

## Assessment #1 – Observation

In class observation notes:

- paid attention while Ms. \_\_\_\_\_ was talking
- never volunteered to read aloud
- barely volunteered answers
- played with hair bow when bored
- teacher in front, students in seats and teacher led instruction
- Morgan sits at the front of the room
- doesn't add much to whole class discussions
- looks around the room a lot
- seems uninterested
- rarely partakes in classroom chatter
- when working alone she seems off task and bored/unmotivated
- stares around a lot when working by herself
- wrote more than others

Questions for

- Is this unmotivated behavior normal for her?
- If it is when does it often times occur, and if not what made today different?

## Assessment #1- Observation Reflection

The rationale behind this assessment was simply to gain more insight into my student as a reader, and learner. I conducted my observation on February 4th at 12:30 in the afternoon, in Ms. \_\_\_\_\_'s fifth grade classroom. The class is composed of thirteen students, seven boys and six girls. I observed Morgan for a portion of the day and got to see how she participated during reading and writing. Ms. \_\_\_\_\_ used whole group instruction today to teach her students about how to properly conclude their historical fiction narratives. During Ms. \_\_\_\_\_'s instruction Morgan paid attention, but seemed bored as I observed her playing with her hair bow majority of the time Ms. \_\_\_\_\_ was talking. When the class moved on to reading passages aloud, Morgan never volunteered to read, which may be because she is a below grade level reader. When the students were released to work on their own writings, Morgan was eager to offer suggestions to help her classmates, as she had completed her piece, which was notably lengthier than her classmates. Other than a few suggestions here or there, I noticed that she did not participate in any of the other classroom chatter. This behavior seemed to be normal for Morgan, as she is typically quieter than her classmates throughout the day. I am not sure if Morgan was bored, or simply did not have enough to work on, but either way she seemed incredibly bored by today's lessons and tasks. After observing today, I kind of think there could more differentiated instruction in my classroom, as I feel this would not have allowed Morgan to become so bored and uninterested once she had completed her work. I saw that she had clearly been engaged in her writing, as her piece was longer than anyone else's, and she completed her work a day ahead of her class. With this in mind, I think that Morgan needs to be challenged more in her writing and reading, as she is capable of more than I

believe she gets credit for. I feel like too much emphasis is place on her reading level, and not enough attention is being given to helping her grow as both a reader and a writer.

Therefore, as I begin to work with her, I plan to build off of her strengths as a writer to help build her as a reader. I hope to provide her with interesting texts to learn from, and write about that allow her to express herself beyond what she is writing in class. When discussing my observation with Ms. \_\_\_\_\_, I began by explaining exactly what I had seen, and how I worried about Morgan's inattentiveness. Ms. \_\_\_\_\_ agree, and explained to me how there are many times, unfortunately that students, more than just Morgan, become bored with the material that is being covered at a particular time. However, she also explained to me how she can usually pull Morgan back into focus with the implementation of small group instruction and guided reading.

## MOTIVATION TO READ PROFILE

## READING SURVEY

Name \_\_\_\_\_ Date 2/11

Sample #1: I am in \_\_\_\_\_.

- |                                 |  |
|---------------------------------|--|
| <input type="radio"/> 1st grade | <input type="radio"/> 4th grade            |
| <input type="radio"/> 2nd grade | <input checked="" type="radio"/> 5th grade |
| <input type="radio"/> 3rd grade | <input type="radio"/> 6th grade            |

Sample #2: I am a \_\_\_\_\_.

- ☐ boy  
☒ girl

1. My friends think I am \_\_\_\_\_.

- ☐ a very good reader  
☒ a good reader  
☐ an OK reader  
☐ a poor reader

2. Reading a book is something I like to do.

- ☐ Never  
☐ Not very often  
☒ Sometimes  
☐ Often

3. I read \_\_\_\_\_.

- ☐ not as well as my friends  
☒ about the same as my friends  
☐ a little better than my friends  
☐ a lot better than my friends

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4. My best friends think reading is \_\_\_\_\_ .

- ☐ really fun
  - ☒ fun
  - ☐ OK to do
  - ☐ no fun at all
- 

5. When I come to a word I don't know, I can \_\_\_\_\_ .

- ☐ almost always figure it out
  - ☐ sometimes figure it out
  - ☒ almost never figure it out
  - ☐ never figure it out
- 

6. I tell my friends about good books I read.

- ☐ I never do this.
  - ☐ I almost never do this.
  - ☒ I do this some of the time.
  - ☐ I do this a lot.
- 

7. When I am reading by myself, I understand \_\_\_\_\_ .

- ☐ almost everything I read
  - ☒ some of what I read
  - ☐ almost none of what I read
  - ☐ none of what I read
- 

8. People who read a lot are \_\_\_\_\_ .

- ☐ very interesting
  - ☒ interesting
  - ☐ not very interesting
  - ☐ boring
-

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9. I am \_\_\_\_\_ .

- ☐ a poor reader
  - ☐ an OK reader
  - ☒ a good reader
  - ☐ a very good reader
- 

10. I think libraries are \_\_\_\_\_ .

- ☐ a great place to spend time
  - ☐ an interesting place to spend time
  - ☒ an OK place to spend time
  - ☐ a boring place to spend time
- 

11. I worry about what other kids think about my reading \_\_\_\_\_ .

- ☐ every day
  - ☐ almost every day
  - ☒ once in a while
  - ☐ never
- 

12. Knowing how to read well is \_\_\_\_\_ .

- ☐ not very important
  - ☐ sort of important
  - ☐ important
  - ☒ very important
- 

13. When my teacher asks me a question about what I have read, I \_\_\_\_\_ .

- ☐ can never think of an answer
  - ☐ have trouble thinking of an answer
  - ☒ sometimes think of an answer
  - ☐ always think of an answer
-

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14. I think reading is \_\_\_\_\_ .

- ☐ a boring way to spend time
  - ☐ an OK way to spend time
  - ☐ an interesting way to spend time
  - ☒ a great way to spend time
- 

15. Reading is \_\_\_\_\_ .

- ☐ very easy for me
  - ☐ kind of easy for me
  - ☒ kind of hard for me
  - ☐ very hard for me
- 

16. When I grow up I will spend \_\_\_\_\_ .

- ☐ none of my time reading
  - ☐ very little of my time reading
  - ☒ some of my time reading
  - ☐ a lot of my time reading
- 

17. When I am in a group talking about stories, I \_\_\_\_\_ .

- ☐ almost never talk about my ideas
  - ☒ sometimes talk about my ideas
  - ☐ almost always talk about my ideas
  - ☐ always talk about my ideas
- 

18. I would like for my teacher to read books out loud to the class \_\_\_\_\_ .

- ☐ every day
  - ☒ almost every day
  - ☐ once in a while
  - ☐ never
-

---

19. When I read out loud I am a \_\_\_\_\_ .

- ☐ poor reader
  - ☐ OK reader
  - ☒ good reader
  - ☐ very good reader
- 

20. When someone gives me a book for a present, I feel \_\_\_\_\_ .

- ☐ very happy
  - ☒ sort of happy
  - ☐ sort of unhappy
  - ☐ unhappy
-



## SCORING DIRECTIONS: MRP READING SURVEY

The survey has 20 items based on a 4-point Likert scale. The highest total score possible is 80 points, which would be achieved if a student selects the most positive response for every item on the survey. On some items, the response options are ordered least positive to most positive (see item #2 below), with the least positive response option having a value of 1 point and the most positive option having a point value of 4. On other items, however, the response options are reversed (see item #1 below). In those cases, it will be necessary to recode the response options. Items where recoding is required are starred on the Scoring Sheet.

EXAMPLE: Here is how Maria completed items 1 and 2 on the Reading Survey.

1.	My friends think I am _____.
	<input type="radio"/> a very good reader <input checked="" type="radio"/> a good reader <input type="radio"/> an OK reader <input type="radio"/> a poor reader
2.	Reading a book is something I like to do.
	<input type="radio"/> Never <input type="radio"/> Not very often <input type="radio"/> Sometimes <input checked="" type="radio"/> Often

To score item 1, it is first necessary to recode the response options so that

*a poor reader equals 1 point,*  
*an OK reader equals 2 points,*  
*a good reader equals 3 points,*  
*a very good reader equals 4 points.*

Since Maria answered that she is *a good reader* the point value for that item, 3, is entered on the first line of the Self-Concept column on the Scoring Sheet. See below.

The response options for item 2 are ordered least positive (1 point) to most positive (4 points), so scoring item 2 is an easy process. Simply enter the point value associated with the response that Maria chose. Because Maria selected the fourth option, a 4 is entered for item #2 under the Value of Reading column on the Scoring Sheet. See below.

Scoring Sheet	
Self-Concept as Reader	Value of Reading
*recode 1. <u>3</u>	2. <u>4</u>

To calculate the Self-Concept raw score and Value raw score, add all student responses in the respective column. The Full Survey raw score is obtained by combining the column raw scores. To convert the raw scores to percentage scores, it is necessary to divide student raw scores by the total possible score (40 for each subscale, 80 for the full survey).

EDRS

# MRP READING SURVEY SCORING SURVEY

Student Name \_\_\_\_\_

Grade 5 Teacher \_\_\_\_\_

Administration Date 2/11

## recoding scale

1 = 4  
2 = 3  
3 = 2  
4 = 1

### Self-Concept as Reader

\*recode 1. 3  
3. 3  
\*recode 5. 2  
\*recode 7. 3  
9. 2  
\*recode 11. 2  
13. 2  
\*recode 15. 2  
17. 3  
19. 2

SC Raw Score: 25/40

### Value of Reading

2. 2  
\*recode 4. 3  
6. 2  
\*recode 8. 3  
\*recode 10. 2  
12. 1  
14. 1  
16. 2  
\*recode 18. 3  
\*recode 20. 3

V Raw Score: 22/40

Full survey raw score (Self-Concept & Value): 47/80

Percentage Scores

Self-Concept  
Value  
Full survey

62.5%  
55%  
58.7%

25  
+22  
47

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TEACHER DIRECTIONS: MRP CONVERSATIONAL INTERVIEW**

1. Duplicate the *Conversational Interview* so that you have a form for each child.
2. Choose in advance the section(s) or specific questions you want to ask from the *Conversational Interview*. Reviewing the information on students' Reading Surveys may provide information about additional questions that could be added to the interview.
3. Familiarize yourself with the basic questions provided in the interview prior to the interview session in order to establish a more conversational setting.
4. Select a quiet corner of the room and a calm period of the day for the interview.
5. Allow ample time for conducting the conversational interview.
6. Follow up on interesting comments and responses to gain a fuller understanding of their reading experiences.
7. Record students' responses in as much detail as possible. If time and resources permit, you may want to audiotape answers to A1 and B1 to be transcribed after the interview for more in-depth analysis.
8. Enjoy this special time with each student!

## MOTIVATION TO READ PROFILE

### CONVERSATIONAL INTERVIEW

Student Name: \_\_\_\_\_ Date: 2/11

#### A. Emphasis: Narrative Text

Suggested Prompt (designed to engage student in a natural conversation):

I have been reading a good book . . . I was talking with . . . about it last night. I enjoy talking about good stories and books that I've been reading. Today I'd like to hear about what you have been reading.

1. Tell me about the most interesting story or book you have read this week (or even last week).  
Take a few minutes to think about it. (Wait time.) Now, tell me about the book or story.

Probes: What else can you tell me?  
Is there anything else?

The Mexican Chicken Emergency. A family  
celebrates Thanksgiving but don't like  
chicken or turkey. Arthur's family  
needs some to buy a chicken or  
turkey so he buys a chicken  
or turkey. The boy was a chicken and  
gave a reward for anyone who  
can find the chicken.

2. How did you know or find out about this story?

just picked it up from the  
book bag

☐ assigned  
☐ chosen

☒ in school  
☐ out of school

3. Why was this story interesting to you?

Because alot of people don't like  
mexican food and there is a  
meal or a chicken

## B. Emphasis: Informational Text

Suggested Prompt (designed to engage student in a natural conversation):

Often we read to find out about something or to learn about something. We read for information. For example, I remember a student of mine . . . who read a lot of books about . . . to find out as much as he/she could about . . . Now, I'd like to hear about some of the informational reading you have been doing.

1. Think about something important that you learned recently, not from your teacher and not from television, but from a book or some other reading material. What did you read about? (Wait time.) Tell me what you learned.

Probes: What else could you tell me?  
Is there anything else?

"The Roaring Twenties" She learned that jazz was made and African-Americans created it. They had made the first car and people began to drive.

2. How did you know or find out about this book/article?

She found out about it when her class began discussing history.

\_\_\_ assigned \_\_\_ ☒ in school  
\_\_\_ chosen \_\_\_ out of school

3. Why was this book (or article) important to you?

Because she wanted to know more about the jazz of the time.

## C. Emphasis: General Reading

1. Did you read anything at home yesterday? <sup>yes</sup> What?

"Deep Dark Dungeons" <sup>Buttle of the books</sup>

2. Do you have any books at school (in your desk/storage area/locker/bookbag) today that you are reading? <sup>yes</sup> Tell me about them.

"The Havershams" about a small family. The public house meets a <sup>there are small people living under</sup>

3. Tell me about your favorite author.

Mary Pope Osborne b/c she writes <sup>the Mary Tremaine</sup>

4. What do you think you have to learn to be a better reader?

genius

5. Do you know about any books right now that you'd like to read? Tell me about them.

no

6. How did you find out about these books?

MA

7. What are some things that get you really excited about reading books?

mystery and historical

Tell me about . . .

.

8. Who gets you really interested and excited about reading books?

Mrs. Greenhouse

Tell me more about what they do.

## Assessment #2- Reading Attitude or Interest Survey

### Notes on survey-

- how Morgan views herself as a reader is much different than how Ms. \_\_\_\_\_ explained her reading habits to me
- she does not seem to be a below level reader based off of this assessment

### Questions-

- How can we build off of this data to better-fit Morgan as reader, using her bookbag books?

## Assessment #2- Reading Attitude or Interest Survey Reflection

I conducted my student reading inventory survey at 1:30pm on Monday, February 11th in Ms. \_\_\_\_\_'s class. When I began my inventory, Morgan had just rotated through the guided reading station in which she read to Ms. \_\_\_\_\_, and was heading to read independently at her seat. Morgan is a fifth grader at \_\_\_\_\_ Elementary, and is from a Hispanic background. She reads below grade level, according to Ms. \_\_\_\_\_, and could really use some extra help with reading; however, to my knowledge she has yet to show up to class without her reading log being filled out by her parents.

Before beginning the inventory, Morgan was calm and relaxed as she rotated from reading station to station. Once I told her that she would not be reading independently today, but would instead be hanging out with me for a bit, she was really excited to be the "chosen" one. Once we found a table for us to sit at in the classroom, I explained to her how this was not for a grade, but that she was simply helping me with my reading class. She seemed a bit more at ease once I explained that to her, and seemed willing to help. I gave Morgan the multiple-choice portion to complete on her own, and once she had finished I administered the questionnaire. Overall the assessment went well, as she did not become distracted and really thought about each answer she provided. Morgan's ending score was 25/40 (62.5%) for her self-concept as a reader, and 22/40 (55%) for her value of reading thus proving that she thinks of herself as valuing reading more than she truly does. Her full survey raw score was 47/80, or 57%. Because I understand Morgan more as a reader, I plan to increase her reading enjoyment by incorporating more genres of books that she enjoys reading into her daily reading options. After conducting the assessment, my mentor



teacher was excited to learn more about Morgan as a reader, as a means to get her more involved in reading than she already is, in hopes of bringing her up to, or past, grade level.

This assessment was important because it allowed me the opportunity to sit down and really get to know Morgan, both as a person and as a reader. If I am to be an effective educator, it is my responsibility to use information such as this to build my instruction off of. I plan to use this information to plan my lessons with Morgan in the future, by providing her with texts that will interest her, and expand upon her current reading level.

### Level Three

The Ojibwe are Native Americans. They live in the north. They live around the Great Lakes. They have made maple sugar for centuries. A century is 100 years. For centuries, the Ojibwe set up sugar camps. The sugar camp became their home for several weeks. They stayed in the sugar camps while they made maple sugar.

### Level Four

Jackie Robinson was born in 1919. His grandparents had been slaves. He grew up in Georgia. He was a really good baseball player. He played on an all black team. During that time, black people and white people did many things separately. They were segregated from one another. This was how many white people thought the world should be. In 1945 that changed. Robinson was invited to be on an all white baseball team. The owner of the Brooklyn Dodgers, Branch Rickey, wanted baseball to truly be a team sport. That had never happened before. Many people were very happy. Some people were angry. They did not want black and white players on the same team. Rickey wanted to find a player that had "guts enough not to fight back." People were very cruel to Robinson. Many of the white players on the other teams were especially mean. They hit him. They threw balls at him. They even tried to stick their sharp shoe spikes into him. He never fought back. He did not hit back. He never yelled at them or show them how angry he was. He just played harder and harder. He took out his anger on the balls he was pitched. Robinson soon became a hero. Today, baseball players of every color can be seen on the field together. They all have Jackie Robinson and Branch Rickey to thank.

## Level Five

A lion was sleeping one day when a little mouse came along and ran up and down over his face.

This awakened the lion and made him very angry.

He put his paw over the mouse and said, "What do you mean by waking me? You shall pay for this," and he opened his big mouth to swallow the mouse.

"Oh, do not kill me, Mr. Lion!" squealed the mouse. "I did not mean to waken you. Do let me go and I will never trouble you again."

"No, I will not let you go," roared the lion.

"Please do," cried the frightened mouse. "If you will let me go perhaps I can do something for you sometime."

This made the lion laugh. "You do something for me," he said. "What a joke!

Well, you are such a little fellow that I will let you go this time, but never let me see you about here again," and he lifted his paw.

As the little mouse scampered off, he said, "Thank you, kind lion, I shall not forget your kindness."

Some time after this the lion was caught in a trap. The hunters tied him to a tree while they went to get a wagon to carry him away.

The lion roared so loud that the ground shook. The little mouse heard him.

"That lion is in trouble," he said. "I will see what I can do to help him," and he ran to the lion.

When the mouse saw that the lion was tied with ropes, he said, "Cheer up, Mr. Lion. Be quiet and I will set you free," and he began gnawing the ropes.

He worked long and hard and at last the lion was free.



— wrong ending (

**TOTALS**

### Assessment #3- Running Record Reflection

I administered the running record with Morgan on February 13<sup>th</sup> at 12:30 in the afternoon. To administer the record I pulled Morgan out of class and worked with her one-on-one in the hallway. I explained to Morgan how this was not for a grade, and was not going to be turned into Ms. \_\_\_\_\_, but rather I was just needing her help to complete an assignment of mine. While many of classmates received actual running records from \_\_\_\_\_, my teacher did not offer me one so I opted to use the level readers uploaded on eLC. I am little concerned that my running record on Morgan was not as accurate as I would have hoped, but I did follow the proper steps outline in class. I had Morgan read a level three piece, a level four, and a level five. I chose these three pieces because Ms. \_\_\_\_\_ has said that Morgan reads below grade level, however, when I administered the running record, Morgan read through the first piece (level three) only make six errors out of the 56 words giving her a score of 89%. When she read through the second piece (level four) she made six errors out of the 231 words totaling a score of 97%, and on the last level she made eight errors out of the 285 words, also resulting in a score of 97%. This led me to wonder what I could have done wrong when doing this running record, because according to what we learned in class this record would prove that Morgan reads well above a fifth grade, contracting what Ms. \_\_\_\_\_'s data states. When I spoke with Ms. \_\_\_\_\_ about the results of my running record assessment, she explained to me how running records are hard to conduct, and tend to be very biased. She told me that the next time I conduct a running record, she will help me select a text to test Morgan with that would be a better fit to collect data on her reading level, and produce more accurate scores. After speaking with Ms. \_\_\_\_\_ we decided for me to continue the same form of tutoring due

to the fact that this particular running record did not produce as accurate of results as we would have liked. While I am unsure how accurate this particular running record was, I look forward to learning more about the system of collecting data so that I will feel more confident with my data results in the future.

## Story Frame

Name \_\_\_\_\_

Story Title

Click, Clack, Moo Cows  
That Type

In this story, the problem starts when the cows wanted  
a electric blankets.

After that, Farmer Brown did not give them, so  
the the cows and hens type that  
there will be no milk or eggs.

Next, Farmer Brown got mad because  
how was it supposed to be a farm  
with out no milk or eggs

Then, Farmer Brown got his typewriter  
and told them that there would  
not be electric blankets.

The problem is finally solved when the cows and hens

type that they will give up the  
type writer only if he gave them the

The story ends by the cows and hens getting blue  
their blankets and the duck wrote  
a letter or a note to farmer brown  
and got thier diving board.

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## Assessment #4- Story Frame

### Notes-

- she does not struggle through reading the text (expected)
- able to comprehend what she is reading
- understands concept of story frame

### Questions-

- Do her retelling abilities seem to be accurately reflected by this assessment?
- What aspect of reading should I assess next week?



#### Assessment #4- Story Frame Reflection

To assess Morgan's reading today, I decided to conduct the story frame assessment, which went really well with the fifth grade reading curriculum, as it required her to develop a summary of what she read, and define the problem, solution, etc. in the text. I conducted this assessment around 12:50 on Monday March 3<sup>rd</sup> and met with Morgan out in the hall away from the other students who remained inside the classroom working through their reading stations. Morgan seemed to be in a good mood, and happy to be able to work one-on-one with me, instead of reading her textbook on idioms. For her reading material I chose the book, Click, Clack, Moo Cows That Type, because I felt that it was one in which she was familiar with. I had her first read the book aloud to me, before I had her retell the story to me, and explain the problem in the text. After she completed the book, I had her complete the blank story frame, which when completed formed a summary of the text. Morgan was able to easily summarize the text, explaining the plot, conflict, and outcome, and could put her thoughts on paper when completing the frame. In the future I would rather do this assessment with a text that the students had been reading throughout the year, perhaps a book that they either read independently, or one that I read aloud to the class. However, because I am not in the classroom everyday, I am not familiar with the text Morgan reads independently each day. I think a text more on the student's level would provide more accurate information, however this text proved to me that she understands summarizing and plot events. In sharing my findings from this observation with my mentor teacher, she was not surprised that Morgan was able to summarize and tell key plot events, but she did suggest that I use some of her assessment tools for next week. Ms.

\_\_\_\_\_ explained to me how Morgan struggles with inferencing and critical thinking, and suggested that I might make those topics my main concern for future assessments.



## Reading Record

Name: Morgan

Age: \_\_\_\_\_

Date: 3/10Text: Rikki-tikki-taviLevel: 27R. W: 221

Accuracy: \_\_\_\_\_

S.C. Rate: \_\_\_\_\_

This piece is about a small animal named Rikki-tikki-tavi attacking a big snake named Nag.

E

S.C.

Errors  
MSVSelf-  
corrections  
MSV

Nag, the big cobra, was coiled up asleep in the bathroom. Rikki-tikki-tavi was very frightened and tingled all over with rage. He wondered which would be the best place for a good hold. He looked at the thickness of the neck below the hood, but that was too much for him; and a bite near the thin tail would only make Nag savage! "I will have to bite him on the head," Rikki said at last. "The head above the hood; and once I am there, I must not let go." Then Rikki jumped on the cobra. Nag's head was lying a little clear of the earthenware jar, under the curve of it. As he bit into Nag, Rikki braced his back against the bulge of the jar and tried to hold down the snake. But he could not keep him there for more than a second. Then he was battered to and fro as a rat is shaken by a dog — to and fro on the floor, up and down, and around in great circles. Rikki held on as the snake whipped about over the floor, banging against the side of the bathtub, upsetting the soap dish and the brushes. As he held on, he closed his jaws tighter and tighter. He was dizzy, aching, and felt shaken to pieces.

Total

213

### Assessment #5- Teacher Provided Running Record Reflection

I completed this assessment on Monday March 18<sup>th</sup> at 1:00pm. When I administered this assessment I took Morgan out into the hall, and the two of us sat there with the classroom door cracked, and no one around to distract us. To begin the assessment, I handed Morgan the reading and told her that she could read through it silently first if she would like, or she could simply begin by reading it aloud to me. Morgan was familiar with the text, because it was what \_\_\_\_\_ uses to complete running records, however Ms. \_\_\_\_\_ explained to me how Morgan has never read this particular text before. Morgan began by reading through the text first on her own, before telling me that she was ready to read it aloud. As she read it to me, she did not seem worried about notes I took, or any words that she stumbled over which made me feel as though she has become more comfortable with me. The assessment that I did was one that was given to me by my mentor teacher. It is the assessment that is typically used for running records, but she wanted me to use it to gather data on Morgan's inferencing and comprehension skills. I had to complete the running records portion as Morgan read the text aloud to me, and had to complete a set of comprehension questions after she completed the text. Morgan read a passage on the reading level known as 27, which is right on a fifth grade level. After I gave Morgan the assessment, I scored it with Ms. \_\_\_\_\_, who did not want me to score her reading level, but rather wanted me to score whether or not she passed the comprehension portion, as that is something that Morgan continues to struggle with. Because Morgan was unable to reference the text, use proper vocabulary, and answer questions based off of what she had just read, Ms. \_\_\_\_\_ helped me score her assessment to determine that in fact she did not pass the comprehension portion. As we scored

Morgan's assessment, Ms. \_\_\_\_\_ explained to me how Morgan has consistently been able to read on grade level, but cannot comprehend and expand upon what she reads at this level. Due to her previous assessments, the outcome of today's assessment did not surprise Ms. \_\_\_\_\_ and she explained to me how she wants me to continue assessments such as this to gather data on Morgan for the remainder of the year. Based off of today's assessment, I plan to really spend some time working with Morgan on higher-order thinking, and thinking more about what she is reading as she reads.



# Reading Record

Name: Morgan Age: \_\_\_\_\_ Date: 3/25  
Text: Preparing for a Day in the Forest Level: 27 R. W: 217  
Text type: Procedural Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

This nonfiction text explains how to prepare for a day of hiking in the forest.

Exploring hills and forests can be exciting. But it is very important to be well prepared for any emergency. You will need to decide where you are going and who will accompany you. Always go with an adult. You should never explore forests alone. Be sure to wear suitable clothing. Many people wear long pants and socks to protect their legs from insect bites and scratches from the undergrowth. It is a good idea to wear a loose shirt with long sleeves that can be rolled up. Comfortable shoes or walking boots are essential. You will need a sunhat, too. Take a sturdy backpack. The best packs have useful pockets on the outside. Put a waterproof jacket, a warm sweater, and an extra pair of socks in your pack, just in case the weather changes. Pack a plastic lunch box with fruit, vegetables, nuts, and sandwiches that you can eat during the day. Snacks such as cookies and chocolate bars will help to give you energy. Take a large bottle of water to prevent dehydration. The adult with you should take a cell phone and a small first-aid kit. Don't forget the sunscreen. Before you leave, check the weather forecast. Last of all, remember to tell someone where you are going and when you expect to return.

E	S.C.	Errors MSV	Self corrections MSV
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Total

1 9



Assessment Record

Name: Morgan

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

How to prepare for a day in the forest, and what you need. Subscreen socks for. You should always have an adult. You should

Questions to check for understanding (check if understanding acceptable)

1. Why is it sensible to wear long pants and socks when you are walking through undergrowth?



Response: (to protect your legs from insect bites and scratches)

2. Why should you pack a warm sweater and an extra pair of socks when you go exploring hills and forests?



Response: (in case the weather turns cold or your feet get wet)

3. What does dehydration mean?



Response: (the body loses water)

4. Why do you think it is a good idea to tell someone where you are going and when you expect to return? Why not just rely on a cell phone?



Response: (a cell phone could get lost or broken)

5. Describe an emergency that could happen when you are out in the forest for a day.



Response: (answers will vary)

You might get injured/snake bite

Reading level

Accuracy level:  $\frac{217}{217} = \frac{\quad}{\quad} \%$

Self-correction rate:  $\frac{\quad}{\quad} = \frac{\quad}{\quad} = 1:$

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: 3/25

@ 1:05 pm

## Assessment #6- Teacher Provided Running Record Reflection

I conducted my final assessment with Morgan on March 25 at 1:05pm. As usual, I pulled Morgan out into the hall, with the classroom door shut and nothing else going on around us, and began the assessment just the two of us. For this assessment I used the materials provided by my mentor teacher, and had her read a passage titled "Preparing for a Day in the Forest". This reading was on the same level as last week's assessment, because she did not successfully pass the comprehension portion last week. Morgan began this assessment a bit different than she did last week, as she wanted to begin reading aloud to me immediately following getting the text, whereas last week she wanted to read through it silently first. Although this text was an easier read for the level, Morgan struggled a bit more through it, making more errors than she did with last week's assessment. This was not a surprise to me, because she did not read it independently first. After recording her errors as she read aloud, I asked Morgan the comprehension questions that were provided for me, which she did much better on this time versus last time. This week she was able to successfully answer three out of the four comprehension questions, and her reference to the text skills were much stronger. Based off of her performance with this text, Morgan successfully passed this running record, as she proved that she was able to truly comprehend what she had read. My mentor teacher expected these results, as she explained to me that this text was much more straightforward than the one used for last week's assessment. After seeing Morgan complete this assessment, it became clear to me what my teacher was talking about when she explained to me the troubles Morgan has with comprehension. From here I really want to find ways to increase the amount that Morgan comprehends when she reads. After reading the text for class, I think I need to spend more



time independently reading with her, so increase her fluency and comprehension. Because Morgan is an ELL student, I think that it would also be beneficial for me to work more directly with her strengthening her vocabulary, as that was one thing that made her have errors today.