

# Let's Go Learn

## *DORA Spanish/EDELL* Report

(Diagnostic Online Reading Assessment - Spanish)  
(Evaluación Diagnostica Español de Lectura en Línea)

**(Classroom Teacher Version)**

**CONFIDENTIAL INFORMATION**

**Student: Jose Gonzalez**  
**Assessment Date: 12/01/2008**  
**Date of Birth: 01/03/1998**  
**Age: 10 years 11 months**  
**Grade: 5.3**

The logo for 'Let's Go Learn' features the word 'Let's' in black, 'Go' in blue, and 'Learn' in black. A yellow triangle is positioned above the 'o' in 'Go', and a green circle is positioned above the 'e' in 'Learn'.

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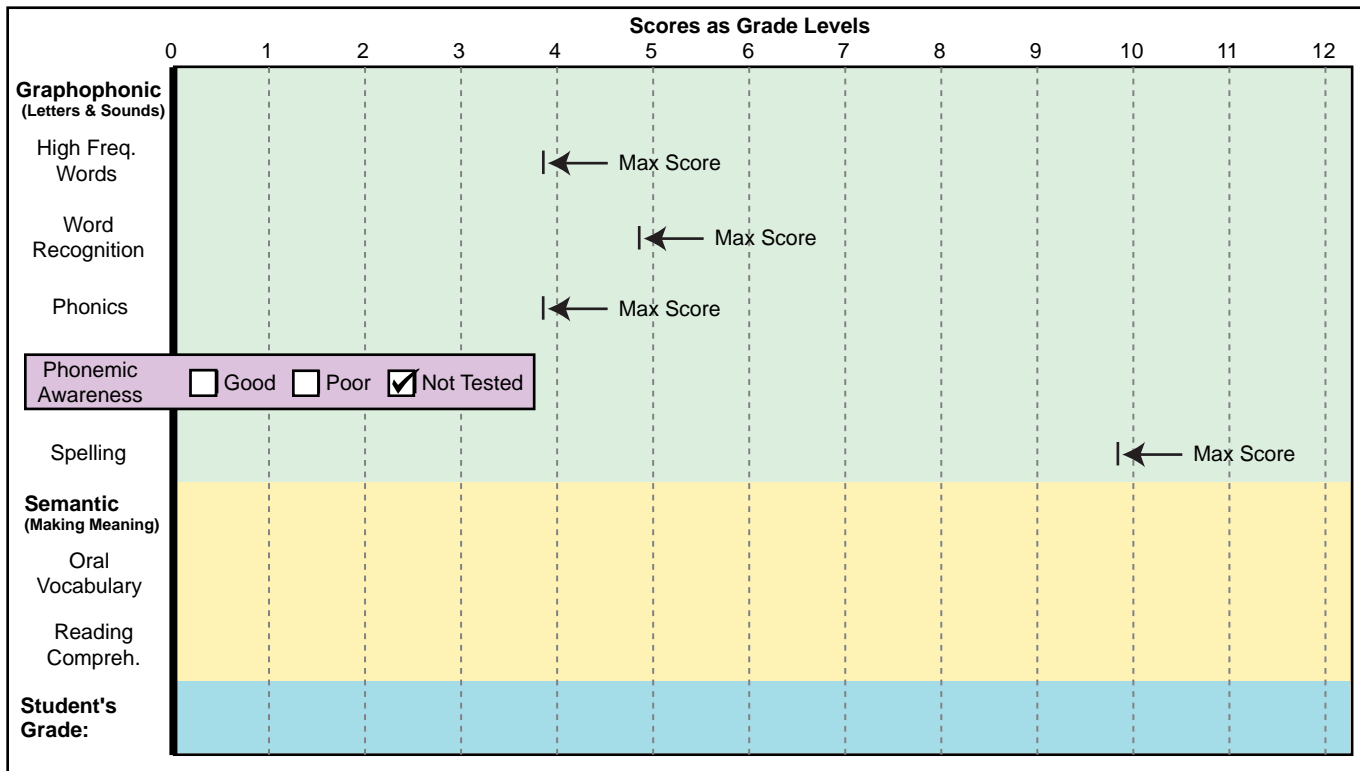
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### Graphophonic (Letters and Sounds)

- ✔ **High-Frequency Word Subtest (Range K-3rd)**..... Grade: **maximum**  
 This subtest examines the learner’s knowledge of basic sight-word vocabulary.
- ✔ **Word Recognition Subtest (Range K-4th)**..... Grade: **maximum**  
 This subtest looks at the learner’s ability to read a variety of phonetically regular and phonetically irregular words.
- ✔ **Phonics Subtest (Range PreK-3rd)**..... Grade: **high 3rd**  
 This subtest is made up of questions testing the learner’s ability to sound out a word.
- Phonemic Awareness Subtest (Good/Poor/Not Tested)** ..... Ability: **not tested**  
 This subtest is usually only given to early readers. If tested it assesses the student’s ability to manipulate and use individual sounds (phonemes) within words.
- ➔ **Spelling Subtest (Range K-9th)**..... Grade: **mid 1st**  
 This subtest will assess the learner’s spelling skills.

### Semantic (Meaning Making)

- ✔ **Oral Vocabulary Subtest (Range K-12th)**..... Grade: **high 5th**  
 This subtest is designed to test the learner’s receptive oral vocabulary skills.
- ➔ **Reading Comprehension Subtest (Range K-12th)**..... Grade: **low 3rd**  
 This subtest will evaluate the learner’s ability to answer questions about a silently read story.



## Graphophonic (Letters and Sounds) Strategies

Jose has a strong foundation in recognizing words and identifying fundamental Spanish phonetic units appropriate for his/her grade level. He/She scored at-grade-level on the Spanish High-Frequency Words, Word Recognition, and Word Analysis subtests. Jose's at-grade-level scores on these three subtests indicate that he/she has committed grade-appropriate sight words to memory and has a good working knowledge of the Spanish phonetic principles expected for his/her age and grade. Jose was able to master 9 out of nine sets of Spanish sight words. Some of his/her errors on these tests included choosing the word "" for the word "" on a level list of words in the Spanish Word Recognition subtest and not quickly and accurately recognizing the word "caminar" on the Spanish High-Frequency Words subtest. Jose's Spanish spelling skills appear to fall below grade level as he/she was only able to master Spanish spelling words on lists up to a mid 1st level. This may be indicative of Jose's struggle to remember conventional Spanish spelling patterns which often require a good visual memory or his/her struggle to associate sounds in words with their appropriate letter symbols.

## Semantic (Making Meaning) Strategies

Jose appears to have a strong knowledge of Spanish Word Meanings but he/she seems to struggle with reading comprehension. Jose scored at grade level on the Spanish Word Meaning subtest but below grade level on the Spanish Reading Comprehension subtest. Jose's scores on both subtests suggest that while he/she can easily define grade-level Spanish vocabulary words, he/she has difficulty comprehending grade-level passages. Jose may have difficulty attending to important details or synthesizing information in the texts he/she reads. Furthermore, his/her scores may indicate that Jose has difficulty with particular types of questions, such as inferential questions, which ask students to use the text to respond to questions whose answers cannot be found directly in the text. Some of Jose's miscues on these subtests include choosing the picture 'man singing' for the word 'sweaty face' on the Spanish Word Meaning subtest. On the Spanish Reading Comprehension subtest, his/her correct answers were 40 percent based on inferential questions and 60 percent based on factual questions.

## Combined Strategies Summary

Jose's performance on this assessment indicates that he/she is at grade level for the graphophonic domain. Continuing to work with Jose on activities which address Spanish graphophonic skills such as word bank activities, the big word game, and word sorts will help maintain his/her progress in this area. In the semantic domain, Jose scored below grade level. The discrepancy in his/her scores for these two domains indicates that although Jose may be decoding individual words well, he/she might not understand all of the grade-level material that he/she reads. Students with this profile often benefit from work that explicitly teaches comprehension strategies such as pre-reading, predicting, clarifying, questioning, and summarizing. Furthermore, set time aside every day, either at home or school, for Jose to read self-selected books. Encourage him/her to pick books of interest that are at his/her independent comprehension level. These two general suggestions may go a long way in building Jose's confidence and fluency as a reader.

# Graphophonics

Begin. Sounds	Tested Correctly
f	N/T
l	N/I
m	N/T
n	N/T
r	N/I
s	N/I
v	N/I
w	N/I
ll	N/T
y	N/I
z	N/T
b	N/T
c	N/I
d	N/I
g	N/I
j	N/I
k	N/T
p	N/I
q	N/I
t	N/I

+ tested correctly  
 - tested incorrectly  
 N/T not tested

Phonetic Principle	Mastery
<i>Some Beginning Sounds</i> /f/, /m/, /s/	<input checked="" type="checkbox"/>
<i>Most/All Beginning Sounds</i> /b/, /g/, /k/	<input checked="" type="checkbox"/>
<i>Consonant Blends</i> blanco, frente, plano	<input checked="" type="checkbox"/>
<i>Vowels</i> ma <u>l</u> , fi <u>n</u> , nu <u>b</u> e	<input checked="" type="checkbox"/>
<i>Consonant Digraphs</i> no <u>ch</u> e lu <u>ch</u> e	<input checked="" type="checkbox"/>
<i>Diphthongs</i> ai <u>r</u> e, au <u>t</u> o, oi <u>g</u> o	<input checked="" type="checkbox"/>
<i>Vowel Digraphs</i> gu <u>ue</u> rra, qui <u>ui</u> sa	<input checked="" type="checkbox"/>
<i>Polysyllabic Words</i> mensaj <u>er</u> a, obed <u>ie</u> n <u>t</u> e	<input checked="" type="checkbox"/>

Phonemic Awareness Task	Tested Correctly
<i>Phoneme isolation</i> What is the first sound in <b>mama</b> ?	N/T
<i>Phoneme identity</i> What sound is the same in <b>rapido, risa, and rosa</b> ?	N/T
<i>Phoneme categorization</i> Which word doesn't belong? <b>bien, bajo, taza.</b>	N/T
<i>Phoneme blending</i> Which word is /s/ /o/ /l/?	N/T
<i>Phoneme segmentation</i> How many sounds are in <b>mas</b> ?	N/T
<i>Phoneme deletion</i> What is <b>smile</b> without the /s/?	N/T
<i>Phoneme addition</i> What word do you have if you add /s/ to the beginning of <b>park</b> ?	N/T
<i>Phoneme substitution</i> The word is <b>bug</b> . Change /g/ to /n/. What's the new word?	N/T
<i>Phoneme rhyming</i> What word rhymes with <b>voy</b> ?	N/T
<b>Total Score:</b>	

Spelling Details for Words at Grade Levels 1 to 3 (encoded successfully)		Mastery
Grade Level 1	<i>High utility words, 1 open syllable</i>	<input checked="" type="checkbox"/>
	<i>High utility words, 1 open syllable, 0-1 consonant stops</i>	<input checked="" type="checkbox"/>
	<i>High utility words, consonant continuants and vowels</i>	<input checked="" type="checkbox"/>
	<i>High utility words, 2 syllables, no blends, vowel clusters</i>	<input checked="" type="checkbox"/>
Grade Level 2	<i>Polysyllabic regular, no blends</i>	<input type="checkbox"/>
	<i>High utility words, 1-2 syllables, consonant blends, r-control vowels</i>	<input type="checkbox"/>
	<i>2 syllable words, with vowel clusters</i>	<input type="checkbox"/>
Grade Level 3	<i>High utility words, with silent letters</i>	<input type="checkbox"/>
	<i>High utility words, with letters with multiple sounds</i>	<input type="checkbox"/>
	<i>High utility words, with accented words</i>	<input type="checkbox"/>
	<i>Regular polysyllabic words</i>	<input type="checkbox"/>
	<i>Less common words, with variable sounds</i>	<input type="checkbox"/>

**Graphophononic** strategies include phonological (sounds) and graphic (visual) domains. Every reader needs to match sounds together with letters in order to sound out words. This is an essential skill to possess when you are presented with an unfamiliar word. In order to develop this skill, the reader must have the ability to recognize distinct sounds and memorize the letters that correspond to the sounds. In addition, the reader must possess the ability to synthesize the sounds: consonants with vowels and consonants with consonants, etc. Single sounds must be blended together to make a word. This skill is important to phonics (sometimes called word analysis or word attack): the ability to sound out words. If you are presented with a word that you have never seen before, for example 'ploca', you must use your phonics skills to sound out this unfamiliar word. In addition to sounding out words, good readers have the ability to memorize whole words. The frequency of exposure to words leads to memorization of the way words look. The reader will not have to sound out these words when he or she sees them; he or she will be able to recognize the word instantly. This also goes for words that are not phonetically regular.

- Jose can spell words like "familia".
- Jose spelled "chiceo" for "chico".
  
- Jose can read words like "alb<sup>3</sup>ndigas" and "trabajadora".

## Semantics

**Semantic** strategies include language and meaning domains. The reason we read is to gather information and make meaning from text. Readers need to use contextual cues, as well as the ability to sound out and recognize memorized words, to get meaning from text. It is important to understand the meaning of the individual words as well as of the sentences and passages. For example, a second-grade reader may be presented with the sentence *The wind was in my face*. Then that same reader might be presented with the sentence *I need to wind my watch*. Even though this reader might be able to sound out the letters W-I-N-D, he or she must understand the sentence in order to recognize the correct meaning and pronunciation of the word. In addition, even if he or she knows what the word wind means, he or she may not understand the sentence *Let's wind this meeting up*. As comprehension or making sense of text is the purpose of reading for most, using context cues to understand what you read as you read it is just as important a reading skill as the ability to sound out or memorize words.

- Jose was able to identify the meaning of words like "triangle under balance" and "squirrel running up"
- Jose had trouble distinguishing the meaning of words like "sweaty face" and "four different faces".

**Reading Comprehension, Factual vs. Inferential:** Reading is an act of communication; therefore, the purpose of reading is to gather information from a written source. Some of this information is factual. For example, you could read a story about a red fire truck. You would be able to answer a factual question: "What color is the fire truck?" However, some information is more complex and requires inferential thinking. You could be asked, "Why do you think fire trucks are red?" This question prompts the reader to think above and beyond the sentences in the story and consider things that are not straightforwardly stated. When examining a student with reading comprehension issues, it is always pertinent to determine the pattern of comprehension. Analyzing errors is a helpful way to understand a reading comprehension profile. Below is the analysis from this student's errors in the DORA-Spanish reading comprehension subtest:

**40 %** of errors were in response to "factual" questions.

**60 %** of errors were in response to "inferential" questions.

**High-Frequency Word Subtest:** This subtest examines the learner's recognition of basic sight-word vocabulary. Sight words are everyday words that a reader sees when reading, often called words of "most-frequent-occurrence." Many of these words are phonetically irregular (words that cannot be sounded out) and must be memorized. High-frequency words like *the*, *who*, *what* and *those* make up an enormous percentage of the material for beginning readers. In this subtest, a learner will hear a word and then see four words of similar spelling. The learner will click on the correct word. This test extends through third-grade difficulty, allowing a measurement of fundamental high-frequency word recognition skills.

**Word Recognition Subtest:** This subtest measures the learner's ability to recognize a variety of phonetically regular words (words that can be sounded out) and phonetically irregular words (words that cannot be sounded out). This test consists of words from first-grade to fourth-grade difficulty. These are the words that readers become familiar with as they progress through school. This test is made up of words that may not occur as frequently as high-frequency words but do appear on a regular basis. Words like *tree* and *dog* appear on lower-level lists and words like *different* and *special* appear on higher-level lists.

**Phonics Subtest:** This subtest is made up of questions that measure the learner's ability to recognize parts of words and sound out words. The skills range from the most rudimentary—consonant sounds—to the most complex—pattern recognition of multi-syllabic words. This test examines strategies that align with first- through third-grade level skills. Unlike the previous two tests, it focuses on the details of sounding out a word. Often nonsense words are used to reduce the possibility that the learner may already have committed certain words to memory. This will create a measure of the learner's ability to sound out phonetically regular words.

**Phonemic Awareness Subtest:** This subtest will measure a learner's attention to discrete sounds within words, or phonemic awareness. Phonemic awareness only refers to the student's attention to sounds and not textual features of a word. In the phonemic awareness subtest, learners are tested on their ability to 1) segment words into sounds, 2) blend sounds together to make words, 3) rhyme, 4) recognize the same sound in different words, 5) delete, add, and substitute sounds to produce new words, 7) isolate sounds, and 8) recognize which sound in a series of words is different.

**Oral Vocabulary Subtest:** This subtest is designed to test the learner's receptive oral vocabulary skills. Unlike expressive oral vocabulary (the ability to use words when speaking or writing), receptive oral vocabulary is the ability to understand words that are presented orally. In this test of receptive oral vocabulary, learners will be presented with four pictures, hear a word spoken, and then click on the picture that matches the word they heard. For example, they may see a picture of *an elephant*, *a deer*, *a unicorn* and *a ram*. At the same time, the learner will hear the word *tusk* and should click on the picture of the elephant. All of the animals have some kind of horn, but the picture of the elephant best matches the target word. This test extends to a twelfth-grade level. This skill is indispensable to the learner's ability to comprehend and read contextually, as successful contextual reading requires an adequate vocabulary.

**Spelling Subtest:** This subtest assesses the learner's spelling skills. Unlike some traditional spelling assessments, this subtest will not be multiple-choice. It consists of words graded from levels one through ninth. The learner will type the letters on the web page and his or her mistakes will be tracked. This will give a measure of correct spellings as well as phonetic or non-phonetic errors.

**Reading Comprehension Subtest:** This subtest evaluates the learner's ability to answer questions about a silently read story. Twelve graded passages with comprehension questions make up the body of this test. The comprehension questions will include a variety of factual and conceptual questions. For example, one question may ask, "Where did the boy sail the boat?" and the next question may ask "Why do you think the boy wanted to paint the boat red?"

## Assessment Analysis Explanation

Awareness of the complexities and components of reading is vital to the full understanding of the results of any literacy evaluation. Comprehensive knowledge of your student's reading profile is the first step to constructing accurate and informed instruction.

Reading is made up of several skill sets. Understanding all there is to know about reading can seem like an impossible task. Linguists, reading specialists, and speech pathologists spend their entire careers studying the details of language-based activities like reading, writing, and speaking. Some reading tests boil a student's performance down to one number, often a grade level. "Your student reads at a — grade level." One number cannot possibly cover all the skills involved in reading. It is our goal to give you a general but succinct overview of the components of reading in order to fully appreciate this learner's reading profile.

Although reading is a multifaceted process, it can be broken down into three basic parts. (See page six for examples from your student's participation in each of these three areas.) Keep in mind that all of these parts work together, overlapping and entwining to create a balanced reader.

1) In the beginning, before reading instruction has begun, most students begin to learn about sounds. As they begin to speak, they begin to develop *phonemic awareness*, the ability to distinguish sounds within words. This ability to discriminate between one sound and the next leads to proper pronunciation. Later on it allows them to sound out words, a crucial skill for beginning readers. All readers are presented with words that are unfamiliar and must be sounded out. When a student is first beginning to read, this is happening frequently. As a student progresses through the years, fewer and fewer words are unfamiliar. An average adult reader may encounter an unfamiliar word that needs to be sounded out less than one percent of the time.

2) English is made up of many words called "sight words" or "non-decodable words." These are words that cannot be sounded out and must be memorized. A reader must learn them by memorization and will become more familiar with them with more exposure. The longer a student is exposed to reading, the larger his or her compilation of memorized words becomes. However, even words that can be sounded-out, sometimes called "decodable" words, become memorized words over time.

3) Our purpose for reading may be entertainment, information, or communication. However, the process to realize any possible purpose for reading is always the same: the absorption of language. Therefore, not only do readers need to sound out words and recognize known words, they must understand the meaning of the individual words they read and the overall concept of the passage. All these things must be done in concert as a person reads. Understanding what you read as you read it is also an essential check to sounding out and recognizing known words. A good reader will use the meaning of the story to make sure he or she is sounding out words correctly. If a reader is struggling to sound out or recognize words, comprehension will suffer.

A measurement of the strengths and weaknesses in these areas creates a reading profile. Effective reading improvement must address the student's reading weaknesses. A gap between these strengths and weaknesses can also create struggle for a reader. Even students with skills that are all within or above grade range may have a large gap between their skills. A large gap will create a struggle for any student. Determining a comprehensive reading profile for your student is the best way to begin his or her journey to reading success.