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Reading Screening

Date Assessed: January 27, 2014

Name: XXXXXXXXXX

Grade: 5th grade

Screener: Dr. Shelly Bentley

Reading Screening Instruments Administered:

Gray Oral Reading Test (GORT-4)
Peabody Picture Vocabulary Test
Beginning Decoding Survey
High Frequency Word List
Primary Spelling Inventory (PSI)

Description of Assessments Measures:

The Gray Oral Reading Test (GORT-4) is a norm-referenced test that assesses a student's oral reading fluency, word recognition and literal reading comprehension. Students read passages aloud and their oral reading is miscued for errors, their fluency rate is timed for words read correctly per minute and students are asked comprehension questions after reading. The GORT-4 provides reading levels and determines a student's strengths and weaknesses as readers and can be used from kindergarten through adult.

The Peabody Picture Vocabulary Test (PPVT) assesses receptive oral language skills. Students are shown 4 pictures and the examiner says a word and the student points to the picture that represents that word. This assessment provides information on students' vocabulary word knowledge.

The Beginning Decoding Survey assesses 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 short vowels, consonant blends and digraphs, or sight words. Once administered and analyzed this assessment allows educators to plan appropriate instruction to assist a student's decoding and spelling weaknesses

A high frequency word check assesses a student's sight word and word recognition abilities. There are words most often seen in print and words that need to be recognized with automaticity in order for students to be successful readers.

The Primary Spelling Inventory (PSI) is used to determine a student's proficiency in letter-name-alphabetic to word pattern stage in spelling knowledge. The student is given 26 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. This assessment is analyzed for student's application of spelling concepts and developmental stage.

Screening Scores and Results

On the GORT-4, XXXXXX received a standard score of 5 for her reading **rate**, which correlates to a percentile rank of 5, age equivalence of 8.3 (8 years, 3 months) and a grade equivalency 3.2 (3rd grade, 2 months). XXXXXX performed better than 5% of the population her age in reading rate.

Her standard score for reading **accuracy** was 6, which correlates to a percentile rank of 9, age equivalence of 9.0 (9 years, 0 months) and a grade equivalency of 4.0 (4th grade, 0 months). XXXXXX performed better than 6% of the population her age in reading accuracy.

XXXXXX achieved a standard score of 5 for reading **fluency**, which correlates to a percentile rank of 5, age equivalence of 8.6 (8 years 6 months) and a grade equivalency of 3.4 (3rd grade, 6 months). XXXXXX performed better than 5% of the population her age in reading fluency.

XXXXXX received a standard score of 8 for **reading comprehension**, which correlates to a percentile rank of 25, age equivalence of 10.6 (10 years, 6 months) and a grade equivalency of 5.4 (5th grade, 4 months). XXXXXX performed better than 25% of the population her age in reading comprehension.

XXXXXX obtained a raw score of 90 and a standard score of 68 on the Peabody Picture Vocabulary Test. Her percentile rank score is 2, indicating she scored as well or better than 2% of the students her age who took the test. XXXXXX's test-age equivalency is 6 years, 9 months. XXXXXX's receptive vocabulary functioning is in the extremely low range for her age.

Using the Beginning Decoding Survey, XXXXXX scored 37/50 (74% accuracy) on her ability to decode words of varying beginning phonetic patterns, sentence reading, sight word reading and nonsense word reading.

XXXXXX was assessed on the 3rd 100 high frequency word lists. She was able to correctly read 96/100 words with automaticity (96% accuracy).

On the Primary Spelling Inventory (PSI), XXXXXX was able to correctly spell 17/26 words for (65% accuracy). XXXXXX had difficulty spelling words with r-controlled vowels, various vowel diphthongs (ew, ou,ow), multi-syllabic words and words with various suffixes.

LIST OF STRENGTHS AS A READER

- Able to discuss and predict what the story might be about
- Extremely strong visual memory
- Strong sight word/high frequency word recognition with automaticity
- Attempts to apply word attack strategies to figure out unknown words, such as sounding out each letter of a word or chunking words
- Able to answer some literal questions and give key information from text
- Demonstrates basic phonics knowledge of short and long vowel patterns
- Knows when doesn't know
- Self motivated reader and responds well to praise and reinforcement
- Attempts to self correct oral reading errors
- Able to decode and spell words with short vowels, long vowels, different endings “ing” and “ed”, consonant digraphs and consonant blends

LIST OF NEEDS AS A READER

- Extremely low receptive vocabulary
- Direct, explicit instruction to build word knowledge of a variety of basic nouns, verbs and adjectives
- Direct, explicit instruction in identifying synonyms and antonyms for words to enrich vocabulary
- Difficulty decoding, reading fluently and comprehending grade level text
- Lacks confidence and gets easily frustrated
- Strategies to know what to do as a reader/learner when doesn't know
- Difficulty comprehending grade level text
- Lacks appropriate reading fluency rate
- Lacks comprehension monitoring skills (know when she doesn't know)
- Does not link predictions and background knowledge to interpreting the text
- Needs strategies to assist in retelling what was read, answering comprehension questions and summarizing
- Direct explicit phonics work with irregular vowels, r-controlled vowels, multisyllabic words and various prefixes and suffixes
- Weaker inferential comprehension than literal
- Writing for a variety of purposes and responding to a writing prompt to emphasize focus, content, organization, style and conventions

Instructional Recommendations:

Note: The following instructional recommendations are presented as a form of an enrichment program to provide strategies to address XXXXXX's current reading instructional needs of 5th grade skills, strategies and text opportunities.

1. XXXXXX would benefit from activities to enhance oral and receptive language skills. Activities such as identifying people, places, and things from pictures and then sorting and categorizing the pictures based on common attributes would be beneficial.

Activities to build word knowledge vocabulary where the reader identifies words not known within the text, writes a definition, gives synonyms for the word, and draws a picture to remember the meaning using a graphic organizer would assist in vocabulary word development.

2. XXXXXX needs to identify words that she is totally unfamiliar with and never heard of before, words that she has heard of before, but does not know what it means, and words that she recognizes and can define herself while reading a variety of text.
3. XXXXXX would benefit from vocabulary development with academic vocabulary (words related to specific content areas) and tier two words (rich, robust vocabulary) with opportunities to work with these types of words through word mapping, drawing, writing sentences and using and finding these types of words in everyday life or in text being read. Research shows it takes 7-8 exposures to a word for a student to own the word and for it to become part of their own receptive and expressive vocabulary.
4. XXXXXX needs provided with strategies that once she identifies that she is not comprehending she stops reading, goes back and rereads sections, looks back for specific information from the text, and questions herself. She needs to stop while reading and highlight words that she does not know the meaning of and take time out to find the definition and record in a vocabulary notebook for future reference.
5. While reading, XXXXXX needs prompted to stop and think about what she is reading and retell what was read so far to ensure comprehension, and to reinforce that reading is for making meaning.
6. After reading, XXXXXX would benefit from specific activities and strategies that promote and demonstrate comprehension beyond simply answering literal questions. The student should have multiple opportunities to provide oral and written retellings of what was read, provide oral and written summaries, create projects and presentations to share what was learned, and participate in book discussions.
7. XXXXXX has the ability to recognize when she doesn't know the answer to a comprehension question. XXXXXX needs provided strategies to know what to do when comprehension breaks down and act on it. Modeling and providing prompts to the reader on the "look back strategy" will assist in monitoring comprehension and answering questions. XXXXXX needs opportunities to go back within the text to justify responses to questions by sharing information literally in the text or explaining clues used to develop the response.
8. Having XXXXXX use the QAR (Question Answer Relationship) strategy where she identifies the types of questions she must answer after reading would assist various levels of comprehension. In the QAR strategy, the reader would learn that some questions are "Right There" questions where the answers can be found literally in the text, some questions are "Think and Search" questions where the reader has to put

clues together to make inferences, some questions are “On My Own” where the reader must make connections to herself or the world and “Author and Me” questions where the reader must analyze the authors writing style and purpose.

9. XXXXXX would benefit in instruction following a before, during and after reading format where she learns to use her previewing and predicting skills to make sense of the text and has opportunities to monitor her comprehension while reading by stopping and asking and writing questions, and revising predictions and opportunities to retell and summarize information she has read. She should read text at a 4th/5th grade level with rich vocabulary.
10. XXXXXX would benefit from the use of graphic organizers that assist her in comprehending the text. Teacher and student created graphic organizers would assist XXXXXX in retelling a story in sequential order, using character names and identifying story elements when retelling or summarizing a selection. The use of graphic organizers will assist XXXXXX in organizing information obtained when reading expository and narrative text, and provide a means to ensure that her reading and writing are making sense. Graphic organizers should be used before, during and after reading and will reinforce to XXXXXX that reading is for meaning, and promote a purpose for the reading situation.
11. XXXXXX would benefit from advanced word study work that reinforces r-controlled vowels and moves to multi-syllabic word patterns with different prefixes and suffixes. It would be beneficial that her advanced word study work be connected to a text in order to allow her to apply her skills and strategies to a text. For motivational purposes, XXXXXX would benefit from word building and word sorting activities involving manipulatives where she touches and manipulates letter/word cards, letter tiles, or letter stampers to build and create new words following a designated pattern.
12. XXXXXX would benefit from word study work that involves how to decode multisyllabic words. Activities involving word sorting games will motivate XXXXXX to become more aware of word patterns and relationships such as VCCV rules and VCV rules. She needs to understand what sounds certain prefixes and suffixes make and apply the rules for spelling those words. Word sort manipulation using word cards will help her strengthen her skills and continue to gain confidence as a 5th grade reader and writer.
13. XXXXXX would benefit from mini lessons addressing the different purposes for writing and how to respond to a writing prompt. She needs encouraged to web her ideas to plan what she will write, then draft her ideas ensuring that she is on focus, provides rich content, and has transition words for a strong organizational structure to her writing. Specific examples need provided to show XXXXXX how a writer/author writes with a certain style as if she is talking to you or you understand her feelings. Multiple opportunities to practice going through the writing process and writing to inform, persuade, and writing narratives should be provided on a regular basis.