# STUDENT SUMMARY

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Student's FIRST Name Only: _____Nick_____ Grade level : _____3_____

Examiner: _Christine Ammirati_____ Date:  October 6, 2010

**PERFORMANCE LEVELS ON SENTENCES FOR INITIAL PASSAGE SELECTION**

____Level 3__  Highest level with zero (0) errors          __Level 6 ___   First level with two (2) or more errors

**OVERALL PERFORMANCE ON READING PASSAGES** (Fill in the grid below with the results of the protocols at each level you administered - i.e. easy, adequate, frustration. After filling in the chart, look *across* each of the levels in the grid to determine which level is easy, adequate and frustrational for the student. Fill in the grade level for each level -i.e. 1, 2, 3, etc.)

| Passage Level | Silent Reading Comprehension | Oral Reading Accuracy |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | 3+ | 5 |
| 4 | 3+ | 2 |
| 5 | 3+ | 9 total (1 meaningful) |
| 6 | 6 | 12 total (4 meaningful) |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |

**11/4 Edits**

below 3  Easy reading level (independent)

below 3  Adequate reading level (instructional)

3    Too hard reading level (frustration)

11/4 Notes:  In his first reading passage (#3), Nick showed strong word-calling but little comprehension or recall of facts.  Rather than going back to an easier passage, I continued on until his word recognition errors reached the same level of challenge as his comprehension.  While I do not have assessment showing his independent and instructional reading levels, in focusing on comprehension as the focus for our 1-on-1 sessions, I chose a level below level 3.  We have been working on level L texts in our sessions.

**MISCUE SUMMARY CHART** (Fill in the top of the chart below with the *total* number of miscues the student had from *all* of the protocols administered. From that total, decide how many of each type of miscue were substitutions and how many were meaning disruptions and fill in those sections of the chart. The "totals" section of the chart should equal the total number of miscues the student made from all of the protocols administered).

| | Mispronunciation | Substitution | Insertion | Teacher Assistance | Omission | TOTALS |
|---|---|---|---|---|---|---|
| **TOTALS** | 9 | 11 | 2 | 0 | 6 | 26 |
| **Self-corrections** | 1 | 3 | | | | 4 |
| **Meaning disruptions** | 5 | 3 | | | | 8 |

## Error Analyses (Cueing Systems)

*Directions: Enter total number of times (all passages) the student **used** each of the cueing systems when a miscue was made.*
*(Purpose: To determine the extent to which cueing systems are used to identify unknown words in print.)*

Meaning Cues (M)   _12__     Syntax Cues (S)  _12__     Visual Cues (V)   __15_

**ORAL READING SKILLS**

*Directions: Place an X by the characteristic(s) evident during this assessment. All characteristics should be marked in one column or the other.*

__X_ Reads in phrases (not word by word)     _____ Word-by-word reader     _____ Reads with expression
__X_ Reads with little expression     __X__ Attends to punctuation     _____ Ignores punctuation
_____ Uses word identification strategies     _____ Weak word identification ability

Information for marking the above characteristics should be based on observed needs/abilities while listening to the child read the protocol(s). This information should be used to complete the *Summary of Abilities and Needs in Oral Reading* below as well as addressed in the *First Intervention Strategies* section.

**SUMMARY OF ABILITIES AND NEEDS IN _ORAL READING_**    (be sure to address abilities **AND** needs)

Nick is an eager and confident reader. He is one of two students in my placement class who often read aloud to me during reading lessons. In addition, Nick seeks me out throughout the day to read jokes from his many joke books. The reading behaviors described below are present in Nick's oral reading in the classroom.

Nick was very willing to participate in the RIC and read any passage requested. Nick recognizes punctuation and often reflects punctuation cues in his oral reading. He somewhat varies his pitch and word stress but his inflection has not yet reached the point where he is narrating the passage with ease. Nick does not finger point and reads phrases or groups of words rather than individual words. He showed great fluidity in the oral reading of levels 3 and 4 but did not seem to be reading with an ear to the actual meaning of the text. For example, he did not hesitate as he read phrases such as "TALKING through the forest" (Level 3) and "couldn't stay up late and WITCH television" (Level 4). His fluidity diminished in Levels 5 and 6 but he did not repeat phrases or make multiple attempts to decode unknown words in these more difficult passages. He does not appeal for help when encountering trouble.

Nick does not labor over unfamiliar words and rarely slows, self-checks, or self-corrects. He makes little apparent attempt to decode or sound out these unknown words. Generally, Nick seems to seize on a single visual cue and proceed without further examination. Nick often assumes meaning from general context rather than relying on the word itself to determine specific meaning. His assumptions can be wrong and may adversely affect his comprehension. One exception to this pattern occurred in our first RIC activity (Level 3) when Nick showed awareness that what he was reading did not make sense and self-corrected "an afternoon WALKING AROUND anyone" to "an afternoon walk and not bothering anyone." More typical was Nick's lack of concern with meaning

or syntax when he read "the boy who was the EVENING/*envy* of the --- fifth grade." He did not pause or alter his reading pace but simply proceeded to plow through that sentence.

My challenge will be motivating Nick to sharpen his awareness about what he is reading and teaching him to take time to stop at a word he does not recognize and apply word attack skills to decode the word or appeal for help. He needs to step back and address comprehension rather than reading with a goal that seems to be simply reaching the end of the sentence, paragraph, or page.

**COMPREHENSION RESPONSE SUMMARY CHART** (Fill in each section of the chart below from *all* of the protocols administered. The total % recalled can be calculated by dividing the number recalled (unaided + aided) by the total number of questions **for each story element**.

| Story Grammar Element | Unaided Recall | Aided Recall | Number Not Recalled | % Recalled |
|---|---|---|---|---|
| **Character Characterization** | 2<br>some characters recalled, no names | 4<br>some characters recalled, no names | 2 | 75%<br>but weak recall with incomplete list and no names |
| **Setting** | 2 | 1 | 1 | 75%<br>but vague |
| **Story Problem** | 1 | 4 | 1 | 83%<br>more details provided for plot |
| **Problem Resolution Attempt** | | 3 | 5 | 37.5% |
| **Problem Resolution** | 1 | 2 | 1 | 75% |
| **Theme/Moral** | | 2 | | 100% |

The total number of questions you marked in all three areas above should match the total number of questions from each of the protocols administered. This information should be used to fill in the *Summary of Abilities and Needs in Reading Comprehension* below and then addressed in the *First Intervention Strategies* section.

**BRIEFLY DESCRIBE WHAT YOU DISCOVERED ABOUT THE STUDENT IN THE INTEREST/ATTITUDE INTERVIEW.**

Nick is a cheery, positive boy who was upbeat in describing his home, family, and interests. Nick lives with his parents and two older brothers (ages 11 and 13). He says that he likes being the youngest because he gets much attention from the entire family. This position does not exempt him from chores; Nick is responsible for dinnertime tasks such as setting the table and clearing plates and must also carry his "very heavy" sports gear in and out of the car. His mother is a teacher and used to work at Matoaka. Nick said that he misses seeing her at school but now that he is so busy in third grade, he is comfortable with her being at another school.

Nick is an avid sports player.  His "natural speed" helps him in basketball and soccer but he most enjoys being the "hard throwing" pitcher on his baseball team.  After school, he likes to play with his Legos, draw sports cars, and practice his own sports, especially pitching into a net in the back yard.

Nick does his homework in the kitchen or dining room where he can be with his family while he works.  He reports that he has "way too much" homework every night and that his older brothers and his mother help him if he has questions.  Nick likes joke books, comics, and most recently read many Super Diaper Baby books.  Nick likes school and all of his classes.  When pressed, he chose PE as his favorite subject and when pressed further about what he likes most in his classroom, he responded "helping you do your homework" and flashed a brilliant smile.  As referenced above, Nick is a charming boy and an absolute delight to work with.


**SUMMARY OF ABILITIES AND NEEDS IN READING COMPREHENSION** (be sure to address abilities **AND** needs)

Nick had difficulties in reading comprehension throughout all reading passages.  Although Nick registered more that three comprehension errors on the earliest (and subsequent) passage, I continued on to the next level because he was making few meaning disruption errors in his reading and was able to provide very broad summaries in his retellings.  However, even in the earliest passages, Nick was unable to recall specific details either unaided or when prompted by the examiner.  For example, he did not provide names for any characters and often broadly described only a few characters even when specifically asked if anyone else had a role in the story.  In the easiest Level 3 passage (an alternative version of "Little Red Riding Hood"), Nick listed only the wolf and the grandmother; he did not mention either the little girl and the woodcutter when he was asked to elaborate on "all the people running after" the wolf.

Throughout the RIC passages, Nick was able to provide broad plot summaries but was generally unclear about details of setting, motivations, and specific events.  A notable exception was Nick's unaided recall that "a boy" had "scored 35 hoops and was the star of the day."  In this Level 5 story, Nick was also keenly attune to the moral of the story that poor clothing was not an indication of talent yet did not understand the plot detail about why the boys were laughing at the end of the story.  Nonetheless, the sports focus of this passage activated a higher level of recall.  By the Level 6 passage, Nick could only offer that "there was a fire on a mountain" in his unaided oral

recall.  His highly inaccurate oral reading of this passage confirmed that this particular passage was at the frustrational level and we ceased reading at that point.

## FIRST INTERVENTION STRATEGIES

*Directions:* Describe any intervention/teaching strategies you feel should be tried initially in the areas of oral reading **and** comprehension that you identified in the above sections *Summary of Abilities and Needs In Oral Reading and Summary of Abilities and Needs In Reading Comprehension*. These strategies should help you learn more about the student's reading abilities and confirm or reject findings drown from this inventory and should also help the student continue to grow as a successful reader. Specifically,

- What text level is easy reading for the student? Taking into account the child's attitude/interest inventory, what text would you choose for easy reading and why?
- What text level is instructional? Why?
- What will be important features in the instructional text to support the child's strategies that he currently controls and what features will be important to provide enough work to assist in his reading growth? Explain your responses.
- What reading strategies will you teach during the first lesson with an instructional level text?
- What word work will you need to teach? Explain your instructional strategies/materials?
- What writing strategies will you teach? Explain your instructional strategies/materials

[Begin 11/4 edits]  Based on Nick's comprehension difficulties, lack of word attack motivation and strategies, and spelling challenges (see *Words Their Way* assessment), I would place Nick below RIC Text Level 3 for an instructional level.  Nick had comprehension issues at RIC Level 3 that were belied by his relative ease in oral reading.  While he had only one meaning disruption error at RIC Level 3, Nick was unable to recall all but the broadest of ideas from a familiar passage such as this version of the Three Little Pigs.  When administering the assessment, I focused on Nick's strong word calling ability and continued on to more difficult passages.  I am now aware that I should have asked Nick to read a passage at a lower level in an attempt to determine independent and instructional text levels where Nick could demonstrate strong recall of story elements. Nick had strong word calling abilities and a similar comprehension deficit in the later passages.   The last two passages, Levels 5 and 6, were particularly frustrational for Nick as reflected in his poor unaided and aided recall and his higher number of oral reading errors.  [End 11/4 edits]

Nick's comprehension difficulties are impacting Nick throughout his academics.  He is having difficulty following written instructions in all content areas, understanding science and social studies

passages, and in completing language arts mini-lessons such as sequencing and cause and effect because he cannot filter out the necessary supporting details from his reading. His comprehension skills have been noted to be weak since first grade.

Nick is processing the text information at a very broad level and is reading and spelling without self-checking and self-correcting as necessary. In working with Nick, I aim to slow his pace down and to encourage him to pause in order to look at words carefully to check for accuracy and to review, reflect, and absorb as a means to improve recall of details and to enhance overall comprehension. Highlighting and writing down key points might help Nick assimilate key points of plot, setting, characters, and themes. On occasion, my cooperating teacher has asked him to use highlighters to emphasize important details and this strategy has proven somewhat effective. I seek additional strategies that will help Nick to process text information as he reads and to recall text details upon completion.

Sports, cars, and humorous stories would be engaging topics for Nick's individual instruction. He is a willing and eager child who seems to be excited about one-on-one attention. I would attempt to model highlighting and note-taking strategies to improve his comprehension and attention to detail. Most importantly, I would like to demonstrate breaking a text into smaller sections and teaching Nick to reflect on these smaller passages before moving forward. He needs to take his time and to ask himself if the word and sentence makes sense. If not, he needs to be encouraged to return to the passage and reread and self-correct as necessary.

**REFLECTION**

*Discuss what you learned from the process of administering, scoring, analyzing and developing instructional applications based on the student's performance. Do you see the value in this assessment? Why?*

I found the RIC to be an extremely useful tool in analyzing oral reading and comprehension skills. The running record analysis was itemized in such a way that it was easier to discriminate between mispronunciations and substitutions. Counting "meaning disruptions" rather than straight errors may

have somewhat masked Nick's oral reading difficulties but this method allowed me to proceed until he encountered a truly frustrational level.   Without this guideline, I may have terminated the assessment at an earlier point.  In addition, the scoring of the RIC is particularly useful in parsing students' specific comprehension challenges.  Nick's comprehension challenges span all story elements but I can imagine that for other students, the RIC's itemized comprehension questions would highlight particular topics to address in future instruction.

On a personal level, after administering the RIC, I am keenly aware that I still have a great deal to learn about how to address student needs in reading, particularly with regard to comprehension.  In the case of the other student with whom I am working in the classroom, I feel more comfortable in helping her as she pauses, recognizes an inconsistency or miscue, and returns to the problem.  She attacks the word, trying to find a recognizable root, attempting to decode, and asking for assistance when needed. Her process is more visible and thus is more accessible to a novice who is attempting to assist her.  I have asked my cooperating teacher if I might use the RIC to assess this student thus providing additional information on her reading challenges and also allowing me another opportunity to administer this assessment.  We plan to schedule a session next week.

After administering the RIC, I am much more sensitive to Nick's lack of comprehension and attention to detail.  However, with Nick, I feel less confident in developing strategies to address his challenges than with his classmate.  He is cheerily moving forward, blithely unaware or ignoring errors. With the initial RIC assessment is complete, I will now assume my classroom role and be more assertive in drawing his attention to miscues in our one-on-one sessions.  Nick remains generally unaware of miscues upon a second or even a third reading of a passage.  The RIC illustrated that Nick's comprehension deficits were exhibited in short as well as long passages.  As a result, I plan to analyze passages at the paragraph and perhaps even the sentence level.