

STUDENT SUMMARY (must be typed – use space as necessary)



Student's FIRST Name Only: Billy

Grade level : Grade 4

Examiner: Kimberley Thoresen

Date: October 5, 2007

PERFORMANCE LEVELS ON SENTENCES FOR INITIAL PASSAGE SELECTION

__none__ Highest level with zero (0) errors

__4__ First level with two (2) or more errors

OVERALL PERFORMANCE ON READING PASSAGES (Fill in the grid below with the results of the protocols at each level you administered - i.e. easy, adequate, frustration. After filling in the chart, look *across* each of the levels in the grid to determine which level is easy, adequate and frustrational for the student. Fill in the grade level for each level -i.e. 1, 2, 3, etc.)

Passage Level	Silent Reading Comprehension	Oral Reading Accuracy
1	n/a	n/a
2	Easy	Easy
3	Easy	Easy
4	Easy	Easy
5	Too Hard	Instructional
6	Stopped Testing	at Level 5
7		
8		
9		
10		
11		
12		

__4__ Easy reading level (independent)

__4/5__ Adequate reading level (instructional)

__5__ Too hard reading level (frustration)

MISCUE SUMMARY CHART (Fill in the top of the chart below with the *total* number of miscues the student had from *all* of the protocols administered. From that total, decide how many of each type of miscue were substitutions and how many were meaning disruptions and fill in those sections of the chart. The "totals" section of the chart should equal the total number of miscues the student made from all of the protocols administered).

	Mispronunciation	Substitution	Insertion	Teacher Assistance	Omission	TOTALS
TOTALS	2	1	0	0	2	5
Self-corrections	1	0	0	0	1	2
Meaning disruptions	1	0	0	0	1	2

Error Analyses (Cueing Systems)

Directions: Enter total number of times (all passages) the student used each of the cueing systems when a miscue was made. (Purpose: To determine the extent to which cueing systems are used to identify unknown words in print.)

Meaning Cues (M) __0__ Syntax Cues (S) __3__ Visual Cues (V) __2__

ORAL READING SKILLS

Directions: Place an X by the characteristic(s) evident during this assessment. All characteristics should be marked in one column or the other.

__X__ Reads in phrases (not word by word) _____ Word-by-word reader __X__ Reads with expression
 _____ Reads with little expression __X__ Attends to punctuation _____ Ignores punctuation
 __X__ Uses word identification strategies _____ Weak word identification ability

Information for marking the above characteristics should be based on observed needs/abilities while listening to the child read the protocol(s). This information should be used to complete the *Summary of Abilities and Needs in Oral Reading* below as well as addressed in the *First Intervention Strategies* section.

SUMMARY OF ABILITIES AND NEEDS IN ORAL READING (be sure to address abilities **AND** needs)

Billy was able to read passages from level two to four with ease. He made few errors in his oral reading. He read the passages in phrases, not word by word. He also used expression when reading dialogue, including adding intonation changes for questions. Additionally he paid attention to punctuation. When Billy did make mistakes, he used word identification strategies to self correct some of his errors. For example, when Billy left out *who* in the phrase “Others who couldn’t afford Sky Highs would settle for a lesser shoe” he reread *others* before correcting the omission. Also, when Billy was trying to say *superior* he first read *super* and then reread the word, sounding out each part until he read it correctly. Billy relied on using syntax cues and visual cues to correct his miscues. He made sure that the word sounded right in the sentence and paid attention to the way it was written.

COMPREHENSION RESPONSE SUMMARY CHART (Fill in each section of the chart below from **all** of the protocols administered. The total % recalled can be calculated by dividing the number recalled (unaided + aided) by the total number of questions **for each story element**.)

Story Grammar Element	Unaided Recall	Aided Recall	Number Not Recalled	% Recalled
Character Characterization	3	5	2	80%
Setting	1	2	1	75%
Story Problem	4	1	0	100%
Problem Resolution Attempt	4	2	0	100%
Problem Resolution	3	1	0	100%
Theme/Moral	0	3	0	100%

The total number of questions you marked in all three areas above should match the total number of questions from each of the protocols administered. This information should be used to fill in the *Summary of Abilities and Needs in Reading Comprehension* below and then addressed in the *First Intervention Strategies* section.

BRIEFLY DESCRIBE WHAT YOU DISCOVERED ABOUT THE STUDENT IN THE INTEREST/ATTITUDE INTERVIEW.

Billy is a confident and amusing nine year old boy. He lives in his grandmother’s house with his grandmother, mother, sister, and brother. He shares a bedroom with his older brother. Both his grandmother and his mother work to support the family. Billy helps out by making his bed, sweeping the floors, and taking out the trash. After school, Billy does his homework and plays outside with his friends. Billy and his brother have a television in his room. He admitted that his favorite thing to watch is wrestling and that he does not have a specific bed time set up. When I asked him when he goes to bed, he said that it depends when his shows are over and that he typically prefers to fall asleep with the tv or music on because his older brother snores. Billy plays on a football team outside of school. During the morning, Billy is a member of the morning show cast at the elementary school. His favorite subject in school is writing, and he enjoys writing about life experiences and creating stories. When I asked him about homework, he shared that he usually works on it alone on his bed unless he has big problems with it. If he has problems he asks his mother for help. Billy considered himself to be a good reader and said that a good reader makes sure to read every night. He enjoys reading football books and books from the Magic Tree House series. One thing that I found to be strange from my discussion with Billy was his comment about not-so-good readers. He said that someone picking a book that is not their color causes them to be not-so-good. Although I can see the importance of students picking out books they can understand, I do not think that the color coding alone should be the deciding factor for a child’s choice.

SUMMARY OF ABILITIES AND NEEDS IN READING COMPREHENSION (be sure to address abilities **AND** needs)

Billy was very good at comprehending the stories he read. The only problems he had were in the passage for level five. Even then, the questions that Billy could not answer were only in the character/characterization and setting elements. Billy was able to recall a lot of the story information without assistance, but still required prompting to get every aspect. His memory of the story was good, and he told the stories back to me really easily. Often times he included direct quotations for the story that he remembered. I think the main problem that Billy had in reading comprehension was that he got tired of doing the readings and assessments. We did the attitude and interest survey and four different readings all in one session. By the end, I think he just gave up and missed questions on purpose so that he could stop. Billy missed questions on who the main characters were in the

story, where the story took place, and a character description. Despite his lack of detailed information from the story, he was still able to identify the main problems, solutions to the problem, and the major theme of the story after prompts were provided. Billy needs texts that are interesting and engaging to him. When presented with stories that he does not connect with, he does not feel motivated to identify key characters and their traits. He also needs readings that are not too time consuming. After awhile, he began to fatigue and dreaded reading the last passage, but I had him continue for my own data collection.

FIRST INTERVENTION STRATEGIES

Directions: Describe any intervention/teaching strategies you feel should be tried initially in the areas of oral reading **and** comprehension that you identified in the above sections *Summary of Abilities and Needs In Oral Reading and Summary of Abilities and Needs In Reading Comprehension*. These strategies should help you learn more about the student's reading abilities and confirm or reject findings drawn from this inventory and should also help the student continue to grow as a successful reader. Please see the table on page 9 for strategy suggestions. Include the context for which this instruction would take place (*i.e., guided reading groups, literature circles, reading workshop, small group word study, etc.*)

Although Billy was rather successful in oral reading and reading comprehension tasks, he can still improve. Billy reads fluently and tends to follow punctuation, but he can still develop his ability to read with expression. He read with slight expression during portions of the passages, yet I feel he would still benefit from activities focused on developing intonations and voices for different characters. Billy can improve his ability to read out loud through reading workshops tailored to reader's theaters, guided reading groups focused on poetry, and other read alouds that require inflection and intonation.

Billy could increase his reading comprehension if he was allowed to take notes as he read. I noticed that when I would ask him questions he would want to look back at the passages, so I think that post-it notes and journals would be important for him to use. During literature circles, Billy would have his notes to remind him of the main points of the story and provide evidence for his predictions and conclusions about stories. Billy could also use concept maps and tables to list character traits, compare characteristics, and share how characters have changed. This way he will have the information that he thinks is most important written down and accessible during discussions. By modeling the maps and tables that can be used during guided reading and literature circles, I would be able to help him transition into note taking. After using the maps, I would then reassess his comprehension on new stories to see if his abilities to retain important content information had improved.

In the classroom I would also want to make sure that Billy had a variety of texts available to read. He seemed bored with the content in the Reading Inventory for the Classroom, so I would want to make sure that some of his interests are addressed with books in the class library.