

I. Describe the Student

M.E. is six years, two months old. She is living with her mother and a stepfather. Despite the stepfather's presence she has repeatedly told me that her dad is gone and had to leave, and that she is sad. She is a first grade student at Abbot Loop Elementary School. She has two brothers, one younger, and one older. The older brother goes to Abbott Loop Elementary School as well. Her "read to self" book bag is at reading level "C" which seems to be an appropriate level for her.

II. Describe the Assessment and Results*Elementary Reading Attitude Survey Grades: K-4*

This survey provides an indication of how a student feels towards reading and it is geared towards lower level elementary school students. This is an individual test. The student is given a list of questions. Each question has four Garfields underneath the question each one showing a different contentment level. The student selects the Garfield that reflects their answer/mood towards the question. M.E. scored 71/80 overall for her reading survey, indicating that she marked the happiest Garfield the most. This shows that her general attitude toward reading is a positive one. She scored 39/40 on recreational reading versus the 32/40 for the academic reading questions. She views recreational reading very positively. The score for academic reading is deceptive and should actually be 32/36 because she didn't answer question nineteen since she had never used a dictionary before.

ABC Recognition Grades: K-4

ABC Recognition is an assessment that measures student's alphabet knowledge, both capital and small letters. M.E. moved through this assessment quickly and correctly. She did not get any of the letters, capital or otherwise, incorrect. She was very obviously at ease with recognizing the alphabet.

Concepts About Print Grades: K-4

This assessment is used to understand what students know about book concepts, directionality, concept of letters, concept of words, and punctuation. This test consists of 22 questions about these book concepts. This test is administered by using a book that the teacher selects. The student is asked to point out the different concepts of print within this book. M.E. scored very well on this assessment. She missed two of the twenty-two questions. Both of the questions that were missed

were in the punctuation mark category, indicating that her concept of punctuation is not complete yet. She did not know what a question mark was, nor quotation marks. Other than this category, her concept of books, reading, directionality, words and letters is very complete.

Sight word recognition Grades: K-4

Sight words are words that readers recognize right away. Students should have no need to decode these words because they are words recognized right away. I used the Fry Sight List for this assessment. This is a one on one assessment and I gave my student a shortened list of 12 words at a time to read through. According to the student's level this method can be changed and more or less words can be presented at a time. M.E. worked through the first 25 words on this list with me but was very unsure of a large portion of them. Of the 25 sight words we went through she recognized 14 of them, just over half. Throughout the whole test she was still happy, just unsure of herself. She would immediately skip any words that had "th" in them; such as "that," "with," "they," and "this."

Writing development Grades: K-4

This assessment is used to look at how a child writes. It can be used to assess whether or not they write in full sentences or use punctuation correctly. Do they sound out words they don't know? Are they happy to write or reluctant? I told M.E. that I would like her to write a few sentences for me. I told her she could write about anything that she wanted. She could write about things that she liked, or about her friends, etc. M.E. was quite happy to do the writing sample for me. She used simple sentences with words she knew from doing her morning journal work. She would start her phrases with "I like" or "I see." She used punctuation on each sentence that she wrote and she was willing to sound out any word that she didn't know how to spell. Overall she was a happy writer, who seemed to me to be at a first grade level.

Running Record Grades: K-4

The running record assessment is designed to test the amount of words in a story that a student can read correctly. For this assessment the teacher chooses a book that is at the student's reading level and asks them to read this book out loud, using their finger to follow the words. As the student reads, the teacher follows along and checks off words that the student reads correctly, while recording any errors that have been made. I did this assessment with M.E. twice. The first time the book that was chosen, by both of us, was a poor choice that she struggled with. It was beyond her ability because it contained several longer words that she was unfamiliar with and couldn't sound out. The second time we did this assessment, we used a Houghton Mifflin leveled reader. She made only one error when she left out one word, the word "are." I think this mistake was due to trying to read through the book too quickly. It went much

better the second time.

Qualitative Spelling Inventory Grades: K-4

This assessment is used to determine a student's developmental level of spelling. As children learn about written words, their attempts at spelling reflect this growing sophistication of their knowledge of orthographic patterns. It is important *not* to have the student pre-number their paper, so that they do not know that they are not completing the whole test. For this assessment the teacher reads the word and then uses the word in a sentence, then the student will attempt to spell the word. For this test, based on previous tests, I decided to only go through the first five words for M.E. This proved to be a good decision as she only spelled the first word, bed, correctly. She was able to identify and use the beginning and final consonants correctly, as well as the short vowels. She correctly identified the *p* and the *i* in ship but not the *sh*. She correctly identified the *e* and *n* in when and used *w* instead of *wh*. For the fifth word "lump" she correctly identified the *l* and the *u* but not the *mp*. She was unable to identify and use correctly any diagraphs or blends (*sh*, *wh*, *mp*). This assessment places her in between the early and middle "letter name-alphabetic" level.

III. Summary

I think one very strong aspect of M.E. is her positive attitude towards reading and even towards all of the assessments that we completed together. She was willing to try anything even if she wasn't 100% sure of her answer. She was rarely hesitant and always happy with her reading and writing. It is still the beginning of the school year; all of these assessments were during the first quarter. A lot of the things that she struggled with are things that the class is learning as a whole right now. She enjoys reading, knows her ABCs and has very strong concepts of print. Her reading fluency is progressing but because she still hadn't learned all of her phonics she struggles with new words that include diagraphs, blends or beyond. I think that as she continues to learn more sight words and phonics with the class that she will continue to improve and feel more secure in both her reading and her writing.