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Reading Screening Report

Name: XXXXXXXXXX XX Date of Assessment: June 12, 2013

Screener: Dr. Shelly Bentley Grade: 9th grade

Reading Screening Instruments Administered:

Gray Oral Reading Test (GORT)
Peabody Picture Vocabulary Test
Beginning Decoding Survey
Advanced Decoding Survey
Elementary Level Spelling Inventory

Description of Assessment Measures:

The Gray Oral Reading Test (GORT-4) assesses a student's oral reading fluency, word recognition and literal/inferential reading comprehension. The student reads passages aloud and their oral reading is miscued for errors, their fluency rate is timed for words read correctly per minute, and they are asked comprehension questions after reading. The GORT-4 provides reading levels and determines a reader's strengths and weaknesses as readers.

The Peabody Picture Vocabulary Test (PPVT) assesses receptive oral language skills. The student is shown 4 pictures and the examiner says a word, and the student answers which picture represents that word. This assessment provides information on vocabulary word knowledge.

The Beginning and Advanced Decoding Surveys assess phonic decoding weaknesses for students of any age. The survey provides data to show whether a student's confusion in decoding comes from difficulty with initial or final consonants, consonant blends, consonant digraphs, short vowels, sight words, diphthongs, r-controlled vowels, or multi-syllabic words. Once administered and analyzed, this assessment allows educators to plan appropriate instruction to assist a student's decoding and spelling weaknesses.

The Elementary Spelling Inventory (ESI) is used to determine a student's proficiency in letter-name-alphabetic to derivational stage in spelling knowledge. The student is given 25 words to write like a traditional spelling test that increase in developmental phonetic stages from CVC pattern words to adding appropriate suffixes such as "ing" and "ed" by following designated rules to multi-syllabic words. This assessment is analyzed for student's application of spelling concepts and developmental stage.

Screening Scores and Results

On the GORT-4, XXXXXXXXX received a standard score of 3 for his **reading rate**, which correlates to a percentile rank of 1, age equivalence of 8.0 (8 years 0 months), and grade equivalence of 3.0 (3rd grade 0 months). XXXXXXXXX performed better than 1% of the population of students his age in the area of reading rate that took this assessment.

His standard score for reading **accuracy** was 6, which correlates to a percentile rank of 9, age equivalence of 9.9 (9 years, 9 months) and grade equivalency of 4.7 (4th grade 7 months). XXXXXXXXX performed better than 9% of the population of students his age in the area of reading accuracy that took this assessment.

XXXXXXX achieved a standard score of 3 for reading **fluency**, which correlates to a percentile rank of 1, age equivalence of 8.9 (8 years, 9 months) and a grade equivalency 3.7 (3rd grade, 7 months). XXXXXXXXX performed better than 1% of the population of students his age in the area of reading fluency that took this assessment.

XXXXXXX received a standard score of 7 for **reading comprehension**, which correlates to a percentile rank of 16, age equivalency of 11.0 (11 years, 0 months) and grade equivalency of 6.0 (6th grade, 0 months). XXXXXXXXX performed better than 16% of the population of students his age in the area of reading comprehension that took this assessment.

XXXXXXX's overall Oral Reading Quotient on the Gray Oral Reading Tests was 70 and a percentile rank of 2. Joseph performed as well or better than 2% of students his age in overall reading performance.

XXXXXXX obtained a raw score of 164 and a standard score of 106 on the Peabody Picture Vocabulary Test. His percentile rank score is 66%, which demonstrates he scored as well or better than 66% of individuals his age who took the test. XXXXXXXXX's receptive vocabulary is in the average range.

On the Beginning Decoding Survey, XXXXXXXXX scored 43/50 (86% accuracy), which indicates a foundation in decoding short vowel patterns, consonant digraphs and blends at the beginning and ending of words.

On the Advanced Diagnostic Decoding Survey, XXXXXXXXX scored 10/30 (33% accuracy), which indicates significant difficulty with some letter-sound relationships, advanced vowel and consonant combinations and decoding of multi-syllabic words.

On the Elementary Level Spelling Inventory, XXXXXXXXX was asked to write and spell 25 words with varying phonetic patterns and specific rules in English. XXXXXXXXX was able to write 9/25 words accurately (36% accuracy).

LIST OF STRENGTHS AS A READER

- Strong background knowledge
- Age- appropriate receptive and expressive language skills
- Connects new words to prior knowledge
- Ability to comprehend text literally even though significant reading accuracy and fluency issues
- Ability to think critically and analyze what is read
- Ability to make connections with what was read
- Understands story structure
- Knows that we read for different purposes (information, stories, technical reading)
- Attempts to self-correct when realizes what is read does not make sense
- Possesses basic sight word vocabulary with automaticity
- Very visual learner with strong visual memory
- Understands what words are, and that they are made up of consonants and vowels
- Attempts to blend and segment to decode and spell
- Can decode and read fluently end of 3rd grade text
- Has solid phonics foundation in short vowels and consonant digraphs
- Cooperative, hard-working and engaged learner

LIST OF NEEDS AS A READER

- Does not see self as strong confident reader/writer
- Difficulty with comprehension questions that are more inferential or drawing conclusion
- Application of strategies to figure out the meaning of unknown words (ex: knowledge of prefixes, suffixes and word origins, and use of context clues)
- Significant deficits decoding and writing words with long vowel patterns, irregular vowel digraph patterns such as (r- controlled vowels, oi, ou, aw, etc) and multi-syllabic words
- Difficulty decoding and writing multi-syllabic words and words with varying prefixes and suffixes
- Difficulty reading and comprehending expository text (non-fiction text) more than narrative text
- Lacks word attack strategies to decode unknown words
- Reinforcement of blending and segmenting sounds in words to decode and spell
- Reinforcement of chunking word parts to decode and spell multi-syllabic words
- Lacks ability to decode , read fluently and comprehend grade level text
- Weak fluency rate and lack of expression and intonation when reading orally

Note: The following instructional recommendations are presented as a form of a customized program to provide strategies to address XXXXXXXXX's current reading instructional needs to assist his achievement towards 9th grade skills, strategies and text reading opportunities.

Recommendations:

1. XXXXXXXXXXXX would benefit from direct and explicit instruction in advanced word work/phonics. The instruction should include direct instruction in short vowels, long vowels, consonant digraphs and blends, vowel digraphs, diphthongs, and multi-syllabic words. This will allow him to learn strategies to decode new words. The instruction should have the teacher using letter cards, reviewing sounds and using letter cards to blend and segment different word patterns and families. Once the teacher models how to segment sounds in a word and then blend together to say the word, XXXXXXXXXXXX should then repeat that process multiple times.
2. XXXXXXXXXXXX should engage in word sorting/word building games using letter tiles/letter cards which focus on irregular vowel patterns, multi-syllabic words, and the use of prefixes and suffixes. This type of activity would assist XXXXXXXXXXXX in applying appropriate word attack skills when decoding longer words. XXXXXXXXXXXX would benefit from recognizing that big words are made up of smaller words or word parts in order to decode the words accurately. This skill would assist XXXXXXXXXXXX with his spelling, writing and his fluency.
3. XXXXXXXXXXXX needs prompted when he comes to an unknown word that he has choices in figuring out the word. He needs these strategies modeled for him through think-alouds by the teacher. XXXXXXXXXXXX needs to realize that the flow of the story/sentences, the context clues, his background knowledge or sounding out by 'chunking' certain words can allow him multiple strategies to figure out unknown words and make meaning.
4. The use of a comprehension guide will allow XXXXXXXXXXXX to enhance his reading comprehension when he reads independently. The guide could be a set of questions he should be able to discuss with the teacher/group while reading and/or after reading. These questions may include: Who is the story about? What is the problem in the story? How might the character solve the problem? What information have I learned so far? What might I learn next?
5. XXXXXXXXXXXX would benefit from instruction following a before, during and after reading format where he learns to use his previewing and predicting skills to make sense of the text and to decode unknown words. He should read text a level or two above his independent reading level with rich vocabulary. The teacher should model specific strategies good readers do while reading to monitor comprehension. These strategies might include: (stopping while reading to retell parts, stopping while reading to ask questions, stopping while reading to verify predictions and make new ones)
6. It would assist XXXXXXXXXXXX's overall comprehension of a text if while he is reading, he self-monitors his reading by questioning himself: Does what I just read make sense? Does that look like the word I read? Did that sound right? This can be accomplished through teacher modeling, teacher think-alouds and reading with a partner.
7. XXXXXXXXXXXX would benefit from specific instruction in identifying the type of text (especially expository) he is reading and using a variety of text structures (Sequence,

Cause/Effect, Compare/Contrast, Problem/Solution). Identifying the type of text prior to reading and allowing him to recognize he is reading a story or reading for information would assist XXXXXXXXXX in reading to gain meaning. Understanding how the text is set up would assist XXXXXXXXXX to interpret information and details

8. XXXXXXXXXX would benefit from the use of graphic organizers to assist his comprehension of the text. Teacher and student created graphic organizers would assist XXXXXXXXXX in retelling a story in sequential order, using character names and identifying story elements when retelling a story and/or sharing facts and information read. The use of graphic organizers will reinforce that reading is for meaning and promote a purpose for the reading situation.
9. In order for XXXXXXXXXX to become a more successful reader, reading tasks should be broken down to consist of smaller tasks. XXXXXXXXXX needs guided in setting a purpose for reading small sections or single pages of text. Questions posed to him prior to reading the designated section would prompt XXXXXXXXXX as a reader to “Read to Find Out” certain story ideas or facts.
10. To increase XXXXXXXXXX’s fluency opportunities, participating in assisted reading would increase his rate and confidence as a reader. In assisted reading, the reader may listen to a partner read and then echo read or chorally read along together with a partner. Multiple opportunities on a daily basis to read with others modeling good fluency, as well as rereading independently would assist in developing XXXXXXXXXX’s fluency and comprehension. Periodic fluency checks with new text at his instructional level would assist in monitoring his progress to increase his fluency rate on a weekly basis.
11. XXXXXXXXXX needs to reread text at his instructional reading level (beginning 4th grade) to build his fluency rate, expression, and intonation. The technique of rereading may require 7 or 8 readings of the same passage to promote fluent and expressive reading. Text or passages read to increase fluency might include poetry, scripts, plays and speeches.