

TERM PROJECT

**Part B: Administration and Assessment of
Reading and Writing**

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Students need to develop good reading behaviors to make them strategic readers who can orchestrate literacy processes that help them comprehend the text they engage themselves with. Reading cannot be separated with writing as both work hand in hand to strengthen comprehension. Fountas and Pinnell (2009) pointed out that reading and writing are both part of a larger literacy processing system and are related at every level of language learning.

The reciprocal relationship between reading and writing should guide the kind of assessment we use in the classroom. A mismatch between the kind of reading and writing activities students do and the assessment teachers use is a disservice to students' educational goals.

The purpose of this paper is to administer an Informal Reading Inventory to identify what good reading behaviors the Kindergarten students from the previous Motivational Survey group have. The reading inventory will likewise help the teacher identify areas of weakness that need to be address in planning for instruction to better document these students' reading progress. Administering a reading inventory will also determine these students' reading level which is necessary to move these students along their learning continuum. The *Qualitative Reading Inventory-5 (QRI-5)* is the instrument used to assess individual student's word recognition and oral reading comprehension abilities.

A writing assessment will be conducted to assess these students' spelling development—specifically their ability to recognize first and last consonants. Composing sentences with the

use of high frequency words will be the backdrop that ties the sound analysis ability of students in constructing words using the alphabetic principle.

ASSESSMENTS

Description of the *QRI-5*

The *Qualitative Reading Inventory-5 (QRI-5)* is an individually administered informal reading inventory (IRI) designed to provide information about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in unsuccessful word identification or comprehension. *QRI-5* provides graded word lists and passages designed to assess the oral and silent reading and listening ability of students from the pre-primer 1 through the high school levels. The *QRI-5* is not a norm-referenced or standardized instrument. It uses traditional percentages to determine independent, instructional, and frustration levels with regards to student scores.

The *QRI-5* was chosen because it complements the curriculum used at the school attended by these Kindergarten students. There is a balance between what *QRI-5* measures and the type of instruction students receive that makes and the *QRI-5* a reliable assessment to use. Furthermore, the word lists of *QRI-5*—designed to assess accuracy of word identification; speed and automaticity of word identification; and to determine a starting point for reading the initial passage—and the passages are similar to the materials used for instruction in these students' school.

Read Aloud that builds students' reading comprehension and strategy/skill development is an integral part of the school's Language Arts curriculum. The *QRI-5*'s passages assess the student's ability to read and comprehend the text. The *QRI-5* follows the same format as our program's comprehension measures which seek to assess students' recall ability; their understanding of the text through questioning/predicting/infering; and the student's comprehension during reading. Overall, *QRI-5* is an instrument recommended for use to determine student's strengths and needs and as a means to document growth and change in student's reading ability.

The *QRI-5* was administered during the students' silent reading time. Materials that included the word lists, concept questions intake sheet and the passage to be orally read by individual students were ready for each student. The word list was introduced to the student with encouraging prompts to do their best. Concept questions were used to activate the student's prior knowledge of the ideas in the text. The passage "I Can" was introduced for the student to read and the intake sheet was also introduced to the student. The intake sheet was used to record miscues and note the student's recall skill. After reading the passage, the student was asked to retell as much as he or she can remember. Questions for the passage are asked at the end of the session.

Writing

The writing assessment consists of the students' journal writing in relation to the passage "I Can". The aim of the writing assessment is for the student to make a personal take on what they can likewise do. The writing assessment will also measure the students' use of high frequency

words in composing sentences and their use of sound analysis to spell construct and spell words. The main target is to assess the students’ developmental spelling specifically their recognition of first and last consonant sounds.

The format used is independent writing where students compose and write their own sentences. Students are asked to use high frequency words similar to the passage read. They have to write two sentences of what they can do using action words. Students are encouraged to “sound out” for the words they have to write on their own for the purpose of measuring their developmental spelling skill. The genre of this type of writing is that of functional writing because the students were asked to communicate and remember some information from the passage and use their analytic thinking in their journal writing. A rubric was used to score the student’s developmental spelling of action words used in their writing assessment.

Table 1
Developmental Spelling Scoring Rubric
 Mary’s Writing Assessment

(A) Correct Spelling of Word	(B) Correct Representation of Beginning Consonant Sound	(C) Presence of Correct Middle Vowel	(D) Correct Representation of Ending Consonant Sound	(E) Bonus Point		(F) Score For Word
				Correct Beginning Consonant Blend	Attempt to Indicate Silent /e/	
1. Swim	S--sw	i	m	sw		2 pts
2. Ride	R	i	d		e	3 pts

Total = 5 pts

The writing assessment yield interesting information on the students’ developmental spelling ability. It is evident that these Kindergarten students have the skill to determine beginning and

ending consonant sounds in words. Three of these students displayed good attempts to spell out words with consonant blends/digraph (refer to *Figures 1, 2, and 3*).

Figure 1

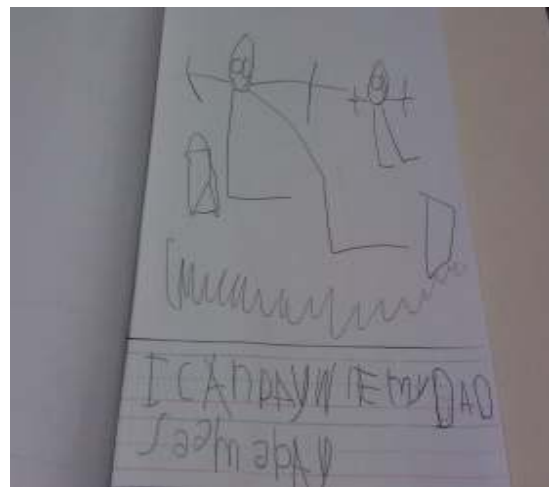
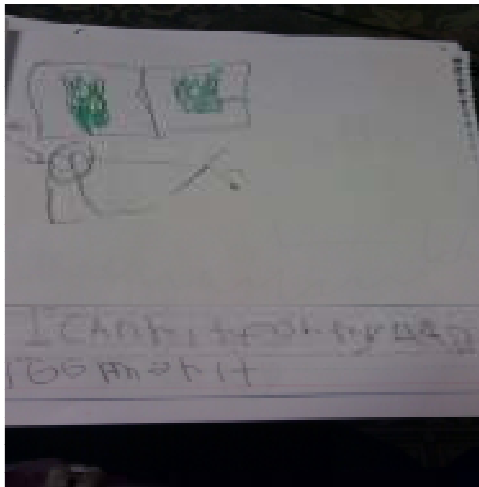
****Mary** "I Can" Writing Assessment**



Mary scored 6 out of 8 in her developmental spelling for writing assessment.

Figure 2

****Amash** "I Can" Writing Assessment**



Amash scored 5 out of 8 for developmental spelling assessment for writing.

Figure 3
****Ivan** “I Can” Writing Assessment**



Ivan scored 4 out of 8 for developmental spelling assessment for writing.

However, Sadrina, who is the ELL student from Turkey, was not able to write any action word aside from the high frequency words *I, can, see, and me* (see *Figure 4*).

Figure 4
****Sadrina** “I Can” Writing Assessment**



Sadrina did not attempt to spell out words on her own.

ANALYSIS

The result of the *QRI-5* can be used to help teachers design programs of reading comprehension instruction for individual students. Table 2 presents the score of the assessment.

Table 2
Record of Kindergarten's Performance on the *QRI-5*

Word Identification

Student's Name	Word List Level	Level/% Automatic	Level/% Total
Mary	Pre-Primer 2/3	70%	80%
Amash	Pre-Primer 2/3	70%	70%
Ivan	Pre-Primer 1	88%	88%
Sadrina	Pre-Primer 1	6%	6%

Oral Reading "I Can"

Measure	Pre Primer 2/3		Pre Primer 1	
	Mary	Amash	Ivan	Sadrina
Readability Level	Instructional	Instructional 1	Independent	Frustration
Concept Questions Score	83%	92%	75%	50%
Level/% Total Accuracy	100%	100%	92%	92%
Level/% Total Acceptability	0%	0%	0%	97%
Retelling % Number of Ideas	12	12	9	10
# Explicit Correct	3	1	2	1
# Implicit Correct	1	1	1	1
Total Passage Level	Instructional	Frustration	Frustration	Frustration

It is interesting to note that although the students were able to read the words in the passage, the scores indicate that retell ability is lacking. Students were able to display good reading

behaviors such as pronouncing words accurately and automatically. They were also able to use letter and sound patterns to pronounce unfamiliar words.

The *QRI-5* does allow for look-backs, however, look-backs were not used in administering the assessment to this group of students because of the passage level. The result of the assessment may have been different if look-backs were permitted to answer the questions that determines each student's # of *Explicit Correct* responses to the questions which affects their *Total Passage Level*.

The result of the *QRI-5* is reflective of the students' performance in the *School Readiness Test* by *Scholastic Testing Service, Inc.* that the students took in February 22, 2011. The scores for the Vocabulary Test indicates that the students' background knowledge is sufficient enough to fare well in these types of assessment however their comprehension skills are adequate to some degree however they need to develop more comprehension strategy that enables them to infer and recall details more accurately from the text they read to answer comprehension questions (refer to *Table 3*).

Table 3
Record of Kindergarten's School Readiness Test

Student's Name	Vocabulary Test (Total Score= 14)	Raw Score Assessment	Comprehension and Interpretation Test (Total Score = 12)	Raw Scores Assessment
Mary	13	Adequate (+)	7	Adequate (+)
Amash	12	Adequate (+)	10	Adequate (+)
Ivan	9	Marginal (?)	8	Adequate (+)
Sadrina	6	Low (-)	8	Adequate (+)

***Scholastics Testing Services, Inc. Bensenville, Illinois 60106-1617*

SUMMARY

Administering the *QRI-5* was very significant because it yielded results that brought to question the reliability of the testing tools used to track the academic growth of these Kindergarten students. The monthly tests that these students take clearly does not provide the opportunities for comprehension and recall that is at par with those who use the *QRI-5* and other similar instruments.

Mary is one of the strongest reader in the class. She reads multisyllabic words and identifies many high frequency words. She has moved on to reading with her eyes where her peers are still reading with their fingers for directionality and word concept. In the *QRI-5* she scored fairly well in the pre-primer 2/3 word list which puts her in the instructional level for passage reading in pre-primer 2/3. However, because this is the first time to use such an instrument, she read a pre-primer 1 passage which yielded a score of “instructional level” for total passage score that includes the retell and questions scores.

In the area of reading, *Mary* displays reading behaviors for searching and using information. She used visual information to help her solve the word “dream”. She used sound analysis to solve the word and match the beginning consonant sound to make it right. Although she did not miscue on the word, she did hesitate and visually checked the picture before giving her response. In terms of fluency, *Mary* read without pointing and read smoothly. She likewise pronounces words (high frequency words) accurately and automatically.

Although *Mary* showed reading behaviors that enabled her to read words fluently, her comprehension strategy—especially in the area of retell and answering questions—can still improve to enable her to connect familiar words with new meanings. Thinking aloud and

Directed Reading-Thinking Activity are some strategies that Mary may need to learn and apply while reading to help with her comprehension of the text.

In the area of writing, Mary used high frequency words and was able to construct words using sound analysis for beginning and ending consonants. She spelled “*snwm*” for “*swim*” and “*rid*” for “*ride*”. Although these words are part of her oral vocabulary, she still needs to expand her written vocabulary. Activities that exposes and phonics instruction that focuses on the use of consonant blends will definitely aid in her word construction skills. Also she needs to use punctuation marks in her sentence writing.

Ivan showed that he can pronounce most high frequency words accurately and automatically. His reading pace was just right. He is able to use background knowledge and visual information to aid in his reading and meaning gathering. He was able to answer questions and made good inferences.

In terms of reading, *Ivan* miscued on the word “*dream*” in his oral reading and did not appeal for the word. He said “*dram*” which indicates that he is able to use beginning and ending sound to decode the word but he is not yet reading with double vowels for middle sounds. He did not search for visual information to check if his decoding sounds right. This is a reading behavior that will be address using teacher prompts as part of instructional planning for *Ivan*. He also was not able to read “*the*” in the wordlist which was surprising. He did not even attempt to sound the beginning sound. To help *Ivan* out, activities that allows him to see the word and construct it magnetic letters or through writing activities will be planned to give him the opportunity to engage with the word and commit it to his memory.

Ivan accomplished his the writing activity and added his own stamp of creativity. He has always been into detailed drawing but now that he uses words to label and construct a story, he is more conscious about the use of sound to spell out words. From his developmental spelling it is clear that he can perform sound analysis for beginning and ending sounds. In his spelling of “run” as “ran” it is evident that he still shows confusion with middle vowel sounds. This is carried over with the way he spelled “play” as “pala”. The way he broke down the word “play” shows tt when he was doing sound analysis, he sounded it as “pa” for /p/. Ivan is at the independent level and does not need the word wall anymore to guide his writing which can be attributed to the shared writing experiences the students have during writing workshops in terms of using high frequency words in writing.

Sadrina exhibits the early reading behaviors of moving left to right across a line of print and does the return sweep when reading. She is aware that she needs to match oral word with printed word while reading. She uses visual information to solve words. Her ability may be limited at this point since she is an ELL student who recently migrated to the U.S. and been attending school for only 3 months. Her reading and writing skills are reflective of the fact that she is learning this new language. She is doing great though in terms of what she tries to accomplish in her reading and writing activities.

In the area of reading, her inability to identify high frequency words from the word list did not hinder her from reading the passage. The major weakness lies with decoding unknown words. She does not know all the sound of the alphabet which was evident when she could not decode “lunch” and substituted “food” instead after using the visual information in the passage. Clearly, lunch and food does not match when sound analysis is used but it made sense to her that the word “food” is the unknown word. Much work with recognizing high frequency words

through hands-on activities will be planned for Sadrina to free her from also struggling with these words and move her along to the stage of decoding unknown words.

Her writing ability is greatly influenced by her deficiencies in reading. Although she participates in shared and interactive writing activities in class and do independent writing with text support, she is not comfortable with attempting to construct words on her own. This is tied to her inability to sound out the letters of the alphabet. Working with her letter-sound is ongoing and activities such as using the Elkonin sound box/s and using magnetic letters she can manipulate are some of the instructional plans to help her move along her learning continuum.

Writing

It is clear that in terms of writing, these students display writing behaviors that enables them to do independent journal writing. Though their letter formation is not perfect, they have sufficient control in writing letters when they write sentences. They can compose sentences however some needs the text support (e.g. Sadrina). A majority of these students, like Mary and Ivan, are in the stage of independently constructing words using sound analysis. They participate in shared and interactive writing activities as well as dictated writing as well.

An area of instruction that the class will greatly profit from is explicit instruction in constructing words. Hearing and recording sounds in words is an activity that can be done with the whole class during large group time. The teacher can model how to construct words using letter boxes. This will demonstrate to the students the process of spelling a word which they can apply on their own when they attempt to spell a word when doing independent writing activities. The whole group can also profit from word learning within the text when doing Read Aloud. Teachers can model attending to words and using sound analysis when reading new words found

in the text being read at Read Aloud. Since all three of them still need to learn how to attend to words, this type of activity benefits all of them even with different levels of reading ability.

For students like Sadrina, small group instruction that focuses on writing using activities such as *Talk, Build, Write* and *Elkonin Boxes* will help with their word construction skill as they become aware of the alphabetic principle shared in both reading and writing. *Talk, Build, Write* is great in emphasizing that oral words can be printed out using letters which leads students to use letters to make a given word and then write them after. *Elkonin Boxes* on the other hand helps with their developmental spelling.

Reading

The result of the *QRI-5* shows that the students tested are searching for and using visual information to make sense of an unknown word in the passage. Thinking about the sounds and how the word looks to make a good match between the unknown word and the visual information provided is an area of instruction that will benefit the students greatly. Phonics lessons that help student make connections between words and visual resource/s enable students to check their prediction base on the visual information and how the word looks—does the prediction begins with the same consonant sound? Does it make sense? Using the right prompt in Read Aloud will model for the children how to think about words—their sound and word structure.

Silent reading time is the perfect time to reach out to students who struggle with reading. The *QRI-5* showed that these students are not in that stage where they are self-monitoring or self-correcting as they read which calls for individualized instruction. Teachers can help students learn strategies for self-correcting and monitoring using prompts that guides them to look at

words they miscued and make connections with them. Prompting engages students to think and process what they see and make meaning out of the unknown words.

In small group setting, activities such as word sort help students pay more attention to the word--the letters that makes it, the sounds of the letters that makes the word. Word Wall helps with high frequency words and can also be used to help ease the burden of reading. Also in small group, listening to recorded story books help students attend to print and match word by word while reading. This also gives them the model for decoding unknown words while reading the text. This is especially helpful to ELL students like Sadrina as she learns another language.

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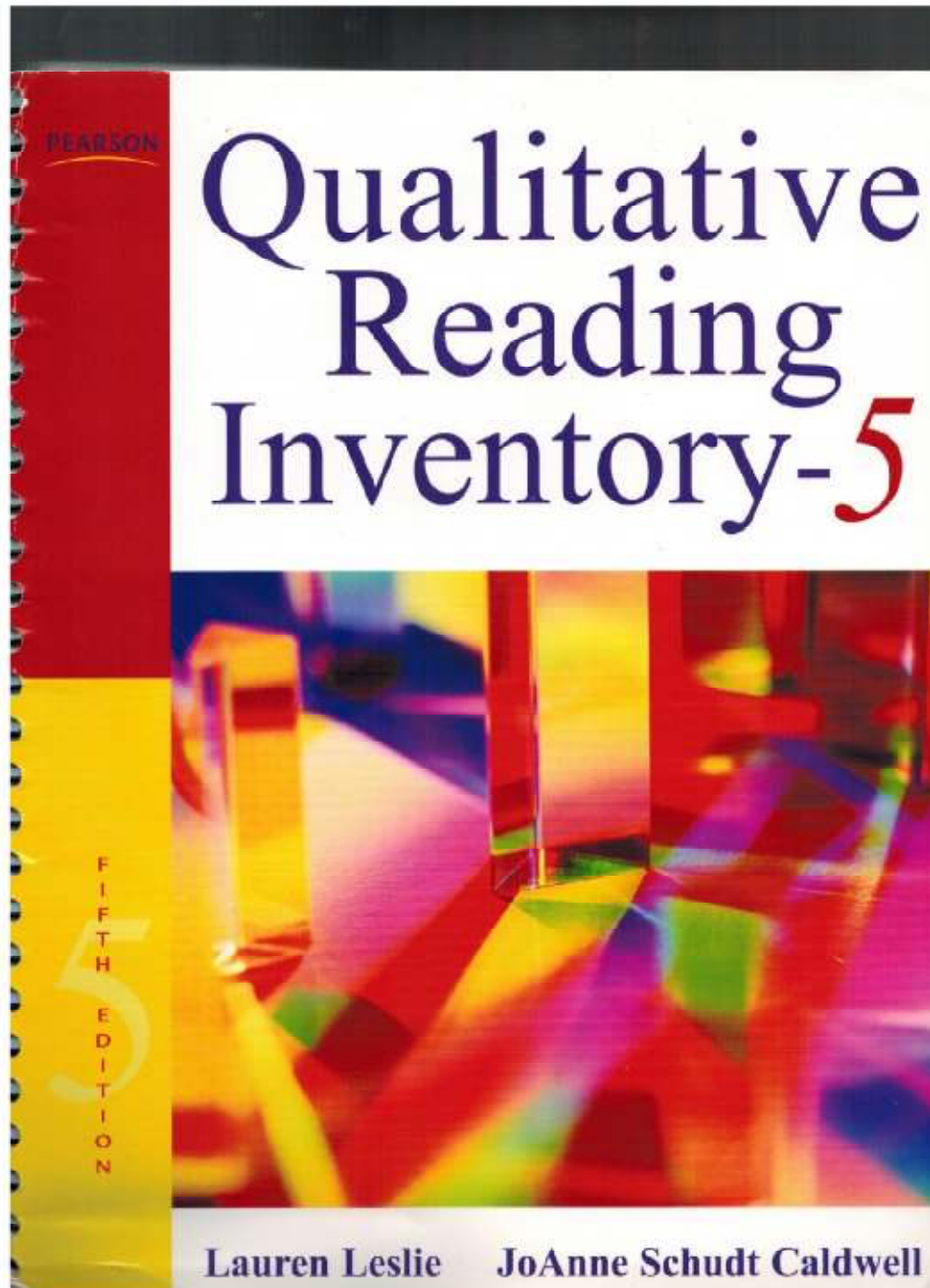
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APPENDIX A

QRI-5



Student Word Lists

- | | |
|---------|------------|
| 1. can | 1. make |
| 2. I | 2. same |
| 3. of | 3. like |
| 4. me | 4. doing |
| 5. the | 5. were |
| 6. in | 6. my |
| 7. at | 7. work |
| 8. with | 8. write |
| 9. a | 9. play |
| 10. he | 10. just |
| 11. go | 11. some |
| 12. to | 12. they |
| 13. see | 13. people |
| 14. do | 14. look |
| 15. on | 15. too |
| 16. was | 16. other |
| 17. she | 17. place |
| | 18. where |
| | 19. under |
| | 20. help |

Examiner Word Lists



Pre-Primer 1

	<i>Identified Automatically</i>	<i>Identified</i>
1. can	_____	_____
2. I	_____	_____
3. of	_____	_____
4. me	_____	_____
5. the	_____	_____
6. in	_____	_____
7. at	_____	_____
8. with	_____	_____
9. a	_____	_____
10. he	_____	_____
11. go	_____	_____
12. to	_____	_____
13. see	_____	_____
14. do	_____	_____
15. on	_____	_____
16. was	_____	_____
17. she	_____	_____

Total Correct Automatic _____ /17 = _____%

Total Correct Identified _____ /17 = _____%

Total Number Correct _____ /17 = _____%

LEVELS		
Independent	Instructional	Frustration
15-17	12-14	below 12
90-100%	70-85%	below 70%

Pre-Primer 2/3

	<i>Identified Automatically</i>	<i>Identified</i>
1. make	_____	_____
2. same	_____	_____
3. like	_____	_____
4. doing	_____	_____
5. were	_____	_____
6. my	_____	_____
7. work	_____	_____
8. write	_____	_____
9. play	_____	_____
10. just	_____	_____
11. some	_____	_____
12. they	_____	_____
13. people	_____	_____
14. look	_____	_____
15. too	_____	_____
16. other	_____	_____
17. place	_____	_____
18. where	_____	_____
19. under	_____	_____
20. help	_____	_____

Total Correct Automatic _____ /20 = _____%

Total Correct Identified _____ /20 = _____%

Total Number Correct _____ /20 = _____%

LEVELS		
Independent	Instructional	Frustration
18-20	14-17	below 14
90-100%	70-85%	below 70%

Level: Pre-Primer 1

Narrative

Concept Questions:

What does it mean to jump?

(1-2-1-0)

What does it mean to hop?

(3-2-1-0)

What does it mean to sleep?

(3-2-1-0)

What does it mean to dream?

(0-2-1-0)

Score: _____ /12 = _____ %

_____ EAM _____ LINEAM

Prediction:

"I Can"

I can jump. See me jump.

I can hop. See me hop.

I can run. See me run.

I can eat lunch. See me eat.

I can sleep. See me sleep.

I can dream. See me dream. (37 words)

Number of Total Miscues

(Total Accuracy): _____

Number of Meaning-Change Miscues

(Total Acceptability): _____

Total Accuracy	Total Acceptability
-----------------------	----------------------------

0-1 miscues _____ Independent _____ 0-1 miscues

2-4 miscues _____ Instructional _____ 2 miscues

5+ miscues _____ Frustration _____ 3+ miscues

Rate: 37 x .00 = 2,220 / _____ seconds = _____ WPM

Correct WPM: (37 - _____ errors) x .00 = _____ / _____ seconds = _____ CWPM

Retelling Scoring Sheet for "I Can"

I can jump.

See me jump.

I can hop.

See me hop.

I can run.

See me run.

I can eat lunch.

See me eat.

I can sleep.

See me sleep.

I can dream.

See me dream.

12 Ideas

Number of ideas recalled _____

Other ideas recalled, including inferences _____

Level Pre-Primer 1

Questions for "I Can"

1. What can the girl at the beginning of the story do?

Explicit: jump

2. What can another girl in the story do?

Explicit: hop

Note: if the student says "play hopscotch," count it as implicitly correct.

3. What can the group of children do?

Explicit: run

4. What can the boy in the library do?

Explicit: sleep

5. While the boy is sleeping, what can he do?

Explicit: dream

Number Correct Explicit: ____

Number Correct Implicit: ____

Total: ____

____ Independent: 5 correct

____ Instructional: 4 correct

____ Frustration: 0-3 correct

I Can



I can jump. See me jump.



I can hop. See me hop.



I can run. See me run.



I can eat lunch. See me eat.



I can sleep. See me sleep.



I can dream. See me dream.

APPENDIX B

Developmental Spelling Scoring Rubric

(A) Correct Spelling of Word	(B) Correct Representation of Beginning Consonant Sound	(C) Presence of Correct Middle Vowel	(D) Correct Representation of Ending Consonant Sound	(E) Bonus Point		(F) Score For Word
				Correct Beginning Consonant Blend	Attempt to Indicate Silent /e/	
3. SWIM	S SW	I	M	SW		3
4. RIDE	R	I	D		E	3

(A) Correct Spelling of Word	(B) Correct Representation of Beginning Consonant Sound	(C) Presence of Correct Middle Vowel	(D) Correct Representation of Ending Consonant Sound	(E) Bonus Point		(F) Score For Word
				Correct Beginning Consonant Blend	Attempt to Indicate Long Vowel Sound	
5. WRITE	W WR	I	T		E	2
6. PLAY	P PL	A	Y	PL		3

(A) Correct Spelling of Word	(B) Correct Representation of Beginning Consonant Sound	(C) Presence of Correct Middle Vowel	(D) Correct Representation of Ending Consonant Sound	(E) Bonus Point		(F) Score For Word
				Correct Beginning Consonant Blend	Attempt to Indicate Long Vowel Sound	
7. RUN	R	U	N			2
8. PLAY	P PL	A	Y	PL		2

