

Assessment 1

Assessment Type: Observation

Date: September 9

Time: 10:00-10:30 A.M. (Children returning from specials)

Subject: Reading

Lesson: Making text-to-text connections; reviewing vocabulary

Setting: Whole class (13 boys, 8 girls); Students sitting in rows on floor with teacher up front

Notes: From the very beginning of the lesson, Adam was constantly moving, although he was supposed to be sitting quietly and attentively on the floor. He made silly faces at other students, talked to his best friend sitting next to him, played with his pencil in his lap, and constantly disturbed all of the students around him. He poked the girl sitting in front of him several times before she scooted forward to get away from him. Despite the fact that he was distracting all of the students around him, he actually got my attention to tattle on another student for talking. When this caused a slight disruption, the teacher moved Adam's friend to the front row to split the boys up. After this, Adam seemed to become slightly more attentive. When the teacher began calling on students to answer questions about vocabulary words, Adam's hand always seemed to be raised. When he was finally called on to use a vocabulary word in a sentence, he did not have an answer, and the teacher called on someone else. After the lesson on the floor, the teacher gave the students directions to return to their seats, read a selection from the story of the week, and write down text-to-text connections in their journals as they read. He raised his hand to ask if he could continue reading after he finished the assigned selection, and the teacher told that he could if he finished his entry in his reading journal. When the students were sent back to their desks, Adam immediately went to the restroom, even though he had gone on the way back from specials. When he returned, he wandered around the room before he was directly told to get on task. He initially chose to lay on the floor underneath some desks and near other students to work, but he was talking and not making any progress on the assignment. He was moved to sit at the teacher's desk, away from other students, and he was instantly much more engaged in his work.

Reflection: My initial impression of Adam was proven wrong after completing this observation. The first day in the classroom, Adam struck me as a child who had completely given up on learning because of the difficulties that he has had. Now, it is clear that Adam does want to learn. He raised his hand to participate consistently while the class was on the floor and he even asked if he could go above and beyond the assignment and do extra reading. Unfortunately, Adam seems to get restless and become distracted easily if he is not fully engaged in the activity. It is understandable that a fourth grader would become reluctant to learn when they are doing the same types of activities with very teacher-centered instruction all day. Adam also seems to enjoy having the attention of his peers, whether that attention is positive or negative. When working with Adam, I plan on creating activities that are centered around his interests so that he feels connected to the lesson. I also plan on working with him on small projects that give him the opportunity to perform in front of the class. I believe that

if he is given the opportunity to show off something positive that he has created, he will have the chance to shine.

Teacher Interaction: When I shared my thoughts about my observation of Adam, my teacher agreed that Adam's difficulties lie in behavior and not in his academic ability. He also agreed that Adam would benefit from receiving positive attention from his classmates during an appropriate time. Finally, he suggested that we set up a special reward program for Adam and several other students that struggle with behavior to encourage them to behave like leaders throughout the day.

Assessment 2

Assessment Type: Gambrell Reading Survey

Date: September 16

Time: 10:20 A.M.

Subject: Reading

Lesson: Character Development

Setting: One-on-one

Scores:

Self-Concept as Reader:

1. 2

3. 3

5. 3

7. 3

9. 2

11. 1

13. 2

15. 4

17. 2

2

TOTAL: 22/40 = 55%

Value of Reading:

2. 3

4. 2

6. 3

8. 3

10. 4

12. 4

14. 4

16. 3

18. 2

20. 4

TOTAL: 32/40 = 80%

FULL SURVEY RAW SCORE: 67.5%

Notes: I conducted this assessment with Adam at the end of the reading block at 10:20 A.M. I told him about the assessment at the beginning of the reading block, and he was very eager to get started. I used this excitement to motivate him to work on his assignment for about twenty minutes before pulling him aside to conduct the assessment. I called Adam to a table on the side of the room, away from the other students. I read the questions out loud to Adam and then wrote down the answers that he gave me. Adam's answers to the questions indicated that he enjoys reading personally and that he understands that reading is valuable. He stated that he sees himself as "an okay reader," and said that he liked to sound words out when he came

across words he did not know while reading. Although he said that he does not worry about what others think about his reading, he said that he does not like reading out loud. His answers also demonstrated that he feels like he has some trouble with reading comprehension and feels uncomfortable discussing reading concepts in a group.

Reflection: This assessment revealed a lot about Adam as a reader. First, it was clear to me that he places value on becoming a good reader and that he enjoys reading books of his own choice. It seems, however, that Adam is very self-conscious of his reading ability. Adam was hesitant to call himself “an okay reader,” and he was clearly uncomfortable when I asked about his participation in discussions. Originally, I thought that my challenge this semester would be to show Adam that reading is fun and helpful. After completing this assessment, however, I can see that that is not the case. Instead, I need to spend this semester focusing on helping Adam to become a more confident reader. I have already started planning activities that focus on reading comprehension and building vocabulary, and I am in the process of organizing an activity where the students have an opportunity to read out loud and show their creativity to the class. My goals are to improve Adam’s opinion of himself as a reader and to help him feel as though he can participate in a literary community.

Teacher Interaction: After discussing my thoughts on the assessment with my mentor teacher, he told me that he agrees that Adam needs to work on his confidence. He said that he believes that Adam is aware that he is falling behind the other students in the class and that he is reluctant to participate in reading activities because of this. Instead, he acts up during reading and writing so that he gains what he thinks is positive attention from his peers. My mentor teacher agreed that we should focus on helping Adam receive positive attention based on his performance in school.

Assessment 3

Assessment Type: Running Record

Date: September 18

Time: 10:00 A.M.

Subject: Reading

Lesson: Character Development

Setting: One-on-one

Notes: I completed this assessment with Adam during the reading block, at around 10:00 A.M. Since Adam is currently reading below grade level, my mentor teacher and I decided to use a third grade passage for the assessment so that Adam would feel more confident while reading the passage. I chose to use the passage titled "Dodge Ball" from the packet that we were given in class, because I felt that this passage would be interesting to Adam. When it was time for the assessment, I pulled Adam out in to the hall so that the other students would not be able to hear him reading. Adam read the entire passage very quietly and with out any expression. As soon as he came to a word that he had trouble with, the fourth word in the passage, his confidence dropped significantly. Several times during the reading, he asked if he could read the passage silently to himself, and I had to constantly remind him that I needed to be able to hear him read. He only really seemed to struggle with the very difficult words, and he was able to sound most of them out (I indicated the words that Adam needed extra time to sound out with a "P" on my notes.) He only completely missed two words. Unfortunately, these two words made a huge impact on his confidence. When I asked him the comprehension questions, Adam was unable to answer most of the questions without looking back in the story. He did very well on the questions that simply required the student to come up with a logical response, however. Adam only missed two questions, but he did need a lot of time to come up with the correct answers for some of the questions.

Reflection: This assessment highlighted Adam's lack of confidence while reading. He is aware of the fact that he does not read fluently, and when he comes to a word that he has trouble with, his confidence disappears. This is very strange to me, because it is the complete opposite of Adam's personality. While he did not make many mistakes, it seemed that he had to use a lot of his energy while reading to make sure that he was saying the words correctly. Because of this, he had to look back in the story to answer many of the comprehension questions. Despite this, he did well with comprehension overall. He did particularly well with questions that required him to draw conclusions that were not given to him in the story. In the future, I know that I need to work with Adam on fluency and give him lots of practice reading. I also know that I need to continue working on his confidence.

Teacher Interaction: My mentor teacher and I did not have much time to discuss my thoughts about this assessment. He did, however, give me access to the running record that he is keeping on Adam. Since I need to work with Adam on fluency in particular, I am planning on doing more assessments like this with him in the future to keep track of

his progress. We also discussed paying close attention to whether or not Adam's issues with fluency are affecting his comprehension.

RECORD SHEET

Form I

Grade 3 Passage Reading

Name _____ Date _____

Teacher's Directions 354-355
Child's Copy 379

Background: Low |-----| **High**

Dodge Ball

David did not particularly enjoy gym. He actually wished he could avoid ever attending gym class. Because David was short, he always felt inferior to the other boys. Whenever teams were chosen, he feared he would be picked last. One day, however, David had a great experience. His coach brought out a dodge ball. David had never played this game. As he listened to the rules, his hopes began to rise. He knew he was short, but he was quick. He was not disappointed. The ball never did tag him. For the first time, he felt like a real winner!

E 8183 (Grade 3) Activating Background:
Read the title to yourself and look at the picture. Then tell me what you think this story will be about.

T 1. ☒ What is this story about?
(playing dodge ball; David in gym class)

F 2. ☒ Why didn't David like to go to gym?
(He felt inferior to the other boys.)

F 3. ☒ What did David fear about teams in gym?
(He would be picked last.)

F 4. ☒ What is a word used to describe David?
(short; quick)

F 5. ☒ How many times had David played dodge ball before? (never; it was his first time)

F 6. ☒ How did David feel about his time in the gym at the end of the story? (like a winner)

I 7. ☒ Why did David's being short probably make him not like gym? (any logical response; he couldn't jump as high as the others because of his short legs, etc.)

I 8. ☒ Why did David's hopes rise? (any logical response; he thought he might be good at dodge ball; he had a chance to prove he could be good at something in gym.)

E 9. ☒ How did David's being quick help him to play dodge ball? (any logical response; when he was in the middle, he was able to move fast so the ball didn't hit him.)

V 10. ☒ What does "dodge" mean? (any logical response; to move away from something)

Total Miscues 7 **Significant Miscues** 2 **Questions Missed** 2

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0-1	Independent	0-1
2-4	Ind./Inst.	2
5	Instructional	3
6-9	Inst./Frustr.	4
10+	Frustration	5+

Retelling	
Excellent	
Satisfactory	
Unsatisfactory	

WPM

6000

Comprehension Scoring Guide	
Questions Missed	Level
0-1	Independent
1½-2	Ind./Inst.
2½	Instructional
3-4½	Inst./Frustr.
5+	Frustration

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Assessment 4

Assessment Type: Comprehension

Date: October 2

Time: 10:00 A.M.

Subject: Reading

Lesson: Non-Fiction Texts and Research

Setting: One-on-one

Notes: For this assessment, I decided to have Adam read a short passage, re-tell what happened in the passage, and then answer a few comprehension questions about the passage. With my mentor teacher's help, I selected a 209 word passage close to Adam's reading level. I took Adam to the teacher workroom, away from any distractions, to read the passage. While he read, I kept track of his mistakes for my teacher. Adam made several errors while reading the passage. After Adam finished reading the passage, I asked him to re-tell the story in his own words. Initially, Adam named several characters in the story and made a few references to specific events in the text. He was unable to re-tell the basic plot of the story without some coaching, however. After having Adam re-tell the story, I asked him five questions about the text. The questions included three basic comprehension questions and two questions that required Adam to make inferences based on evidence in the text. Adam was unable to answer the questions without looking back in the text. On the questions that required him to make inferences, he did not provide deep, detailed answers. Instead, he gave the bare minimum to answer the question. Despite the fact that he did not give very detailed answers, his answers were all correct and contained information from the story.

Reflection: It seems that Adam has trouble remembering the events in a text because of his low fluency in reading. Because Adam had to look back in the text to find his answers, I could see that he did not retain any of the information that he learned in the story. His short responses to the comprehension questions that required him to make inferences indicated that he is not thinking deeper about the text. Instead, it seems that he is focusing solely on reading the text correctly. When looking back, he was able to answer the questions correctly, showing that he has comprehension skills to build on. In the future, I plan on completing more fluency assessments with Adam as well as assessments that test his ability to think deeply about a text. I will continue to work with him on fluency throughout the remainder of the semester. I will also begin developing lessons that help Adam find comprehension strategies that are helpful for him so that he can begin to apply these strategies while reading.

Teacher Interaction: My mentor teacher agreed that Adam needs to work on his fluency in order to improve as a reader. He is one of the lower-level readers in the class, so my mentor teacher suggested working with him on some third grade concepts that he may not have fully understood last year. My teacher also agreed that Adam would benefit from learning comprehension strategies.

Passage:

Once upon a time, the wind said to the sun, "I am much stronger than you! I can blow leaves from the trees and I can make clouds move across the sky!" "Ah, yes," answered the sun. "But I can melt the snow on the mountains and turn it in to water." While they were arguing, a traveler came walking along the road below them. He was wearing a warm cloak. "I will blow that man's cloak away," said the wind. "Then you will believe that I am stronger than you." The wind whistled and howled and roared, but the man only pulled his cloak more tightly around him. The sun came quietly out from behind a cloud and said, "Now it is my turn. I will show you how strong I am." The sun began to shine brightly down from the sky. As he walked along, the man became warmer and warmer. The sun kept shining down on him. After a while, the man became very hot indeed. He stopped walking and took off his cloak. "There!" said the sun to the wind. "As you can see, I am much stronger than you!" And so the argument between the wind and the sun was settled once and for all.

Questions and Student Responses:

What were the wind and the sun arguing about?

Which was stronger.

Why did the wind think that he was stronger than the sun?

Because he blows hair and the sun doesn't.

What did the man do when the wind blew down on him?

He got colder.

What do you think the sun meant when he said, "As you can see, I am much stronger than you!"?

That the wind can see that the sun is stronger than him.

Explain why the argument between the wind and the sun was settled once and for all.

The wind kept saying that he was stronger and the sun said stuff to him.

Assessment 5

Assessment Type: Sight Word Quiz

Date: October 3

Time: 1:30 P.M.

Subject: Social Studies

Lesson: Research Projects on Explorers

Setting: One-on-one

Notes: I sat down with Adam in the afternoon to give him this assessment. We went to the teacher workroom and I pulled up a list of fourth grade sight words on my computer. I explained that we needed to move lightning fast in this assessment. I told Adam to do his best to read through all of the words quickly. If he was unsure about a word, I asked him to simply try his best and then move on to the next word. The list that I used included seventy-five high frequency words, and it took Adam about three minutes to read through the list. Adam misread eleven words total, and he corrected himself on five additional words. As he read, he took the time to sound out most of the words, and he seemed tripped up, even by common digraphs such as “ch.”

Reflection: This assessment helped me to confirm that the difficulty that Adam has with comprehension stems from his low fluency. He seems that he focuses most of his attention on reading the words correctly, and that this causes him to miss out on chunks of the piece he is reading. Although he seems to still grasp the main idea of the piece, he misses important details in the plot. He answers many comprehension questions incorrectly because of this, particularly when he is reading a piece that contains lots of unfamiliar words. In the future, I would like to focus on helping him build his vocabulary while he reads by spending time on unfamiliar words. I would like to encourage him to sound the word out, look up the definition, and discuss the meaning before re-reading the sentence to check for understanding in hopes that this practice will carry over when he encounters unfamiliar words in the future.

Teacher Interaction: My mentor teacher agreed that Adam needs lots of practice to read more fluently. Unfortunately, he said, Adam seems completely reluctant to read in class, and it is unclear whether or not he reads to himself when students are supposed to be reading to themselves silently. We discussed the possibility of me pulling Adam out to work one on one more often to make sure that he is getting as much practice with fluency as possible. We decided that Adam needed time to work on sight words to help him better recognize phonics patterns, and I will be pulling him out to go over sight words when I am in the classroom.

SCORE: 64/75 = 85 %

Missed: 11 Self-Corrected: 5

among	heart	passed
animal	high	stand
around	himself	state
asked	<i>hurt (said hunt)</i>	still
became	idea	such
began	inside	talk
bring	instead	teach
<i>build (said building)</i>	keep	teacher
<i>couldn't (said cannot)</i>	kids	than
cried	<i>killed (said kill)</i>	<i>that's (said that)</i>
dinner	kind	think
doing	knew	those
draw	learn	<i>throw (said threw)</i>
dream	leave	told
early	letter SC	took
earth	<i>listen (said list)</i>	<i>TRUE (said truth)</i>
easy	<i>lived (said live)</i>	trying
everyone	<i>lives (said live)</i>	turned
everything SC	long	wanted SC
filled	looking SC	warm
front	making	wasn't
getting	mean	<i>watch (said witch)</i>
group	money	wish
having	next	myself
heard SC	nothing	yourself

Assessment 6

Assessment Type: Comprehension (Read-Aloud)

Date: October 28

Time: 10:00 A.M.

Subject: Reading

Lesson: Main Idea

Setting: One-on-one

Notes: I sat down with Adam during reading time to do this assessment during the reading block around 10:00, right after the students returned from specials. I read the opening chapter of *The Graveyard Book* by Neil Gaiman out loud to him and asked him comprehension questions during the reading. Although it took him a little time to settle down, he stayed engaged through the entire reading once he did. He answered all of the comprehension questions throughout the reading correctly. He asked a few questions during the reading to clarify meaning. After I finished reading, I asked Adam several basic questions about the setting, characters, and events of the story. He remembered the names of the characters and was able to retell the selection of the story accurately.

Reflection: I chose to do this type of assessment with Adam to determine whether the issues that he has with comprehension are linked with the issues that he has with fluency. His answers to the questions that I asked him indicated that he would have little to no trouble with comprehension if he was presented with a text that he was able to read fluently, as I expected. The questions that Adam asked showed that he was fully engaging with the text, and he seemed interested in the story the whole time. This assessment showed me that if Adam continues to work on his fluency, he will have no trouble with reading comprehension in the future. The assessment also showed me the importance of choosing a book that Adam would be interested in. I had discussed this book with him before hand to gauge his interest, and he was excited to read it. While the book was a little above grade level, it showed that Adam is capable of engaging with a difficult task if he has the motivation to engage with it. Although it is unrealistic to plan every lesson based around the interests of one student, this assessment highlighted the importance of taking students' interests in to account and taking the time to help them engage with the text before reading. In the future, I plan on choosing more "fun" texts for Adam to read to help motivating him further to read.

Teacher Interaction: My mentor teacher let me know that Adam was reminded to take his "book bag" home every night to practice reading at his parent-teacher conference last week. Since then, he says that it seems that Adam actually has been reading more at home, and this will help him improve his fluency. Since he comes from a Spanish-speaking home, however, his parents are unable to help him much. Because of this, Adam will still need lots of one on one time in class to work on fluency. When I discussed the assessment with my mentor teacher, he agreed that it is important to select texts that Adam has interest in for him to read. Every time Adam finishes the

books in his reading bag, we are planning on allowing him to select books from his reading level to add to the bag. Hopefully, this will encourage him to read at home more.