



Diagnostic Reading Assessment for Grade 1

Class Summary Report

SCHOOL _____ TEACHER _____ GRADE _____ SECTION _____

CITY _____ STATE _____ DATE _____

A. SUMMARY OF INDIVIDUAL READINESS SKILLS RATINGS

Skill Area	Assessment Classification					
	-		P		A	
	Freq.	%	Freq.	%	Freq.	%
1. Word Analysis/Decoding						
2. Vocabulary						
3. Comprehension						
4. Language Arts						
5. Reference Skills						

*Please note: To find the frequency percentage divide each frequency by the total number of students.

B. SUMMARY OF OVERALL READINESS RATINGS

Readiness Category	Tally	Freq.	%
A			
P			
B			
BB			

—INDIVIDUAL READINESS SKILLS RATINGS—

- = Adequate	Students are able to read and understand late first grade-level text. Oral reading rates are approximately 50 words per minute with 95% accuracy (i.e., no more than 1 error per 20 words). Students have a sight word vocabulary of 200-300 words and can decode simple, regularly spelled one-syllable words. Students can retell a story and answer questions after reading.
P = Marginal	Students will need to further develop print skills necessary to read grade-level text in order to initially recognize a greater number of words and to be able to decode regularly spelled, one-syllable words. Students should be placed in text that they can read with at least 80% accuracy (i.e., no more than 1 error per 20 words). These students will also benefit from listening to stories read aloud that are more difficult than what they can read on their own in order to build vocabulary and familiarity with story language.
- = Low	Students will need support in beginning-level text such as echo-reading and partner reading before attempting the text independently. These students should be instructed to use the initial letter along with contextual or picture clues to solve new words, and gradually be taught to use additional letter-sound associations and spelling patterns to solve simple, regularly spelled words. Students should be given opportunities to write words and longer sentences using their word and letter-sound knowledge.

—OVERALL READINESS RATINGS—

A = Advanced	The student should be able to enter instruction with minimal coaching.	B = Basic	The student would likely require some special coaching, at least early in instruction.
P = Proficient	The student would require the typical amount of coaching given incoming students.	BB = Below Basic	The student would require special coaching both before and during early instruction.

Dra Assessment Kindergarten Sample Test

R Bogdan



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The Routledge Handbook of Language Testing Glenn Fulcher, Luke Harding, 2021-12-15 This second edition of *The Routledge Handbook of Language Testing* provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education

Language, Learning, and Culture in Early Childhood Ann Anderson, Jim Anderson, Jan Hare, Marianne McTavish, 2015-12-07 Complex factors affect young children and their families in today's increasingly diverse world characterized by globalization the transnational movement of people and neo liberal government policies in western and industrialized countries This book focuses on three of these factors culture language and learning and how they affect children's development and learning in the context of their communities families and schools Taking an ecological perspective it challenges normative and hegemonic views of young children's language literacy and numeracy development and offers examples of demonstrated educational practices that acknowledge and build on the knowledge that children develop and learn in culturally specific ways in their homes and communities The authors highlight issues and perspectives that are particular to Indigenous people who have been subjected to centuries of assimilationist and colonialist policies and practices and the importance of first or home language maintenance and its cognitive cultural economic psychological and social benefits Links are provided to a package of audio video resources <http://blogs.ubc.ca/intersectionworkshop> including key note speeches and interviews with leading international scholars and a collection of vignettes from the workshop from which this volume was produced

Improving Reading Achievement Through Professional Development Dorothy S. Strickland, Michael L. Kamil, 2004

Student Growth Measures in Policy and Practice Kimberly Kappler Hewitt, Audrey Amrein-Beardsley, 2016-10-05 This book examines the intersection of policy and practice in the use of student growth measures SGMs for high stakes purposes as per such educator evaluation systems The book also focuses on examinations of educators' perceptions of and reactions to the use of SGMs ethical implications pertaining to the use of SGMs contextual challenges when implementing SGMs and legal implications of SGM use The use of student test score data has been the

cornerstone of the recent transfiguration of educator evaluation systems in forty two states and the District of Columbia Three leading voices on SGMs Sean Corcoran Henry Braun and David Berliner also serve as section and concluding commentators

Literacy Assessment James David Cooper, Nancy D. Kiger, 2005 This text presents literacy assessment as a natural part of the instructional cycle Through the text s practical positive approach to the stages of developmental literacy preservice teachers and reading specialists learn to assess student progress on a daily basis Case studies chapter summaries and readings for further exploration make this text accessible and informative A companion web site includes several interactive tools for instruction and learning Each Benchmark is followed by assessment and instructional strategies that help teachers apply theory to practice Comprehensive coverage includes state and national standards and assessment of second language learners Research and references highlight up to date instructional strategies including the use of technology

Resources in Education ,1989

African American English and the Achievement Gap Holly Craig, 2016-02-19 Many African American children make use of African American English AAE in their everyday lives and face academic barriers when introduced to Standard American English SAE in the classroom Research has shown that students who can adapt and use SAE for academic purposes demonstrate significantly better test scores than their less adaptable peers Accordingly AAE use and its confirmed inverse relationship to reading achievement have been implicated in the Black White Test Score Gap thus becoming the focus of intense research and practical interest This volume discusses dialectal code switching from AAE to SAE and stresses the benefits and importance of African American students becoming bi dialectal It provides background theory and science supporting the most promising educational approach to date

Contrastive Analysis a set of longstanding methods drawn from Second Language research and used effectively with students ranging from kindergarten through college It offers a deeper knowledge of AAE use by students the critical features of Contrastive Analysis and detailed information about successful applications which teachers can apply in their own pedagogy

The ETS Test Collection Catalog ,1993 *School Psychology Review* ,2006

Reading Problems Joyce Holt Jennings, JoAnne Schudt Caldwell, Janet W. Lerner, 2006 Would the world be a better place if human societies were somehow able to curb their desires for material goods Saleem Ali s pioneering book links human wants and needs by providing a natural history of consumption and materialism with scientific detail and humanistic nuance It argues that simply disavowing consumption of materials is not likely to help in planning for a resource scarce future given global inequality development imperatives and our goals for a democratic global society Rather than suppress the creativity and desire to discover that is often embedded in the exploration and production of material goods which he calls the treasure impulse Ali proposes a new environmental paradigm one that accepts our need to consume treasure for cultural and developmental reasons but warns of our concomitant need to conserve In evaluating the impact of treasure consumption on resource rich countries he argues that there is a way to consume responsibly and alleviate global poverty

[Linguistics and Language Behavior Abstracts](#)

,2007 **The Quest For Improving Student Literacy; Gains in the Advancement of Formative Literacy Assesments** Sharman Lee Siebenthal,2004 **Second Language Instruction/acquisition Abstracts** ,1991 *Developmentally Appropriate Curriculum* Marjorie J. Kostelnik,Anne Keil Soderman,Alice Phipps Whiren,1999 This volume compiles the perspectives of a multi author team examining the entire spectrum of burn reconstruction and long term treatment Individual chapters cover basic aspects of wound healing and scarring and those of plastic surgery relating to tissue rearrangement and the use of flaps as well as the long term use of skin and skin substitutes Furthermore topics such as rehabilitation and scar management are addressed in detail This part provides detailed reconstruction guidelines divided by anatomic region e g face hands as well as aspects of future trends and prospects in burn reconstruction among which are e g allotransplantation and bionics **A Case Study Inquiry Into the Relative Impact of Balanced Reading Instruction on Hispanic Students in a Highly Culturally Diverse Elementary School** Rita Ramirez,2005 **Instructor** ,2005 **Resources in Education** ,1996 *Teaching Children to Read* Douglas Ray Reutzler,Robert B. Cooter,2004 For Elementary Reading Methods courses This comprehensive and balanced look at literacy practice has long been one of the most popular reading methods texts available The text begins by introducing seven principles for comprehensive reading instruction and then explains the theoretical foundations of teaching reading Part I builds on those foundations with specific methods in Part II and then in Part III it describes how to create a variety of learning centers and how to plan developmentally appropriate reading curriculum for students in both K 3 and 4 8 classrooms chapters 12 and 13 provide a continuum of knowledge by describing classroom organization and curriculum for grades 4 6 and 6 8 **Dimensions of Early Childhood** ,1993 Comprehensive Community Health Nursing Susan Clemen-Stone,Sandra L. McGuire,Diane Gerber Eigsti,1998 COMPREHENSIVE COMMUNITY HEALTH NURSING is a readable text offering complete coverage of all major topics in community health nursing from epidemiology and communicable disease to chronic illness and home health nursing Centered on the family as the basic unit of community this edition highlights and expands the discussion of aggregates at risk with a new chapter on contemporary health issues including poverty and homelessness substance abuse and violence The text has been thoroughly updated to describe the impact managed care is having on the health care delivery system The various roles and responsibilities of community health nurses within a spectrum of non acute care settings such as schools businesses and industries clinics and hospice centers are clearly described Provides a complete discussion of U S health legislation and health services to help the reader understand the current status of the health care system and access valuable services for their clients Integrates over 40 case studies to demonstrate application of concepts to practice Includes standards of practice developed by the American Nurses Association and other bodies for Community Health Nursing Home Health Nursing Gerontological Nursing and more Uses the nursing process including nursing diagnosis and intervention to consistently present care of families aggregates and communities Provides coverage of growth and development of

aggregates at risk across the lifespan to help the reader plan and implement health promotion strategies at the primary secondary and tertiary levels Features An Exercise in Critical Thinking at the conclusion of each chapter to enhance analysis and problem solving skills Provides assessment tools and quick reference information in appendices for easy access Offers an Instructor s Resource Manual with approximately 1 000 test questions answers and transparency masters plus a Computerized Test Bank

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