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Reading Screening

Assessment Date: October 13, 2013

Name: XXXXXXXXXX

Grade: 1st grade

Screener: Dr. Shelly Bentley

Reading Screening Instruments Administered:

Developmental Reading Assessment, (DRA)
1st grade Dictated Sentence
Beginning Decoding Survey
High Frequency Word List
Peabody Picture Vocabulary Test

Description of Assessments Measures:

The DRA is a formative assessment to determine a child's strengths and weaknesses as a reader, provide an independent reading level, and guide the teacher on areas of instructional need. The assessment follows a before, during and after reading format where a student begins by previewing the text and is asked to predict what might occur in the story. A student then reads aloud a leveled passage while the teacher listens and cues reading behaviors to determine reading accuracy, fluency and comprehension. After reading the text, a student's comprehension is determined through an oral retelling, questions, and a comprehension rubric.

Dictated sentences assist in determining a student's alphabetic knowledge, knowledge of words, the ability to connect graphemes to phonemes and knowledge of concepts of print (spacing, sentences, words, use of upper and lowercase letters, punctuation, etc). Students listen to a sentence read aloud, then write the sentence and words that they hear. The assessment is scored for number of accurate words written and accurate phonemes or sounds written.

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.

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

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

Screening Scores and Results

Using the DRA, XXXXXXXXXX's independent reading level was determined to be a Level 4. The benchmark level for the middle of 1st grade (January) is a Level 8-10. XXXXXXXXXX's accuracy on the Level 4 text was 100%. When attempting to read and comprehend the Level 6 text, XXXXXXXXXX's accuracy was 68% and his comprehension score was a 14/24, which indicated some comprehension. His accuracy score needed to be 92% for proficient reading at that level.

XXXXXXX was asked to write an end of kindergarten and beginning of 1st grade dictated sentence. The end of kindergarten sentence contained 6 words and 14 sounds. XXXXXXX was able to write 5/6 words (83% accuracy) and 13/14 sounds (93% accuracy). The beginning of 1st grade sentence had 14 words and 36 sounds. XXXXXXX correctly wrote 5/14 words (36% accuracy) and 25/36 sounds (69% accuracy).

On the Beginning Decoding Survey, XXXXXXX scored 24/50 (48% accuracy), which indicates a significant difficulty in decoding short vowel patterns, consonant digraphs and blends at the beginning and ending of words and sight words.

XXXXXXX was asked to read high frequency words (from the first 100 most frequent words found in print list). On the first 100 high frequency word list XXXXXXX was able to recognize 48/100 words with automaticity (48% accuracy).

XXXXXXX obtained a Peabody Picture Vocabulary Test standard score of 107. His percentile rank was 68 indicating he performed better than 68% of the students his age that took the test. His test-age equivalency is 7 years: 10 months. XXXXXXX's receptive vocabulary functioning is in the average range.

THROUGH AN ANALYSIS OF ALL READING SCREENING INSTRUMENTS ADMINISTERED TO XXXXXXX, BELOW IS A LIST OF HIS STRENGTHS AND NEEDS AS A READER.

LIST OF STRENGTHS AS A READER

- Age appropriate receptive and expressive language skills
- Verbal and able to describe the pictures prior to reading the text
- Able to generate logical predictions about what the story might be about
- Has strong background knowledge
- Has knowledge of story structure
- Uses picture clues to generate predictions prior to reading
- Able to verbally retell what was read with prompting
- Attempts to use picture clues as strategies to decode text

- Corresponds letter names with letter sounds
- Possesses necessary concepts of print (reads text from left to right, book handling skills, one to one correspondence, etc.)
- Attempts to segment sounds in words to spell and write
- Looks at and listens for initial sounds to figure out how to decode and spell unknown words
- Good listening skills, following directions and pleasant disposition
- Demonstrates when writing that sentences have words with spaces and ending punctuation

LIST OF NEEDS AS A READER

- Needs reinforcement of strategies to segment and blend sounds in words to decode
- Lacks connection of letter recognition and letter sound correspondence to write words (vowels and digraphs)
- Some difficulty with auditory discrimination of medial vowel sounds in words
- Substitutes words while reading text that often do not make sense
- Needs to connect all reading skills (sight words, blending and segmenting, picture clues) to utilize as tools to decode and comprehend text
- Reinforcement of short and long vowel pattern words
- Continue to increase grade level sight word vocabulary with automaticity
- Practice in reading fluently with expression and intonation at appropriate rate
- Continue to reinforce that a good reader understands what is read as well as reads words accurately
- Lacks word attack and decoding strategies to decipher unknown words
- Limited use of prior knowledge, predictions and pictures clues to enhance comprehension of the text
- Limited use of picture cues, sentence structure or word analysis to assist in figuring out unknown words
- Some misinterpretation of events in the text

INSTRUCTIONAL RECOMMENDATIONS:

1. XXXXXXXXXXXX would benefit in 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 (levels 4/6) with rich vocabulary and strong text to picture connections. Text with repeated sight words and specific phonetic patterns would also enhance his word recognition skills.
2. XXXXXXXXXXXX needs prompted when he comes to an unknown word that he has choices in figuring out the word. He needs these word attack strategies modeled for him through think-alouds by the teacher. XXXXXXXXXXXX needs to realize that the flow of the story/sentences, the picture clues, his background knowledge or sounding out certain words can allow him multiple strategies to figure out unknown words.
3. XXXXXXXXXXXX would benefit from direct and explicit instruction in word building activities involving manipulatives where he touches and manipulates letter cards, letter

tiles, uses letter stampers and magnetic letters to practice building new words that follow a designated pattern. He needs to see and hear the relationships between letters and words by manipulating the vowels and initial and final consonants so he can easily and quickly decode and spell other words. Continued opportunities with repetition and practice would be beneficial to XXXXXXXXXX and allow him to connect his strong letter recognition and sound correspondence to blend and segment words in print.

4. XXXXXXXXXX would benefit from rereading familiar text with repetitive patterns to build his fluency. Books with poetic formats, rhymes or text related to familiar songs will assist him in building fluency and confidence as a reader. Hearing an adult read aloud a text and then engaging in choral reading (reading together) or echo reading (repeating what was just read) would allow XXXXXXXXXX to build his word recognition and fluency skills.
5. Have XXXXXXXXXX retell the stories he has read or that have been read aloud to him in sequential order. Use of picture cards related to a story and putting them in order to retell would assist XXXXXXXXXX in retelling a story in sequential order from the beginning to the middle to the end. Allow him multiple opportunities to reread and hear familiar text often.
6. XXXXXXXXXX would benefit from multiple opportunities to express himself using drawings and writing. In order to continue to develop as a reader/writer, having opportunities to write for real purposes such as grocery lists, labeling and making his own books, etc. would allow XXXXXXXXXX to see that reading and writing have multiple purposes and are connected. It is recommended that he be supplied with paper with lines to aid in his handwriting and multiple types of writing instruments (pens, pencils, markers, magna doodles, dry erase boards, crayons, paint/paper, etc.)
7. XXXXXXXXXX would benefit from the use of graphic organizers to assist him in 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 or answering questions. The use of graphic organizers will reinforce that reading is for meaning and promote a purpose for the reading situation.
8. Instead of correcting XXXXXXXXXX's oral reading, begin to prompt him to self-correct to catch his own errors. Prompt him by asking him "Does that make sense?" "Did that sound right?" "Does that look right?" "What can we do to fix that so we understand what we read?" Allow him time to analyze his error and go back and reread the text in order for his reading to make sense.
9. To promote XXXXXXXXXX's ability to understand what he has read and build his sentence structure and word recognition, take sentences actually from the text he is reading and write them on paper or sentence strips and cut them apart. Have XXXXXXXXXX put them back together again so that they make sense and are an event from the story. Have him show where in the text the sentence can be found. Have him

count the number of words in the sentence and analyze the number of letters and sounds found in certain words.

10. XXXXXXXXXXXX should engage in word sorting games which focus on visual discrimination and matching words that look alike. This type of activity would assist the reader in understanding that this word, is always this word, no matter where you see it or how many times, it will always be this word.
11. XXXXXXXXXXXX would benefit from recognizing that not all words need sounded out. The reader would benefit in playing word sorting games with the Dolch Sight Word list and/or the 100 most frequent words in print list to recognize that some sets of words you just have to know upon sight because they cannot be sounded out accurately based on the patterns and rules taught. An increase in sight word vocabulary would assist in XXXXXXXXXXXX in navigating 1st grade text.