

## **Assessment 1: Observation and Reflection**

**Facts:** September 4: 7:50-8:12 AM

Morning Meeting: 20 students (10 boys, 10 girls)

Today I observed my 4<sup>th</sup> grade class during morning work and morning meeting time. The class was all working on morning work at their desks, which are in groups of four around the room. I hear some quiet chatting but I see pencils moving as well, so I like the look of that. Julia is seated with three other classmates. Her hot pink pencil is at work and her red, black, and pink bows move around as she moves her head back and forth. She plays with her big pink bow a few times while she thinks about morning work. The students all must respond to the morning message and do the Problem of the Day (POD) which is on expanded form. Julia sits on the edge of her seat and scrunches up her face while looking at the board, looking like deep thinking is going on in her head. “On 1 stand up, 2 push in your chairs, and 3 circle up on the floor,” the student teacher says, but they have to sit down and do it again. They do it again and I notice that Julia is one of the last students to make it to the floor because she’s making sure everything is put up correctly in her desk. The class sits in a circle on the floor in the front of the room, with the student teacher in a chair in the circle. Julia sits in between a boy and a girl classmate. I don’t think this seating means much though, but rather it was the last open space. The first order of business the teacher addresses is class jobs because they are changing today. When asked to raise your hand if you liked your class job for the past 2 weeks, Julia is the only one in the whole class that raises her hand, so I see some positive attitude there. I notice that she almost always raises her hand to volunteer too. Now she is reading the POD for everyone. She struggles on reading the number 1,029,431 and starts chewing on her finger nails and puts her head lower as if she feels defeated. The teacher finishes reading and calls on students to come and do the problem on the board. I notice three boys being disruptive, which is not a surprise to me. One of the boys gets asked to move a clip down and talks with the teacher on the other side of the room. I look back over to Julia and she is playing with her bow again. I make note that during this whole time she has been sitting nicely and quietly, which is different from when I saw her last week: making faces and goofing off the entire morning meeting.

### **Reflection**

It was nice to sit back and just watch everything that was going on in the classroom. Little things get noticed that actually can help somewhere down the line, like knowing which reading journal was Julia’s because I recognized the hot pink pencil. It was helpful for me to watch the class during morning meeting and see them all working while still being able to talk. In the past, this has been an issue because too many students were not completing their work, but today they proved that they can. I think this observation helped me become more aware of my students. I found myself going into observation mode later in the day too just to get a better

insight into what I'm really looking at in the class. I think when teachers take the time to do these observations it helps them become more in tune with the students and their specific behaviors.

### **Teacher Interaction**

When I spoke with Ms. Jeffries about my observation, I mentioned how well I thought Julia did with sitting still and being quiet during morning meeting. I told her how last week I remember seeing her making faces at classmates, laughing, and moving around the entire time. Ms. Jeffries said that it was because she had a talk with Julia's parents between that time and today about behavior. She said that Julia's mom had a talk with her and ever since then her behavior has improved greatly in the classroom. Other than that, Ms. Jeffries was aware of many of the other things I observed, such as the disruptive boys during the morning meeting.

## **Attitude Survey**

**Facts and Reflection:** September 16: 8:20-8:30

Recreational Raw Score: 28

Academic Raw Score: 32

For my reading survey, I asked Julia if it was okay to ask her a few questions about reading. She was more than happy to participate so she and I went out in the hall to get away from the distractions of the classroom. We sat at a table outside of the classroom and I asked her if she was familiar with Garfield—she was—and we went over each expression to make sure she understood what each one meant. Then I asked her if she would like to do the survey silently by herself or have me read each question for her and then she could circle the corresponding Garfield that represented her feeling. She chose to have me read the questions aloud and then she could circle her answers. Throughout the survey Julia was very interactive and seemed eager to share her reading interests with me. According to Julia's scores, she ranked in the 41<sup>st</sup> percentile of fourth grade in recreational reading, which would mean that she's not as interested in reading outside of school as the average fourth grader. This surprises me because she seemed so excited during the survey, but I think the way the questions were worded made reading seem uninteresting, for example, when they related it to free time and playing. Two answers that were interesting were that Julia feels excited about reading for fun at home, but angry about spending free time reading a book. These two answers contradict each other a bit, so I'm worried whether Julia was taking time to really think about each question. According to Julia's academic score, she ranked in the 79<sup>th</sup> percentile compared to other fourth graders. I remember during the survey she voiced that she likes doing worksheets and textbooks, which I think would surprise most teachers. Judging by her answers during the academic portion of the test, I would guess that Julia would rather learn something from a book than just read a story. She is really excited about reading in school, learning from a book, and when a teacher asks her questions about what she read. I think going over these attitudes again and having her explain her thoughts about each one might help me more since some of her answers were confusing. I think these kinds of surveys could be very beneficial for teachers to get an idea of how their students are thinking about reading, and it's definitely given me some insight into my mentor student's interests. For example, I have the idea now that she would prefer an informational book rather than a fictional story. Depending on if they like or dislike reading for academics, a teacher could also tweak their instruction to either interest students more in reading or accommodate their interests otherwise.

### **Teacher Interaction**

Once I went over the scores with my teacher, she wasn't surprised about Julia's expressiveness towards reading because Julia has a very energetic and positive attitude. However, she was surprised about her rank in the academic reading percentile, as was I. Julia gets easily distracted during independent reading in the classroom, so it's surprising that she

seems to like that more than recreational reading. Other than this, my teacher didn't really have much to comment on about the survey.

Teacher Jordan Administration Date 9/14/13  
Grade 4

Scoring Guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading		Academic reading	
1.	<u>2</u>	1.	<u>4</u>
2.	<u>4</u>	2.	<u>4</u>
3.	<u>4</u>	3.	<u>4</u>
4.	<u>3</u>	4.	<u>3</u>
5.	<u>1</u>	5.	<u>4</u>
6.	<u>2</u>	6.	<u>3</u>
7.	<u>3</u>	7.	<u>3</u>
8.	<u>3</u>	8.	<u>2</u>
9.	<u>3</u>	9.	<u>2</u>
10.	<u>3</u>	10.	<u>3</u>

Raw Score: 28 Raw Score: 32

Full scale raw score ..... (Recreational + Academic): 60

Percentile ranks: ..... Recreational 41%  
..... Academic 79%  
..... Full scale 62%

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Survey designed by Dennis J. Kear, Wichita State University

### **Assessment 3: Running Record**

**Facts:** September 23: 9:45-10:00

Today I administered a running record to Julia taken from the *Rigby PM Benchmark Kit* found in the library book room at the elementary school. The passage was from a level 20 book, *Leo the Lion Club*. Julia is currently reading at a level 21, but my teacher recommended I begin with one level below and then move up to higher levels according to her score. I took Julia outside because there were groups of students working both in the classroom and the hallway. Julia seems to really enjoy working with me, so she was excited to do an activity outside. I gave Julia the book, read the title for her, and told her that I would like her to read silently up until the point I had marked to stop. She did this, and then I asked her to retell what she had read in her own words for me. She did very well with this, giving me a great summary of what was in the passage. Next, I had her read the passage aloud to me so I could listen to her read. In all, Julia had 6 errors and 3 self-corrects. I did not mark all of her self-corrects though because once she said them correctly, which was almost right away, I counted it as correct. This scoring sheet recognizes self-corrects, so next time I need to make sure to mark all of them that I hear. As for errors, 3 of them were words that I just don't think she had in her vocabulary and wasn't able to sound out correctly. Two I counted as dialect errors, both of which were when "aunts" was said as "aunties" by Julia. The last error was something she should have said correctly—"needed"—but she said "need" instead. As far as accuracy level, Julia scored in the 96<sup>th</sup> percentile, and she had a self-correction rate of 1:3. Once she was finished reading the passage, I began to ask her the comprehension questions that went along with the story. She answered 3 out of 4 questions correctly, missed the one that wanted her to define what a pride is. She answered that it is when someone helps you, feeds you, gets your clothes, etc. So I think she had the right idea about how a pride is kind of like a family, but she didn't understand that it should have been a noun, like how it was used in the story. For my analysis of reading behaviors, I think that she does a good job at catching her mistakes, but I think if she took more time in reading the words, she would have to make so many corrections. I think that she also needs to work on fluency and expression in her reading; she pauses a lot while she reads.

#### **Reflection:**

Altogether, I think the running record went well and I think it's a great way to learn more about what level students are reading at and what they need to work on. For example, I learned that Julia is reading very well at a level 20 and that she did well with comprehension which her teachers thought were one of her struggling areas. I think that from here on, Julia should be given another running record on either a level or two levels higher to see how she does. Although she is reading at about a 2<sup>nd</sup> grade level, each step forward she makes will help her. I want to make sure that we, as teachers, are keeping up with the appropriate reading levels for students, so this is one way I think the running record is beneficial. Like I said before, it was hard for me to

decide whether or not to mark every self-correction because she made so many it got hard to keep up with. It was also difficult because she was so fast to correct I had to think whether or not I should mark it or not. This is something I will ask my teachers before I conduct another running record with Julia, so I can make sure I'm doing it how they want. All in all, I think I learned a lot about my mentor student with this assessment, and I feel more prepared to plan more activities and focus lessons for her now.

## Teacher Interaction:

When I talked to Ms. Jeffries and Mr. Guthrie about the running record, they were both thrilled and surprised at how well Julia did with comprehension and retelling the story for me. I mentioned to Ms. Jeffries that I think she needs work with her reading fluency, and she suggested that I do some exercises with her on rereading passages to help with that. I think that I might incorporate this into my focus lessons for Julia because I think it will really help her. I also would like to follow-up and do another running record of a higher reading level in the near future.

Rightmark PM Level 20

**Reading Record**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Date: \_\_\_\_\_  
 Text: Leo the Lion Cub Level: 20 R. Vt: 153  
 Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page	This story is about a lion cub named Leo and what happens to him after his mother dies.	E	S.C.	Errors MSV	Self corrections MSV
2	Leo belonged to a large family of lions, called a pride. When he was only six weeks old, his mother died, so his aunts took care of him.				
3	Leo was the youngest and smallest cub in the pride. All of his cousins were bigger than he was. They often knocked him over when they played with him. They liked pounding on his tail, and biting it. Leo had to be brave. He had to learn how to fight.				
4	Soon it was time for the pride to move on. The lions needed to find a new hunting ground.				
5	They padded off through the dry grass, one after the other. But Leo could not keep up. His little legs were too short.				
6	When Leo whispered, one of his aunts stopped. He tried to catch up with her, but he could not walk fast enough. So she moved on without him.				
7	He was soon left behind.				
Allow student to finish reading the book.		Total	6	3	

Reading Record © Rightmark, 2002

Rightmark PM Level 20: Leo the Lion Cub

**Assessment Record**

Name: \_\_\_\_\_

**Analysis of retelling** (meaning, main ideas, coherence, vocabulary, reference to text)  
 Leo was le walking he was left behind. his aunts stopped to catch up w him but then kept walking & he couldn't keep up.

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

- Who took care of Leo and fed him when his mother died?  
 Response: (his aunts) aunts ☒
- Leo belonged to a pride of lions. What does this mean?  
 Response: (a large family of lions) what someone helps you ☒
- Why couldn't Leo keep up with the other lions in his family?  
 Response: (his little legs were too short.) ☒
- Why do you think the lions had to move on to a new hunting ground?  
 Response: (answers will vary) more food to eat more ☒

3/4

**Reading level**  $\frac{153-10}{153} = 96\%$   
**Accuracy level:**  $\frac{153-10}{153} = 96\%$   
**Self-correction rate:**  $\frac{6+3}{3} = \frac{9}{3} = 1:3$   
**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)  
 good at self-correcting  
 needs to work on fluency/expression

**Recommendations:**

Teacher: Jordan Date benchmark assessment completed: 9/23/13

## Assessment 4: Running Record

**Facts:** October 2: 8:20-8:32

For my first assessment of choice, I chose to administer two more running records on Julia. I made this decision because of how well she did on the last running record I did with her at level 20. For that one, she scored in the 96<sup>th</sup> percentile for accuracy with a self correction rate of 1:3, was able to retell the story using references from the text, and answered 3 out of 4 comprehension questions correctly. For these next two running records, I used level 21, *Kwan the Artist*, and level 22, *Tricks with a Kite*. Both of these passages were taken from the Rigby PM Benchmark Kit. I asked Julia if I could work again with her with some reading and we walked down the hall to the teacher workroom so we would not be disturbed. The workroom is basically just a small room with two tables for teachers to eat at and has a copier in the front. Luckily, we didn't have any disturbances for the time we were in the workroom so Julia was able to concentrate. Like the past assessments, she was excited and eager to come work with me. I started with the level 21 passage, having her read it silently first, and then retell what she read. She did a great job with the retell, again using references from the text. I then had her read the passage aloud to me as I marked any mistakes or self corrections. In all, Julia had 4 errors and 7 self corrections, putting her in the 98<sup>th</sup> percentile for accuracy and a self correction rate of 1:2.75. She answered 3 out of 5 of the comprehension questions correctly. Because she did well with the retell and scored high in accuracy, I decided to go ahead to give her a passage at level 22. Still in the workroom, I had her read silently *Tricks with a Kite* and then retell what she read to me. She was still able to retell the story, but with not as much detail as she had in previous passages. She answered 3 out of 5 of the comprehension questions correctly, really having trouble taking #5, "Explain why people often get nervous when they try something for the first time," out of context. With answering, she kept using the exact example from the book rather than giving a more general answer that could apply to all people. Altogether, she scored in the 95<sup>th</sup> percentile in accuracy and a self correction rate of 1:3.25, having 9 errors and 4 self corrections. She always wants to know how she did after these assessments, and I always tell her she does a great job which gets her beaming with pride.

### Reflection:

Accuracy-wise, I wasn't able to see much of a difference in Julia's performance because she was still in the highest percentiles. However, while she made 4 errors in the level 21 passage, she made 9 errors in the level 22 passage, which concerns me more. And although she scored the same in the comprehension portion, I know she struggled with her words in answering questions for level 22. I think that level 21 is a good level for Julia right now, but she definitely has much room for progress. I think fluency practice will help her too, judging by the high rate of self corrections she makes. I think going over sight words would be good too because a lot of her errors were with basic words such as can, over, way, and at. More memorization with these sight



words will also help with her fluency. So, judging by these running records, my next step will be towards working with fluency and sight words.

## Teacher Interaction:

After talking with my mentor teacher about Julia's running records, my teacher wasn't very surprised. She suggested for Julia to start at a level 21, which is higher than what she was at previously. After showing my teacher the simple mistakes Julia made, I suggested that I work with her on some sight word practice. My teacher agreed and thought that would be a great idea for Julia.

Name: _____		Age: _____	Date: _____
Text: <u>Kwan the Artist</u>		Level: <u>21</u>	R. W.: <u>204</u>
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
Kwan sat in 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.	1		
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.	1	2	
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 the plane that had brought him to his new country.	1	1	
He could remember just how it had looked. He took a brush and began to paint. 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 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	
<b>Total</b>	<b>4</b>	<b>7</b>	

Name: _____		Level 21: <u>Kwan the Artist</u>
<b>Assessment Record</b>		
<b>Analysis of retelling</b> (meaning, main ideas, coherence, vocabulary, reference to text)		
<b>Questions to check for understanding</b> (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)	<input checked="" type="checkbox"/>
2. How long had Kwan been in this new country?	Response: (only a few days) <u>a week</u>	<input type="checkbox"/>
3. Why did Kwan smile when he saw the paints and brushes?	Response: (he loved painting and knew what to do)	<input type="checkbox"/>
4. Why do you think the children came to watch while Kwan painted?	Response: (because his painting was so good)	<input checked="" type="checkbox"/>
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)	<input checked="" type="checkbox"/>
<b>Reading level</b>		
Accuracy level:	$\frac{204-4}{204} = 98\%$	
Self-correction rate:	$\frac{4+7}{4} = 2.75 = 1:2.75$	
Reading level (with understanding): <u>Easy / Instructional / Hard</u>		
<b>Analysis of reading behaviors</b> (print concepts, meaning cues, structural cues, visual information, self-monitoring, self-correcting, fluency, expression)		
Recommendations:		
Teacher:	Date benchmark assessment completed:	



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Level: 22 R. W.: 206  
Text: Tricks with a Kite 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
Yesterday, Uncle Ken took us down to the beach for the afternoon. It was great fun because he had brought his kite with him. Uncle Ken can do some amazing tricks with it. He launched it very easily from the dry sand. A gust of wind caught the kite and it flew way out over the ocean.	1			
Uncle Ken controlled the kite with two handles. Long nylon strings that are tied to the kite are wound around these handles. He leaned back and pulled on one handle, and then the other. The kite did loops and circles. He could even make it come down lower and lower until it almost touched the water. Then it would shoot back up again and flap around above us. Uncle Ken wanted me to have a try. At first I felt nervous and couldn't remember what I had to do. The kite went up very fast and then it crashed down into the hard sand. Luckily it wasn't broken. After a few more tries I could control it quite well. I even managed to make it turn and dive without getting the lines tangled. Tomorrow we are going back to the beach at low tide to practice some more tricks.	2			
<b>Total</b>	9	4		

Level 22: Tricks with a Kite

**PM Benchmark**

**Assessment Record**

Name: \_\_\_\_\_

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

✓

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

- How did Uncle Ken control the kite?  
Response: using 2 handles ☒ 4/10
- What were some of the tricks that he did with the kite?  
Response: flew above water + crashed ☐
- What happened when Lee tried to fly the kite for the first time?  
Response: nervous couldn't remember ☒
- Why do you think Lee and her uncle flew the kite at the beach?  
Response: more fun, can build sand castles + see dolphins ☒
- Explain why people often get nervous when they try something for the first time.  
Response: couldn't take question out of context ☐

**Reading level**

Accuracy level: \_\_\_\_\_ = 1: \_\_\_\_\_ = 95 %

Self-correction rate:  $\frac{9+4}{4} = 3.25 = 1: 3.25$

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: \_\_\_\_\_

## **Assessment 5: Fry Word Lists**

**Facts:** October 14: 9:50-9:56

Because Julia had errors with simple sight words on her running record, I decided to do a sight word assessment for my second assessment of choice. I looked online for different assessments and chose the Fry Words lists: the third hundred and fourth hundred word lists. I decided to begin with the fourth hundred and then go from there depending on how well she did. I had Julia come sit with me at the back table in the classroom and told her that we were going to practice some sight words. The class was in guided reading groups around the room and there was a quiet hum of students reading and discussing their books. I had her read list 1 first from the fourth hundred sheet. She made four mistakes out of 25, so I had her move on to list 2. She didn't miss any words on this list, so I told her to read list 3. She only missed 3 out of these 25 words, so I had her finish with list 4. She missed 6 of these words. Even though I was had my copy of the words facing me so she couldn't see, she could still tell that I was marking things off. She would pause and ask me if she was doing well, and I would tell her yes and to keep going through the list. At the end, I went over with her which ones she missed because she was so curious.

### **Reflection:**

I was surprised with how well Julia did with these sight words, since she missed even easier ones on her running record. She may have been nervous while reading, because she knows that I am writing stuff down as she goes. She even noticed me marking words on the sight words lists. I could either try a sight word list at a higher level for my next assessment, or work on her fluency, which I've marked on running records as needing improvement. I don't think another sight word list is really the help Julia needs, so I think I will work on her fluency. I know that she needs work with this, so I think some practice will be a good for her.

### **Teacher Interaction:**

After speaking with Ms. Jeffries about Julia's sight word assessment, she suggested that I make some flash cards for the words that she missed. I'll make these and put them in a bag for her to take home and practice. Ms. Jeffries also said that she wanted to assess some other struggling readers on sight words too, so I can help with that as well.

Fry Words - The Fourth Hundred

List 1	List 2	List 3	List 4
body	order	listen	farm
music	red	wind	pulled
color	door	rock	<del>draw</del>
stand	sure	space	voice
sun	become	covered	seen
questions	top	fast	cold
fish	ship	<del>several</del>	cried
area	across	hold	plan
mark	today	himself	notice
dog	during	toward	south
horse	short	five	sing
<del>birds</del>	better	step	war
problem	best	morning	ground
<del>complete</del>	however	passed	fall
room	low	<del>vowel</del>	king
knew	hours	true	town
since	black	hundred	I'll
ever	products	against	<del>unit</del>
<del>piece</del>	happened	pattern	figure
told	whole	<del>numeral</del>	<del>certain</del>
<del>usually</del>	measure	table	field
didn't	remember	north	travel
friends	early	slowly	wood
easy	waves	money	fire
heard	reached	map	<del>upon</del>

4

3

10

## **Assessment 6: Timed Fluency**

**Facts:** October 22: 2:25-2:30 PM

For my final assessment on Julia, I decided to test her reading fluency. Because I wasn't able to get much information from my previous assessments from Julia, I did the final assessment on fluency to see if that was affecting her reading struggles at all. I used running record passages from the Rigby Benchmark kit provided by the elementary school. Because Julia is reading on a level 25 in her guided reading group, I chose passages on levels 24 and 25 for her. I decided to test her on a level lower because when I did running records with her, she seemed to be on a level 21, so I was skeptical about level 25 for her. At the end of the day, I took Julia outside at a small table in the hallway to do the assessments in a quieter place. Students were all in their classes getting ready for dismissal so not many people were walking around in the hallway. I started with the level 25 passage, *Jack and the Beanstalk*. I timed her on my watch to mark when one minute had passed. She was able to read a total of 68 words in a minute, with 8 errors, meaning she read with 88% accuracy. I let her finish reading the passage because I didn't want to cut her off and make her think she didn't do well. After every assessment I complete with Julia, she always wants to know how she did, and I always answer that she does great every time. Next, I had her read the level 24 passage, *A New Skatepark*. After a minute, she was able to read 87 words, almost 20 more words than the level 25 passage. She read 81 of those words correctly, giving her an accuracy rate of 93%. Once this passage was completed, we went back inside the classroom to get ready to go home for the day.

### **Reflection:**

After the assessment, I wasn't surprised about the results since I would put Julia at a level 21, maybe 22, instead of 25; however, I do not make these decisions. I think that many of the words she read incorrectly were simply not in her vocabulary. I think because there are a lot of words that she does not recognize, skimming her readings beforehand to find words she does not recognize would be beneficial for her. That way, she can find the meaning and pronunciation of these words before she tries to read and comprehend a passage. Altogether, from all of my assessments, I think Julia's main struggle in reading is simply focus. She has a lot of trouble focusing and paying attention throughout the day, in any subject area. I think she has trouble building stamina to even read through one book in a sitting because she just gets too distracted. I think picking books of her choice and interest could help with that. I also think it may help to have her listen to an audio book while following along with text. If she does this, she might be able to shut out the distracting sounds around her and focus on the text.

### **Teacher Interaction:**

I talked to my mentor teacher about the fluency assessments and she didn't seem surprised by the results. She recognized that Julia should be reading at least 100 words per minute, probably more in fourth grade, but she said that she is more concerned with

Name: <u>Samuel</u>	Age: _____	Date: <u>11/21/13</u>
Text: <u>A New Skatepark</u>	Level: <u>24</u>	R. W: <u>209</u>
Text type: _____	Accuracy: _____	S.C. Rate: _____

  

<p>This letter is written to the City Council asking the council to build a skatepark.</p> <p>Skateboarding is a very popular sport. Many children in Bay City enjoy it. But there are no parks in the city where we can skate safely. Last weekend, some children from our school were skating outside the stores on High Street. The store owners said that people couldn't get into the stores. They were very annoyed. Skateboarders have even damaged benches and the curb at the edge of the sidewalk. Some older people won't go to these stores any more. They are scared of being knocked down. Our class would like the council to build a skatepark. It could be built beside the new tennis courts. This would be a good place because there are enough lights for skating at night. The council should let children help with the design. A skatepark needs to be for children who are just learning. But it also needs to be for experienced skaters who can do more difficult moves. We think the park should have an oval track with ramps, steps, pipes, and low rails. It could have some barriers and a big pyramid in the center. Children could skate safely in a skatepark. Store owners and other people would be pleased too, because the area outside the stores wouldn't be dangerous.</p>	E	S.C.	Errors MSV	Self corrections MSV
	Total			

13