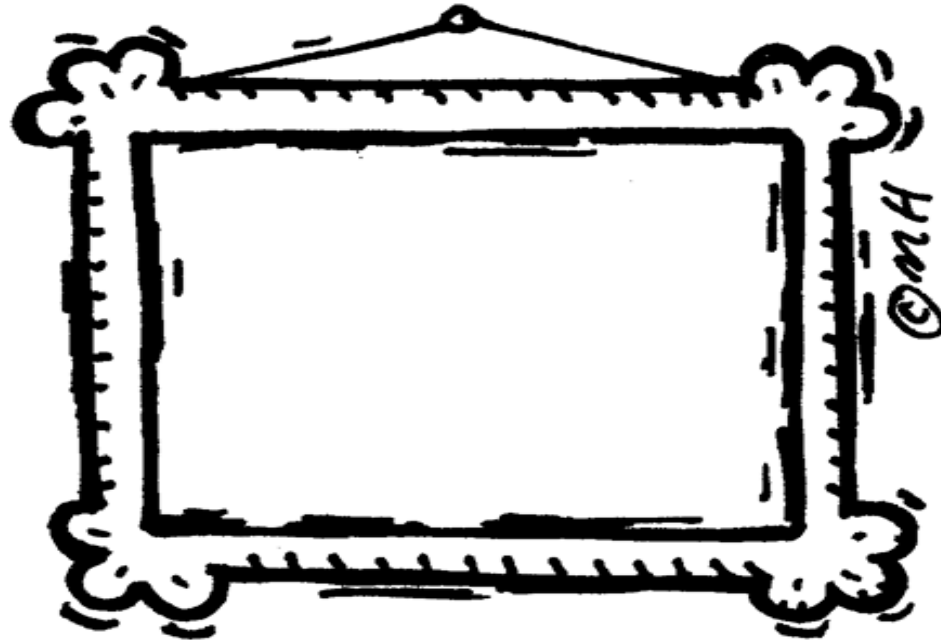


One Special Reader

RDG 4301



ASU Candidate: _____

Reader "name": _____ Age: _____

School _____ Grade: _____

RDG 4301 Assessment Portfolio

	Activity	Category	Where Do I Find It?	What is Measured?
A. _____	Identify One Special Reader			
B. _____	Interest Inventory (2)	Assessment	Google! In class examples	interests, motivations
D. _____	Writing Sample	Assessment	Blackboard	Ideas, organization, voice, word choice, sentence fluency, conventions
E. _____	Fluency Checklists (1-6) Self and Teacher	Assessment	This document	rate, prosody, automaticity, comprehension
	Letter Sound Assessment (Emergent Readers)		Blackboard	Letter recognition, alphabetic principle
F. _____	Spelling Inventory (1-6)	Assessment	Blackboard	Spelling, encoding, phonics
	DRA2 Word Analysis Tasks 1-10 (Emergent Readers)		Check out guides in Rm.128 Link to Blackline Masters	phonological awareness, phonemic Awareness, alphabetic principle
G. _____	Teacher Made Game	Intervention	This document, Examples on Blackboard	
H. _____	Informal Reading Inventory (DRA2)	Assessment	Green Boxes in 128; DRA2 Sheets on Blackboard	comprehension; oral reading fluency; decoding, reading engagement
I. _____	Matching Texts to Readers	Intervention	In class, this document. Check out books in blue tubs #128	
J. _____	5 Photos of child/child's work (game, interest inventory, etc.)	Documentation		
K. _____	Completed Reflection Table & Intervention Questions	Documentation	Included in this document pgs. 3-6	
L. _____	Case Study Report	Written Summary	Rubric(s) included in this document	

RDG 4301 Reflection Table (pg. 1)

	Interest Inventory	Writing Sample
<p>How did the assessment go?</p> <p>What did you learn about your reader as a person?</p> <p>What did you learn about yourself as an educator?</p>		
<p>What did you learn about your struggling reader as a learner?</p> <p>Describe students' needs/strengths, skills, strategies, etc.</p> <p>Use specific language from the assessment in your reflection.</p>		

RDG 4301 Reflection Table (pg. 2)

	Fluency Self-Assessment	Spelling Inventory	Informal Reading Inventory (DRA2)			
	Letter Sound Assessment	DRA2 Word Analysis				
<p>How did the assessment go?</p> <p>What did you learn about your reader as a person?</p> <p>What did you learn about yourself as an educator?</p>						
<p>What did you learn about your struggling reader as a learner?</p> <p>Describe students' needs/strengths, skills, strategies, etc.</p> <p>Use specific language from the assessment in your reflection.</p>			DRA2 Level:	_____	RR Level	_____
			Reading Engagement Score _____ / _____			
			Oral Reading Fluency Score _____ / _____			
			Percent Accuracy Was accuracy level IND or ADV? Yes/No			
			Comprehension Score _____ / _____			

Intervention Questions (pg. 1)

Intervention Plan	<p>Teacher Made Learning Game – Game Title and Theme?</p> <p>Describe your game? How is it played?</p> <p>What skills/strategies are taught by this game? Include the TEK(s).</p> <p>Why did you choose this game for this child? (Reference assessment results and your reflections.) How did you know your student needed to learn the target skills/strategies?</p> <p>Was your game a success? Did your child enjoy the game? How do you know if the student has improved/mastered the skill after he/she has played the game?</p> <p>Copy and paste questions and completed answers into your digital portfolio reflection box.</p>
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Intervention Questions (pg. 2)

Teach Made Game Information Sheet



Purpose: The ASU candidate will design a game that teaches/remediates/extends learning for their case study based on their child's specific literacy strengths and/or weaknesses identified by the assessments given during class. Games will be peer-reviewed during Game Day.

Criteria list for the perfect game:

Game Format: Board game, card game; other. Must have pieces/parts to manipulate. Colorful, neat, thematic based on the child's interests; appealing.

Game Directions: Included with/on the game. Written in child-appropriate language, includes step by step how-to-play, includes explicit objectives. (Because the child needs to work on medial consonants, this game teaches the rabbit rule.)

Playability: The game "works," Can be played more than once and still "works." Game is self-checking and engaging.

Professionalism: Game is ready to go and shared on the date on the syllabus. A file folder report including post-play statement on the ASU's effect on student learning is included.

Professor Wow Factor (+1) Game shows extra effort and creativity.

Matching Texts to Readers –

Book Title and Level (DRA____ RR____)

Pick a book to read with your Special Reader. Pick a book you know they will enjoy. Pick a book they can read on their own with a little help from you. The book should not be too hard (frustrational) or too easy (independent). The book should be at an instructional level for the child. That means the book will have a few challenges the student can learn from. Challenges can be in the vocabulary, phonics features, subject matter, number of words on the page, lack of picture or pattern support, etc. I strongly recommend you use the DRA level (from the informal reading inventory – IRI – to find a leveled reader in the blue tubs in Room 128. The DRA to RR correlations are included on page 16 of this document

Sit in a quiet space and guide the student's reading of all or part of the book. Make sure you prepare them for reading as this should be a book they have not read before. Preparing for reading might be a picture walk, a discussion about the topic, making predictions, etc.

Before reading with your child, answer these questions.

1. Why did you choose this book for your child? (Reference previous assessments – interest inventory, informal reading inventory, spelling inventory, etc.)
2. What challenges does the text present for the child?
3. How will you prepare the student for the reading and dealing with challenges? Mark and note 3 or 4 challenges with sticky notes.
4. Predict how will you encourage and support the reader through these challenges (encouraging inference, suggesting strategies, choral reading, questioning, etc.)

After reading, with your student, answer these questions.

5. How did the reading go? Did you pick the right book? How do you know?
6. How did you support the reader as they read? Did you identify the right challenges?

Copy and paste the questions and completed answers in your final portfolio. Include a picture of the book with your sticky notes indicating challenges.

A Quick and Dirty Guide to DRA2 Administration

This chart & information below may support you in creating your DRA2 assessment & student evaluation timeline

Levels 4 – 16 Assessment Conference: • Child reads entire text • Teacher takes record of oral reading • Child retells and answers comprehension questions orally • Student leaves conference area -Teacher completes ORF continuum section. • Teacher could complete rest of the evaluation now or save for later	Levels 18 – 24 Assessment Conference: • Child read a few pages • Teacher takes record of oral reading • Teacher completes ORF continuum section Independent Work: • Child reads the rest of the text Assessment Conference: • Child returns to retell & orally share responses for comprehension section • Teacher records responses	Levels 28 – 40 Assessment Conference: • Child read a few pages • Teacher takes record of oral reading • Teacher asks prediction questions • Teacher records responses • Student leaves conference area -Teacher completes ORF continuum section Independent Work: • Child reads rest of text & writes responses for comprehension section, then turns in assessment	Levels 40 -60 Assessment Conference: • Child read a few pages • Teacher takes record of oral reading • Student leaves conference area -Teacher completes ORF continuum section Independent Work: • Child completes prediction page without book • Child reads rest of text & writes responses for comprehension section, then turns in assessment
Level A Assessment conference: • Teacher asks Reading Engagement questions & records responses • Teacher & student read entire text while teacher record of oral reading and print language concepts • Teacher completes the continuum Reading Engagement, Oral Reading and Printed Language Concepts • Teacher administers DRA2 Word Analysis task or completes it at another time Levels 1-3 Assessment conference: • Child previews the book then child points to the words and reads the story • Teacher takes record of oral reading and notes use of print language concepts • (Level 2-3) Child identifies letters and letter sounds • Teacher completes continuum			

Case Study Report Rubric

Case Study Report Sections	Score: 10	Score: 5-9	Score: 0-4
Section 1- Introduction – Introduce the child; help the reader to get to know a little about the child personally. Describe the setting for your sessions; take us there.	Highly detailed, well developed thoughts, paints a picture with words;	Moderately detailed, thoughts underdeveloped.	Lacks detail and adequate development, No introduction included
Section 2 - Assessments – Choose 3 to focus on. Refer back to your reflections. Include the assessment’s purpose, the results, and what you learned about the student from each of the three assessments.	Three assessments described, results presented, what was learned presented. Highly detailed and easy to understand.	Less than three assessments described, detail a little hard to follow or not complete.	Lack of detail on the purpose and results of assessments. No assessments included.
Section 3 - Intervention – Describe your and <u>Teacher Made Game</u> and <u>Matching Texts to Readers Lesson</u> and how they responded to needs identified in one or more of your assessments. Discuss how successful the intervention was.	Game described thoroughly, well-developed thoughts. Student needs met by interventions identified. ASU candidate reflects on their effect on student learning.	Ideas are moderately developed, Discussion of intervention moderately detailed. Some reflection apparent.	Lack of detail or clarity. No intervention included.
Section 4 - Recommendations – Make at least 3 recommendations for further academic growth for this student. Use the data/language from the checklist at the end of the DRA2 Scoring Sheets.	Recommendations make sense, are easily implemented, thoughts are clear and well developed.	Fewer than 3 recommendations, ideas moderately clear.	Lack of detail or clarity. No recommendations included.
Section 5 - Effect on Student Learning Think overall with your experience with your assessment focus. Did you make a difference? Provide evidence based on assessment and intervention results. How can you improve your teaching?	Specific evidence is provided to back up claims. Statement of ways to improve is elaborate and clearly stated. Appropriate “teacher language” is utilized.	Some evidence is provided to back up claims. Ways to improve are listed and clear. Some “teacher language” is used.	No evidence is provided to back up claims. Little to no statements on how teaching can improve.
Section 5- Conclusion – Complete your report by discussing your assessment/teaching experience - what you learned, what was surprising, etc.	Well-developed thoughts, sincerity and earnestness conveyed.	Conclusion is moderately developed; some sincerity is conveyed.	Little to no conclusion evident.
Required Format 3 to 5 pages; 1.5 or double spaced 1 inch margins; few spelling and grammar mistakes APA style for headings/format.	All format guidelines followed, excellent grammar and spelling, appropriate bolding, italics and spacing.	Format guidelines are mostly followed; some grammar and spelling mistakes are noted.	Format guidelines are not followed. Poor spelling and grammar.
Illustrations <u>Five photos</u> of child/child’s work with materials discussed in the report; sized and cropped appropriately	Illustrations help to illuminate points in the text. Illustrations are referred to within the texts.	Illustrations missing or lacking close connection to written text.	Lacks suitable illustrations.

Total Possible Points: 80

Sparkle Points ____/10

Total for Report: ____

Assessment Portfolio Rubric

Required Elements	21-25 points	18-20 points	17 and below
Assessments <ul style="list-style-type: none"> • Interest Inventory (B) • Writing Sample (D) • Fluency Self-Assessment <u>or</u> Concepts of Print (E) • Spelling Inventory <u>or</u> DRA2 Word Analysis (F) • DRA2 (H) 	<ul style="list-style-type: none"> • All assessments and reading recording included. • All assessments complete. • Scanned documents are easy to read. • Evidence of teacher reflection and student response is clear. • Evidence of careful planning, preparation and carry-through 	<ul style="list-style-type: none"> • Most assessments included. • Most assessments complete. • Most scanned documents are easy to read. • Some evidence of teacher reflection and student response is clear. • Some evidence of careful planning, preparation and carry-through. 	<ul style="list-style-type: none"> • Missing elements • Evidence of a lack of care • Incomplete • Late
Interventions Teacher Made Game (G) Matching Texts to Readers (I)	<ul style="list-style-type: none"> • Teacher Made Game reflects creativity and careful planning. • Teacher Made Game addresses needs identified in assessments. • Photos (game) submitted are elaborate and easy to understand. • QR code submitted (MTR) 	<ul style="list-style-type: none"> • Teacher Made Game reflects a good amount of creativity and careful planning. • Teacher Made Game addresses needs identified in assessments. • Photos submitted are mostly elaborate and easy to understand • QR code submitted (MTR) 	<ul style="list-style-type: none"> • Missing elements • Evidence of a lack of care • Incomplete • Late
Reflection Table and Intervention Questions Reflections Intervention Questions	<ul style="list-style-type: none"> • Reflections are concise and easy to read. • Intervention questions reflect careful planning and connects planning to assessment. • Evidence of reflective practice 	<ul style="list-style-type: none"> • Reflections are somewhat concise and easy to read. • Interventions reflect some careful planning and connects planning to assessment. • Some evidence of reflective 	<ul style="list-style-type: none"> • Missing elements • Evidence of a lack of care • Incomplete • Late
Photo Gallery (5) Title Page (A) This Rubric (Front Pocket) *Parent Permission Form (if applicable.)	<ul style="list-style-type: none"> • Photo page provides evidence of careful planning and learner engagement. • Title page and Rubric included 	<ul style="list-style-type: none"> • Photo page provides some evidence of careful planning and learner engagement. 	<ul style="list-style-type: none"> • Less than 5 photos or missing entirely. • Missing title page and/or rubric

Total: ____ of 100

Fluency Self-Assessment Directions

1. Ask the student to select a book they can read easily. Or you can ask the teacher for a good text for a fluency assessment. Real literature is preferred over fluency passages.
2. Use a device to record student reading. Your phone will work.
3. Time the student reading for about a minute. Together mark how many words the student read in that minute.
4. The student should listen to the recording and rate their reading based on the self-assessment checklist on page 12 or 13 depending on your student's grade level. The pictures to the right may be help you modify for younger students.
5. Re-read and re-record student reading for about a minute. Again, mark the number of words the student read in a minute.
6. Have student listen then reflect on improvement based on the first self-evaluation checklist.
7. As teacher, complete the Multidimensional Fluency Scale on page 15.
8. Complete your reflection for Fluency. Make sure you include your thoughts on the power of student self-assessment. Also include the reading rates (WPM) for the child's first and second readings and how the child rates compared to the expected WPM at grade levels (chart on page 14).



_____'s Fluency Reflection

Time: _____



Listen to your recording and grade your fluency using this rubric.

1st Reading How long did it take you? _____ Date _____

I read with EXPRESSION (Not like a robot.)		✓	😊	★
I read in PHRASES (Pausing at punctuation marks.)		✓	😊	★
My RATE was just right. (Not too fast, not too slow.)		✓	😊	★
I read the words ACCURATELY .	✓	✓	😊	★

I will work on _____.

Listen to your recording and grade your fluency using this rubric.

2nd Reading How long did it take you? _____ Date _____

I read with EXPRESSION (Not like a robot.)		✓	😊	★
I read in PHRASES (Pausing at punctuation marks.)		✓	😊	★
My RATE was just right. (Not too fast, not too slow.)		✓	😊	★
I read the words ACCURATELY .	✓	✓	😊	★

I will work on _____.

EXPRESSION



Don't sound like
a robot and read
smoothly.

PUNCTUATION



Use the
punctuation when
reading.

ACCURACY







Read the words
right.

RATE



Not too fast
and not too slow.

Book Title: _____ Date of Readings: _____					1st Reading	2nd Reading
Expression and Volume 	1 Reads in a quiet voice. The reading does not sound natural like talking to a friend.	2 Reads in a quiet voice. The reading sounds natural in parts, but the reader does not always sound like they are talking to a friend.	3 Reads with volume and expression. However the reader sometimes slips into expressionless reading and does not always sound like they are talking to a friend.	4 Reads with varied volume and expression. The reader sounds like he is talking to a friend with their voice matching the spirit of the text.		
Phrasing 	1 Reads word by word in a monotone voice.	2 Reads in two or three word passages, not using appropriate punctuation, stress, and intonation.	3 Reads with a mixture of run-ons, mid-sentence pauses for breath, some choppiness. There is reasonable stress and intonation.	4 Reads with good phrasing; using punctuation correctly, as well as stress and intonation.		
Smoothness 	1 Frequent pauses, sounds out words, and repeats words and phrases. The reader makes multiple attempts to read the same passage.	2 Reads with extended hesitations or pauses. The reader has many "rough spots."	3 Reads with occasional breaks in rhythm. The reader has trouble with specific words and/or sentences structures.	4 Reads smoothly with only a few breaks, but self-corrects difficult words and/or specific sentence structures.		
Pace 	1 Reads slowly and the reading is labored.	2 Reads moderately slowly.	3 Reads fast and slow through the reading.	4 Reads at a conversational pace throughout the reading.		
Second Reading Score: _____ Scores of 10 or more mean the reader is making good progress toward fluency. Scores below 10 indicates the reader needs additional instruction in fluency.					WPM:	WPM:
					%Correct	%Correct

Fountas & Pinnell Recommended Oral Reading Rates (Words per Minute)

Expected oral reading rates at grade and instructional levels

End of Grade (Level)	Oral Reading Rate (WPM)
1 (J-K)	75-100
2-3 (L-M-N)	90-120
3 (N-O-P)	100-140
4 (Q-R-S)	120-160
5 (T-U-V)	140-180
6 (W-X-Y)	160-200
7-8 (Y-Z)	180-220

Multidimensional Fluency Scale

NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels	
Kindergarten	A, B	A	A	Readiness		
	1		1			
	2	B	2	PrePrimer 1		
	3	C	3			
4			4	PrePrimer 2		
Grade 1	5	D	6			
	6					
	7	E	8	PrePrimer 3		
	8					
	9	F	10	Primer		
	10					
	11	G	12			
	12					
	13	H	14	Grade 1	200-299	
	14					
	15	I	16			
	16					
	Grade 2	18	J, K	20	Grade 2	300-399
20		L, M	28	400-499		
Grade 3	22	N	30	Grade 3	500-599	
			34			
	24	O, P	38		600-699	
Grade 4	26	Q, R, S	40	Grade 4	700-799	
Grade 5	28	T, U, V	44	Grade 5	800-899	
Grade 6	30	W, X, Y		Grade 6	900-999	
Grade 7	32	Z		Grade 7		