

Assessment 1: Observation

September 4: 8:33am-8:56am: 2nd Grade

Reading Centers (Discussing rules and routines)

On Mondays and Wednesdays Finn goes with a group to Ms. Henson's (ESOL teacher) classroom. The group has four students. All of the time today was spent on discussing the routines and expectations of the classroom. Ms. Henson asked the students to walk in line and stop in front of the door of the classroom. She stopped them and asked why they were asked to stop in front of the door instead of just going into the classroom. They spent around 5 minutes standing outside of the classroom as Ms. Henson waited for the students to answer her question. They went over the rules and procedures of her class the week before so she wanted them to remember what they had discussed. The students all gave the same answer. Most of them said "because you told us to wait in front of the classroom until you give us permission" or "because we'll get into trouble if we don't wait at the door". Ms. Henson kept asking questions like "well why did I ask you to wait at the door" and "why would you get into trouble if you went into the classroom before me?" to try and push them to the answer. After around 5 minutes, they entered the classroom and sat at their desks. The classroom is small and there are 5 desks in a semi-circle in the middle of the room. There are many different science and social studies materials around the classroom. Ms. Henson asked the students the same question once they got into the classroom and sat down. After another 5-10 minutes, she explained how she liked to use a lot of social studies and science to go along with reading. Since there are so many different materials, she wants the students to wait at the door before she lets them in just to make sure those materials don't get damaged or that accidents can be prevented.

Ms. Henson then pointed out two bird's nests that were in the back of the classroom. The nests had eggs in each of them. She explained how in each nest a bird had laid eggs and never came back. She asked the students "what happens to old eggs?" Finn answered "maybe it would die." While other students make predictions, Finn sits quietly and listens. Then he begins playing with a small piece of paper. Ms. Henson let the students observe the eggs in the nests with a magnifying lens. There were two different nests, one from her house and one from her sister's house. One of the nests has 5 eggs and the other has 1 egg in it. She asks the students to notice the differences between the nests. The eggs are from the same type of bird but the nests are made of different materials. Finn looks at the eggs with the magnifying glass and then passes it on to the next student.

Next Ms. Henson brings out a microscope that has different slides already prepared. She gives directions to the students on how to hold and use the microscope. While she is giving instructions, Finn starts looking around the room with the magnifying lens. He stops to listen and then begins looking through the lens again. The students take turns looking through the scope. Finn waits in line until he is able to look through the scope and he describes what he sees. The students were able to look at the wing of a dragonfly. After Finn looks through the scope, he walks around to where I am sitting and asks me what I'm writing down in my notebook.

Finn seems to get distracted at times during lessons. He does listen and answer any questions during the beginning part of lessons, but begins losing focus as the lesson goes on. He is a quiet student though. Even if he begins getting off task or starts interacting with other students during instructional time, he never shouts out or causes huge distractions to the entire class. I talked to my mentor teacher about Finn and how he's a fairly quiet student. She agreed

that he was quiet but also mentioned how she noticed he can be sneaky. He will sometimes try to misbehave or “make a bad choice” quietly so that it may be easily go unnoticed.

I would like to capture Finn’s interest during any reading lessons. He seems to get distracted and lose focus easily if he is uninterested in the topic. I would also converse with my mentor teacher and with Finn more to get some understanding of what may motivate him during reading time to stay focused on a given task.

Assessment 2: Attitude and Interest Survey

Elementary Reading Attitudes Score Sheet

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>1</u>	1. <u>4</u>
2. <u>4</u>	2. <u>3</u>
3. <u>3</u>	3. <u>4</u>
4. <u>1</u>	4. <u>3</u>
5. <u>3</u>	5. <u>4</u>
6. <u>1</u>	6. <u>1</u>
7. <u>4</u>	7. <u>3</u>
8. <u>1</u>	8. <u>2</u>
9. <u>4</u>	9. <u>4</u>
10. <u>4</u>	10. <u>4</u>
Raw Score: <u>24</u>	Raw Score: <u>32</u>
Full scale raw score (Recreational + Academic): <u>56</u>	
Percentile ranks: Recreational	<div style="border: 1px solid black; padding: 2px; display: inline-block;">15</div>
..... Academic	<div style="border: 1px solid black; padding: 2px; display: inline-block;">67</div>
..... Full scale	<div style="border: 1px solid black; padding: 2px; display: inline-block;">41</div>

The reading attitude and interest survey was given to Finn on September 18, from 8:40am-9:00am outside of the classroom in the hallway. We sat at a table that was outside of the classroom. There was another table across the hallway with an instructor and some students who were reading aloud and answering questions. Various students and instructors walked down the hallway during the survey.

I began by explaining to Finn that I was going to ask him some questions about how he felt about reading. I told him that I just wanted to know how he felt about reading and that it wasn't going to be a test. I showed him the first page of the survey and asked if he knew the characters that were shown. He said he knew it was Garfield. I asked him if he liked Garfield and he said no. I explained that I would read some questions about reading and that he was going to show me how he felt about each one through the pictures of Garfield. I went through each Garfield picture starting with the far left and asked him what kind of mood he looked like. Finn said the far left Garfield looked very happy. I went through each picture and asked what mood Garfield looked like. While we were going through the instructions and the actual survey, there were a couple of times when Finn did get distracted by people walking back and forth through the hallway.

Through the survey, it seems as if Finn does enjoy reading for fun and sometimes at school. However, he circled one point for starting new books, reading instead of playing, and when it's reading time in class. He circled 2 points for reading out loud in class. He does like answering questions about what he has read and taking reading tests. He circled four for number 13 which asked "How do you feel about reading in school" but circled 1 for number 16 which asked "How do you feel when it's time for reading in class?" I have noticed the times that I have heard Finn read out loud, he has been able to retell what he read at the end. He has a tendency to replace words within the text, but he retells the story the way that he read it, even with the word replacements. The first time I asked him to read out loud, he picked a book that he said he had read before. He seemed very comfortable with the book and had little trouble reading it out loud to me. The next times when he was given new books to read, he seemed to struggle more and had less fluency as he read out loud. I would definitely want to work on fluency when reading

out loud with Finn and help him gain confidence when he is reading a new book. When he gets new books, he tends to skip words that he is unable to figure out at that moment. I would also encourage him to use different strategies to help him figure out words that he may get stuck on and also practice sounding out words.

I was a little confused when he circled four for question number 13 (“How do you feel about reading in school?”) and then one for question number 16 (“How do you feel when it’s time for reading in class?”). I talked to my mentor teacher about how Finn does seem to enjoy reading books for pleasure. I also brought up my confusion with how he felt about reading in school and reading time. She agreed that he does like reading books for fun and also didn’t really know how to respond to the difference in answer to question 13 and 16.

Assessment 3: Running Record

Level 16

PM Benchmark

Reading Record

Name: Magno Pacheco Age: _____ Date: 9/18

Text: Great Lion and Tiny Mouse Level: 16 R. W: 136

Accuracy: _____ S.C. Rate: _____

Page	This story is about a lion and a mouse and how they help each other.	E <i>error</i>	S.C. <i>self corrections</i>	Errors MSV	Self-corrections MSV
2	^{one} Once upon a time, there was a great lion. He liked sleeping in the sun.	11			
3	One day, a ^{teeny} tiny mouse ^{was} went out to look for something to eat. She did not see the lion, and she ran ^{away} across his paw.	11	1		
4	The lion ^{waked} woke up at ^{one} once. He put his paw over the mouse. "Got you!" he said.	1			
5	The mouse ^{caught} could not get away. "Please don't eat me!" she cried. "If you let me go, then I could help you one day."	1			
6	The lion looked down at the mouse. "Ha! Ha! Ha!" he ^{looked} laughed. "A ^{teeny} tiny mouse like you couldn't help a great lion like me! But I will let you go."	1			
7	He ^{raised} lifted his ^{paw} paw, and the little mouse ran away.	11			
8	The next night, the lion ^{was} went out hunting. Some ^{men} men were waiting to catch him.	111	1		
Total		<u>21</u>	<u>2</u>		

115/136 117/136 Reading Record © Rigby, 2000.
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Level 16: Great Lion and Tiny Mouse

Assessment Record

Name: _____

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

mouse went to go eat. The tiger were up and caught it but let it go. The next day the lion got caught.

Questions to check for understanding (check if understanding acceptable)

1. How did the lion catch the mouse?

Response: The mouse was to go get something to eat and accidentally ran into the lion's (trap)

☐

2. What did the mouse say when the lion caught her?

Response: If you let me go then I will help you one day

☒

3. Why did the lion laugh at the mouse?

Response: b/c the mouse was little

☒

4. Why do you think some men were waiting to catch the lion?

Response: b/c maybe they saw it and set a trap where he usually is

☐

Reading level

Accuracy level: _____ = 1: _____ = 85 %

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)

Used visual information to figure out unknown words. replaces words

Recommendations:

Teacher:

Date benchmark assessment completed:

For the running record, Finn read a passage from *Great Lion and Tiny Mouse*. This was conducted on September 18, from 9:00am-9:30am. It is an end of 1st grade reading level. The running record and passage was given to me by my mentor teacher. He read the passage with 85% accuracy. There were 21 errors and 2 self corrections out of 136 words. Five of the errors were word replacements. When he got to those words, he would pause and look at the pictures for help. The words he replaced seemed to come from clues he got from the illustrations. Finn also skipped five words in the passage while he was reading. He stopped for a few seconds at those words and then just skipped them and kept reading on. He retold the passage correctly except for saying “tiger” instead of lion in the beginning of his summary. Later on he said “lion” when finishing his summary. He answered two out of four comprehension questions correctly. From the running record, I can see that Finn used illustrations and clues to help him figure out words that are unfamiliar. He also does not try to sound out unfamiliar words often while reading. I would want to practice with him strategies to help him figure out unfamiliar words, including sounding out words. He was able to retell the story. I would want to work more on reading comprehension with Finn.

I told my mentor teacher about the types of errors that Finn had made while reading. I told her how he seemed to use visual cues from pictures to figure out words he was unsure of. She asked about his comprehension and I told her that he was able to retell the story but only answered some of the comprehension questions correctly.

Assessment 4: Sight Word Assessment

Reading and Writing High Frequency Words — Individual Record page 3

Name: _____ Age: _____ Date: _____ Grade 2

Recording form for _____ Word Reading _____ Word Writing

List 5		Child's Attempt Check if correct or write substitution	Child's Attempt Check if correct or write substitution	Child's Attempt Check if correct or write substitution	
just	✓	sat	✓	today	✓
knew	✓	say	✓	together	✓
knew	✓	school	✓	top	✓
last	✓	sea	✓	try	✓
let	✓	second	✓	under	✓
light	✓	seen	✓	until	✓
live	✓	should	✓	use	✓
love	✓	sit	✓	view	✓
much	✓	sky	✓	wait	✓
most	✓	sleep	✓	walk	✓
name	✓	snow	✓	walk	✓
new	✓	something	✓	want	✓
night	✓	start	✓	watch	✓
outside	✓	stay	✓	way	✓
paper	✓	stop	✓	week	✓
part	✓	story	✓	why	✓
party	✓	street	✓	winter	✓
pick	✓	take	✓	work	✓
place	✓	teach	✓	world	✓
rain	✓	tell	✓	worm	✓
ran	✓	ten	✓	write	✓
right	✓	things	✓	wrong	✓
room	✓	third	✓	wrote	✓
run	✓	through	✓	year	✓
same	✓	time	✓	you're	✓

Reading and Writing High Frequency Words—Individual Record, page 2

Name: Magno

Age: _____

Date: _____

Recording form for _____ Word Reading _____ Word Writing _____

76/150

List 4

Child's Attempt	Check if correct or write substitution
able	✓
above	—
across	—
again	—
almost	—
always	✓
any	✓
anything	✓
ask	✓
bad	✓
ball	✓
become	✓
begin	—
behind	—
between	✓
books	✓
both	✓
boy	✓
brother	✓
bus	✓
can't	✓
car	✓
carry	✓
cat	✓
catch	—

Child's Attempt	Check if correct or write substitution
change	—
children	—
city	✓
close	✓
dad	—
dark	—
deep	✓
does	✓
dog	✓
door	✓
down	✓
during	—
each	✓
eat	✓
end	✓
enough	—
even	—
every	✓
fast	✓
father	—
feel	✓
find	✓
first	✓
fish	✓
five	✓

Child's Attempt	Check if correct or write substitution
food	—
four	✓
friend	—
fun	✓
funny	✓
game	✓
gave	✓
give	✓
goes	✓
gone	—
good	✓
got	—
grade	—
great	—
grew	—
grow	✓
happy	✓
help	✓
hid	✓
hide	✓
hill	✓
home	✓
house	✓
inside	✓
jump	✓

This week I ran a sight word assessment with Finn. The assessment was conducted on Monday, October 7, at 9:05am. The assessment was conducted outside of the classroom in the hallway. We sat on the floor in front of the classroom. There were other students in the hallway working on assignments/assessments with instructors. A slideshow plays 150 first and second grade sight words and the students read them out loud as they see them. The words play for 2 seconds each. Finn correctly read 76 out of 150 of the sight words. He skipped some of the words and substituted the others words that he missed. Since there was other activity going on in the hallway, sometimes he would get distracted and look away from the screen and missed a few words.

After talking with my mentor teacher she said that at this point in the semester the students were supposed to be at 75 words out of 150. Finn is right where he needs to be with sight words at this point. While talking with her we discussed how his next assessments would probably be for fluency and comprehension.

Assessment 5: Running Record

Teacher Copy: Assessment for Independent Reading Levels
Levels A-K (Fiction/Narrative)

Level I

Set 2

Reader's Name Najia Grade 2nd Date 10/14

Surprise Moon by Caroline Hatton
Set 2, Level I 212 words

Independent Level: Yes No
Accuracy Rate: _____

Book Introduction: Show the cover of the book to the student and say this to the reader before he or she begins reading.
"The title of this book is *Surprise Moon*. In this story Nick and his friends celebrate a holiday from his dad's country, Vietnam. Let's read this story to find out about the holiday and how Nick and his family celebrated the Autumn Moon Festival."

	E					SC				
	E	SC	M	S	V	M	S	V		
<p><i>Check the reading behaviors you notice the child using. These notes may not determine the reader's independent reading level, but will inform your teaching:</i></p> <p><input type="checkbox"/> Keeps the accumulating story events (or content) in mind.</p> <p><input type="checkbox"/> Uses meaning of accumulated text to figure out unfamiliar words.</p> <p><input type="checkbox"/> Stops and self-corrects at the point of error.</p> <p><input type="checkbox"/> Moving even closer to reading with all aspects of fluency in portions of the text: automatic recognition of high-frequency words, problem-solving closer to the point of error, and reading with intonation and expression by using print features and story content.</p>	<p>Running Record: Student will read the first 100 words aloud and the rest of the text silently. Code and analyze miscues for the first 100 words. You may also choose to record and analyze miscues after 100 words for more information.</p> <p>Pg. 2: "It's party time!" said Nick "Is it your birthday?" asked Pam. "No," said Nick. "It's the Autumn Moon Festival." "What's that?" asked Bob. "It's a holiday in Vietnam, where my dad is from," said Nick.</p> <p>Pg. 4: "We can carry lanterns in a parade," said Nick. "I want the red car," said Pam. "I want the blue fish," said Nick. "I don't want the pink butterfly," said Bob.</p> <p>Pg. 6: "You can make noise," said Nick. "Bang a pan with a big spoon."</p> <p>Pg. 8: "Off they went, down the street. Bang! Bang! Bang! The neighbors came out of their houses. They clapped and watched the parade." (100 words)</p> <p>"Cool," said Bob. "Cool," said Pam. "Yes," said Nick. "But this is not the best part."</p> <p>Pg. 10: They walked to the park. The full moon in the sky was very bright. It was brighter than all the lanterns.</p>									

August, 2013

TCRWP

Teacher Copy: Assessment for Independent Reading Levels
Levels A-K (Fiction/Narrative)

Set 2

Level 1

	E	SC	E			SC		
			M	S	V	M	S	V
<input type="checkbox"/> Keeps the accumulating story events (or content) in mind.								
<input type="checkbox"/> Uses meaning of accumulated text to figure out unfamiliar words.								
<input type="checkbox"/> Stops and self-corrects at the point of error.								
<input type="checkbox"/> Moving even closer to reading with all aspects of fluency in portions of the text: automatic recognition of high-frequency words, problem-solving closer to the point of error, and reading with intonation and expression by using print features and story content.								

"Cool," said Bob.

"Cool," said Pam.

"Yes," said Nick. "But this is not the best part."

Pg. 12: Nick's mom opened her bag.

"Moon cakes," said Nick.

Nick took a bite.

"This is the best part!" he said.

Pg. 14: Pam and Bob took bites of their moon cakes.

"Yum! It's sweet," said Pam.

"What's the round, yellow thing inside?" asked Bob.

"Egg yolk," said Nick. "It's the moon inside your cake!"

"Cool!" said Pam and Bob.

Total miscues including self-corrected: 10Self-corrections: 1Miscues reader did not self-correct: 9

Accuracy Rate: Circle the number of miscues the reader did not self-correct.

	100%	99%	98%	97%	96%
100 words	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
212 words	0 miscues	2 miscue	4 miscues	6 miscues	8 miscues

96%-100% accuracy is necessary to determine the reader's independent reading level.
Try lower level text if the reader did not achieve this level of accuracy.

90%

Teacher Copy: Assessment for Independent Reading Levels Levels A-K (Fiction/Narrative)

Set 2

Level I

Literal and Inferential Retelling or Summary

Say, "Please tell what happened in this story." Write notes regarding the student's retell on the back of this page. If the student has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted the student. Some students will retell the story sequentially in response to this prompt, while others will retell the gist of the story. Either response is acceptable here.

Use the Retelling Rubric and Sample Student Responses to determine if the child's retell and response to the comprehension questions are acceptable. If a student is not able to retell but is able to answer the comprehension questions, note that this student will need extra work on how to retell a story.

Comprehension Questions Section: Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. **Literal Question:** What are the children getting ready to do at the beginning of the book?

They are going to go to a party

2. **Literal Question:** Name two things the children did during the parade.

They bought a pan with the spoon.

3. **Inferential Question:** How did the children feel about marching in the parade?

They were happy

4. **Inferential Question:** Do Pam and Bob like the moon cakes? How do you know?

They taste sweet.

Final Score

Yes ~~No~~ Was the reader's accuracy rate at least 96%?

Yes ~~No~~ Did the reader demonstrate understanding of three out of the four comprehension questions?

(The child may answer the questions through retelling, and/or may need the teacher to ask the questions directly.)

Please note: If the child's retelling includes answers to comprehension questions, do not ask the questions over again. Mark the question as answered correctly. Only ask the comprehension questions that were not already addressed in the child's retelling.

Is this the student's independent reading level?

- If you did **NOT** answer "yes" to all questions in this **Final Score** box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all questions in the **Final Score** box.
- If you circled two "yes" answers in this **Final Score** box, the student is reading strongly at this level. However, it is possible that the student may also read strongly at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all questions. The highest level that showed strong reading is the independent reading level. For example, you might find that you answered "yes" to all questions in the **Final Score** box for level I, then a "yes" to all questions for level J, but only one "yes" answers for level H. Level J is the highest passage on which you were able to answer "yes" to all questions in the **Final Score** box. Level J is the current independent reading level for the student.

I chose to do another running record assessment with Finn to see his comprehension skills with other stories. I conducted the running record on October 14th, at 8:50 am. We were in the hallway at a table outside of the classroom. There were a few other teachers and students in the hallway and students walking back and forth from the restrooms.

The story that Finn read was called "Surprise Moon" by Caroline Hatton. He skipped a few some words in the beginning of the story like "autumn", "festival", and "Vietnam". Vietnam may have been missed because it was an unfamiliar word and also the name of a country that he has not heard of before. He also replaced the word "lanterns" with "ladders" and he replaced "parade" with "parties" or "party" twice. It seemed like "parade" was an unfamiliar word and he had seen the word "party" earlier in the passage so he made that substitution. He said "nose" instead of "noise" and skipped the word "neighbors". When asked comprehension questions about the story he was able to retell a few details. Since he replaced the word "parade" with "party" his answers did not talk about the parade for the Moon Festival. He also only remembered one thing that the children did during the parade. When he was asked if Pam and Bob liked the moon cakes, he answered with "they taste sweet" which does not answer the question correctly.

Finn was able to read most of the story correctly but he seemed to struggle with the comprehension of this story. He only remembered a few details from the story and he missed a detail because he substituted words in the story that he was unfamiliar with. After talking with my mentor teacher, she still discusses how Finn needs to work mostly on fluency and comprehension in reading.

Assessment 6: Running Record

[illegible]

Teacher Copy
A-K Reading Assessment for Independent Reading Levels Level H

Pg. 12: "A new puppy?" I ask.

Mom shakes her head and laughs.

"I'm going to have a baby," says Mom.

Pg. 14: A baby!

"Will it be a boy or a girl?" I ask.

Pg. 16: "That's the baby's secret!" says Mom.

E	SC	E			SC		
		M	S	V	M	S	V
1							

Total miscues including self-corrected: 7

Self-corrections: 2

Miscues reader did not self-correct: 5

Accuracy Rate: Circle the number of miscues the reader did not self-correct.

	100%	99%	98%	97%	96%
100 words	0 miscues	1 miscue	2 miscues	3 miscues	4 miscues
141 Words	0 miscues	1-2 miscues	3 miscues	4 miscues	5 miscues

96%-100% accuracy is necessary to determine the reader's independent reading level. Try lower level text if the reader did not achieve this level of accuracy.

Literal and Inferential Retelling or Summary

Say, "Please tell what happened in this story" Write notes regarding the student's retelling or summary on the back of this page. If the student has trouble getting started, prompt him/her to look at the text. Say, "What happened first?" Make a note that you prompted the student. Some students will retell the story sequentially in response to this prompt, while others will summarize the gist of the story. Either response is acceptable here.

Use the Retelling Rubric and Sample Student Responses to determine if the child's retell and response to the comprehension questions are acceptable. If a student is not able to retell but is able to answer the comprehension questions, note that this student will need extra work on how to retell a story.

The man has a secret. She's trying to figure out the secret and asks questions. The secret is that the man is having a new baby.

Teacher Copy
A-K Reading Assessment for Independent Reading Levels

Level H

Comprehension Questions Section: Analyze the student's retelling/summary to see if it contains information that answers each question below. If a question was not answered in the retelling, ask it and record the student's response.

1. **Literal Question:** What does the mother tell the girl to do so she can figure out the secret?

Ask her questions

2. **Literal Question:** Tell some of the questions the girl asks to figure out the secret.

Can I play with it?

Can I show it to my friends?

3. **Inferential Question:** When you give someone a "hint or clue," you tell them something that will help them figure out the secret. What "hint or clue" does the mother give the little girl and what do you think it tells her?

no response

4. **Inferential Question:** The little girl asks if the new baby will be a boy or a girl. The mother answers, "That is the baby's secret." Why did the mother say that?

She wants to keep it a secret

Final Score

☒ Yes ☐ No Was the reader's accuracy rate at least 96%?

☒ Yes ☐ No Did the reader demonstrate understanding of three out of the four comprehension questions?

(The child may answer the questions through retelling, and/or may need the teacher to ask the questions directly.)

Please note: If the child's retelling includes answers to comprehension questions, do not ask the questions over again. Mark the question as answered correctly. Only ask the comprehension questions that were not already addressed in the child's retelling.

Is this the student's independent reading level?

- If you did NOT answer "yes" to all questions in this **Final Score** box, try an easier text. Keep moving to easier texts until you find the level at which you are able to answer "yes" to all questions in the **Final Score** box.
- If you circled two "yes" answers in this **Final Score** box, the student is reading strongly at this level. However, it is possible that the student may also read strongly at a higher level. Keep moving to higher passages until you can no longer answer "yes" to all questions. The highest level that showed strong reading is the independent reading level. For example, you might find that you answered "yes" to all questions in the **Final Score** box for level H, then a "yes" to all questions for level I, but only one "yes" answers for level J. Level I is the highest passage on which you were able to answer "yes" to all questions in the **Final Score** box. Level I is the current independent reading level for the student.

I chose to do another running record for my last assessment with Finn because we are focusing on his fluency and comprehension in reading. This assessment was conducted on October 22, 2013 at 9:00 am. We were in the hallway on the floor outside of the classroom. There were some other teachers with students at tables in the hallway and students walking back and forth from the classrooms and restrooms. The story that Finn read was called "Mom's Secret" by Meredith Costain. This story is a level below the story from assessment 5.

Finn self corrected the words "secret" and "questions". He missed the word "something" twice when it came up in the story but correctly read it later on in the story. Instead of reading "another" he just said "a" while reading. He also replaced "everyone" with "everybody". He replaced the word "shakes" with "shook" but this was after 100 words. While retelling the story Finn described most of the details from the story including that the mom had a secret and the main character was asking questions to figure out the secret. Finn said that the secret was that the mom was having a new baby. He answered 3 out of 4 of the questions. The one question that he did not answer was an inferential question that asked "When you give someone a hint of clue, you tell them something that will help them figure out the secret. What hint or clue does the mother give the little girl and what do you think it tells her?" In order to answer the question, Finn needed to remember the detail that the mom pats her tummy which gave a hint to the fact that she was going to have another baby.

Finn was able to retell most of the story and answer the comprehension questions that were literal questions. He is able to retell stories that seem easier for him to read all the way through. He still skips some words when he is unable to figure them out. While talking to my mentor teacher she agreed that Finn was able to retell stories that he is able to read easily and remembers details from stories.