#8 Assessment: The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

As a teacher I need to be able to affectively assess my students. Formal assessment to me means having data support conclusions made from a test. This includes using various formal strategies like standardized testing. Informal assessment is important as well, this is more content and performance driven. An example might be a case study. These assessments are used to understand how well students are learning material.

I decided to use my case study for this the artifact. My case study assesses my students reading level. It incorporates informal assessment to determine her reading level, comprehension level, frustration and instructional levels. It gives a set of several tests that gauge how well a student can read, understand vocabulary, and comprehend what they are learning. I believe this is a good example of how assessment can be used and how I affectively used it.
Case Study: Informal Reading Inventory
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I. General Information
   A. Basic Information
      1. Name: Macy Riedemann
      2. Age: 12
      3. Grade: Sixth
      4. School: Jefferson Elementary School
   B. Assessment
      1. Name: Informal Reading Inventory, Seventh Edition
      2. Authors: Paul C. Burns & Betty D. Roe
      3. Copyright Date: 2007
      4. Form: List 1; Forms A, B, C, & D

II. Analysis of Reading Skills
   A. Interest Inventory
      1. I used the interest inventory provided in the Diagnostic and Prescriptive Reading Guide titled “Tell Me About the One and Only YOU!” I used this interest inventory because it asked pertinent questions for my child and allowed me to learn the most about her. The interest inventory I used asked questions such as, questions about family, favorite things to do, how she spent her summer, favorite things to do in school and her favorite kind of music. There were thirteen questions total. I introduced the inventory by telling Macy that I wanted to know her likes and dislikes better. I said it was important to my report that I knew background information about who she was.
      2. The testing environment was at the kitchen table in Macy’s home. This was an ideal place because there weren’t any large distractions that an unfamiliar place may cause. Macy’s mom and sister were in the den of the home and the
only distraction we had was the family cat. Macy was very excited to being the study. She showed no apprehension about the task and was eager to begin with the testing.

3. I discovered Macy’s interests and demeanor from this activity. Macy really enjoys going to tumbling and doing gymnastics. She has had great success though it as well winning competitions and meets. She also really enjoys her cat, Jack, he has the personality of a dog. He was very excited to see Macy when we walked in and wouldn’t let her out of his sight during the sessions. Macy also enjoys spending time outdoors doing things like hiking, biking and walking with her friends. She told me about her summer and the fun she had swimming.

B. Graded Word List

1. I discussed with Macy that I was very appreciative that she was allowing me to work with her. I told her that I didn’t want to miss anything she said so I would know for sure how things went. She was at ease with the idea of being tape recorded so there wasn’t an issue with using it.

2. Macy was eager to begin testing. We sat at her kitchen table at her family’s home. I introduced Macy to the idea of using a tape recorder while we worked on this project. We started with the graded word lists and there were no distractions. We began the word list and Macy read through them with ease. During the first two lists, levels four and five, Macy swung one leg during reading. Level six started with a challenging word that caught her off guard. She was more hesitant to read the words that with the fluency and consistence she was using during the previous two lists. Level seven was a tough list for her to complete, but she
insisted that she finish the list entirely instead of stopping after missing five words.

3. Macy began reading the word list for level 4 since she is in sixth grade. She read through the fourth and fifth grade list without any problems. No hesitations or substitutions were noted in either of these lists. She read the words very fluently and consistently. They were not complicated for her to read. Once we reached the sixth grade level she came to the first word and was thrown off a bit. I think this made her hesitate because she slowed down a little when reading through the rest of the list. Macy missed two other words in the sixth grade list so we continued onto the seventh grade list. In the seventh grade list Macy missed five words so we finished there.

<table>
<thead>
<tr>
<th>Level</th>
<th>Fourth</th>
<th>Fifth</th>
<th>Sixth</th>
<th>Seventh</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Miscues</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

While reading through list six and seven, Macy made two types of miscues. The first was phonetic in nature.

- Macy read through the list with ease until she came to the word and tried to sound it out too quickly.

  Example:
  - *Absurd* was pronounced it *absard*\((u,a)\)
  - *Deliberately* was pronounced *deliberatly* \(\text{omit } e\)
  - *Strenuous* was pronounced *strenoous* \((uo-oo)\)
The second type of miscue was only present in the last word list. This type of miscue was due to mistakes in sight vocabulary rather than phonics.

- Macy was hesitant to read the seventh grade list because she had missed three in the previous list.

Examples:
- Accumulate
- Apprehension~Appreheadsion
- Delegated~Dealegated
- Optimistic~Optimestic

C. Oral, Silent & Listening Passages

1. I explained to Macy that we would begin by reading a passage or two and answering questions about the passage. I reminded her that I was going to tape record our session so that I didn’t make any mistakes. We began with the highest passage in which Macy had zero miscues on the word list, which was fifth grade. I asked her to read the story aloud to me and that I would ask her some questions once she had finished. I read the introductory statement and we began the oral passage. Once she had finished reading I removed the passage from in front of her and asked the comprehension questions at the bottom of my page. Macy had no errors after reading level five orally and silently, so I continued with level six. We repeated the same process with level six; Macy had some errors with word recognition and comprehension in both the oral and silent reading passages. I recognized this as her instructional level. She did score high enough to continue on with level seven. I again repeated the same process as the two previous levels. Macy read form C level
seven with some difficulty, this is her frustration level. The same data was observed for her silently reading form D level seven. In level seven Macy had trouble reading through the sentences in the oral passage. She repeated herself a lot and added in little words. I observed that she didn’t fully comprehend the story because she was focused on pronouncing words from the passage. She showed difficulty in the silent passage as well and only answered half of the questions correctly. I believe this is Macy’s frustration level because she scored less than 90% for the word recognition and less than 50% for the comprehension.

2. The oral passages were completed in Macy’s home at the desk in the den. This was an ideal place to proceed with the case study because her mom and sister were busy in the kitchen with a school project. This area was quiet and cat-free, distraction free. Macy read the passages to the best of her ability and was very attentive. During the listening portion she swayed her feet a little but was comfortable and paying attention. While answering questions for levels six and seven she kept looking towards the ceiling and tapping her finger on the table.

3. Macy read/listened to the passages for level five with ease, she had a few repetitions and self corrections but overall it was fluent and consistent. I found this to be her independent level. While reading level six aloud Macy had some issues with replacing words, repeating phrases and self correcting. Over all her miscues analysis proved this is her instructional level. Finally she read level seven aloud and was frustrated with the terminology and
seemed to be uncomfortable. After completing the IRI, I determined Macy’s levels to be:

- Independent: Level Five
- Instructional: Level Six
- Frustration: Level Seven

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>FORM</th>
<th>ORAL/SILENT</th>
<th>WORD RECOGNITION</th>
<th>COMPREHENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A</td>
<td>Oral</td>
<td>99%</td>
<td>90%</td>
</tr>
<tr>
<td>5</td>
<td>B</td>
<td>Silent</td>
<td>-</td>
<td>90%</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>Oral</td>
<td>94%</td>
<td>70%</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>Silent</td>
<td>-</td>
<td>70%</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>Oral</td>
<td>88%</td>
<td>50%</td>
</tr>
<tr>
<td>7</td>
<td>D</td>
<td>Silent</td>
<td>-</td>
<td>50%</td>
</tr>
</tbody>
</table>

Listening Passages:

<table>
<thead>
<tr>
<th>Level &amp; Form</th>
<th>6C</th>
<th>7A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>90%</td>
<td>70%</td>
</tr>
</tbody>
</table>

4. The results of the completed IRI oral and silent passages indicate that Macy is at level six. She completed levels five through seven to determine her level.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>A, B</td>
</tr>
<tr>
<td>Six</td>
<td>A,B,C</td>
</tr>
<tr>
<td>Seven</td>
<td>A,C,D</td>
</tr>
</tbody>
</table>

While analyzing Macy’s word recognition I noticed very few errors in the fifth and sixth levels. The miscues present were repetition, making words plural, and substitution. The miscues didn’t change her
comprehension of the passages for level five or six. The comprehension questions that were missed were not very similar, questions 4 (inference), 6 (vocabulary), and 8 (detail) were missed at least twice out of all of the passages.

5. While reading though the silent reading passages Macy took less time to read through them than when she was reading out loud. She had more trouble on the vocabulary and inference as well as detail during these passages.

6. I began the listening passages for Macy at level six. I chose this level because it was one level above her independent level. After reading the passage and asking her questions, I observed that Macy responded with above 75% accuracy on comprehension, which was at level 6.

D. Cloze Passage

1. The cloze passage I used was found on the Time for Kids website, the passage was from a sixth grade magazine. I know Macy is interested in animals so I found a passage that discussed animal’s being rediscovered. I left the heading and author on the page but deleted the grade level and approximately every fifth word. To calculate Macy’s score I counted all of the correct responses then divided that number by the number of blanks. To determine the level Macy comprehends this passage at.

2. Once again we conducted our session in the den of Macy’s home, it was quiet and without distractions. While Macy completed the cloze passage, I worked on her summary of miscue analysis as to not distract her from the passage. She appeared focused and interested in the material of passage. She completed the passage in about eleven minutes.
3. The reading level for the original text is sixth grade. Macy used the context clues very well, she was interested in the material and that was motivation to correctly understand the passage. She was able to deduce what the word would be by using some prior knowledge.

- 22 correct/26 blanks x 100% = 84%

III. Conclusion

1. Macy was an excellent child to work with for my first case study and IRI. She was diligent in completing tasks and very easy to work with. Macy’s scores showed potential at her grade level. In order to improve comprehension she will need to read passages slower to fully understand the meaning of the story. Macy’s weakness in reading would include vocabulary and detail in a story.

2. Vocabulary strategies I would suggest for Macy would be a word wall to assist in vocabulary. Teachers can improve their student’s vocabulary instruction without the students even realizing they are learning something new. By making a list of what they expect in the classroom they are improving their vocabulary. They are also learning new vocabulary words when they are able to look at the completed word wall.

3. I would also recommend the use of a QAR, question-answer relationship which incorporates four areas that will assist student’s inference of a story. Questioning the author looks into the reading for clues about the author’s decisions. The four areas of inference that this activity asks are:

   a. Right There> the answer to this question can be found in one place of the text.

   b. On my own> this type of question invites you to make personal connection to something you have experienced.

   c. Think and search> to arrive at the answer to this question you need to piece together different parts of one or more texts.
d. *Author and me*: the response to this question asks you to consider the authors perspective and your own experiences and views to formulate a response.