

Assessment One-Observation: Will

I completed my classroom observation on Wednesday September 4. I focused this observation solely on Will. The observation duration was from 10:02 until 10:24. I am placed in a fourth grade classroom this semester. There are twenty one students in the class. Of these twenty one students eight are girls and thirteen are boys. I have retyped my notes below.

I began the observation of Will when students were called to the carpet for the lesson. The title of the lesson was "Text to Text Connection". Will sat at the front of the group with no one between him and the smartboard or teacher. During the lesson, Will did not appear fully engaged. He picked the snack he had just finished out of his teeth for about thirty seconds. Then he played with the collar of his shirt. Dr. Woodward asked a question for the whole class to answer together. Will answered very quietly with the rest of the students. Next he audibly smacked his lips a few times. Dr. Woodward asked the class a question and looked for one person to answer, Will redirected his gaze away from the teacher. During the lesson, Will also looked back at students that were not talking twice in ten minutes.

Dr. Woodward then began defining words in the story that they were reading out of the text book. All three words (queasy, deprived, and foisted) were defined by the teacher on a slide. Then the class was asked if they would define the words. Will volunteered to define queasy for the class and said it was "feeling sick". He also volunteered to define the next two words, but was not called on. After this, Will let his head droop and placed his hands on his temples. He sat like that for a minute. Dr. Woodward wrote a few sentences as an example of what they would write in their journals for work time. Will squinted at the two sentences three times in only a few minutes. As Dr. Woodward continued to explain what students would be working on, Will played with his fingers. He then played with his pant leg three times during this explanation.

Just before the students were released back to their seats, Will asked "What do we do when we are done?". He was told to work and we would worry about it when it happened. Will then clarified the format of the work by asking if he needed to follow the T chart format. At 10:19 students were released back to their seats. Will was one of the first to pull out his book and look in it. It looked like he was reading silently. His book was opened to the very first page and his eyes appeared to be tracking words across the page. After less than a minute however, Will began digging through his desk for fifteen seconds. The rest of the class was not as quick to settle into their reading and the students walking past his desk rapidly distracted Will from his reading. He then stood up and flipped through the pages in the book. He did not attempt to read for a few more minutes. At 10:24, Will approached Dr. Woodward to clarify directions again. Dr. Woodward was seated working with another student and Will interrupted it to ask what to do. After this repeated clarification, Will sat down to read. The observation ended.

I talked to Dr. Woodward about the observation I did on Will. The part that stuck out to me most was the constant repetition of directions. Before he left the carpet and then again when he had read a little. He seemed that he almost forgot what he was doing. Dr. Woodward agreed that it appeared Will forgot directions often. I suggested that while he is at the front of the class giving the mini lesson, I write down directions for Will to keep at his desk and refer back to when he needed to during work time. Dr. Woodward thought it was a great idea to try if it wasn't too much trouble for me. Will was not in class today due to ISS, so this has not been implemented yet.

When Will was not called on to define more words he lost interest in the lesson. It seems that he needs something to constantly be focused on him for him to remain engaged. He does not engage in a whole class setting. I think that he will benefit from more one on one type of lessons.

Even though he was sitting in the very first row, closest to the board, Will was squinting at the text. I do not think that his eyes have been tested at Fowler Drive yet, but he might benefit from glasses. He might also require for the information to be printed out so he can get as close to it as he needs. Having it printed might also engage him more as he will have something to physically touch. I would like to see if he can have his eyes tested soon or if they already have been. I would also like to see if it is possible to have lessons printed for him. I would at least to try this for a week to see if it improves his engagement in the lessons.

Will was definitely distracted by other students easily. All the desks are grouped into four desk clusters. Will would look to see what others are doing and the unsettled neighbors would pull him off task. It might work better if his desk is pulled away because then when he gets to work there are fewer distractions for him. I would also like for him to have a copy of the direction for each assignment at his desk with him to keep him from getting up and asking so often what he is expected to do.

This was a mandatory assessment. It served well for me to get to know Will during lessons. It would take a while to do this for every student in a class, but it is important to get to know every student in order to teach them. He did seem able to follow, but a little distracted.

Assessment Two-Reading Attitude and Assessment Survey

I ran the Garfield Reading Attitude Assessment with Will on September 16. After he finished his reading assignment I began this. It was at 10:30 in the morning. He seems to view himself as a reader. He said that he was overly excited about reading in his free time and for school. I ran this on the computer and assigned the number score according to the score I would calculate at the end of the assessment. A score of 4 is most excited. His scores are as follows:

1. How do you feel when you read a book on a rainy Saturday? 3
2. How do you feel when you read a book in school during free time? 4
3. How do you feel about reading for fun at home? 4
4. How do you feel about getting a book for a present? 4
5. How do you feel about spending free time reading? 4
6. How do you feel about starting a new book? 4
7. How do you feel about reading during summer vacation? 3
8. How do you feel about reading instead of playing? 3
9. How do you feel about going to a book store? 4
10. How do you feel about reading different kinds of books? 4
11. How do you feel when a teacher asks you questions about what you read? 4
12. How do you feel about reading workbook pages or worksheets? 2
13. How do you feel about reading in school? 4
14. How do you feel about reading your school books? 4
15. How do you feel about learning from a book? 4
16. How do you feel when it is time for reading in class? 3
17. How do you feel about stories you read in reading class? 4
18. How do you feel when you read out loud in class? 3
19. How do you feel about using a dictionary? 4
20. How do you feel about taking a reading test? 4

Most of these involved enjoying or looking forward to reading. He does lack fluency in his reading, but it does not seem to discourage him. I got to listen to him read aloud today. He was very persistent, but it could take a while with several miscues. The rest of the group began to get restless while it was Will's turn to read aloud. Through all this though, Will still finds reading enjoyable. He is excited about reading in his free time, especially at home. The only one that he did not pick a 3 or 4 was reading workbook pages or worksheets. However, reading school books was a 4. This is confusing as initially I thought that he did not like workbook pages or worksheets because some of the language might have been confusing. I now think that maybe the discomfort comes from a slight lack of competency due to lower fluency or simply

finding the information on these sheets boring. I was so excited to find out that he likes reading. I asked what his favorite type of book was and he told me mystery. I'm on the lookout for any good mysteries for children.

I can obtain three scores from this assessment. The first is the recreational score. For Will, this score is a thirty seven. The second is for the academic reading aspects. This score is a thirty six. The total score is seventy three. This shows that he is in the ninety third percentile of fourth graders who took this assessment. He views both academic reading and recreational reading about the same. For both he enjoys reading.

I shared this information with my mentor teacher through email so he had a copy of the assessment. It included recreational and academic sections. Will revealed that he views himself as a reader and is generally excited about reading. He claims to enjoy reading in free time and is excited when he gets a new book. I don't know if he was just saying this because it was a school setting, but he answered as excited or kind of happy for all but one question. There were a series of 4 choices in the form of Garfield, excited, kind of happy, kind of upset, and angry. The only one he answered as kind of upset was about how he felt about reading workbook pages and worksheets. He enjoys reading for recreation and academic reasons. If you have any thoughts on this to share with me, that would be great. He thanked me for the information.

I am a little concerned that Will gave answers that he thought I would want to hear. I have not seen him choose to read and often he avoids it when it is the only activity choice. While on the netbooks, he will complete part of the Ticket to Read activity while someone is standing next to him. Instead he attempts to sneak onto a game when he left to work independently. He struggles with reading, but still sees himself as a reader. The assessment showed that he would not always select reading as his first choice of activities, but enjoys it often.

He does not like worksheets. It was the only question that he answered below a 3 on. This tells me that worksheet activities most likely will not engage Will. Perhaps the language does not make sense to him on worksheets, because it is written on at least fourth grade reading level. Further assessments should avoid worksheets as much as possible. Since he sees himself as a reader, I think Will won't be reluctant to run several assessments with me. He seemed to almost enjoy it, but that might have been because he didn't have to pretend to be working on Ticket to Read. This was another mandatory assessment. With it, I did gain knowledge on how Will views himself as a literate person. It was a great way to get to know more about him without seeming too obvious about it with him. He seemed to think he was sort of special because he was working one on one with a teacher.

Assessment Three-Running Record

This assessment was completed on September 23. I took him during reading time at ten o'clock. It lasted fifteen minutes. We went into the hall, so we would not be disturbed. Will was excited to have one on one attention. He also was not perturbed that he was asked to read three different passages. I think he was more excited about escaping the reading work for a little.

I found it very interesting that Will missed the most comprehension questions on the lowest level passage. This story also had the most characters to remember. The Wind was doing one thing to the man, then the Sun would do something. I think it was a struggle for Will to remember who did what to the man. The level 23 passage interested Will the most, and he only missed one comprehension question even though he skipped two lines of text. Without counting these two lines, he still made the most errors and self-corrections in this passage. During his retelling, Will told me that some of the information he talked about was not from the passage. He was pulling from his background knowledge for some of the questions. This can also show that he was interested in giraffes, the content of this passage. I can also conclude that Will often does not think about if what he is reading makes sense, because he did not pause when he skipped a line of text. The sentence did not make sense when he skipped the line. He also skipped two lines close together.

Will made the lowest percentage of errors in the level 21 passage. He made the highest percentage of errors in the level 23 passage (still without counting the lines he skipped). He took a long time to read each passage, which is mostly due to his lack of fluency. I believe that this is what holds him back with some comprehension. Most of the errors in the level 23 passage were ones that changed the meaning of the sentence. This could also cause a lower comprehension.

I talked very briefly with my mentor teacher about the results of this. He pointed me in the right direction for which levels to try. I think he was expecting for me to find a lot of what he had discovered at the beginning of the school year. He was most interested to hear how the retelling went. He was just as surprised as I was that the level 23 had the best retelling.



Level 21

Reading Record

Name: _____ Age: 11 Date: 9/23
 Text: The Wind and the Sun Level: 21 R. W: 209
 Accuracy: _____ S.C. Rate: _____

This story is about the wind and the sun who have an argument about which of them is stronger.	E	S.C.	Errors MSV	Self-corrections MSV
Once upon a time, the wind said to the sun, 10				
"I am much stronger than you! I can blow 19				
leaves from the trees, and I can make clouds 28				
move across the sky!" "Ah, yes," answered the sun. 37				
"But I can melt the snow on the mountains and 47				
turn it into water." While they were arguing, a 56				
traveler came walking along the road below 63				
them. He was wearing a warm ^{coat} cloak. "I will 72	1			
blow that man's ^{SC coat, cloak/cloak/cloak} cloak away," said the wind. "Then 81		1		✓
you will believe that I am stronger than you." 90				
The wind whistled ^{the} and howled and roared. But 98	1	1	M	
the man only pulled his cloak more tightly around 107				
him. The sun came quietly out from behind a 116				
cloud and said, "Now it is my turn. I will show 127				
you ^{SC} how strong I am." The sun began to shine 137		1		9
brightly down from the sky. As he walked along, 146				
the man became warmer and warmer. The sun 154				
kept shining down on him. After a while, the 163				
man became very hot indeed. He stopped walking 171				
and took off his cloak. "There!" said the sun to 181				
the wind. "As you can see, I am much stronger 191		1		S
than you!" And so the argument between the 199				
wind and the sun was settled once and for all. 209				
Total	2	3		3

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Level 21: *The Wind and the Sun*

Assessment Record

Name: _____

Analysis of retelling *(meaning, main ideas, coherence, vocabulary, reference to text)*

Questions to check for understanding *(check if understanding acceptable)*

1. What were the wind and the sun arguing about?

Response:

who is stronger



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

Response:

B/c he can blow things off ppl. & make things really hot



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

Response:

wrapped cloak around him & held it tight



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

Response:

I am hotter than you, better than you, & I can blow things away. Very mean



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

Response:

wind saw Sun could beat him. Man stopped walking



Reading level

Accuracy level: _____ = 1: _____ = %

Self-correction rate: _____ = _____ = 1:

Reading level *(with understanding)*: Easy / Instructional / Hard

Analysis of reading behaviors *(print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)*

Recommendations:

Teacher:

Date benchmark assessment completed:

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Level 22

Reading Record

Name: _____ Age: 11 Date: 9/23
Text: Tricks with a Kite Level: 22 R. W: 206
Accuracy: _____ S. C. Rate: _____

This letter tells about an afternoon at the beach with Uncle Ken and his kite.	E	S.C.	Errors MSV	Self-corrections MSV
<u>Dear Mom and Dad,</u>	4			
Yesterday, Uncle Ken took us down to the beach	13			
for the afternoon. It was great fun because he	22			
had brought his kite with him. Uncle Ken can do	32	1		
some amazing tricks with it. He launched it very	43	1		
easily from the dry sand. A gust of wind caught	51			
the kite and it flew way out over the ocean.	61			
Uncle Ken controlled the kite with two handles.	69			
Long nylon strings that are tied to the kite are	76			
wound around these handles. He leaned back and	87	1		
pulled on one handle, and then the other. The kite	97	1		
did loops and circles. He could even make it come	107			
down lower and lower until it almost touched the	116			
water. Then it would shoot back up again and	123	1		
flap around above us. Uncle Ken wanted me to	134			
have a try. At first I felt nervous and couldn't	140			
remember what I had to do. The kite went up	154			
very fast and then it crashed down into the hard	164			
sand. Luckily it wasn't broken. After a few more	172			
tries I could control it quite well. I even managed	183			
to make it turn and <u>dive</u> without getting the lines	193	1	M	
tangled. Tomorrow we are going back to the	201			
beach at low tide to practice some more tricks.	210			
Total	4	2		

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Level 22: Tricks with a Kite

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

2015 Uncle went to fly kite. Uncle did lots of tricks w/ kite.

Questions to check for understanding (check if understanding acceptable)

1. How did Uncle Ken control the kite?

Response:

leaned back, pulled down to sand then back up

☐

2. What were some of the tricks that he did with the kite?

Response:

turn, flip

☒

3. What happened when Lee tried to fly the kite for the first time?

Response:

Wind blew it so fast then crashed

☒

4. Why do you think Lee and her uncle flew the kite at the beach?

Response:

to see kite tricks, or to get a cool breeze

☒

5. Explain why people often get nervous when they try something for the first time.

Response:

lots of people are focusing on them

☒

Reading level

Accuracy level: _____ = 1: _____ = _____ %

Self-correction rate: _____ = _____ = 1:

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

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Name: _____ Age: 11 Date: 9/25
Text: Giraffes Level: 23 R. W: 201
Accuracy: _____ S.C. Rate: _____

This nonfiction text is about giraffes and how they live in Africa.	E	S.C.	Errors MSV	Self- corrections MSV
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Reading Record © Rigby, 2000.



Level 23: Giraffes

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

baby giraffes to as grown man can't feel thorns b/c
tongues thick giraffes eat all sorts leaves

Questions to check for understanding (check if understanding acceptable)

1. How tall is a new baby giraffe?

Response:

as tall as a grown man



2. What do giraffes eat?

Response:

leaves of sorts of leaves



3. Why don't thorns hurt giraffes when they eat from thorn trees?

Response:

can run faster than lion can run



4. Why do you think giraffes can move faster than lions?

Response:

stretch long legs out & run



5. Explain why most animals have to be careful when drinking at a waterhole.

Response:

other animals can attack



Reading level

Accuracy level: _____ = 1: _____ = %

Self-correction rate: _____ = _____ = 1:

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

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Overall, comprehension was the best of the level 23 passage. He knew facts about giraffes that were not given in the passage, which might have helped him with comprehension. Will has more of an interest in giraffes than in flying a kite or adventures of the Wind and Sun. He also repeatedly referred to galloping as gulping, which caused confusion when answering the third comprehension question for that passage. He did not appear to get frustrated when it was clearly not making sense, but just proceeded on with answering. I appreciate his high level of tolerance for difficulty.

Many of his errors changed the meaning of the sentence. This might also lend itself to some of the comprehension problems that he is struggling with. As mentioned above, changing from galloping to gulping drastically changes the meaning of the sentence. In the level 21 passage, Will struggled to figure out the word cloak, switching between clock, coat, and cloak. Each of the different words would change what the sentence meant so much.

This was the last mandatory assessment. It was the first time that I had the chance to really assess his reading. I had had him read in small guided reading groups, and knew that he did not read as fluently or with as much precision as his classmates. However, during small groups it was hard for me to concentrate on just him as the rest of the group would often require redirection because of the difficulty to pay attention to the choppy reading.

Assessment Four-Comprehension

This assessment was completed on October seventh at ten o'clock in the morning. This was during scheduled reading time. The assessment was completed mostly in the teacher work room. We started in the hall, but it became too loud when fifth grade classes were switching classes.

After getting a little more information from the mentor teacher, I found out that the running record I did before was with a really difficult passage for most students. Many students' performance does not truly reflect their reading level. Comprehension is particularly poor with *The Sun and the Wind* (level 21). So this week I decided to try another level 21 running record, but focus on comprehension to really gauge where Will is with regards to comprehension. I still kept track of the errors, but this was more so I could have more experience with it and to gauge further where Will truly struggles. When I did the running records, I completed two of them on different levels. For both, he seemed to pull in information from other sources instead of from the story.

This time Will did better on comprehension. He still gets hung up on some details. We read a passage about trees in the world (level 22). It mentioned that trees are used to make paper, homes, and are cleared for farm land. Will clung to fact that trees are used to make paper. He included it in his answer for about half of the five questions. This might be because he has more experience with paper than anything else to draw upon. He might not associate apartments with houses like the passage called homesteads. One questions asked what happened to trees long ago, looking for the answer that they were cleared for farm land. Will answered that we make paper, furniture, clear for farm land, and make boats. Boats were not stressed in the passage, but it was a good point. He pulled this piece of information from prior knowledge. He also did not look back for a prolonged period. He got many details without looking back. This was great!

After he retold the story, I encouraged him to use his copy of the passage to answer questions. He did look back for almost every question, but a few of them took a very long time. I think he basically reread the entire story. From the amount of time he took, it is a plausible assumption. The question about how do trees help keep soil in place almost went unanswered because it did not appear word for word in the passage. I encouraged him to keep looking for the answer, and he gave me the words from the passage when he did find it. It took longer to get answers, but his answers were better and more complete.

I talked briefly about the results with my mentor teacher. He was glad that Will does not appear to be a level 21, but is a level 22. He was also glad that comprehension was better in this assessment. We think that there might be some processing issues. Next week is mandatory parent conferences and Dr. Woodward plans to use this time as an RTI meeting, since Will's

mother missed her RTI appointment two weeks ago. He would like to have Will tested to see if there is any hereditary disorder that has not been diagnosed so that he can receive the help that he needs.

Rigby
PM
Benchmark

Level 21

Reading Record

Name: _____ Age: _____ Date: _____
Text: Kwan the Artist Level: 21 R. W: 204
Accuracy: _____ S.C. Rate: _____

This story is about Kwan who recently moved to this country and is new at school.

E	S.C.	Errors. MSV MSV	Self corrections
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Kwan sat in ^{the} his classroom, feeling unhappy. He had been in this new country for only a few days, and so many things were different. His teacher was kind. She tried to explain things to him. But Kwan couldn't understand all the words that she was saying, and so he couldn't do his work very well. He wished that he could be good at something at this school. Kwan saw that some of the children were getting out paints and brushes. His teacher gave him a large piece of paper. Kwan loved painting! At last he knew what he was supposed to be doing! He smiled at his teacher, and she smiled back at him. Kwan decided to paint a picture of ^{all} the plane that had brought him to his new country. He could remember just how it had looked. He took a brush and began to paint. ^{to watch} As he worked, some of the children came to watch. Kwan was proud of his plane. It looked just like the real one. More children crowded around him. They all ^{wanted} wanted to see his painting. Kwan couldn't understand everything they said, but he felt happy. He knew that they thought he was a very good artist.

1		✓	
	1	SN	
	1	M	
	1	SN	
	1	MSV	
	1	SN	
	1	S	
	1	MSV	

Total

1 7

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

kid named Kwan came to new school & didn't understand things but at art time he showed what he knew he was a famous artist to his class.

Questions to check for understanding (check if understanding acceptable)

1. Why was Kwan feeling unhappy at the beginning of the story?
- ☒

Response: (he was new and couldn't understand the teacher that well)

didn't understand what kids were saying & felt alone

2. How long had Kwan been in this new country?
- ☒

Response: (only a few days)

few days

3. Why did Kwan smile when he saw the paints and brushes?
- ☒

Response: (he loved painting and knew what to do)

loved to paint

4. Why do you think the children came to watch while Kwan painted?
- ☒

Response: (because his painting was so good)

bc they thought it was good & no one else could draw like that

5. Explain why Kwan couldn't understand all the words that his teacher said.
- ☒

Response: (he spoke another language and didn't know English that well)

he was from diff. country. Diff accents couldn't understand English. accents means language

Reading level

Accuracy level: $\frac{204}{204} = \quad \%$

Self-correction rate: $\quad = \quad = 1:$

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations: _____

Teacher: _____

Date benchmark assessment completed: _____

4
Level 22

Reading Record

Name: _____ Age: _____ Date: _____
Text: Trees on Our Planet Level: 22 R. W: 207
Text type: Explanatory Accuracy: _____ S.C. Rate: _____

This nonfiction text is about the importance of trees on our planet.	E	S.C.	Errors MSV	Self corrections MSV
People have been cutting down trees for thousands of years. The wood from trees is very useful. It can be used to build houses. It can be used to make tables and chairs and other furniture. Wood can be made into paper, too. But, all around the world, too many trees have been cut down. More and more houses have been built. Larger cities have been built. In the past, people decided to turn huge areas of forest into farm land. They cut down millions of trees. They cleared the land quickly. But then some heavy rains came, and good soil on top of the ground was washed away. Nothing much would grow there. Today, people realize how important trees are. Their wide branches help to stop the rain from washing the topsoil away. Their strong roots hold the soil in place, even on steep mountains. And forests provide a home for many different kinds of animals. So people are now growing trees to replace the ones that have been cut down. When the young trees are strong enough, they are planted where they are needed most. But they take a long time to grow tall. We must all help to put trees back on our planet.				
		1		V
	1		S	
	1	1	S	M
		1	V	
		1		MSV
		1		MSV
Total	2	2	2	MSV



Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

They used to cut down trees to make paper, houses, & farms. Now we need trees so we can breathe, & let animals keep homes in forest.

Questions to check for understanding (check if understanding acceptable)

1. What are some useful things that can be made from wood?

Response: (houses, furniture, paper)

paper, houses, tables, chairs, cabinets



2. Why did people cut down millions of trees?

Response: (to clear the land for farming)

to build houses/paper for farms, build boats



3. When heavy rains came, what happened to the land that had been cleared of trees?

Response: (the good topsoil was washed away)

good soil will be washed away



4. How do trees protect the land?

Response: (Their roots hold the soil in place, and their branches help to stop rain from washing soil away.)

When it rains leaves stop rain from getting washing topsoil away. Strong roots hold soil in place for animals



5. Explain why trees are so important for our planet.

Response: (answers will vary)

we wouldn't have paper, houses, farms, food, wouldn't have a world be



Reading level

Accuracy level: $\frac{207-}{207} = \quad \%$

Self-correction rate: _____ = _____ = 1:

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

I think that Will struggles to remain engaged in what he is reading. He often pulls information from places other than the text. Perhaps he does not have enough experience with reading and that is his largest struggle. From this I think I need to assess how well he can read words. I need to run an assessment that takes any storage of new information out the equation, so I can discover how well he can simply read. Comprehension should not be a factor for the next assessment. For the next assessment I will assess how well he can read words. Most of what I discovered through this assessment is outlined above.

This was the first assessment that I had to come up with myself. I wanted to test just how much he can comprehend when he reads. I made it known to him that we would focus on the comprehension part, but he would still read the passage. He was persistent once again with his reading. The level of comprehension was still about the same. He might need more experience with just reading in order to improve comprehension skills. At the same time, it does not seem that he can remember information for longer than a short time. He still gets up to clarify directions if I do not write them down for him. I did want to see if the one running record would improve with the change of story since the one completed before was notoriously difficult.

Assessment Five-Sight Word

This assessment was completed on October 14. We started it at ten fifteen in the morning. This was right after he finished Reading work. We went into the teacher work room because there were other groups in the hall which might distract Will as his classmates often do in the classroom. No one would be walking past in the teacher work room.

Since both my mentor teacher and I thought that “Will” had trouble with fluency, I decided to run a sight word assessment to find out if he was instantly identifying words at a fourth grade level. I am so glad I did! I found a list of 260 fourth grade sight words. It took “Will” less than three minutes to get through them all. He was reading them so fast and only missed 8 on the entire list. Most of his errors appeared to be of the visual origin, such as soap for soup. Eight errors is really not many. I was expecting so many more. Since he could read the sight words so quickly and with such accuracy, I no longer think that his problem lies with fluency. I think that he struggles more to remember what he has read. The assessment was in list form, so there was no meaning behind the words (other than that they were in alphabetical order). He didn’t need to store any new knowledge he could be gaining from reading. Comprehension is now the focus.

My mentor teacher was fairly surprised by the results. He had really thought that “Will” had a fluency problem because he does read so haltingly. He remarked that he cannot figure out what to do with “Will”. He agrees that it is probably either a comprehension or memory problem. Especially when we link his forgetting directions, it lends itself to a memory issue. His brain might have some difficulty with storing the information he gains while reading.

errors
8

SC
2

Name:		clock	else	heavy
above	born	cloud	enough	herself
across	bottom	cook	even	hid
address	bowl	cool	eye	himself
ago	brave	count	family	hole
air	breakfast	country	finger feather	hundred
airplane	brick	course	feel	hung hung
almost	broke	cover	felt	hungry
also	broken	creek	few	kept
ant	brought	cross	field	kick
awake	bug	CUP	fight	kill
bad	building	dead	finger	king
bake	built	dear	foot	kiss
banana	busy	deer	fresh	kitten
bath	button	desk	front	knew
beans	camp	different	fur	knife
beat	cap	dime	gift	knock
began	care	dirty	gold	lake
bend	careful	dream	gone	land
beside	case	drop	gray	lap
between	cause	dry	grew	large
bill	center	dust	hair	late
bit	chimney	early	half	lead
blow	chin	east	hall	leaf
bone	city	edge	hang	learn

leave	· nine	quiet	sky	suit
leaves	· nothing	radio	slip	super supper
led	· number	ready	slow	suppose
left	outside	real	smile	sure
lift	page	remember	smoke	sweep
line	pail	rich	soap	sweet
listen	path	river	socks	teach
lost	Pay	rock	soft	teeth
loud	peas	roof	something	than
march	Pen	r row	sometime	then thin
mark	pencil	sand	sound	thought
matter	people	save	soap soup	through
mean	pie	sea	space	throw
meat	piece	seat	spot	till
meet	place	seem	stars stairs	tired
middle	plain	seen	stand	trade
Miss	plant	send	station	tried
most	sc plate	shake	stay	true
mouth	sc pond	shine	still	twelve
Mr.	· poor	shook	sting	wake
Mrs.	· pot	should	stood	wall
nap	· press	shut	story	wave
neck	queen	side	straight	wear
need	question	· silver	strong	week
nice	· quick	skin	such	west

Although he can read all the words,
I don't think he can spell most.
(he false is fall's)

while
wheel

while

whisper

win

wing

winter

without

wonder

wool

world

yard

yet

Total Words-260

This assessment really made me think more about Will. I thought that he would have more trouble with the list of sight words. He normally reads fairly haltingly, but he flew through all the words on the sight word list. I was genuinely surprised at how fast he went through the words. Often he would read the next word before I could point at it. The only time he stopped was to ask why I was writing words above. I told him that he was doing so well that I had to keep track of things he said. Due to this, I am thinking that he might have some sort of information storing weakness. The list of sight words did not require Will to remember any new information like reading a story does. It seems that many of the errors he did make were due to the speed at which he read the list. Since he does not read fluently, I think for the next assessment I will see if Will struggles to concentrate on reading and storing information. Perhaps if I read the story to him he can solely focus on storing new information.

I selected this assessment to test how well he can read. Since comprehension did not improve much on the last assessment, I wanted to ensure that Will struggled with reading the actual words on the page. This assessment shows that he does not have any decoding problems. It points more to an information storage issue. Due to the speed with which he reads, I think that some of it could be that he is looking too far ahead in the passage when reading. This does not seem likely to me though. I do not have much experience with him reading aloud. The guided reading group that my mentor teacher has me take is one of the highest groups. I would have liked to have had more time with Will reading, so that I would have a better guess.

Assessment Six-Comprehension

For this last assessment I decided to really test “Will’s” comprehension. We did this assessment on October twenty first. We were in the hall for the entire assessment. Once I had to redirect because a group of student walked past while talking and he was distracted. I took one of the Running Record books and read the passage to him, then asked him the questions connected to it. I did a level 22 and 23 for this. The level 22 was one of the passages that he had read for his running record. His comprehension was still not very good. He could retell with some detail, but not much. He added several uses for wood including making tents and surf boards. This was very surprising as the story does not even mention anything about the ocean or camping. Overall, I think that comprehension was much the same as when he reads it himself. The level 23 was not better. I should have expected it, after running the level 22, but I wanted to see if he did better with a story as opposed to an informational piece. This passage was The Miller, His Son, and Their Donkey. When answering the questions, “Will” used details from the story, but not details that applied to the scenario. I also noticed that he thought the donkey was the miller. His comprehension for this piece was next to none.

My mentor teacher and I both thought that “Will” has an issue with remembering or storing information. I thought that it was perhaps only because he was still an emergent reader and focusing more attention on how to read. This was why I chose to read the passage to him. It appears that it is not how he gets the information; he does not know how to store it. I feel like I have exhausted all options to figure out if there are any other problems with “Will’s” literacy skills.

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

An old man, his son, & donkey. 2 men called old man foolish

Questions to check for understanding (check if understanding acceptable)

1. Why was the miller taking his donkey to town?

Response: (to sell at the fair)

to please everybody

☐

2. Why did one of the men say that the boy was lazy?

Response: (he was riding the donkey while the father walked)

boy riding donkey

☐

3. When did the donkey become exhausted?

Response: (when it was carrying both the miller and his son)

when he got hung on pole & laughed at

☐

4. What do you think was the silliest thing that the miller did?

Response: (answers will vary)

put donkey on pole

☐

5. The miller tried to please everyone he met.

Explain why this didn't work.

Response: (because everyone had different ideas and opinions)

he supposed to be riding

☐

Reading level

Accuracy level: $\frac{209}{209} = \quad \%$

Self-correction rate: $\quad = \quad = 1:$

Reading level (with understanding): **Easy / Instructional / Hard**

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

Reading Record

Name: _____ Age: _____ Date: _____
 Text: The Miller, His Son, and Their Donkey Level: 23 R. W: 209
 Accuracy: _____ S.C. Rate: _____

This story is about a miller, his son, and their donkey who are going to a fair and the people they meet along the way.	E	S.C.	Errors MSV MSV	Self corrections
<p>A miller and his son were taking their donkey to town to sell at a fair. After a while, they passed some women. One of the women said aloud, "Fancy walking, when you could be riding your donkey!"</p> <p>The miller told his son to ride the donkey. As they continued along the road, they came upon two men, deep in conversation. One of the men looked up and spoke loudly to the other. "That lazy boy has no respect for his father. The old man should be riding the donkey." When the miller heard this, he made his son dismount. Then he climbed onto the donkey instead. They hadn't gone far when they met another group of people. "You selfish old man!" cried a woman, pointing to the tired boy. At once, the miller pulled his son up beside him. The donkey trudged along with its heavy load. Soon they met a traveler. "Your donkey is exhausted," he frowned. "You'll have to carry it." The miller was so anxious to please the traveler that he tied the donkey's legs together. The miller and his son carried it on a pole between them. As they reached the edge of the town, people gathered around, laughing loudly at this odd sight.</p>				
Allow student to finish reading the text.	Total			

Assessment Record

Name: _____

Analysis of retelling (meaning, main ideas, coherence, vocabulary, reference to text)

How people cut down trees, how we need to keep them. Home to animals. Build new homes.

Questions to check for understanding (check if understanding acceptable)

1. What are some useful things that can be made from wood?

Response: (houses, furniture, paper)

houses, boats, tents, surf boards, paper

2. Why did people cut down millions of trees?

Response: (to clear the land for farming)

make paper, houses, furniture

3. When heavy rains came, what happened to the land that had been cleared of trees?

Response: (the good topsoil was washed away)

flooded

4. How do trees protect the land?

Response: (Their roots hold the soil in place, and their branches help to stop rain from washing soil away.)

stop rains from causing floods, habitats from getting so wet

5. Explain why trees are so important for our planet.

Response: (answers will vary)

keep animals alive, keeps air

Reading level

Accuracy level: $\frac{207-}{207} = \quad \%$

Self-correction rate: _____ = _____ = 1:

Reading level (with understanding): Easy / Instructional / Hard

Analysis of reading behaviors (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)

Recommendations:

Teacher:

Date benchmark assessment completed:

Reading Record

Name: _____ Age: _____ Date: _____
Text: Trees on Our Planet Level: 22 R. W: 207
Text type: Explanatory Accuracy: _____ S.C. Rate: _____

This nonfiction text is about the importance of trees on our planet.	E	S.C.	Errors MSV	Self corrections MSV
<p>People have been cutting down trees for thousands of years. The wood from trees is very useful. It can be used to build houses. It can be used to make tables and chairs and other furniture. Wood can be made into paper, too. But, all around the world, too many trees have been cut down. More and more houses have been built. Large cities have been built. In the past, people decided to turn huge areas of forest into farm land. They cut down millions of trees. They cleared the land quickly. But then some heavy rains came, and good soil on top of the ground was washed away. Nothing much would grow there. Today, people realize how important trees are. Their wide branches help to stop the rain from washing the topsoil away. Their strong roots hold the soil in place, even on steep mountains. And forests provide a home for many different kinds of animals. So people are now growing trees to replace the ones that have been cut down. When the young trees are strong enough, they are planted where they are needed most. But they take a long time to grow tall. We must all help to put trees back on our planet.</p>				
Total				

This was the last assessment that I completed with Will. I elected to use the running records that Fowler Drive Elementary uses. This was largely so my mentor teacher would be familiar with it when I shared information with him. He is always so busy that he rarely has time to go over the results of what I have found with him. I was also hoping that Will would feel more comfortable with this as we had used them previously.

I decided to read the passages to Will for this to see if that helped with his comprehension. I thought perhaps he struggled to comprehend while remembering everything it takes to read. He was following along in the small book as I read from the score sheet. I was fairly surprised that he did not do better with comprehension. I made sure to read two different levels because Will has surprised me every step of the way on these assessments. On an earlier assessment, Will actually had the best comprehension on the highest level I gave him. That was not the case this time.

From all the information I have gathered from the assessments, I believe that Will might have some storage issues. He pulls on information that he has gathered from other sources. I'm not sure where it comes from, but he does have knowledge on subjects that he has gained before reading the passage. I would like to have knowledge on what information he chooses to store.