*Reflection:*

*This artifact demonstrates my ability to conduct a performance assessment that measured the reading ability of a relatively new first grader. It required me to analyze word study, fluency, and comprehension data points and provide a comprehensive summary of the student’s reading ability.*

*This task was very helpful in that it encompassed everything we learned about teaching reading throughout the semester. I was also challenged when it came to observing the specific strategies (meaning/structure/visual) the student was using when trying to solve new/complex words. It was difficult for me to both observe and take notes in the running record simultaneously. That is clearly an opportunity area that I will look to improve on so that I can accurately and efficiently assess a student while s/he is reading.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| OBSERVATION SURVEY SUMMARY SHEET | | | | | | | | | | |
| Name: John | | | Date: 12/1/08 | D. of B.: 3.12.02 | | Age: 6 | yrs 9 | | mths | |
|  | | |  |  | |  |  | |  | |
| School: Fall Creek | | | | Recorder: MC | | | | | | |
|  | | | |  | | | | | | |
| Text Titles |  | | Errors Running  Words | Error Ratio | | Accuracy Rate | Self-correction Ratio | | | |
| Easy | *Animal Olympics* | | 2 / 154 | 1: 77 | | 99% | 1: | 2 | |  |
| Instructional | *Sally Takayama’s*  *Worst Day* | | 8 / 94 | 1: 12 | | 92% |  | N/A | |  |
| Hard | *Hattie in the Attic* | | 12 / 117 | 1: 10 | | 89% | 1: | 7 | |  |
| Directional movement: In Place. | | | | | | | | | | |
| Analysis of Errors and Self-corrections  Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)] | | | | | |  |  |  | |  |
| Easy | | Used structure (syntax) primarily to self-correct. | | | | | | | | |
| Instructional | | Errors show that structure (syntax) was assumed in some instances, which resulted in misreading. Additionally, he struggled to read new, complex words. | | | | | | | | |
| Hard | | Used structure exclusively to self-correct. Some errors were again based on assumed structure (syntax). | | | | | | | | |
| Cross-checking on information (Note that this behaviour changes over time) | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | | | | | | | | |
| How the  reading  sounds | Easy Read fluently. Needed to be slowed down for scoring purposes.  Instructional Slower reading with little less intonation as word recognition was challenged.  Hard Slow reading with much less intonation. Pausing became sporadic between  sentences. Pace was slower. | | | | | | | | | |
| Letter | Gave alphabet name response exclusively. Only confusion was with small l when after he said l he added, “wait is this the number 1?”  l then l  l 1 | | | | | | | Raw Score | | Stanine |
| Identi­fication | 54 | | 9 |
|  | |  |
| Concepts | Text: *Beanie and the Missing Bear* | | | | | | | 22 | | 7 |
| About Print | Knows directionality, first and last concepts and meaning of a full stop (period). Identifies letters correctly. Knows capital letters. Doesn’t understand the comma. | | | | | | | | | |
| Word | \* List A Clearly read all words with ease | | | | | | | 15 | | 9 |
| Reading | List B ListC Other | |  | |  |  | (Enter test name) | | | |
|  |  | |  | |  |  |  |  | |  |
| Writing | Attempted all words suggested and was able to correctly write nearly all of them.  Able to spell larger, less frequent words. | | | | | | | 50 | | 5 |
| Vocabulary |  | |  |
| Hearing and  Recording Sounds in Words | \*A Able to correctly write all words in both sentences. Sounded out two of the  B words (today, going) as he was writing them down.  C  D  E | | | | | | | 37 | | 9 |
|  |  | |  | |  |  |  |  | |  |
| Other tasks | Writing sample  Story  Spelling | |  | |  |  |  |  | |  |
| \* Circle whatever was used | | | | | | | | | | |

An Analysis of the Child's Strategic Activity

Useful strategic activity on text: John reads easily and appears to gain meaning from text using his knowledge of language structure, his current vocabulary and wide array of sight words, and some visual information (although he is reading at a level that has less pictures and therefore less visual clues.) When necessary he will attempt to sound out a word he is unfamiliar with. If possible, he will cross check written text with available pictures.

Problem strategic activity on text: John is willing to read difficult texts. He didn’t appear frustrated as his accuracy dropped and his error rate increased while reading more difficult texts. He did, however, lose his ability to intonate while reading and his pausing became sporadic as struggled with certain words in the books.

Useful strategic activity with words: John’s sight word “vocabulary” is high for his age. This enables him to recognize many words while reading. John can correctly write many words and he doesn’t hesitate when trying to put them on paper. He demonstrated the ability to hear words and write them correctly.

Problem strategic activity with words: John struggles a bit to use letter and chunk detail to assist him in solving novel, complex words when required.

Useful strategic activity with letters: John has strong command of his letters, their sounds, and the order they are in for many common words. His handwriting appears clear for most letters, although he struggled to write on un-lined paper. He is able to correctly spell most sight words for his age.

Problem strategic activity with letters: John did not have problems with his letters other than confusing the lower case “l” with the number 1.

Comprehension: John was able to retell with detail the stories he read. He recalled the story lines, the main characters, the sequence of events, and the conclusion of the books. His ability to retell the more difficult texts did not drop off despite is decline in fluency.

Summary statement: John is reading above level. He comprehends what he reads, drawing on his reading vocabulary and his understanding of language structure. John primarily uses structure and some visual information (when available) to cross check his reading. John’s reading is fluent at the independent level. He utilizes proper intonation, pausing, phrasing, and pace when his accuracy exceeds 95%. As John moves from independent to instructional level and below, he loses much of his intonation and pausing and his pace reduces accordingly. John is able to write many words and can sound out a word to write it down when necessary.