

## Analyzing Student Data Project

Case 1: Ashley

Amber Lawson

Michigan State University

## **Analysis of Assessment Data**

It is crucial for young students to learn letter names to become proficient readers. They should learn letter names because experienced readers recognize words by identifying the component letters and not the word as a unit (McKenna & Stahl, 2009, p.82). At the beginning of the school year, Ashley was able to recognize all of letters on the Alphabet Recognition Chart (McKenna & Stahl, p.97). The chart includes all capital letters out order in rows and columns at the top of the page and the lower case letters out of order at the bottom in rows and columns. The assessment assesses students' knowledge of recognizing all capital and lower case letters. According to the Common Core State Standards, one of the reading foundational skills is for students to recognize and name all upper and lowercase letters of the alphabet in kindergarten (RF.K.1D). It is evident that she is meeting this expectation and can recognize letters.

Moreover, it is vital that prereaders become aware of the sounds that comprise spoken words (McKenna & Stahl, 2009, p.83). It is important for students to be able to hear phonemes, the smallest sound in words, to be able to develop phonics and spelling skills later on. Ashley took the Phonological Awareness Assessment (McKenna & Stahl, p.98) to assess her awareness of sounds in words. The assessment included phonemic awareness and rhymes. For each subtest, mastery is indicated if the learner completes four out of five items correctly. Ashley showed mastery with rhyme choice, rhyme supply, phoneme isolation with beginning and final sound, phoneme identity, phoneme categorization, phoneme blending, phoneme deletion, and phoneme segmentation with consonant sounds at the beginning. There are some subtest that Ashley did not show mastery with which includes phoneme addition and substitution, phoneme segmentation

with consonant clusters (more than one consonant together) at the beginning and at the end. According to CCSS, kindergarteners should be able to add or substitute individual sounds in simple one-syllable words to make new words (RF.K.2.E). Ashley was not able to do so with substituting a sound in the words *sack* and *bread*. First graders should be able to segment spoken single-syllable words into their complete sequence of individual sounds (RF.1.2.D). Ashley was not able to segment words with consonant clusters at the beginning or the end of words. It is evident that Ashley needs more support with words that have consonant clusters.

As children learn about written words, their attempts at spelling reflect their growing sophistication of their knowledge of orthographic patterns (McKenna & Stahl, p.108). Ideally, second graders should range between the late letter name to early syllables and affixes stage. By the end of the school year, they should be at the late within word pattern stage. After looking at Ashley's Elementary Spelling Inventory (McKenna & Stahl, p.143), I believe that Ashley would benefit from review activities with short vowels and she needs more instruction with long vowel sounds. According to CCSS, second graders should know spelling-sound correspondences for additional common vowel teams (RF.2.3.C). Ashley's assessment is showing that she is not meeting this standard. She does know spelling-sound correspondences for consonants.

Likewise, sight words are words that can be read automatically within one second. Sight words can vary from reader to reader and can include high frequency words as well as low frequency words. In the primary grades, a lot of teachers assess their students using the Dolch or Fry word lists. After looking at the first list of the Fry Sight Word Inventory (McKenna & Stahl, 2009, p.116-122), Ashley has mastered ninety of the skills

and was able to decode three of the words. After looking at the second list, she has mastered forty-six of the skills and decoded thirteen of the words. Ideally, she should have had the first list mastered by the end of first grade. She still has the rest of the school year to master the skills on the second list during the school year or next school year. In relation to CCSS, she is not meeting the first grade standard of recognizing and reading grade-appropriate spelled words (RF.1.3.G). She needs more instruction with the ten words she missed from the first list before working on the words she has not mastered on the second list.

Lastly, a Qualitative Reading Inventory (QRI) is a type of Informal Reading Inventory Assessment also known as an IRI. An IRI is a quick way for educators to determine students' approximate grade level. They can include different components and vary from assessment to assessment. They can include a section to understand students' background knowledge of the content, a reading passage, and comprehension questions. With the concept questions and prediction, it is clear that Ashley is familiar with the content, has some background knowledge, and understands some of the vocabulary in the story. She was able to retell eleven of the ideas from the passage. With the comprehension questions and the total accuracy, Ashley is at the instructional/frustration level. At this level, Ashley could benefit from instructional support to become a more proficient reader. According to CCSS, I believe that Ashley is in the process of meeting grade level standards. She needs more assistance with describing the overall structure of a story (RL.2.5) and describing how characters in a story respond to major events (RL.2.3).

## Goals for Instruction

In order for students to become life long readers, they have to be able to comprehend what they read and understand their purpose for reading. There are three strands that contribute to students' reading comprehension according to the Modified Cognitive Model, automatic word recognition, language comprehension, and strategic knowledge (McKenna & Stahl, 2009, p.23). Jeanne Chall's Model of the Stages of Reading Development includes five stages (McKenna & Stahl, 2009, p.4). Ashley is at the Confirmation and Fluency Stage. This stage occurs at the end of first grade to the end of third grade. At this stage, students learn automatic word recognition and the use of context. However, Ashley has not fully mastered the first two stages, Decoding and Emergent Literacy. After analyzing Ashley's assessments, I believe two goals that would help Ashley in becoming a more proficient reader include instruction with phonics and instruction with sight words, components of the automatic word recognition strand of the MCM.

First, Ashley needs some support with phonological awareness, one of the components that contribute to automatic word recognition. Once she's able to hear consonants clusters and segment the sounds, this will contribute to her phonics and spelling skills. It will contribute to her ability to decode words. Her understanding of letter sound correspondence is present with consonant sounds but it is not with vowel sounds. She could benefit from review with short vowel sounds first and more instruction with long vowel sounds. This is evident by using the Elementary Spelling Inventory. She missed the long vowel sound in the majority of the words including *float* (*flot*) and *place* (*plas*) and she missed some of the words with short vowel sounds including *lump* (*lomp*)

and *when (wine)*. By looking at her ESI and QRI, she knows how to decode and encode consonant sounds when they are in isolation and mostly in blends. She is not as successful with decoding the long vowel sounds by looking at the miscues from the reading passage such as *cage (can)* and *care (car)*. Once she develops a deeper understanding of the vowel sounds, she will not have to spend as much time decoding words while reading and she will be able to focus more on the main ideas. Knowing common vowel team conventions for representing long vowel sounds as well as knowing final -e for common vowel team conventions for representing long vowel sounds are first grade Common Core State Standard that Ashley is not meeting. Associating the long and short vowel sounds with the common spellings for the five major vowels is a kindergarten CCSS that Ashley is not meeting as well. As a second grader, she is expected to be able to distinguish long and short vowels when reading according to CCSS.

In addition to phonics being one of Ashley's learning goals, in my opinion her second learning goal would be more instruction with sight words. Sight word knowledge will contribute to her reading fluency, her automatic word recognition, and eventually her reading comprehension. The majority of the words from the first list that she missed are words that have digraphs that produce distinct vowel sounds such as *would*, *down*, and *oil*. Teaching Ashley these digraphs may help her to better understand the words and she can decode them while she is in the process of learning them as sight words. When teaching Ashley the sight words, her instruction should begin with the words that cannot be decoded easily. This way she will be able to recognize them when she reads different texts. Considering the first list of words should be mastered by the end of first grade, she

is not fully meeting the kindergarten CCSS, read common high frequency words by sight including the words *would*, *may*, *into*, and *find* to name a few.

Sight word knowledge will contribute to Ashley's automatic word recognition. If she is able to recognize more words automatically, she will be able to pay more attention to what she is reading and less attention to reading words individually. For example, Ashley was not able to read the word *enough* from the QRI. Her response to the comprehension question that *dad didn't have money* could have been interpreted as he did not have any money at all instead of he had some money but not as much as he needed to buy the PlayStation or the bike. She also was not able to read *care center* automatically. Animal care center was not apart of her background knowledge but she was able to tell that the dad paid for the dog at a place similar to a store using context. In second grade, she should be able to read with sufficient accuracy and fluency to support comprehension and using context to confirm or self-correct word recognition and understanding in relation to the Common Core State Standards. It is evident that she is not meeting these strands considering her over all score is at the instructional/frustration level.

### **Instructional Strategies**

To make sure that she fully meets the kindergarten and first grade strands to build the foundation for second grade phonics skills, Ashley could benefit from using word studies for phonics such as the ones included in *Words Their Way*. The words in the word sort must include words that are familiar to Ashley and possibly some new words. The word sort will address Ashley's needs. She could sort words based on their vowel sound. She will be able to recognize patterns and sounds in the words. She can sort the words in

a variety of activities including small group, partner or independently increasing her responsibility with the sort as she becomes more experienced with the words. The type of activities can fit her learning style. By sorting the words, she can form discoveries and generalizations of the English language and will further her literacy development. I choose this strategy because its hands on, interactive, and Ashley's skills can develop at her own pace.

Another instructional strategy that could benefit Ashley's phonics skills is for her to represent each sound she hears as she writes ([readingrockets.org](http://readingrockets.org)). This could include notes, letters, or e-mails. Evidence Based Literacy Instruction also known as EBLI is a literacy program that is aligned to CCSS that teaches students to say the sounds as they write the sounds in words. It will help her with her decoding and encoding skills. It teaches students that more than one letter can spell a sound and patterns. This could help Ashley with long vowel sounds. The lessons are hands on and interactive for students. Ashley could use the EBLI app, the center activities, and the white board lessons. The lessons could be taught in small and whole group as well as one on one depending on the setting that would work best for Ashley. I choose this strategy because some younger students benefit from thinking out loud instead of thinking to themselves quietly. EBLI also believes that when students say as they write, it helps them remember the spelling patterns for sounds.

One instructional strategy that could assist Ashley with sight words could include learning the words by using a word wall, through games, writing or using manipulatives to name a few ([scholastic.com](http://scholastic.com)). By including a variety of activities, Ashley will be able to learn in the learning style that works best for her. She should first learn the words that

cannot be decoded easily. She could do some of these activities as a center, small group, as a pair or even individually. She could practice spelling the word using magnetic letters, stamps or cookie cutters with play dough. She could use word hunts, sentence strips, and games such as Go Fish and Concentration. These are interactive activities that many children enjoy that Ashley may enjoy as well. I choose this strategy because I think it will keep her engaged in her learning.

After providing Ashley with some of the activities listed above, another instructional strategy that could help her with sight words could be providing her with mini-assessments every so often such as the one with the row of four words and the teacher telling her to circle a particular word (McKenna & Stahl, 2009, 101). She would have to demonstrate some understanding of the sight word to be able to identify it. Although this may not be the most reliable assessment, it could be used as a strategy. The words used could increase with difficulty. They first can begin with words with different patterns and then words with similar patterns, which would require Ashley to be able to recognize the word as a whole that includes particular patterns instead of one part of the word. Overall, with these strategies, Ashley's automatic word recognition would increase, her reading comprehension would improve and she would become a more proficient reader.

## References

McKenna, M., & Stahl, K. (2009). *Assessment for Reading Instruction* (Second ed.). New York: The Guilford Press.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction* (Fifth ed.). New Jersey: Pearson Education.

Chabazi, N. (n.d.). Evidence Based Literacy Instruction. Retrieved November 1, 2014, from <http://eblireads.com>

Mugurussa, T. (2012, October 30). Tips for Teaching Frequency and Sight Words. Retrieved November 4, 2014, from [scholastic.com](http://scholastic.com)

Unknown. (n.d.). Word Decoding and Photics. Retrieved November 4, 2014, from [readingrocket.com](http://readingrocket.com)

*Response to Intervention (RTI): Informal Reading Inventories (IRI)* [Motion picture]. (2013). United States: McGraw Hill Education.

Gates, L., & Yale, I. (2011). A Logical Letter Sound System in Five Phonic Generalizations. *The Reading Teacher*, 64(5), 330-339.

Caldwell. (n.d.). Word Identification How Can We Assess a Student's Word Identification Ability?

Dr. Wright's Modified Cognitive Model PowerPoint

Analyzing Student Data Project

Case 2: Jamal

Amber Lawson

Michigan State University

### **Analysis of Assessment Data**

As children learn about written words, their attempts at spelling reflect their growing sophistication of their knowledge of orthographic patterns (McKenna & Stahl, p.108). Ideally, fourth graders should range between the within words patterns to the syllables and affixes stage. By the end of the year, fourth graders should be at the middle syllables and affixes stage. After looking at Jamal's Elementary Spelling Inventory (McKenna & Stahl, p.143), I believe that Jamal is within his grade level. The ESI assesses students' encoding skills with the words' difficulty increasing from the first word to the last word. While determining Jamal's instructional needs, he demonstrated mastery with consonants, short vowels, diagraphs, and blends. He would benefit from some review work with the other components of the within word pattern stage and syllables and affixes stage. His instruction should begin with long vowels followed by other vowels. According to the Common Core State Standards, second graders should know spelling-sound correspondences for additional common vowel teams (RF.2.3.C). Jamal is not fully meeting this standard.

Likewise, sight words are words that can be read automatically within one second. After looking at the first list of the Fry Sight Word Inventory (McKenna & Stahl, 2009, p.116-122), Jamal demonstrated mastery of all of the words. He is able to read the most common words in English and the first one hundred words that makes up about half of all written material (Fry & Kress, 2006, p.51). With the second list, he demonstrated mastery with ninety-seven words. He was able to decode one and misread two. With the third list, he demonstrated mastery with ninety-one of the words and was able to decode nine of the words. By the end of third grade, Jamal should have completely mastered the second list.

Looking closely at his miscues, he mispronounced the vowel sounds in *us* and *through*. He also missed the /r/ in *through* as well. He needs some instruction with these words so that he will be able to read a large variety of texts independently. In relation to CCSS, third graders should be able to read grade-appropriate irregularly spelled words (RF.3.3D). He should have mastered the third list by the end of third grade as well. Jamal has not fully mastered this list yet because he is still in the process of developing the words he decoded into sight words.

Word lists provide a quick estimate of student's word-identification ability. With the second level list, Jamal is at the independent level and could read the majority of the words automatically. He misread the word *though* as *through* and did the opposite when reading the word *through* as *though* with the Fry words. With the third and fourth list, he is at the instructional level. When looking at some of Jamal's miscues, he made some mistakes with inflected endings. He left off the *-ed* ending with *crowed* and added the ending to *attend* (*attended*). He was able to read the *-ed* ending with words he didn't read automatically such as *removed* and *worried*. With some of the other miscues, he misread the vowel sound, left out a sound, or read the word as a similar word. He is not meeting the CCSS for fourth graders. He does not know and apply grade-level phonics and word analysis skills to words (RF.4.3).

Lastly, a Qualitative Reading Inventory (QRI) is a type of Informal Reading Inventory Assessment also known as an IRI. An IRI is a quick way for educators to determine students' approximate grade level. They can include different components and vary from assessment to assessment. With the narrative passage, Jamal's background knowledge is very minimal and he's unfamiliar with the content. If Jamal were familiar

with the background knowledge and the vocabulary, he would be able to better understand the text. Looking at his miscues, he misread words that changed the meaning of the passage affecting his comprehension. For example, he read *wouldn't* as *would* as if the character's family would be able to celebrate her birthday in person with her. He was able to retell twelve events from the story. Because his retelling of the story was not fully in order, this shows that he did not fully comprehend the story. His total of miscues puts him at the independent level with his total accuracy. With the comprehension questions, Jamal is at the frustration level. It is evident that he did not understand the passage he read. Jamal is not meeting CCSS as a fourth grader. Third graders should be able to describe the overall structure of a story (RL.2.5) and describe how characters in a story respond to major events (RL.2.3). This is evident in his retelling of the story and responses to the comprehension questions. These are skills that he should have mastered last school year. With the expository passage, Jamal was unfamiliar with the vocabulary and background knowledge of the topic for the passage. Looking at his miscues, he is at the independent level with total accuracy. The majority of his miscues did not affect the meaning of the passage such reading *they are* as *they're* or reading *the neck* as *it's neck*. With his miscues, he was able to comprehend the text more from looking at his responses to the comprehension questions. He was able to retell nine of the events in order. He was able to answer six of the comprehension questions correctly putting him at the instructional level with comprehension.

### **Goals for Instruction**

In order for students to become life long readers, they have to be able to comprehend what they read and understand their purpose for reading. There are three

strands that contribute to students' reading comprehension according to the Modified Cognitive Model, automatic word recognition, language comprehension, and strategic knowledge (McKenna & Stahl, 2009, p.23). Jeanne Chall's Model of the Stages of Reading Development includes five stages (McKenna & Stahl, 2009, p.4). Jamal is at the Confirmation and Fluency Stage. This stage occurs at the end of first grade to the end of third grade. At this stage, students learn automatic word recognition and the use of context. As a fourth grader, he should be at the Learning the New Single Viewpoint Stage. He is not at this stage because he is still struggling with reading narratives at stage three. After analyzing Jamal's assessments, I believe two goals that would help Jamal in becoming a more proficient reader include language comprehension and automatic word recognition, two of the strands of the MCM.

Jamal had some trouble with language comprehension. This is evident from looking at his responses to the concept questions for both the narrative and the expository passages. For example, he did not understand what *celebration* meant. He was able to read the word *celebrate* but he did not understand that Rosa was disappointed that she couldn't celebrate her birthday with her whole family instead of just wanting to see her grandparents. His lack of vocabulary also impacted his ability to retell the events from the story. He did not know the word *promotion* and did not recall Rosa's father's promotion in the retelling. He was not able to recall the events he did not fully understand. According to CCSS, fourth graders should be able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (RL.4.1). Jamal is not fully meeting this standard. His responses indicated that he was not familiar with the vocabulary in the text and he was not familiar

with the concepts that related to the story. There is a strong relationship between a reader's background knowledge and a reader's comprehension (McKenna & Stahl, 2009). His relationship between the two needs some more instruction in order to be stronger. Instead of Jamal being able to build on his prior knowledge, he will be learning some new ideas while reading. He does not have his background knowledge to rely on when trying to comprehend this particular text. Looking at Jamal's retelling of the narrative, he had some trouble with the text structure. He mixed up the order of some of the events in the story. He did not fully understand how the events in the story were related to each other to be able to fully comprehend the plot of the narrative. On the other hand, he was able to understand the text structure of the expository passage better. He was able to recall the majority of the main ideas and some of the details. He was able to comprehend more of the text compared to the narrative.

Jamal also had some trouble with automatic word recognition. This is evident from looking at the Fry Sight Word Inventory. There were ten words from the second and third lists that he was able to decode but he will not be able to recognize these words in reading passages within one second. This can contribute to his fluency and eventually his comprehension. As a fourth grader, he should be able to read with sufficient accuracy and fluency to support comprehension (RF.4.4). Jamal has the ability to decode words but when he decodes words while reading, he will lose focus of the meaning of texts. It is also evident when looking at the words he was not able to recognize automatically from the Wordlists from the QRI. He was able to read *noticed*, *weather*, and *motion* but he had to decode the words first. As a fourth grader, ideally he should be at the independent level

with level three but he is at the instructional level with level three as well as level four which means he would benefit from more instruction.

### **Instructional Strategies**

One strategy that would help Jamal with language comprehension includes the Listen-Read-Discuss technique (McKenna & Stahl, 2009, p.173). Instead of Jamal having the prior knowledge of the topic before reading, his teachers could present him with all the information covered in the reading in advance. When Jamal reads the text about the topic, he will be familiar with the content. After using this technique with a particular topic, Jamal could then read a passage (of a different genre or possibly the same genre) about the same topic. This would allow him to think about the things he learned the first time while reading the new passage and make connections with his background knowledge.

A second strategy that could benefit Jamal with language comprehension could be word consciousness (scholastic.com). This will help draw his attention to new words when he encounters them. By encouraging him to acknowledge when he comes across new words will allow him to develop an understanding of the words' meaning and the words' characteristics. He could do this through word play, games, and, songs. He could do this by relating new words to words he already know. He could also do this while reading new text and going back to reread the text to understand the word's meaning in context. He could also do this through oral language and engaging himself in high-level conversations using more complex vocabulary. By participating in these activities, he will be able to expand is vocabulary and understand the meaning of more words.

In addition, one instructional strategy that could assist Jamal with automatic word recognition could include learning new words using a word wall, through games, writing, and reading (scholastic.com). By including a variety of activities, Jamal will be able to learn in the learning style that works best for him. He could do some of these activities as a center, small group, as a pair or even individually. He could use word hunts, sentence strips, and games such as Go Fish and Concentration scaled to his needs. One fun game that may help him with identifying words quickly is Fly Swat. Student can be put into two teams. Each team will have a section of the board with words mixed up. The teacher will call out a word and the team that finds the word first would get the point. He would not be able to decode the words. He would have to be able to recognize the word automatically. This game could use the Fry Sight Words, spelling words, vocabulary words, or words from the QRI Wordlists. (The teacher could give the meaning of the word as a clue and students could find the vocabulary word to expand students' vocabulary.) These are interactive activities that many children enjoy that Jamal may enjoy as well. I choose this strategy because I think it will keep him engaged in her learning.

After providing Jamal with some of the activities listed above, another instructional strategy that could help him with automatic word recognition could be learning letter and sound patterns in words. This would help him recognize patterns in familiar words and apply them to new words. He would then be able to read words accurately and apply meaning to words based on the word parts. He could use word sorts to learn and recognize patterns in words (McKenna & Stahl, 2009, p.115). The words in the sorts can be tailored to Jamal's needs. He can sort words in

a variety of activities. The words that he use in the words sorts can be used in games as well to make sorting words more enjoyable for Jamal. Overall, with these strategies, Jamal's automatic word recognition would increase, his reading comprehension would improve and he would become a more proficient reader.

## References

McKenna, M., & Stahl, K. (2009). *Assessment for Reading Instruction* (Second ed.). New York: The Guilford Press.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction* (Fifth ed.). New Jersey: Pearson Education.

Mugurussa, T. (2012, October 30). Tips for Teaching Frequency and Sight Words. Retrieved December 1, 2014, from [scholastic.com](http://scholastic.com)

*Response to Intervention (RTI): Informal Reading Inventories (IRI)* [Motion picture]. (2013). United States: McGraw Hill Education.

Caldwell. (n.d.). Word Identification How Can We Assess a Student's Word Identification Ability?

Dr. Wright's Modified Cognitive Model PowerPoint

Duke, N., & Moses, A. (n.d.). 10 Research-Tested Ways to Build Children's Vocabulary. *Scholastic Professional Paper*, 12-12.