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Literacy Learner Analysis: Part 2

TE 846

V. Tests Given and Summary of Results

After meeting with Jimmy's parents and him to discuss the purpose of these lessons, we began with a simple pre-test to assess his current fluency level and comprehension. Since there was no specific prior reading level type information, only qualitative remarks from the parents or the student, there was a need to find a baseline (initial reading score or IRI). This aims to give the me somewhere to plan for the future. For this assessment the student read and the number of correctly written words were scored. Additionally, the main ideas and a few specific words were addressed verbally to the student allowing him to answer (Rasinski, web). The post assessment given was more focused on the reading comprehension. The purpose was to see if the student had retained the material. The reading was administered from a text, but same information as used in the pre-test.

V.I. Pre-Assessment

The topic being covered throughout this study was cellular structure and function. All students in the class were asked to learn about the different types of cells, how they are identified. The internal components (organelles) were expected to be identified and their functions outlined. The reading selected for Jimmy was from the textbook used in all of our MYP Honors Biology 9 classes, *Biology* by Glencoe Sciences. He read selections and I scored his word recognition using the method cited by Tim Rasinski's *Best Practices in Fluency Instruction* (Rasinski, 287-289) and an online PDF he created (Rasinski, web). As the student reads, words that he misses or struggles reading are marked. When finished, the number of correct words are scored over the total number of words to give a percent.

I started this lesson/assessment off with modeling what I wanted Jimmy to do for me. "For students to become fluent readers, they need to have an idea of what is meant by fluency." (Rasinski, 100). After I read a small beginning piece, he began to read for me. I was amazed when Jimmy read almost every word from the text. Since he attended a Bilingual school while living in Shanghai, he had learned to read and write English. Using the Assessing Accuracy and Automaticity scale (Smith, slide 19) see Appendix A, Jimmy scored a 99% correct or achieving the Independent Reading Level. Even the more difficult scientific terms were pronounced as best as he could. Using the rubric for Assessing Interpretive & Meaningful Reading (Smith, slide 21) see Appendix B, my student scored a 2 in Expression and Volume, 2 in Phrasing, 3 in Smoothness and 3 in Pace. According to the scoring system, my student's score (10) is making good progress towards fluency.

As the reading was taking place, I periodically stopped Jimmy and asked him some questions to check for understanding. These ranged from direct definitions from the reading, what did certain words mean (not always science words) and then more conceptual questions. I helped him in a few spots where the words were difficult. This is where I was able to see some of the gaps in his vocabulary recognition. His responses would allow for me to see his reading comprehension. Rasinski's PDF - page 7, found on the web outlining how to score comprehension was used (Rasinski, Web). From a person that cares about my students standpoint, this was hard for me...not only is Jimmy learning biology, which has all its own "language," but he is working to understand english and its nuances. He didn't know what mechanical meant, he didn't know what distinguish meant, he didn't know what solar meant. I was able to explain what they were and he seemed to understand, but I cannot be with him all the time. Jimmy scored 2/6 on this scale, stating that he had inadequate recall and comprehension.

Both of these tests gave me some guidance in what Jimmy needed from me. Jimmy was weak in his vocabulary and the comprehension of these words. He can read them, so there is just a learning and association piece that needs to be fostered. These pieces gave me something to focus on, if I can build the vocabulary of words, I can hopefully bring the comprehension with it. Jimmy is a very smart student, the language is the only thing that is standing in his way of being a successful student.

V.II. Post-Assessment

The post-assessment given to Jimmy was similar to that of the pre-test. I felt it was important to use the same method to keep the study controlled. Testing with different methods might have produced slight inconsistencies in the data and the conclusions drawn. A different text was used in this assessment, but the same material was covered. This was done just using another biology textbook I had, *Biology: A Search For Order in Complexity*, 2nd Edition. It is not of the same publisher, so there are enough differences to see if the reading and comprehension has been successful.

Again, Jimmy was scored on the word recognition, scoring a 98% this time (comparable to last time). The Assessing Interpretive & Meaningful Reading rubric was used, producing 2 in expression and volume, 2 in phrasing, 3 in smoothness and 3 in pace. Again, giving the Jimmy a 10, which means he is making good progress toward fluency. It doesn't surprise me that these scores have not really changed. He was already a proficient reader of the words. It was the comprehension I was most concerned about. I tried to use the same questions as before to the best of my ability, as some were text specific, but things were controlled as much as possible. My evaluation of his final level did improve, but only slightly. I believe I could move him to 3/6 on the comprehension scale, but not really any higher. The score of a 3 still is indicative of an inadequacy to recall and comprehend the material. It did seem that with this continued work, Jimmy might be able to get to the 4/6 mark by

the end of the year. This seems a reasonable goal as his barrier is so difficult to overcome, usually only taking place with time and practice.

VI. Lesson Plan Matrix

#1 Lesson Foci/Date	**Objectives** (include including performance, conditions, and criterion. State the *Common Core State Standard* at the end of each objective.	**Instructional materials** (what will use to deliver the main objectives of the lesson)	**On-going assessment** (to measure attainment of objectives)
Skill/Strategy Focus: Exposure to and Beginning to Learn Vocabulary **Date:** October 1st, 2014	● Student will work on cellular vocabulary by reading the textbook with the teacher. ● Student will be assessed on the word recognition and comprehension by the teacher. ● Student will work to complete Vocabulary sheet. ● Student will find and translate english vocab words into chinese words. B2.L2.p1 Cells B2.L2.p2 Cell Function	● Glencoe: *Biology* textbook ● Vocabulary sheet (Appendix C) ● Pen or pencil ● Online website, http://www.biology-questions-and-answers.com/	● While other students will be working with their classmates to review at the beginning of class. Teacher will spend specific time with the target student. ● Student will be taking a short quiz with the vocabulary words. ● Student will present a poster with a classmate about an assigned organelle. Student can show his language and knowledge

#2 Lesson Foci/Date	**Objectives** (include including performance, conditions, and criterion. State the *Common Core State Standard* at the end of each objective.	**Instructional materials** (what will use to deliver the main objectives of the lesson)	**On-going assessment** (to measure attainment of objectives)
Skill/Strategy Focus: Continued Vocabulary work and application. **Date:** October 21st, 2014	● Student will watch 2 Youtube clips. Teacher will assist the student in listening to the videos in English, with Chinese subtitles. Once perform, the student can view again with english subtitles. This technique can be done for many videos. ● Student will draw the basic cell structure of both plant and animal cells. ● Student will annotate the functions of each organelle again. B2.L2.p1 Cells B2.L2.p2 Cell Function	● School owned Chromebook computer. ● View: Eukaryopolis - The City of Animal Cells: Crash Course Biology #4 https://www.youtube.com/watch?v=cj8dDTHGJBY ● View: Plant Cells- Crash Course Biology #6 https://www.youtube.com/watch?v=9UvlqAVCoqY ● Plain white paper ● Colored pencils and markers.	● Teacher and student will meet post videos to discuss what was observed, looking for comprehension. ● Student will turn in cell drawing, where feedback can be given. Teacher will be looking for appropriate shape, size, location of organelles, proper labels and functions.

Appendices

Appendix A:

Assessing Accuracy & Automaticity

Calculation: Total number of words read correct divided by Total words read (correct or corrected + uncorrected errors). Example: 137 words read correct / 145 total words read (137 correct + 8 uncorrected errors) = 94.5% correct.

Interpretation:
99% Correct: Independent Level Reading
95% Correct: Instructional Level Reading
90% Correct: Frustration Level Reading

Automaticity

Grade	Fall	Winter	Spring
1			60 wcpm
2	53	78	94
3	79	93	114
4	99	112	118
5	105	118	128
6	115	132	145
7	147	158	167
8	156	167	171

Rasinski, T. & Padak, N. (2000). Effective Teaching of Reading: From Phonics to Fluency. Boston, MA: Allyn & Bacon.

Appendix B:

Assessing Interpretive & Meaningful Reading

	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.

Rubric modified from Tim Rasinski - Creating Fluent Readers

Appendix C:

Cell Structure Vocabulary

Directions: Please define the following words. You may use any resource to complete. Once written in English, please find the Chinese symbol(s) or word(s) for each organelle/structure. I hope that you can make some associations between the 2 languages for better understanding and familiarity.

Organelle/Structure	Plant / Animal or Both	Function
Cytoplasm		
Cytoskeleton		
Nucleus		
Ribosomes		
Nucleolus		
Endoplasmic Reticulum		-smooth: -rough:
Golgi Apparatus		
Vacuoles		
Lysosomes		
Centrioles		
Mitochondria		
Chloroplasts		

Biology

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This web address goes to a private online master course. It was downloaded to another format for viewing. Retrieved from https://docs.google.com/presentation/d/1cdfpbkldpYKBfqpqeJ5uRo-l4DanMmMqCb7Sa9GVHv4/edit?usp=sharing