***ITL 514***

**Individual Assessment, Analysis, & Planning Project**

**Assessment Assignment – Section One**

**ASSESSMENT & ANALYSIS**

**COVER SHEET**

**Student’s First Name**: Jaela

**Parent/Guardian Name**: Pacheco

**School**: Bobier Elementary School

**Principal:** Jennifer Golden contact: (760) 724-8501 x55001

**Teacher**: Caroline Kalve contact: (760) 724-8501 x55124

**Attach permission slip (See Course Resources)**

**Assessment Assignment – Section One**

**ASSESSMENT & ANALYSIS**

**Student First Name**: Jaela  **DOB**: February 18, 2009

**Grade:** 3rd  **Chronological Age:** 9 years old

1. **BACKGROUND HISTORY - Learner**

Factors to investigate:

* + **Siblings**: Jaela has three siblings, two older siblings and one younger sister who is two years old.
  + **Family size**: Jaela lives with her three siblings and mother, making their family size a family of five.
  + **Are there any medical or emotional health issues that might impact the child’s reading**? No
  + **Is English the child’s first language? What is the family’s first language?** English is the child’s first language.
  + **School history:** how many schools has the child attended? Jaela has gone to Bobier Elementary School since Kindergarten.
  + **Are there any behavior problems**? No
  + **Have there been any previous interventions**? No

1. **ASSESSMENTS TO BE ADMINISTERED**

See Course Resources for samples of all assessments.

1. Interest and attitude survey
2. Phonemic awareness

Phonological test: Yopp Singer, IAPA

1. Phonics – decoding – San Diego Quick, or Names test
2. Spelling – Required: Use the appropriate Spelling Inventory from Appendix A in the “Words Their Way” textbook
3. Fluency – You can use one of the passages of the Informal Reading Inventory (IRI) in order to obtain a fluency score/range
4. Comprehension – Use an IRI with a comprehension rubric (list of questions) to assess comprehension. This will provide you with a series of miscues to analyze from the running record portion of the assessment and also information regarding the child’s ability to comprehend what was just read. If you do not have a formal IRI (see Course Resources for a list of IRIs), then have the child retell the passage in their own words once they have finished reading it. (Do not allow them to look at the passage after they have read it once.)
5. Writing – get sample of their own creation or dictate something to them.

Fill in the following chart, providing the specific name of each assessment used, what specifically is being assessed, and why you feel this child needs to have this reading area assessed.

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| **Area** | **Name of Assessment Given** | **Explain what is being assessed and why this assessment is needed for this child** |
| **1.Interest & motivation** | Interest Inventory | This assessment asked the student to reflect on their interests by asking questions such as, “What is your favorite subject?” “What is your favorite thing in the world?” “What do you like to read?” and so on. By gaining a general understanding of what interests them inside and outside of school, a teacher can find ways to merge a student’s interests in order to motivate them to engage with learning. |
| **2.Phonemic awareness** | Yopp-Singer Test of Phonemic Segmentation | This assessment asks a student to break apart the sounds they hear in a spoken word. In other words, it assesses a student’s phonemic awareness. For example, when they hear the word “go,” they should respond by saying “g/o.” Considering there is a relationship between phonemic awareness and success in reading and writing, this test is helpful in determining whether students are phonemically aware or whether intervention is needed. |
| **3.Phonics** | The San Diego Quick Reading Assessment | This assessment provided students with graded lists of words that they had to read. If a student misses 0-1 words on a list, that would be considered their independent reading level. If a student misses 2 words on a list, that would be their instructional level. If a student misses 3 or more words, that is their frustration level and books at this level are too challenging for them to read and learn from. |
| **4.Spelling** | The Primary Spelling Inventory | The Primary Spelling Inventory is given to students in kindergarten through 3rd grade. The 26 words on this list test basic letter name-alphabetic skills to within word pattern stages. Analyzing which words are spelled wrong and how they were spelled provides the teacher with exactly which word patterns the student is struggling with and needs extra assistance in. |
| **5.Fluency** | Informal Reading Inventory | The IRI was used to measure the student’s fluency, or their ability to read quickly and with accuracy. The IRI consists of passages that are 10 sentences long and contain Dolch words for grades 1-3. These passages represent the midpoint of the grade level, so they can help a teacher determine where the student’s independent reading level is. In order to be independent, a student should decode about 95% of the words and comprehend about 75% of the words. |
| **6.Comprehension** | Informal Reading Inventory | The IRI was also used to measure a student’s comprehension. After each passage, the IRI provides comprehension questions, three literal questions, one vocabulary question and one interpretive question. The points they earn on these questions are factored in to a scoring table to determine their independent reading level. |
| **7.Writing** | Writing Sample | Jaela’s teacher sent an unedited writing sample of an informative piece Jaela had written. This sample is useful in evaluating spelling patterns and syntactical errors to further determine where Jaela needs assistance to meet Common Core Standards. |

1. **ASSESSMENT RESULTS**

List the data which resulted from the assessment. Identify what this means for the child.

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| **Area** | **Data** | **What do these results mean academically?** |
| **1.Interest & motivation** | According to the survey, Jaela enjoys art and reading. She loves unicorns, cheerleading, and eventually wants to be a singer or teacher. The PDF of her complete interest survey is attached. | These results are important academically because they indicate that she enjoys to read, which will increase her motivation and engagement to improve her reading ability. Knowing that she enjoys unicorns and cheerleading is helpful when picking chapter books or passages to have her read. When a student has background knowledge or interest in the content, they will have increased engagement and will hopefully have increased comprehension. |
| **2.Phonemic awareness** | On the Yopp-Singer Test, Jaela segmented 15/22 words correctly. She seemed to have trouble segmenting the words with three sounds, as those are majority of the words she missed. Instead of segmenting all three sounds, she provided the onset and rime of the words. For example, she missed words such as, “fine,” “three” and “grew.” For “fine,” she said, “f-ine,” rather than “f-i-n.” The PDF of her Yopp-Singer results which shows exactly how she segmented each word is attached. | According to the Yopp-Singer scoring key, when a student scores between 7-16 words out of 22 words, it means that they are at an emerging phonemic awareness level. In order to be considered, “phonemically aware,” the student would have had to segment 17+ words correctly. Since Jaela segmented only 15 words correctly, she is in the emerging phonemic awareness stage and needs assistance in this area. |
| **3.Phonics** | According to the San Diego Quick Reading Assessment, Jaela seems to be at an independent reading level for grade 1 with no errors. She missed two words on the grade 2 list, making this her instructional level. However, when continuing on to the grade 3 and 4 word lists, she only missed one word on the grade 3 list and 2 words on the grade 4 list. This was a bit confusing as this would be considered at an independent level for grade 3 and instructional for grade 4. She did take longer to sound these words out, however, she sounded majority of these words out herself. She reached a frustration level at grade 5, making four errors. The PDF of the recording sheet for the San Diego quick assessment is attached. | Academically, this would show that Jaela is independent at grade 3, her grade level. However, considering she missed 2 words on the grade 2 list, the results are a bit inconclusive. Perhaps administering a second set of graded lists with different words would provide some additional clarity as one would be able to average the scores from the 2 tests. It was clear though that while she only missed one word on the grade 3 list and 2 words on the grade 4 list, it took her longer and took more mental effort to sound these words out. This might be an indicator that she is bordering on frustration level at grade 3 or 4 because more mental energy would be taken just to decode the words, let alone comprehend the words. |
| **4.Spelling** | On the Primary Spelling Inventory, Jaela spelled 12/26 words correctly, and earned 41/56 feature points, for a total of 53/82 points**.** This puts her at the middle of the Within Word Pattern Stage. The PDF of the Feature Guide and her spelling list is attached. | Academically speaking, according to the Words Their Way Spelling Inventory, students at the end of third grade should be at the Early Syllables and Affixes Stage. Considering that Jaela is only at the middle of the previous stage, which is the Within Word Pattern Stage, this is an area of growth for Jaela. She is closer to the level of a student at the end of second grade or the beginning of third grade. |
| **5.Fluency** | In terms of Jaela’s fluency, Jaela was given the IRI at the third- grade level. This passage was at her independent level. She made 7 word recognition errors and read 96 words per minute. The PDF of the IRI scoring sheet is attached, which shows which word errors she made. | Academically, Jaela read accurately, however, she could have read quicker. By the end of third grade, students should be reading 115 words per minute and Jaela only read 96. In addition, Jaela didn’t always pause where there were periods, so her expression when reading needs improvement as well. |
| **6.Comprehension** | According to the IRI given to Jaela at the third -grade level, Jaela is at an independent reading level with grade 3 oral passages. She earned 9/10 points on the question section after she read the passage. She missed only one literal question. | Academically, this means that Jaela is comprehending the grade 3 oral passages at an independent level because she got 90% of the questions correct. While she reads slightly slower than average for her grade level, she is understanding what she reads. |
| **7.Writing** | Jaela provided a writing sample of an informational piece she created, entitled, “How to Make Slime.” She writes in a similar way to how she reads, not making use of periods or commas to break up sentences. This resulted in a few run -on sentences. In addition, there was a spelling error, as she spelled, “until” as “in till.” However, she did use question marks and exclamation points correctly and used transition words such as, “First,” “Then,” and “Last.” | Academically, Jaela could use further instruction on how to avoid run-on sentences. This instruction, might also help her read in a way where she makes use of commas and periods to pause. |

1. **ASSESSMENT ANALYSIS**

Identify the child’s strengths and areas of need, justifying your statements by citing the data (from the Assessment Results) on which you are basing your statements.

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| **Area** | **Strengths, based on . . .** | **Areas of Need – Challenges, based on. . .** |
| **1.Interest & motivation** | Jaela’s interest survey demonstrates that she enjoys reading, as that is her favorite subject in school. She specifically likes to read the “Baby Sitter Club” books. Having a positive attitude towards reading is a strength because students typically engage more when they enjoy the activity, even if it is challenging. | This was not an area of need for this student as she communicated that she enjoyed reading. |
| **2.Phonemic awareness** | Jaela correctly segments words with only 2 sounds correctly. She is at the higher end of the emerging phonemic awareness stage, which ranges from 7-16 words correctly segmented. Considering she got 15/22 words correct, she is almost at the phonemically aware stage. | Jaela’s Yopp Singer Test results indicate that phonemic awareness is an area of need. She only segmented 15/22 words correctly, meaning that she is at the emerging phonemic awareness stage, rather than being considered phonemically aware. She specifically has challenges with segmenting words with 3 sounds, such as “fine,” “race,” “wave,” and “grew.” She instead provided the onset and rime for these words, such as, “w-ave.” |
| **3.Phonics** | While the results of this test were a bit challenging to interpret, it would seem as though her independent level for phonics is at grade 3, her grade level. She only missed one word on the grade 3 list, making this an independent reading level. She missed 2 words on the grade 4 list, making this her instructional level. It would seem that phonics is a strength of Jaela’s. | This was not an area of need as she demonstrated that she was at an independent level for her grade level. |
| **4.Spelling** | Jaela demonstrated mastery of spelling in the Letter Name-Alphabetic stage. She correctly spelled the initial and final sounds, short vowel sounds, diagraphs and blends. | Spelling is an area of need for Jaela. According to the Primary Spelling Inventory Feature Guide, Jaela is in the middle of the Within Word Pattern stage. However, at the end of 3rd grade, students should be in the early part of the Syllables and Affixes Stage. She specifically made more than 2 errors with common long vowels, such as -ai, other vowels, such as -ou or -aw, and inflected endings, such as -ed. |
| **5.Fluency** | Jaela demonstrated that she could read accurately, only making 7 word errors. This means that a strength of hers is decoding grade 3 words, which was demonstrated on the San Diego Quick Assessment as well. | Jaela’s fluency is an area of need. While she comprehended the grade 3 Oral-Fiction passage and only made 7 word errors, she only read 96 words per minute. Students should be reading 115 words per minute by the end of third grade. While Jaela seems to be an accurate reader, she could improve on her efficiency and rate at which she reads. |
| **6.Comprehension** | Jaela demonstrated that comprehension was a strength. She answered 9/10 comprehension questions correctly, meaning that she comprehended 90% of what she read. She missed one literal question, however, answered 2 literal, one vocabulary and one interpretive question correctly. This means that she is at an independent level for grade 3 passages. | This was not an area of need as she comprehended 90% of what she read. |
| **7. Writing** | Jaela made use of transition words to guide her writing, such as first, then and last. Because of these words, her writing was organized and easy to follow. | Jaela’s writing sample indicates that writing is an area of need. Specifically, she had 3 run on sentences in her paragraph, omitting periods and commas when needed. |

1. **PROPOSED GOALS**

Write goals for each of the child’s areas of need.

The goals should link to the Common Core State Standards whenever possible.

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| 1. ***Goals required for the following 2 areas:*** | ***Common Core standard*** |
| * ***Interest & motivation*** | Considering that Jaela already enjoys reading, a goal for Jaela would be to continue reading over the Summer. She might be interested in books such as “Judy Moody,” or continuing to read books from “The Baby Sitter’s Club” collection. Jaela could set a goal of reading 15-20 minutes per day and write a brief reflection on what she has read each day. |
| * ***Comprehension*** | Jaela demonstrated that she was at grade level for her comprehension skills, earning 9/10 points on the comprehension questions. However, she could challenge herself in this area by integrating this knowledge. One Common Core Standard for third grade students is that students will be able to explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (CCSS.ELA-LITERACY.RL.3.7.). Jaela could focus on how the illustrations in the book she is reading create mood or emphasize aspects of a character or setting. |
| ***Include goals for the following if they are areas of need*** | |
| * **Phonemic awareness** | According to the CCSS, isolating initial, medial vowel and final sounds is a first grade phonological awareness standard, specifically standard CCSS.ELA-LITERACY.RF.12C. Since Jaela shows that she is emerging in her phonemic awareness abilities, her goals should include segmenting single syllable words with more than 2 sounds within the word. |
| * **Phonics** | Not an area of need |
| * **Spelling** | Jaela is below grade level in spelling as she is at the Within Word Pattern stage of spelling. Jaela should make a goal to learn the common long vowel patterns (-ai) and inflected endings (-ed). This relates to the Common Core Standard that states that “Students will be able to use patterns and generalizations (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| * **Fluency** | Jaela read 96 words per minute. Her goal should be to read 115 words per minute by the end of Summer to get her on track for fourth grade, as this is how many words per minute a student should be reading at the end of third grade (Put Reading First, 2001). In addition to this, Jaela struggled with reading with appropriate expression. According to CCSS.ELA-LITERACY.RF.3.4B, students should “read grade-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.” Reading with appropriate rate and expression should be a goal of Jaela’s. |
| * **Writing** | According to CCSS.ELA-LITERACY.W.3.5, students should, with support from peers and adults, be able to develop and strengthen writing as needed by planning, revising and editing. Jaela would benefit from creating a goal to have a peer help revise her writing, which might help her reflect on the use of conventions, such as periods and commas, to break up run-on sentences. |

1. **Reflection**

Reflect on all the assessments you administered. Review your own video-recording of your assessments. In your paper, reflect on your process for administering the assessments. What was effective in your process? In what areas do you need to improve? Why? How? What portion of the analysis was difficult? What resources might you need to help you in this process next time you administer these types of assessments.

After administering the tests and reviewing the video recordings of the assessments I gave, I was able to reflect on the process of administering the assessments and analyzing the assessments. In regards to administering the assessments, I found it difficult to video-record and administer all of the assessments at the same time. Considering this was my first time administering these assessments, it was hard to focus on just giving the tests because I was concerned about the video recording properly. To improve my process for administering the tests, I might try to give them individually at separate times. This would allow me to focus on just one test at a time and might take the stress off of video-recording all of it. In addition, I was concerned about whether I was explaining the directions correctly and pronouncing the words in an audible way for tests such as the Yopp-Singer test and the Spelling Inventory. To improve my performance in this area, I could add in check for understanding questions after giving the directions, in order to ensure that my student understood what was being asked of her. I could also ask her to repeat back the word I said for the Yopp-Singer test and the Spelling Inventory. This would eliminate the confounding variable of not understanding the directions or words said, when analyzing the errors the student made. However, I did find this process enjoyable. It is rare to spend one-on-one time with students, so doing these assessments provided time to connect with the student on an individual basis. I think that I made the student feel comfortable and encouraged, so hopefully she enjoyed the time as well.

In regards to analyzing the assessments, I found myself unsure at the results, mainly because I have not done this process before, or used these assessments before. Considering this was an entirely new process for me, I struggled to interpret the results of many of the tests. The Yopp-Singer test was the easiest to analyze, as there was a clear scoring key. I re-watched the video recording of this assessment to check that I recorded her responses correctly and then was easily able to determine if she was demonstrating phonemic awareness. However, the San Diego Quick Assessment was challenging for me to interpret because she while she missed two words at the grade 2 list, she only missed one word at the grade 3 list. It wouldn’t make sense to have her independent level at grade 3, but her instructional level at grade 2. Because of this, I was unclear as to how to interpret these results. The Spelling Inventory was also challenging to analyze mainly because I hadn’t used this way of grading a spelling test before. It was very interesting though to see which spelling patterns the student was struggling in, so overall, I appreciated this approach to analyzing her spelling.

In order to gain more confidence and competence in administering and analyzing these assessments, I would love to watch my Master Teacher for student teaching administer some of these assessments and analyze the results together. I learn from watching others and carrying out new tasks with an expert in the field, so watching my Master Teacher give these assessments and helping him/her analyze them is definitely a priority for me. I can also watch the YouTube videos provided about conducting and analyzing running records for further models of how to administer these assessments effectively and accurately.

References:

Common Core State Standards. (2018) Retrieved from: <http://www.corestandards.org/>

Put Reading First. (2001). Fluency instruction. Retrieved from:

<https://lincs.ed.gov/publications/html/prfteachers/reading_first1fluency.html>