

# **Let's Go Learn Reading Assessment Report**

**(Parent Version)**

**CONFIDENTIAL INFORMATION**

**Child: John Smith**  
**Assessment Date: 08/08/2002**  
**Date of Birth: 12/12/1992**  
**Age: 9 yrs 8 months**  
**Grade: 4**



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**High-Frequency Word Subtest (Range K-3rd) ..... Grade: mid 3rd**

This subtest examines the learner's knowledge of a basic sight-word vocabulary.  
 Scoring within grade range in High Frequency Words, this skill will help increase reading fluency. Monitoring this area will insure progress.



**Word Recognition Subtest (Range K-12th) ..... Grade: high 2nd**

This subtest looks at the learner's ability to read a variety of phonetically regular and phonetically irregular words.  
 Scoring about one year below grade level in Word Recognition suggests a need for intervention in recognition of common words.



**Word Analysis Subtest (Range K-4th) ..... Grade: high 2nd**

This subtest is made up of questions testing the learner's ability to sound out a word.  
 Scoring about one year below grade level in Word Analysis suggests a need for intervention in common letter pattern recognition..

**Word Meaning Subtest (Range K-12th) ..... Grade: high 5th**

This subtest is designed to test the learner's receptive oral vocabulary skills.  
 About a year above grade level in Word Meaning, this skill will increase usage of contextual cues.



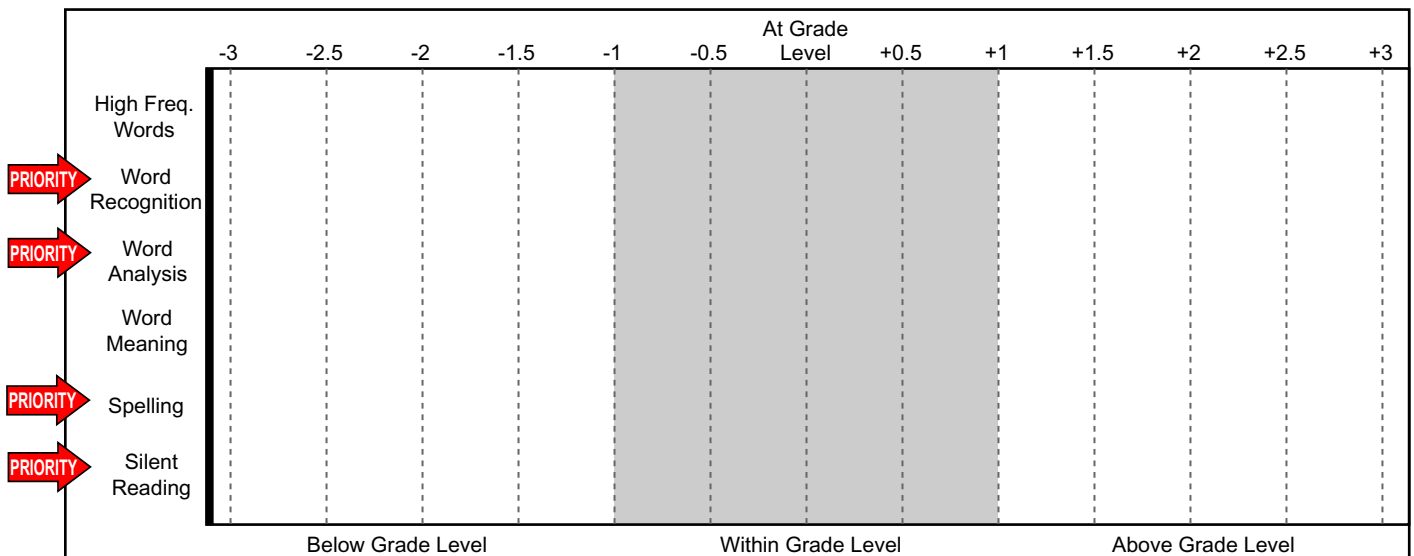
**Spelling Subtest (Range K-12th) ..... Grade: high 1st**

This subtest will assess the learner's spelling skills.  
 A two year discrepancy in Spelling indicates a need for serious intervention in common spelling patterns.



**Silent Reading Subtest (Range K-8th) ..... Grade: high 2nd**


This subtest will evaluate the learner's ability to answer questions about a silently read story.  
 Scoring about one year below grade level in Silent Reading suggests a need for intervention in contextual reading and reading comprehension.




## High Frequency Word Subtest:

This subtest examines the learner's recognition of a 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 tests the learner's ability to recognize a variety of phonetically regular (words that can be sounded out) and phonetically irregular words (words that can not be sounded out). This test consists of words from the first-grade to the twelfth-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.


## Word Analysis Subtest:

 This subtest is made up of questions testing 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 fourth-grade levels. Unlike the previous two tests, this test 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.


## Word Meaning 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, the learners will be presented with four pictures, will hear a word spoken, and will then click on the picture that matches the word that they heard. For example, the learners 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*, he/she 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 will assess the learner's spelling skills. Unlike some traditional spelling assessments, this subtest will not be multiple-choice. It will consist of words graded from levels one through twelve. The learner will type the letters on the web page and his/her mistakes will be tracked. This will give a measure of correct spellings as well as phonetic or non-phonetic errors.

## Silent Reading Subtest:

 This subtest will evaluate the learner's ability to answer questions about a silently read story. Eight 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?" The learner's reading rate will be measured in addition to his/her understanding of the story.

## Assessment Analysis Description

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 child'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 child 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 to fully appreciate this learner's reading profile.

Though reading is a multifaceted process, for a fundamental understanding, it can be broken down into three basic parts. (See page six for examples from your child'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 children 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 child is first beginning to read, this is happening frequently. As a child 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 that are often 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 rote and will become more familiar with them with more exposure. The longer a student is exposed to reading, the larger their compilation of memorized words becomes. However, even words that can be sounded-out sometimes called "decodable" words become memorized words over time.

3) The sole purpose that we read is to absorb language. We read for entertainment, information, communication and several other reasons. Therefore, not only do readers need to sound out words and recognize known words, they must understand the meaning of the individual words that 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 they are sounding out words correctly. If a reader is struggling to sound out words or word recognition, 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 child is the best way to begin your journey to reading success.

## Sub-Skill Descriptions

**Auditory (letters and sounds)-** *Every reader needs to put sounds together with letters in order to sound-out words. When presented with an unfamiliar word, this is an essential skill. Around 70% of English words are phonetic: words that can be sounded-out. 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 together: consonants with vowels and consonants with consonants, etc. Single sounds must be blended together to make a word. This skill is important to word analysis, (sometimes called "word attack") the ability to sound-out words. If you are presented with a word that you have never seen before, for example "phroist", you must use your word analysis skills to sound out this unfamiliar word. A proficient reader will have the ability to think about the sounds separately and then blend them together into a word.*

- John can spell words like "coin" with ease.
- John spelled "chang" for "change."

**Visual (whole word memorization)-** *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 cannot be sounded out. An easy way to think about this is to consider the first time you had a teacher with a long and funny last name. If your fourth grade teacher's name was "Schotzenjammer" or "Krzyszewski" you may have had a hard time with it the first few times you saw it. After a while, you instantly recognized the name every time you saw it.*

- John can read words like "fame" and "pilot" efficiently.
- John read "essential" for "special" and "bee-live" for "believe."

**Language and Meaning-** *The reason we read is to gather information. Letters and words make up sentences to form written language. This means that 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 the meaning of the sentences and passages. For example, a second grade reader may be presented with the sentence, "The wind was in my face." Or the sentence, "I need to wind my watch." Even though a second grade reader might be able to sound out the letters W-I-N-D, they must understand the sentence to recognize the correct meaning and pronunciation of the word. In addition, even if they know what the word "wind" means, they may not understand the sentence, "Let's wind this meeting up." Understanding what you read as you read it is just as important a reading skill as the ability to sound out words or memorize words. Comprehension is the purpose for reading.*

- John was able to identify the meaning of words like "isolation" and "bouquet" easily.
- John had trouble distinguishing the meaning of words like "trio" and "absorbing."

## Skill Summary

*John's scores range between high 1st and high 5th. John may have trouble with conventional spelling patterns. When reading, John may have significant difficulty matching common letter patterns to the sounds they make. John may not have memorized many common, high frequency words, so reading may not be fluent or automatic. A final area of weakness deals with comprehension. John may have trouble extracting meaning from what he/she reads. John's profile indicates that reading may be very difficult for him/her, and that direct intervention in all areas is suggested.*

## 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 plain and factual information. 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 think about 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 helpful way to understand a reading comprehension profile. Below is the analysis from this student's errors in the reading comprehension portion of the Silent Reading subtest:

**33 %** of errors were "factual" questions.

**66 %** of errors were "inferential" questions.

## Lexile Measure\*

"A number indicating the reading demand of the text in terms of the semantic difficulty (vocabulary) and syntactic complexity (sentence length). The Lexile scale ranges from 200 to 1700 Lexiles, although actual Lexile measures can range from below zero to above 2000 Lexiles."\*\* Many books published by education publishers have a Lexile measure to rank the words within the stories. The passages on our Silent Reading subtest have been Lexiled as well. Use the table below to determine the appropriate Lexile range. In this assessment session, the student scored the following in silent reading: **high 2nd**

- |                                 |  |
|---------------------------------|--|
| - First Grade up to 250 Lexile  | - Sixth Grade up to 700 Lexile                 |
| - Second Grade up to 300 Lexile | - Seventh and Eighth Grade up to 800 Lexile    |
| - Third Grade up to 400 Lexile  | - Ninth and Tenth Grade up to 1000 Lexile      |
| - Fourth Grade up to 500 Lexile | - Eleventh and Twelfth Grade up to 1250 Lexile |
| - Fifth Grade up to 600 Lexile  |  |

\* Note that Lexile measurement uses sentence length and vocabulary to determine a reading level. Our "silent reading" subtest uses conceptualization to measure reading comprehension. Therefore, we provide the Lexile measures as a guide to choosing books. Other factors like student interest and confidence should affect your final book choices.

To look up Lexile measurements of published books visit: <http://www.lexile.com>

\*\* As defined by Metametrics at <http://www.lexile.com/search/codes.asp> on August 5th, 2002.

## Word Analysis, Real VS. Non-words

Written language is made up of symbols (letters) that correspond to sounds. Early reading skills include the ability to "decode" or sound-out words that may be unfamiliar. Non-words are used a way to create a scenario where decodable words can be used while still insuring their unfamiliarity. Using non-words when assessing a student's ability to decode is very helpful in isolating their abilities. This assessment uses a combination of both real and non-words in the Word Analysis subtest. You will find it advantageous to examine the pattern of errors between real and non-words.

**44 %** of errors were "real-word" questions.

**55 %** of errors were "non-word" questions.

## Word Analysis Score: high 2nd

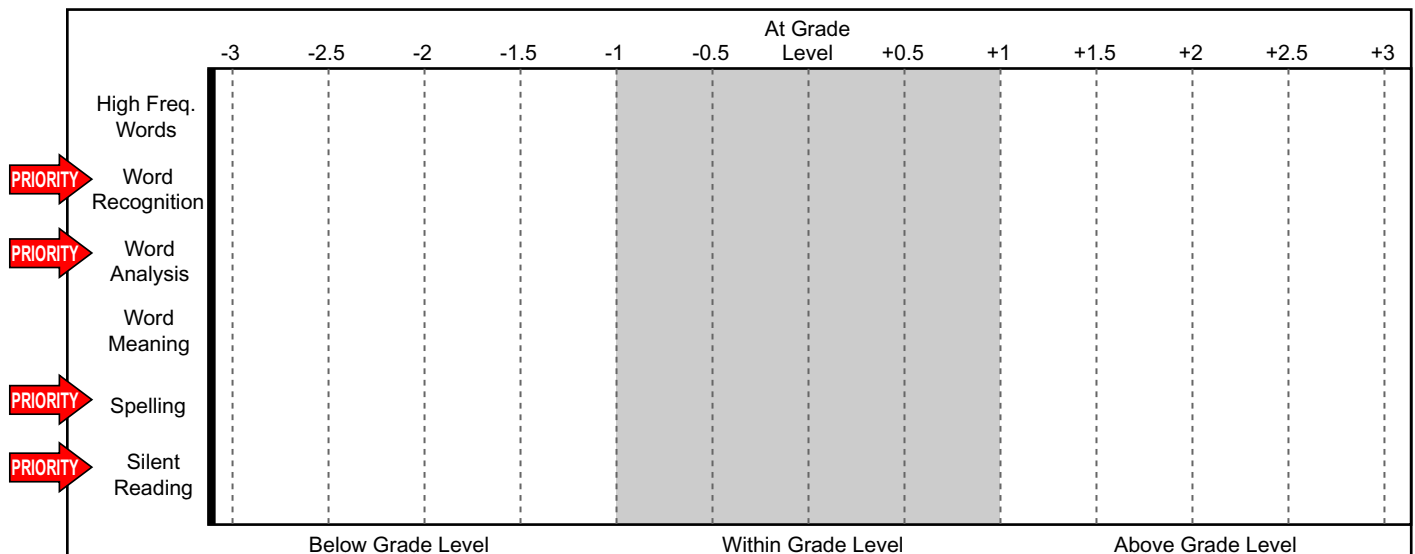
This student scored at the high second grade level on the Word Analysis Subtest, a subtest to examine the student's ability to sound out unknown words. This student appears to have mastered short and long vowel sounds as well as consonant blends and digraphs. This student may also know some "R" controlled vowels, however, this may not be a mastered skill.

Phonetic Principal	Example	Mastery
Short Vowel Sounds	<u>d</u> en, <u>n</u> ap, <u>f</u> un	<input checked="" type="checkbox"/>
Long Vowel Sounds	k <u>i</u> te, <u>a</u> ke, m <u>i</u> le	<input checked="" type="checkbox"/>
Consonant Blends	<u>s</u> nap, <u>cr</u> isp, <u>sp</u> lat	<input checked="" type="checkbox"/>
Consonant Digraphs	<u>ch</u> ips, <u>cl</u> oth, <u>sh</u> ed	<input checked="" type="checkbox"/>
"R" Controlled Vowels	<u>ar</u> k, <u>or</u> m, <u>er</u> t	<input type="checkbox"/>
Diphthongs	<u>oy</u> , <u>clou</u> d, <u>au</u> nt	<input type="checkbox"/>
Vowel Digraphs	<u>oa</u> t, <u>ea</u> m, <u>ai</u> n	<input type="checkbox"/>
Multi-Syllable	<u>jump</u> ing, <u>struc</u> ture, <u>stati</u> on	<input type="checkbox"/>

## Instructional Suggestion Overview

These suggestions are intended to get you started on the road to reading improvement. Instructional hints for all six sub-tests have been included. If your son or daughter needs priority attention in one of the skill areas, that is indicated with an arrow.

Reading improvement requires dedication and commitment. If a reader falls behind grade level in a skill area, they have not been able to make sufficient progress in a specific period of time. For example, a third grade girl has second grade level spelling at the beginning of third grade. At the end of third grade, she may still have a second grade spelling level. If she goes on to 4<sup>th</sup> grade, she may not make much spelling progress because she is starting out with a one-year deficit. At the end of 4<sup>th</sup> grade she will probably be almost two years behind her fellow classmates in spelling. The only way for her to catch up is accelerated learning, in other words, she must make more than one year of spelling progress over a single year. For this reason, daily intervention is recommended for any area of reading that is an area of weakness for your child. Frequency is more important than quantity.



**1. Instructional Suggestions, High Frequency Words:**

*In the final report this page contains suggestions on how to improve a child's High Frequency Word recognition abilities in a one on one instructional environment.*



## 2. Instructional Suggestions, Word Recognition:

*In the final report this page contains suggestions on how to improve a child's Word Recognition abilities in a one on one instructional environment.*



### 3. Instructional Suggestions, Word Analysis:

*In the final report this page contains suggestions on how to improve a child's Word Analysis abilities in a one on one instructional environment.*

#### 4. Instructional Suggestions, Word Meaning:

*In the final report this page contains suggestions on how to improve a child's Vocabulary in a one on one instructional environment.*



## 5. Instructional Suggestions, Spelling:

*In the final report this page contains suggestions on how to improve a child's Spelling ability in a one on one instructional environment.*



**6. Instructional Suggestions, Silent Reading:**

*In the final report this page contains suggestions on how to improve a child's Reading Comprehension abilities on a one to one basis.*