Diagnostic Literacy Evaluation

Student: Lucy (not student's real name)   Age: 13.0

Background Information

Lucy is a 12 year old girl who is in 7th grade at Simon Baruch Middle School. As noted by her school psychologist, Lucy has a history of articulation and language deficits which were identified initially when she was three years old. Lucy receives special education support services which include a Special Education Service Provider (SETTS) who pushes-in to Lucy's ELA (English Language Arts) general education classroom 2 out of 6 periods a week; she is also pulled out once per week in a small group. Lucy receives speech and language therapy twice per week in a small group (3:1) which focuses on developing comprehension of text, vocabulary, and written language skills. She also participates in a reading class (within a large classroom setting) for reading instruction for at-risk students 4 periods per week with focus on reading comprehension strategies. In addition, Lucy receives classroom accommodations and modifications such as repeating directions, simplifying directions, and giving additional time to organize her notes.

Lucy's school psychologist requested her to be a part of the Literacy Clinic to improve her decoding abilities, reading comprehension and reading fluency. Since Lucy is in seventh grade this year, her school psychologist expressed an increased urgency to get her on level with reading and writing. According to her Speech teacher, Lucy has difficulty with the application of literary concepts, higher order questions and using context clues to determine meaning of unknown vocabulary words.

After meeting with Lucy, I believe she has a positive attitude towards her work. She possesses intrinsic motivation and wants to succeed in the Literacy Clinic. Lucy works hard and is willing to try various instructional strategies.

Tests Administered

Adolescent Reading Attitude Survey

	Raw Score	Interpretation
Recreational Print	65	Positive
Recreational Digital	18	Negative
Academic Print	46	Somewhat positive
Academic Digital	36	Indifferent

Tests of Word Reading Efficiency (TOWRE)

	Raw Score	Standard Score	Percentile
Sight Word Efficiency	53	81	10%
Phonemic Decoding Efficiency	21	80	9%
TOTAL Reading Efficiency	161	77	6%

Words Their Way-Elementary Spelling Inventory

Spelling Stage: Middle/Late Syllables and Affixes

Words Spelled Correctly	20/25
Feature Points	55/62

Features	Raw Score	Percent	Interpretation
Consonants	7/7	100%	Mastery
Short Vowels	5/5	100%	Mastery
Digraphs	6/6	100%	Mastery
Blends	7/7	100%	Mastery
Common Long Vowels	5/5	100%	Mastery
Other Vowels	7/7	100%	Mastery
Inflected Endings	5/5	100%	Mastery
Syllable Junctures	4/5	80%	Instructional
Unaccented Final Syllables	3/5	60%	Frustration
Harder Suffixes	3/5	60%	Frustration
Bases or Roots	3/5	60%	Frustration

Qualitative Reading Inventory

Word Identification

Grade	4	5	6	7/8
Level % Automatic	90%	80%	60%	45%
Level% Total	100%	85%	80%	45%

Reading Passages

Title	*Amelia Earhart*
	Narrative
	Read Orally
Readability	Fourth Grade
Level	(3.3-Lexile 500)
Accuracy	98%
Rate	111 WCPM
	25%ile
Retelling	21 idea units
	45%

Comprehension Questions
Level % Comprehension   88%
Level % Comprehension with Look-backs   12%
Total=100%

INDEPENDENT Level

Title	*Martin Luther King Jr.*	*Farming on the Great Plains*
	Narrative	Expository
	Read Orally	Read Orally
Readability	Fifth Grade	Fifth Grade
Level	(5.2-Lexile 830)	(5.4-Lexile 810)
Accuracy	97%	96%
Rate	111 WCPM	86 WCPM
	25%ile	10%ile
Retelling	22 idea units	30 idea units
	42%	37%

Comprehension Questions
Level % Comprehension   75%   50%

| Level % Comprehension with Look-backs | - | 25% |
| Total | | 75% |

	INSTRUCTIONAL LEVEL	INSTRUCTIONAL LEVEL
Title	*Abraham Lincoln*	*The Lifeline of the Nile*
	Narrative	Expository
Readability	Sixth Grade	Sixth Grade
Level	(5.7-Lexile 760)	(6.9-Lexile 850)
Accuracy	98%	98%
Rate	85 CWPM	79 CWPM
	10% ile	less than 10% ile
Retelling	28 ideas unit	10 idea unit
	60%	18%

Comprehension Questions

Level % Comprehension	50%	25%
Level %Comprehension with Look-backs	50%	38%
Total	100%	63%

	INDEPENDENT LEVEL	FRUSTRATIONAL LEVEL

Writing Curriculum Based Measure (CBM)

"Unseen Volcanoes Build New Land"

Total Words Written-58

Words Spelled Correctly-53

Correct Writing Sequence-50

Percentile: 50% (*according to the Norms for Writing CBM: Correct Writing Sequence*)

Observations During Testing

<u>Development of Word Recognition (in isolation)</u>

Test of Word Reading Efficiency (TOWRE)

The TOWRE is divided into two subtests, the test of Sight Word Efficiency and the test of Phonemic Decoding Efficiency. On each test, the student is to read as many words as possible within 45 seconds. The Sight Word Efficiency test includes high frequency words in the English language. These high frequency words appear in almost every English language text. Therefore

it is important for readers to recognize the words automatically. The Phonemic Decoding Efficiency test includes nonsense words that are made from common English spelling patterns. This allows the student to use their abilities to decode an unknown word. The Test of Word Reading Efficiency (TOWRE) provides useful information to help identify strengths and weaknesses in reading fluency as well as word recognition.

Lucy's score ranks her at the 10% for Sight Word Efficiency and the 9% for the Phonemic Decoding Efficiency. This indicates Lucy has similar abilities in both sight word efficiency and phonemic decoding efficiency.

Lucy's total Reading Efficiency score is at the 6th percentile. This means that compared to 99 other students of her age, 94 students would be performing at a higher level in these combined tasks. Lucy was able to correctly identify the words on both lists but had difficulty with her words per minute (fluency). On the Sight Word Efficiency subtest, Lucy was able to identify 53 out of the 104 words listed. On the Phonemic Decoding Efficiency subtest, she was able to identify 22 out of the 63 words listed.

Elementary Spelling Inventory

The Elementary Spelling Inventory contains a list of increasingly difficult spellings words that have been selected so that particular word features can be analyzed to determine the students spelling stage. These spelling words help determine what the student understands about spelling.

Lucy spelled 20 out of 25 words correctly. She demonstrates spelling traits associated with the Syllable and Affixes developmental stage. This stage is typically associated with children in 4th grade. According to the spelling inventory, Lucy has mastered Inflected endings (such as –ed, -ving, -pping). However, she requires explicit instruction with syllable junctures (rr, tt, ll) and unaccented final syllables (en, ar). After teaching these explicit endings, Lucy will become a more advanced speller and will progressively move into the Derivational developmental stage.

Development of Word Recognition (in Connected Text)

Qualitative Reading Inventory (QRI)

The Qualitative Reading Inventory contains grade level passages that are used to evaluate oral reading, fluency, and reading comprehension. Students are first to read a set of words lists to determine their reading grade level. The assessment requires students to read at least 4 passages, one at their independent level, two at their instructional level, and one at their frustration level. After reading a passage, a student is to retell what they have read and answer eight questions about the passage. Four questions require using the information that is

explicitly stated in the text and four questions require the students to make inferences to properly answer the question. Before starting a passage, I informed Lucy the procedure of the assessment and what would be required after reading (retelling and comprehension questions).

Independent Level	Is the level at which a student can read successfully without assistance.
Instructional Level	Is the level at which a student can read with assistance from the teacher.
Frustration Level	At this level, the student is unable to read the material. Explicit instruction is required.

Based on the Qualitative Reading Inventory Lucy's instructional reading level is at 5th grade. Based on the word lists, I asked Lucy to begin reading at the 4th grade level (which was her independent level). I then administered a 5th Grade Narrative, a 5th Grade Expository, a 6th Grade Narrative, and a 6th Grade Expository. Since the school psychologist indicated Lucy's fluency issues, I asked Lucy to orally read the passage.

Lucy's scored 97% accuracy on the Grade 5 Narrative. One of the eight errors made changed the meaning of the passage. The 97% accuracy categorizes this text at the Independent level. It is likely that texts at this level of difficulty (narrative, 5.2, Lexile 830) can be read successfully without assistance.

During all reading, Lucy was able to mostly self-correct words based on the meaning and structure of the sentence. Assessing Lucy's fluency rates she would benefit when reading texts with a Lexile measure above 800.

Reading Fluency
Reading fluency is defined as the ability to identify words automatically and accurately. It is measured in words per minute (WPM) and words correct per minute (WCPM). These scores are then compared to other students at their same grade level. For this assessment, I used the Hasbrouck and Tindal Oral Reading Fluency Data (2006) to interpret the data. Fluency is a foundational skill in reading and comprehension as it allows a student to read a passage automatically.

I calculated Lucy's WCPM during the Qualitative Reading Inventory.

Grade Level Text	Passage	Lexile	Rate (WCPM)	Hasbrouck and Tindal Percentile Rank
4th Narrative	*Amelia Earhart*	500	111	25%
5th Narrative	*Martin Luther King Jr.*	830	111	25%
5th Expository	*Farming on the Great Plains*	810	86	10%
6th Narrative	*Abraham Lincoln*	760	85	10%
6th Expository	*The Lifeline of the Nile*	850	79	Less than 10%

Lucy's fluency rates are consistent with her performance with the TOWRE. In regards to fluency Lucy is functioning at the 10% percentile rank. This requires immediate intervention.

Reading Comprehension

Retelling

Lucy was asked to retell the passage in complete detail as if she were telling someone who had not read the text. Lucy was able to retell big ideas of the passage. Her retellings of narratives were more descriptive (between 45%-60%) as compared to her retellings of expository texts (18%-35%). The narrative retellings included setting, goals, events, and resolutions found in the passage. Lucy's retelling abilities are given in sequential order similar to the text. Lucy had the most difficulty with retelling the 6th grade expository text, as she only recalled 10 ideas out of 56 total ideas.

Answering Questions about Text

Lucy was able to successfully answer both explicit and implicit questions at the 4th grade level, which is also her independent level. As previously stated, Lucy's instructional level is at the 5th grade. She was able to comprehend about 75% of the passage. She experiences frustration with the 6th grade expository text. In order for Lucy to comprehend texts at the 6th grade level, she had to look back approximately 50% of the time. Lucy will need strong instructional support at the 6th grade material in order to comprehend texts.

Writing Abilities

Curriculum Based Measures (CBMs) provides information that can help determine future instructional goals for each student. A Writing CBM is a simple measure of student's writing

skills. The Writing CBM assesses a student's total words written, words spelled correctly and the correct writing sequence. Students are to respond to a prompt within three minutes.

When first conducting assessments, I asked Lucy to respond to a prompt about a 5th grade narrative passage. Her total words written was 58, she spelled 53 out of 58 words spelled correctly and had a correct writing sequence of 50. According to the Norms for *Writing CBM: Correct Writing Sequences* Lucy is at the 50% at her grade level. This means that 50 students performed at a higher level than Lucy on grade level.

Reading Attitudes

Adolescent Reading Attitudes Survey

The Adolescent Reading Attitudes Survey measures students' attitudes about recreational reading as well as academic reading in both print and digital forms. Lucy expressed the most positive attitude towards recreational reading in print settings. She had a somewhat positive attitude towards academic reading in print setting, an indifferent attitude towards academic reading in digital settings and a negative attitude towards recreational reading in digital forms.

Summary

Lucy is a seventh grade student at Simon Baruch Middle School, who enjoys reading but is currently below grade level. According to the Qualitative Reading Inventory, Lucy instructional reading level is at the 5th grade level. It is important for Lucy to receive guidance and instruction to become a stronger reader. Lucy is a hard worker and is dedicated to improve her reading level.

Lucy's word recognition abilities and reading fluency place her at the 10th percentile. She needs to develop greater accuracy and automaticity. Her spelling inventory places her at the Syllable and Affixes stage. This requires further instruction with syllable junctures as well as unaccented final syllables. Instruction in this stage will be addressed in reading and spelling.

Lucy's reading fluency percentile places her at the 10th percentile. Since word recognition and fluency are related, it would make sense that Lucy's word recognition and fluency are at the same percentiles. Lucy will need to explicitly work on improving her fluency throughout the Literacy Clinic. This goal is for her to become a more fluent reader to increase her reading level.

Lucy is able to retell about 50% of the text at her instruction level (5th grade). Lucy's retellings are mostly in sequential order and include setting, goals, events and resolution. Lucy's level of comprehension depends on the type of text she reads. She is able to comprehend more narrative texts as compared to expository texts. I will be working in the clinic with Lucy to help her with her comprehension abilities in regards to expository texts at her instructional level.

Instructional Recommendations

Plan for Instruction

Primary Goals:

- Increase fluency abilities
- Improve reading comprehension
- Writing-summary and argumentative

Secondary Goals:

- Spelling and Decoding
- Identify text structures to expand recall of expository text

Fluency

- Charted Reading
    - Using a single 5th grade passage per session, I will time Lucy for one minute to identify the number of words read correctly and the number of errors. I will tell Lucy what words were mispronounced before beginning again. This is done three times in a row to determine Lucy's correct words per minutes (CWPM).
- Paired Reading
    - Paired reading is when the tutor and the tutee read together in unison on an instructional level text. The tutor and the tutee agree on a starting signal before reading the passage. The student is to give the tutor a signal when they would like to read solo. The tutor will follow along silently. If the student does not know a word, the tutor will wait for four seconds and return to waiting.

Reading Comprehension

- Think Aloud
    - Lucy will use a think aloud after reading each section of a passage to collect her thoughts about what each section is about. She will write her notes on the text. This will help her summarize each section using her own words.
- Graphic Organizers
    - Semantic maps are used to help develop a complex relationship among concepts, story characters, plot development, and key ideas in the reading text.
- GIST strategy-Summarizing
    - The purpose of the GIST strategy is to understand the "gist" of what they have read. Lucy will have to summarize a text into 20 words using a sentence format. First, Joana will summarize the first paragraph in 20 words and then add a second paragraph. Then both paragraphs must be summarized into the 20 spaces. This

is repeated throughout the whole text. Explicit instruction is first needed for this activity.

Summary Writing

- Self-Regulated Strategy Development (SRSD) is an instructional writing strategy that helps students learn how to plan, monitor and revise their own writing.
- POW Strategy-Pick my ideas, Organize my notes, and Write and Say More
- TREE Strategy-Topic Sentence, Reasons (3 or more), Explain Reasons, Ending

Argumentative Writing

- STOP Strategy- Suspend Judgment, Take a Side, Organize Ideas, Plan More as You Write
- DARE Strategy-Develop your topic sentence, Add supporting ideas, Reject arguments for other sides, End with a conclusion

Spelling and Decoding

- Words Sorts-*Words Their Way*
    - Word sorts in the Syllable and Affixes Stage will help Lucy improve her spelling and decoding ability. Words sorts are provided by the *Words Their Way* book

Text Structures

- I will also review various text structures with Lucy and use graphic organizers to help organize her ideas. Text structures include: sequence, description, compare and contrast, cause and effect, and problem-solution.

Tutoring Interventions

A possible tutoring or intervention model for Lucy:

Time	Activity	Progress Monitoring
5-10 minutes	Charted Reading	2X a month
15-20 minutes	Instructional Reading/Comprehension	Retelling idea units-once a month
5 minutes	Word Sort	N/A
15-20 minutes	Summary writing	Timed essay in response to expository text: 15 minutes 2X a month
10-15 minutes	Paired Reading	N/A