. References

Bear, D., Invernizzi, M. et al. (2008) 4th edition *Words their way: Word study for phonics, vocabulary, and spelling instruction.* Prentice Hall.

Fountas, I. C., & Pinnell, G. S. (2009). *When readers struggle: Teaching that works.* Portsmouth: Heinemann

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Israel, S. (2007). *Using metacognitive assessments to create individualized reading instruction.* International Reading Association.

Woods, M & Moe, A.J. (2008). *Analytical Reading Inventory with Readers Passages (9th Edition).* Prentice Hall.

Student: Idelinda Villanueva
Grade: 4th Grade
Age: 10 yrs. old
Location of Tutoring: Woodburn
Dates of Tutoring: June 27 to July 1, 2011
Date of Report: July 1, 2011
Practicum Tutor: Andrea Jean Andell P. Salem

RATIONALE FOR INSTRUCTIONAL PLAN
As a result of the various assessments administered, Idelinda displayed the following strengths and areas of need:
Areas of Strengths
- Idelinda is able to make a logical prediction from the text title.
- Background knowledge is an essential component of making predictions and Idelinda expands on her predictions when she activates her prior knowledge or is able to relate to the text. She is also able to skim the passages prior to reading which is a good reading behavior that allows her to connect to the text base on words that she knows or have personally experience.
- When solving for unknown words, Idelinda pays attention to beginning and ending sounds to solve for unknown words. She looks for parts within the word that she knows and attempts to solve the words. Her self-monitoring and self-correcting skills indicate that she is thinking about the word—does it make sense or does it sound right?
- Idelinda reads at a reasonable pace which suggests that she has good word knowledge of high frequency words. This allows her to concentrate on word solving for unknown words and retain information she reads from the text.
- In reading the passages, Idelinda is able to sequence the events in the story reasonably. She is able to retain key information from the passages

Areas of Needs:
- Idelinda needs to build on adding more skills to solve for multisyllabic words. She likewise needs to develop word attack strategies for decoding words with long vowel medial sounds/patterns.
- Retelling is another area that Idelinda needs to develop. She uses limited information in her retelling of the passage read. She needs to work on choosing important information to be able to come up with a good retell/summarization of the story/passage read. She also needs to learn how to combine information together and connect information from text and her prior knowledge for better comprehension.
- Fluency is an additional area of need for Idelinda. Specifically Idelinda needs to work on recognizing how to use punctuation marks to improve her comprehension. Not acknowledging punctuation marks affects her ability to comprehend the text because she is not able to stop at the end and think about that sentence more thoroughly.

SUMMARY OF INSTRUCTIONAL EXPERIENCES
The five days sessions addressed the areas of need and helped Idelinda develop a repertoire of strategies she can independently use when text reading. The primary focus of instruction for comprehension was determining importance. Developing strategies to determine the relevance of information from text will help Idelinda retell better and construct a summary that has key details that are relevant. This transferred to the writing instruction because she applyed the strategies learned from the guided reading. The writing instruction included working on

paraphrasing which encourage Idelinda into using other words aside from what was given in the text. Word attack strategy instruction was also planned to help with her decoding and word solving. Emphasis was given to solving multisyllabic words that contained consonant clusters and/or have the long vowel pattern within the word. In the area of fluency, instruction was provided on recognizing punctuation marks, pausing, stopping, intonation, and putting expression in reading dialogues where provided.

RECOMMENDATIONS FOR TEACHERS
Idelinda needs specific prompts and language in completing a task. Once she knows what is expected of her, she is able to navigate and perform the task given to her whether it be determining importance or looking for word parts to help her decode an unknown word. Listed below are some specific strategies that worked during the tutoring program for reading and some areas that need continued attention:

- Scaffolding on previous strategy learned and mastered (e.g. determining importance using text features) before introducing another comprehension strategy (e.g. determining importance based on information that is "interesting" or "important").
- When solving for unknown words, give prompts that guides Idelinda to look for visual information that will help her solve the word. Prompts like *"Do you recognize any word within this word?" "Try to break the word"* can help Idelinda focus more and make meaningful attempts to solve the word.
- Idelinda will engage you in conversation about what she knows about a word and how it applies to her. Take this as an opportunity to help her expand her word knowledge and vocabulary by making her think of other words that are similar or opposite it. Asking her to use it in a sentence will help in checking for understanding.
- Increasing her word knowledge will benefit Idelinda in broadening her background knowledge. In doing word games, Idelinda relied heavily on high frequency words. Activities such as word hunt, *Boggle*, *Snatch It!*, word sorts will enable her to learn more words, or expand her word knowledge which will help her be more engage with text reading and improve her comprehension.
- Idelinda needs instruction that focuses on asking questions and making meaningful inferences. This was not fully addressed as part of the tutoring program and it was evident in the guided reading, think alouds, and word study instruction from text reading that she is still not able to ask relevant questions that can guide and help her monitor her comprehension.

RECOMMENDATIONS FOR PARENTS
Some activities that you can do at home with Idelinda include:

- When watching movies based on a book, let her read the book version prior to watching the film. This will help her make comparison between the book version and film version.
- Encourage reading for 20 minutes each day. Use chapter books that she can apply strategies she has learned independently. Suggested books include the *Dork Diaries* series which is given to her for summer reading, and the books she got from the school reading program.
- When reading to Idelinda, give feedback when she reads with expression. If she is trying to solve for a word, let her attempt to solve it on her own instead of telling her the word. Give prompts such *"look at the middle sound" "does that sound right?"* which can help her think of strategies to use to solve for the word.