

Assessments/Evaluations:

Despite daily Tier 2 Title 1 reading interventions according to district assessments Alex is performing significantly below grade level in reading and writing, while scoring as proficient on all grade level math and science assessments. According to district running record given on 9/17/10 Alex was instructional at the Rigby level 12 or E4 (end of first grade). He was able to read this text at a 90% accuracy with a 3.0 retelling score. According to analysis of running records, According to teacher analysis of a Rigby Running Record Alex is consistently using chunking and beginning sounds to decode unknown words and has excellent retell of what He has read and needs to think about if the words He reads makes sense. He is unable to consistently decode blends or utilize ending sounds. According to CBM word blend probes He is able to correctly read 12% of words correctly (5/40). He is currently reading 18/25 words on district list C. Alex was not proficient in the district writing assessment scoring 1.5/4. He can orally tell a story from beginning to end. According to the DIBELS phoneme Segmentation Fluency Assessment Alex can correctly segment words He is given orally 90% of the time. According to teacher observations and student work samples Alex is not able to consistently stretch words to put them on paper. He recently mastered all of her letter sounds, however still has difficulty writing the letter that corresponds with the sounds He hears in words. He was able to pass the MLPP hearing sounds in words first grade sentence scoring 34/37 however this skill is not carrying over into her daily writing. Given a CBM probe Alex was able to write the sounds that corresponded to a word given orally 55% of the time (22/40 sounds).

Parent Input

Alex's mother reported that Alex was retained in first grade yet made very little growth in reading. He felt that the retention was questionable and He lacked necessary supports during that year. He works with her nightly at home on her reading and has noticed that He is becoming extremely frustrated and self conscious about her reading difficulties.

Observations:

According to teacher observation during the first and second marking period, Alex is extremely articulate and intelligent. He is very eager to learn and has not had any office referrals for behavior. Alex has excellent listening comprehension and is able to orally retell information that he has heard. Alex is aware of his reading difficulties and has expressed concern that he isn't learning reading like he is math. He has also stated that he needs to be in a quiet area when he has to read because it helps her if he reads it aloud to himself. When Alex writes he often has reversals and the writing process is very labor intensive for him. He spends a lot of time re-reading his writing in an attempt to self correct.