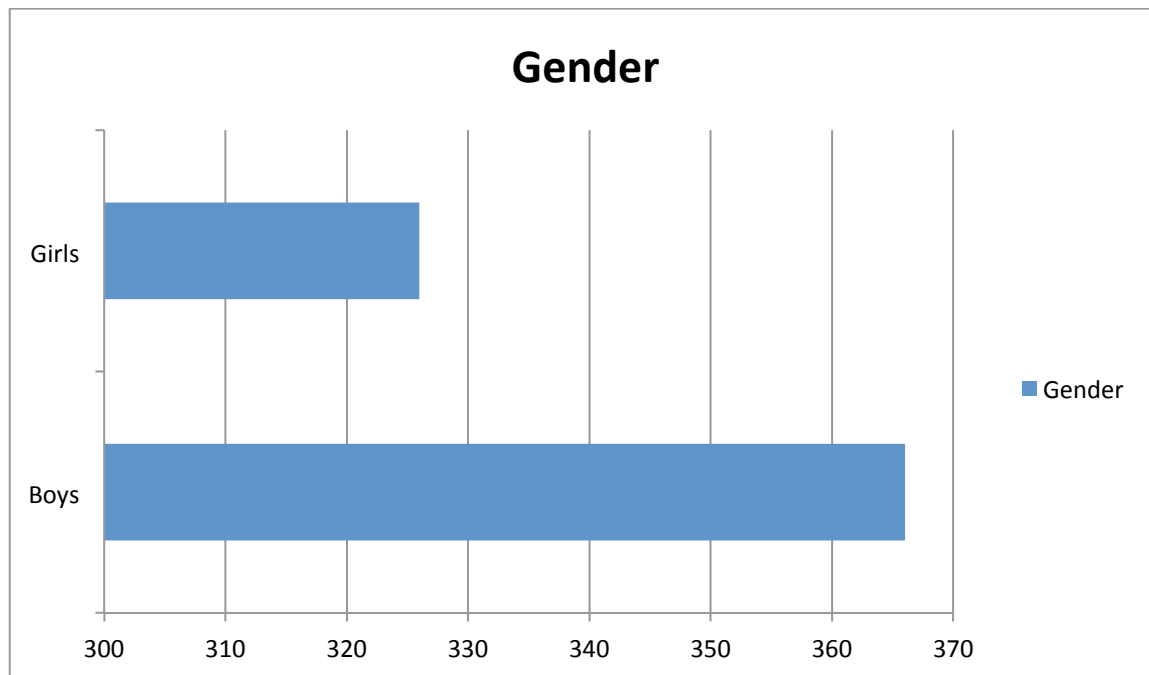


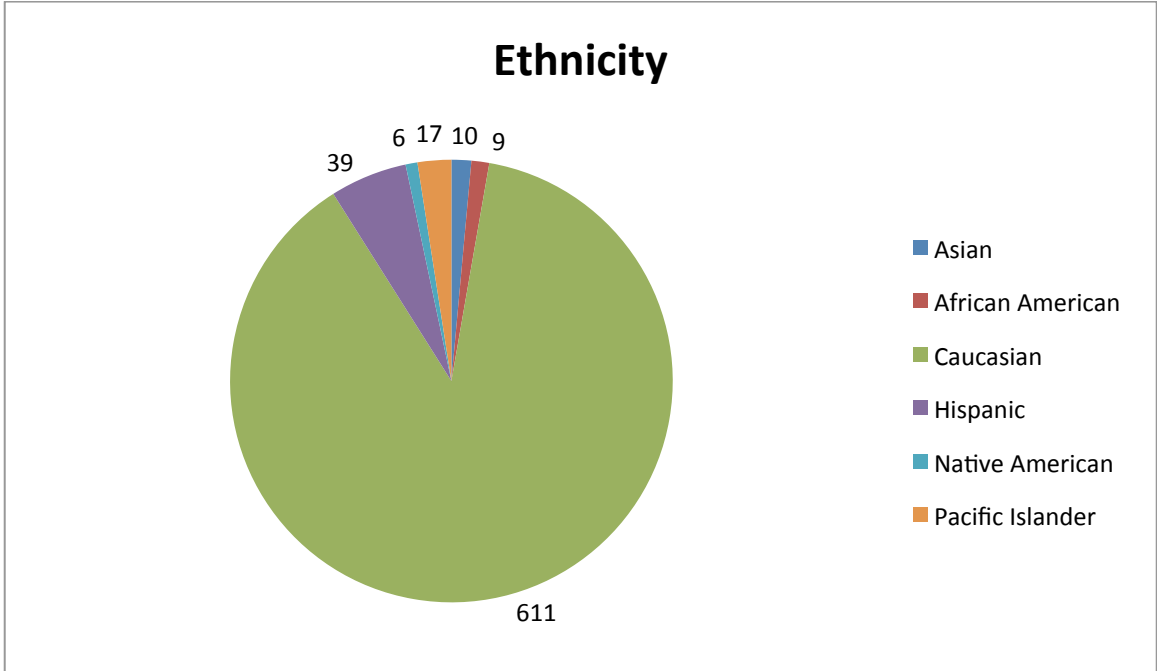
Assessment Project

SCHOOL INFORMATION: (They wouldn't let us have access to CRT scores)

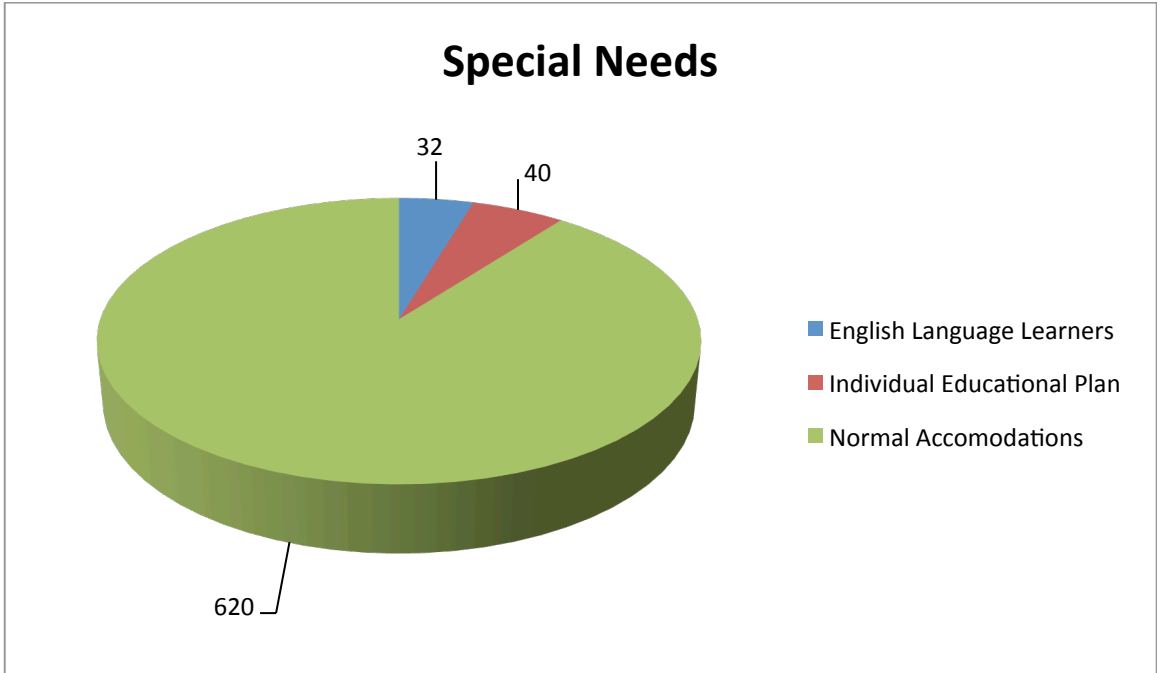
This semester I was assigned to do my practicum at Riverside Elementary. It was quite the transition because I came from East Elementary, where the demographics differ immensely. Talking with my fellow students at Riverside that also came from East, we discussed the differences and we were all astonished the difference in the socioeconomic status in comparing the two schools. Whereas at East I had three English Language Learner students in my classroom, here at Riverside I have none. Below are some charts that show the contextual factors of Riverside Elementary.



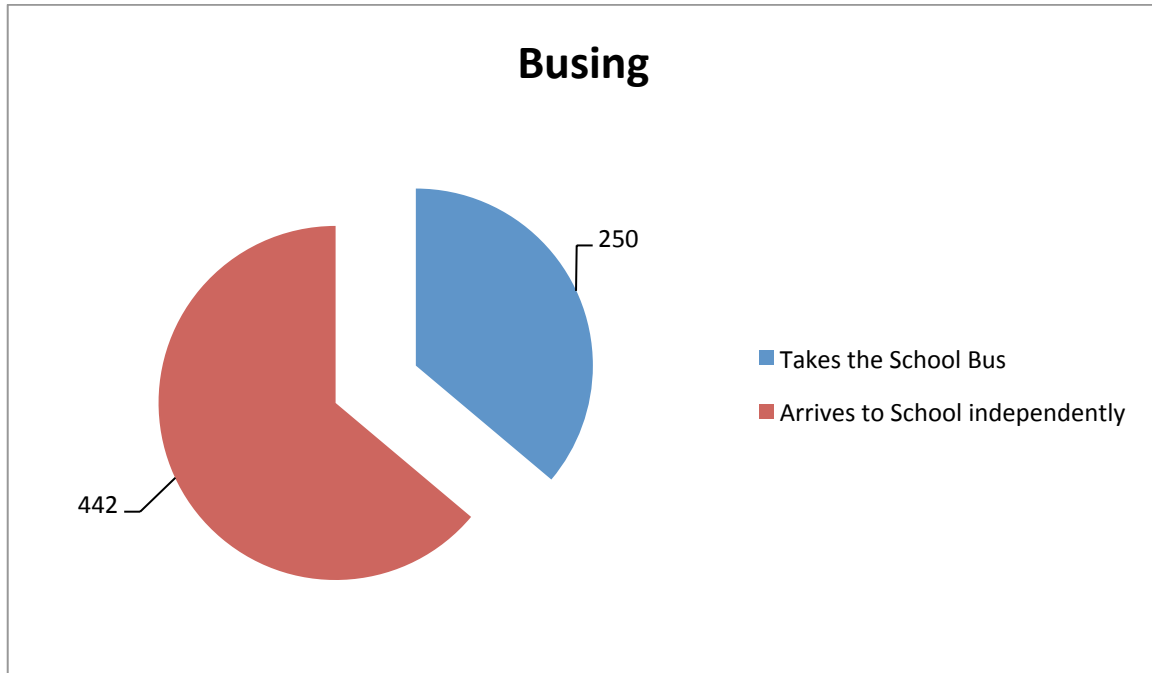
As shown above at Riverside Elementary there are 326 Girls and 366 boys that attend school.



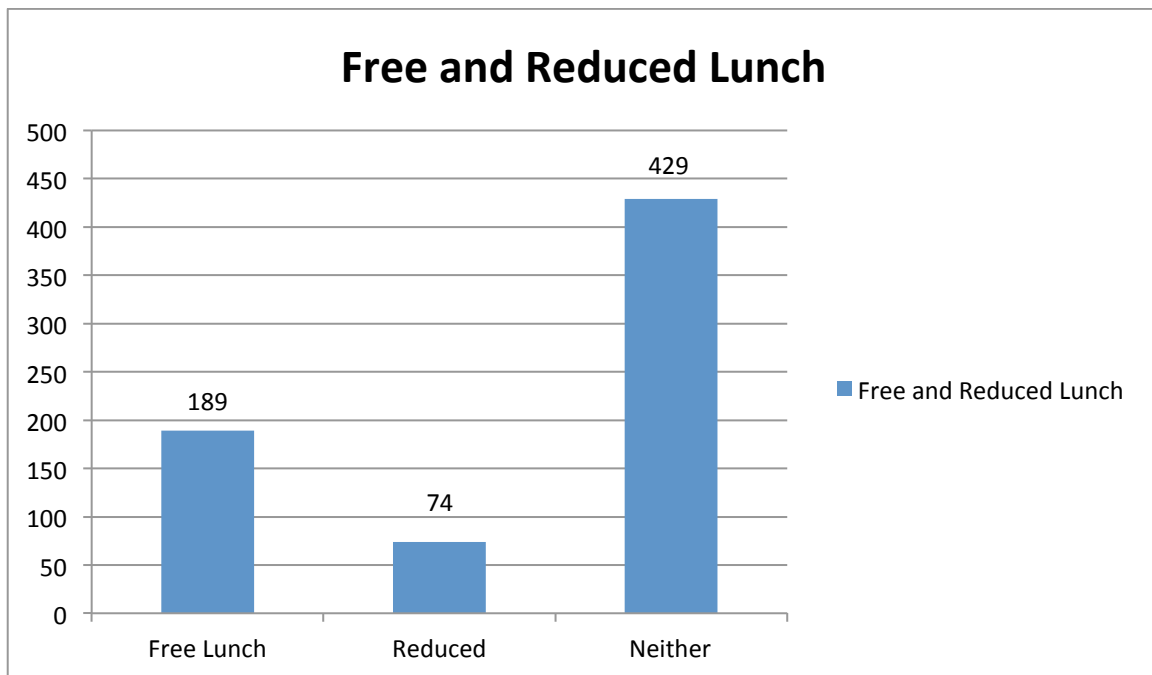
At Riverside Elementary the majority of the students are Caucasian. There are 611 Caucasians, 10 Asians, 9 African Americans, 39 Hispanic, 6 Native Americans, and 17 Pacific Islanders.



Out of the 692 students only 40 of them have Individualized Education Plan's and 32 of them are English Second Language students.



250 students at Riverside take the Bus. If a student lives 1.5 miles away or farther they have the choice to take the Bus if they want.



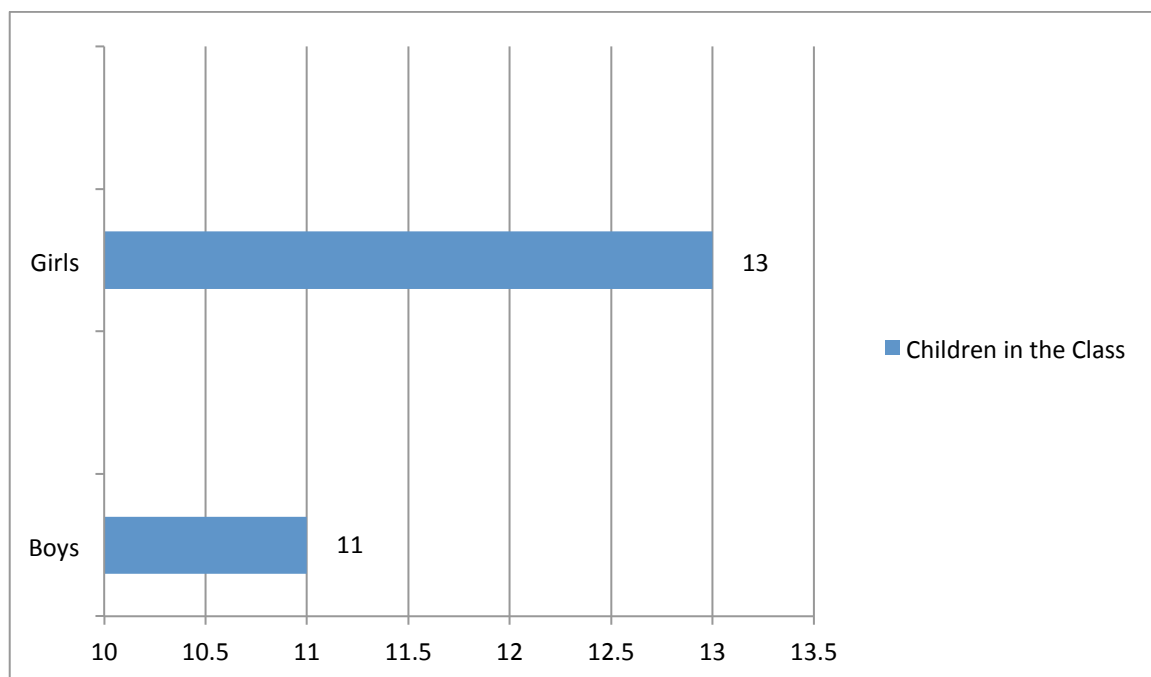
At Riverside Elementary the Socio Economic Status ranges mostly from middle class to upper class because the neighborhood and homes are huge and require a lot of money to live in them.

(There are 692 students, 189 have free lunch and 74 have reduced)

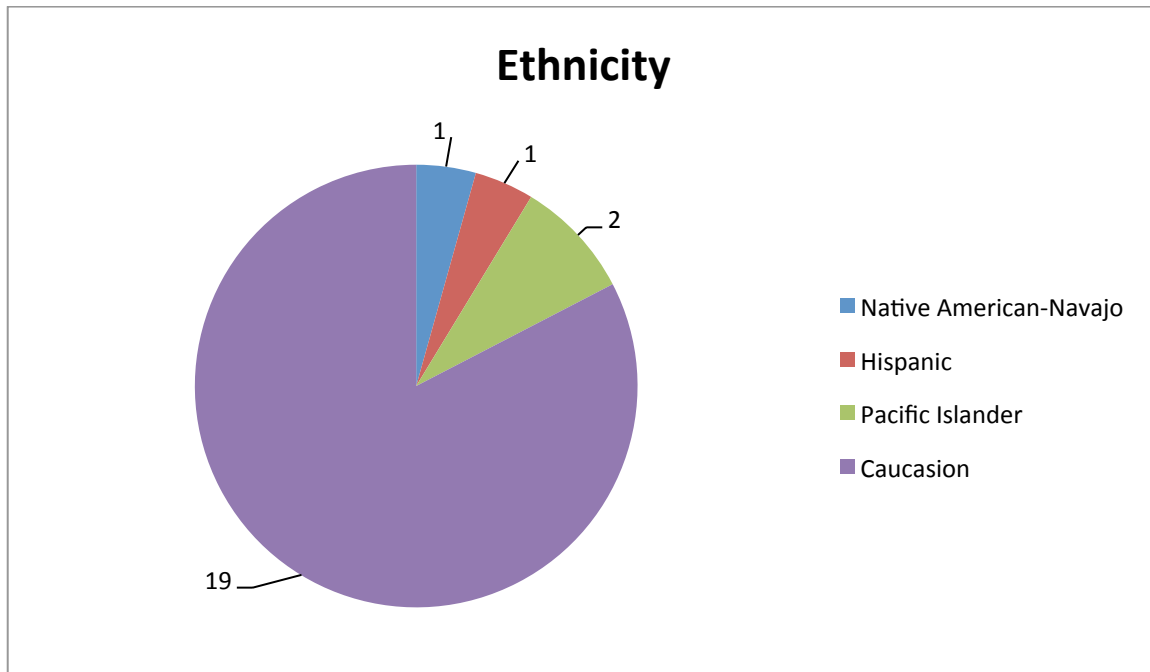
CLASSROOM INFORMATION:

The Contextual Factors of Miss Dutson's third grade class:

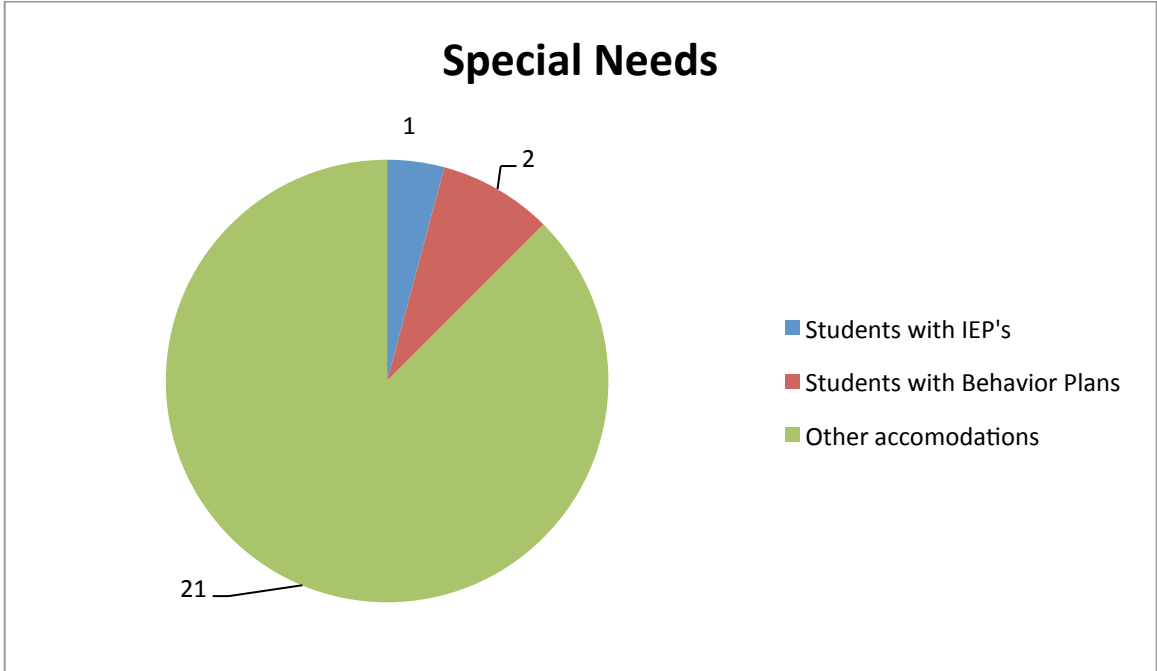
GENDER



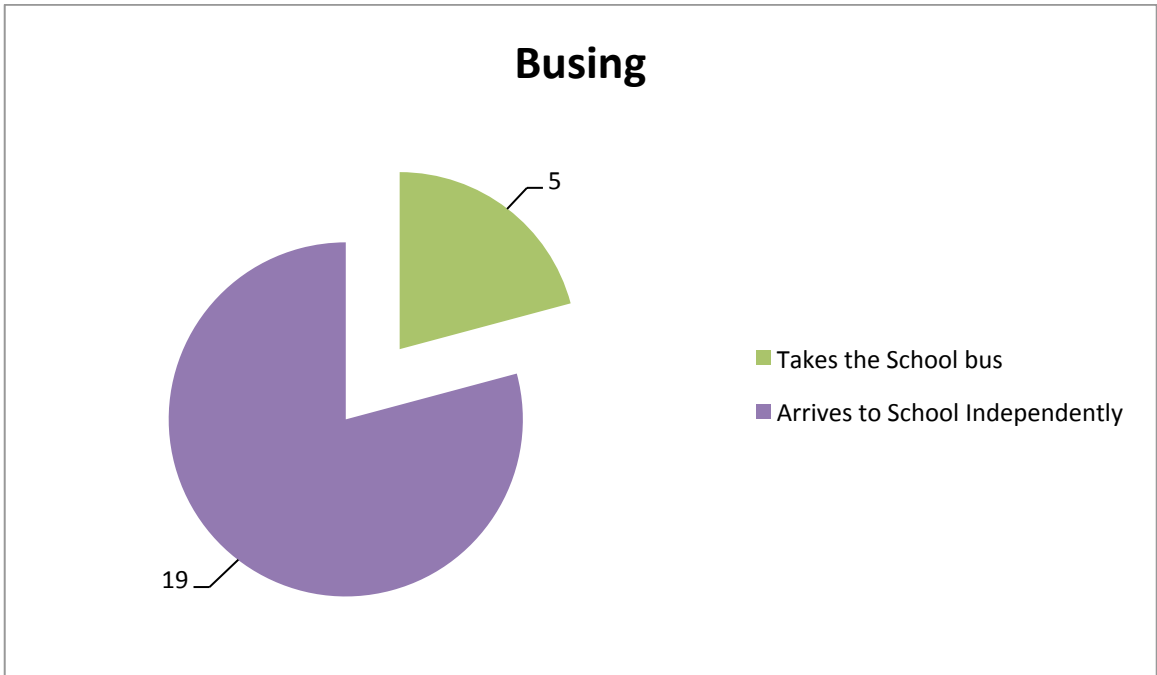
The class is made of 13 girls and 11 boys. It's a very efficient and hard working class which is awesome to be able to see the children learning so eagerly.



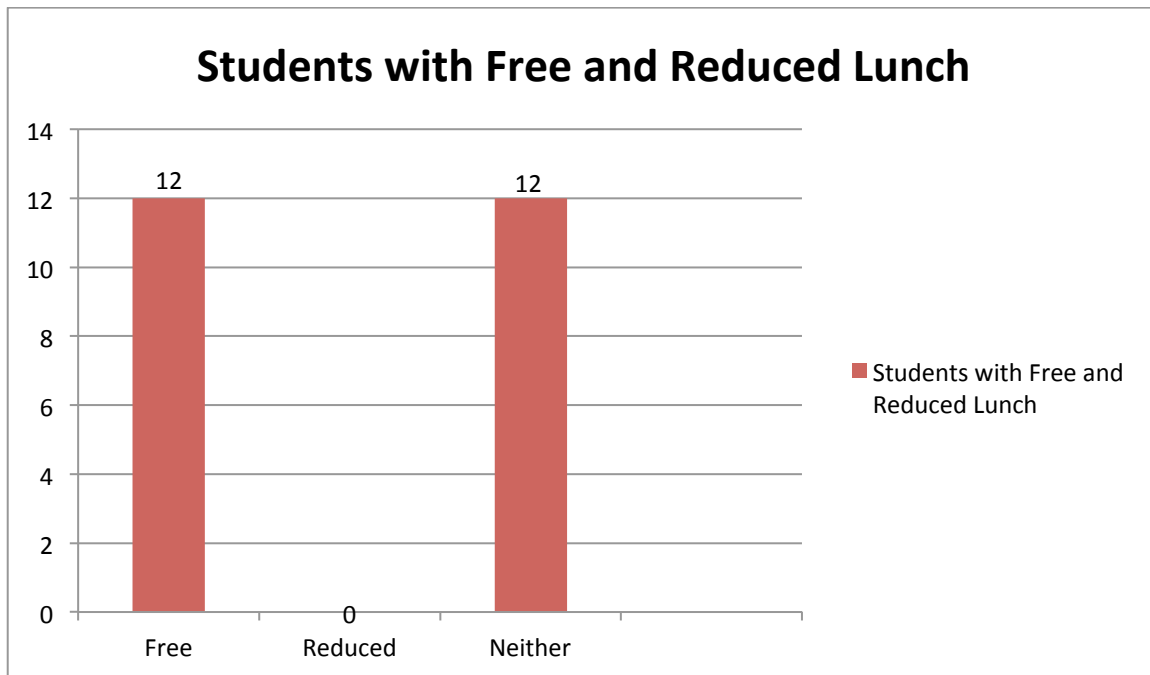
The ethnicity in this classroom is mostly Caucasian. There are not many accommodations that need to be made in this area because English is the first language for all of these children. It was a shock coming for East Elementary because in my class alone there were 3 English Language Learners and at Riverside there are only 30 in the entire school. Although, since there are different cultures incorporated into the class, Ms. Duston does make it a point to value their backgrounds and appreciate the differences in others.



This class has minimal special needs, there is only 1 student that has an Individualized Education Plan and 2 students with behavioral plans.



In my practicum class, less than $\frac{1}{4}$ take the bus every day.



In Ms. Duston's class it shows that $\frac{1}{2}$ of the class has free lunch and the other $\frac{1}{2}$ pays for lunch. Compared to the whole school this is actually an abnormal percentage because at Riverside about 36% of the students have either free or reduced lunch, but Ms. Dutson's class percentage is 50%.

I. Type of Assessment- Oral Reading Fluency :

The two students that I tested was an assessment that was a running record, measuring their oral reading fluency. This has been taught through the course of this school year. Everyday the students will go to the back of the room with Miss Dutson for guided reading. There they will learn skills that will help them become a better reader. Fluency is definitely being worked on and practiced everyday to further their development.

Purpose of Assessment:

The purpose of this assessment is to keep a record of the progression of each student in their fluency growth and development. How this assessment works is, the student gets called back and asked to read a passage (this one happened to be about a giant panda). Without the students knowledge the administrator is timing them for one minute. As the student reads, the administrator marks on her own separate paper the mistakes the student made while reading during that one minute. The administrator will make a mark, if the student completely misses a word, if they correct themselves, if the student adds a word that isn't there, and if the student needed a prompt by the teacher. The amount of words are counted up and then the number of mistakes is then subtracted from that number, leaving the number of words per minute.

Administering this Assessment:

I administered the assignment to my two students during their centers. I pulled them each individually to the back of the classroom. The rest of the students were working quietly around the room in their centers so they weren't really a distraction. The students I tested didn't really appear nervous because we've worked pretty closely with all of the students when we are in the classroom, so they are comfortable with us as practicum students. Also the students didn't really know it was timed. I just told them that I wanted them to read this story to me and to begin when I said start. By doing this there wasn't any visible anxiety for any of the students.

Analyze:

There were four students that I gave the Assessment to, two girls and two boys. They all had varying scores, which I expected because they are all placed in different guided reading

groups. These groups are leveled and so were these students. The highest score was from Student 1 and got 99 words per minute. He didn't make a single error, he didn't speed read, but he was very precise. Student 2 was the next highest and she scored 85 words per minute. She has a faster pace than the first, but she self-corrected two times, is to has and then the word weighing. She completely missed the word ounces and then substituted and for with. Student 3 tested and scored 77 words per minute. He missed the word for in one of the sentence. He self-corrected whying to weighing and then needed a teacher prompt for the word extremely. The last student was student 4 and she's actually the only student with and Individualized educational plan in the class. She scored 48 words per minute. She was very slow and mumbled a lot so it was hard to understand a lot of the words. Instead of chubby she said chumby, instead of weighing she said weighning, and she mumbled through extremely, but she did self-correct one time.

Synthesize:

According to the analysis all the students had different areas that they personally need to work on. These results are good for individual growth. As a potential teacher I would take these results and implement them into the specific guided reading groups pertaining to each student. For example .a positive thing that I noticed was Student 1 was very precise. He could've been a lot faster (fluent), but he didn't make any mistakes. That's something I would take into consideration when teaching all the learners in his leveled group. With Student 4, I'd make sure she was stating each word clearly, instead of mumbling through the words just to get past them. She needed to stop and sound out the word. All the students have their own specific needs, but through these assessments I will be able to take the results and implement

them not only into their guided reading group, but also be able to more clearly teach the other students in the classroom so they don't have the same problems.

II. Type of Assessment- DIBELS testing:

For the second assessment I tested two students with DIBLES. This is a really great test because it takes note of the words per minute, the errors made, the accuracy percentage, and the comprehension level. Each student reads 3 stories orally while the test giver, me, listen's to the student for a minute taking note of errors and identifying the words per minute. After the minute is up let the student finish the story so they can be tested on comprehension. After all stories are read, test administrator will look at the middle score and have the student summarize that story. The comprehension is graded on a 1-4 scale with different stipulations for each. The accuracy is found by dividing the middle words per minute with the middle number of errors plus the middle words per minute.

Purpose of Assessment:

This assessment is very effective because it tests 4 different aspects of student's reading knowledge. It first test's the students words per minute while reading and is pretty accurate because there are three stories the student is tested on. Next the number of errors is recorded for each separate passage. Following that the accuracy percentage level is determined and finally the comprehension is synthesized.

Administering this Assessment:

This test was given on April 13, 2011 around 10:00 am. While this test was being administered, both students in which I tested seemed really calm and relaxed when I asked them to come over to test and also while they were taking it. All the other students were

quietly doing their centers around the room and so the noise wasn't an issue either. My practicum teacher, does a lot of little tests like this so I think that has something to do with lack of nervousness and anxiety, which is perfect for an accurate insight into the student.

Analyze:

As both students progressed to the different passages, the passages got progressively harder. Unlike Student 2, with Student 1 this was evident. The first pass Student 1 read a total of 105 words and received 0 errors. The next passage he read a total of 101 words, but he had 13 errors. He self corrected the word Gopher and then had the teacher correct Gopher later down the story. The thing that got him was the fact that he skipped a line, therefore omitting the entire line. The third passage he read a total of 85 words and missed 1. Instead of competitors he said computers. His accuracy was 98% and he had a 3 in comprehension which was really great! He didn't receive a 4 because he didn't really capture the main idea.

Student 2 was pretty consistent as far as her fluency scores. The first one she read a total of 118 words and omitted the 1 word, of. The next passage she read 112 word with 1 error which was omitting the word the. The final passage she read was a total of 107 words read, with 2 errors, she inserted the word what in a place where it didn't belong and have teacher help on the word specifically. She did self correct on the word parts. Her accuracy level is 99%, but unfortunately her comprehension was a one.

Synthesize:

According to the results both students are on level and beyond. They both had a very high accuracy level as well. First of all while working with Student 1 on reading, I would really emphasize to the importance of checking your bases while reading by putting your finger under

the words as you read so you don't lose track of where you are. That's a simple, mistake, but can really make a difference to the meaning of the text. Another thing for Student 1 is to help him identify to thoughtfully read text and make connections to the main idea, point, or concept that the other is trying to portray through his/her writing.

With Student 2, her fluency is great and her speed it also really good, although, her comprehension was score was a 1. She provided a couple details but they were very vague. One of the biggest parts of reading is actually making connections and being able to analyze and think about what it is that is being portrayed in writing. She didn't have a logical sequence while summarizing, didn't grasp the main idea, and had fewer than 2 details. When teaching her, I would praise her for her accuracy, but model different ways to think about the text while reading so it becomes more meaningful.

III. Type of Assessment- Critchlow Verbal Language Scales:

This assessment is very different from any of the assessments I've given before. It tests the size of the vocabulary of each student. It's really beneficial because it can be administered in English and in Spanish. Something interesting is that rather than asking the definitions of words the students will be assessed by being given a bunch of words spoken one at a time by the test administrator and the student responds with the "opposite" of the words. There are 75 words and the further down the list you go the harder they become. Each word has a specific answer and if they don't say that word exactly it's counted as wrong. There are a few words that have two words that are acceptable but besides that it's pretty strict and straight forward.

Purpose of Assessment:

The purpose of this is to be able to see how vast the student vocabulary is. A more advanced vocabulary enables students to better comprehend what they read and hear as well as the ability to better express their thoughts. This gives the teacher and good idea of what the students have learned and how prepared they are for future learning.

Administering this Assessment:

This test was given on April 20, 2011 around 10:00 am. At the beginning of the test the test I told demonstrated what the opposite of words were. They both knew, but it was good to recap. Then I explained to the students that I was going to give them a word and they are going to give a word back that is the opposite of what I said. I let them know that the list get progressively harder, but to just keep on trying until I say stop. The student has to miss 5 words consecutively in order to stop testing.

Analyze:

This assessment was very positive because each of the students that I tested felt like it was a game and therefore, didn't feel any pressure. They were able to work comfortably without any anxiety. Student 1 got a 44 on the test. This is really good! She's in a 3rd grade classroom and she tested at a 7th grade vocabulary level. One that she got wrong that I don't agree with was when I said come she said leave instead of go. But the students have to say the exact word that is listed. A few others that she got wrong were; for smooth, she said bumpy instead of rough, narrow she said straight instead of wide, and for imprisoned she said, out of prison.

Student 2 tested a little below the first student but still above his grade level. He tested at a 32 which put him in the 6th grade vocabulary level. He is also in 3rd grade so he did great! Some of the errors he made was for the word sour he said the opposite was good, he said the opposite of tight was saggy, for laugh he said mad, for smooth he said hard, for raw he said good, for friend he said bully, and for public he said backyard.

Synthesize:

Both students that were tested were way above their grade level according to their verbal vocabulary. As a teacher I would keep introducing new and harder vocabulary to expand their knowledge. By doing this they will be able to have a wider range of vocabulary to build a strong base for future learning.

Natalie Belka
April 20, 2011
ESL

Assessment Project Reflection

This assignment was very beneficial and helped me learn a lot, not only about the current students that I am working with in my practicum and how to use assessments to affectively meet their needs, but also I have gained knowledge that will help me when I have my own classroom full of students. Administering assessments and trying to put myself in the role of the teacher has really helped me to know how to better prepare myself to be able to analyze my students and understand different signs and evidence that lead to furthering their progression through academic achievement. Not only that, but I felt like through this assignment I was really able to get to know the students that I am working with. The demographics, socio economic status that the students each come from, their ethnicity, their gender, busing, and free and reduced lunch just to name a few, are things that I was able to dissect and learn from to be able to understand the circumstances of the children before throwing the learning and school aspect into the mix. These things are crucial to know when trying to find ways to better prepare students for learning in their future, and just life in general.

All of the three assessments were regarding either reading, fluency, or vocabulary. By studying and administering assessments about these topics I have reaffirmed the importance of continually assessing students in this area. The beginning of all learning should start with the base of reading and the study of words and language. Providing efficient ways to test this can be the exact thing to either make or break the proficiency of a child's knowledge and progression.

Through these assessments I was reminded of how differentiated instruction is so crucial. Also, the point of assessing these students is to meet the needs of everyone as an individual. Administering tests take a lot of time, and the tests that I administered may not be realistic as a teacher in the future because they require a lot of one-on-one time with the teacher and student. You can always bring in parents to help with this process, but I've realized that I need to create an action plan that will help me carry out effective assessments that can help the students to the fullest. The assessments I gave were very useful, but that was only in the reading and language genre and there is much more.

Overall this assignment opened my eyes to what it really takes to assess students and to take that information and apply a necessary plan to enhance the student's academic knowledge and learning. Students are all different and unique and need to be able to receive differentiated instruction to be successful and be engaged in learning. By frequently assessing the students, as a teacher you will be more aware of the student needs, their strengths, and their weaknesses. This knowledge is the key to helping in the success of all your students in the classroom and provides a more productive way to align these goals to your classroom instruction.