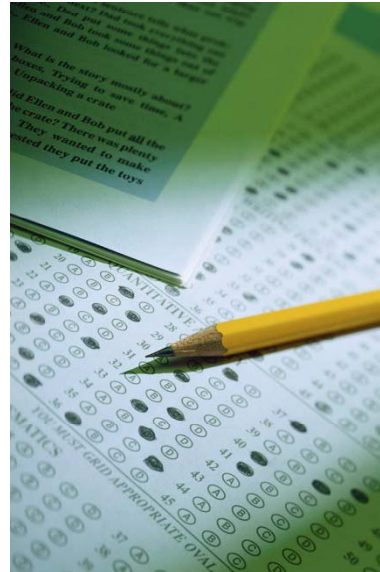


# Praxis Prep Module 1

## Assessment and Diagnostic; Writing and Reading



Margo C. Shipp

[mshipp@sst6.org](mailto:mshipp@sst6.org)

# Video Viewing

- What assessment are being used or mentioned in the video?
- What will the assessment results be used for?
- What was the diagnosis of Becca's assessments?





# Vocabulary



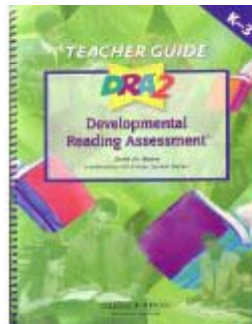
# PA and Phonics Assessments

- Letter Naming Fluency – identified frequently as the best single indicator of risk for reading failure
- Letter Sound Fluency – with equal or better predictive ability to later general reading skills
- Phoneme Segmentation Fluency – the ability to hear critical sounds in the spoken word
- Nonsense Word Fluency – the ability to link the written code with the most common sounds

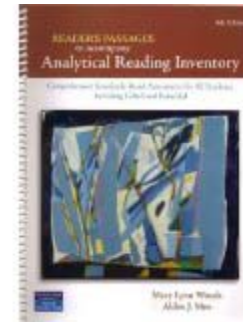


# Informal Reading Inventories

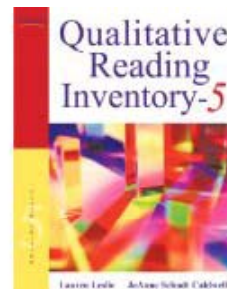
DRA



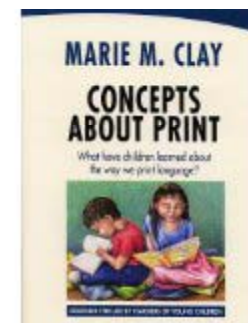
ARI



QRI



CAP



# Running Record

## Running Records

Running records were developed by Marie Clay in 1985 (see Clay's *Running Records for Classroom Teachers*, 2000, for her most recent text on the subject). They are used by teachers to record what individual students in Kindergarten to Grade 3 say and do while reading a text aloud. Clay devised the record forms; a series of symbols for recording accuracies, errors, assistance provided by the teacher, and self-corrections; and a means of calculating a student's reading accuracy and self-correction rates. Running records provide objective and reliable data that teachers can use to assess a student's ability to read a text: What does the student know? How does the student apply his or her knowledge of words, sounds, and letters when reading a text? Which cues and strategies does he or she pay attention to? Which ones does he or she neglect?

**A running record is an efficient and effective way to record independent reading behaviours. Running records provide a “window” through which the teacher may observe the cues and strategies an individual student uses when engaged in oral reading.**

Teachers can use the information gathered in running records to:

- guide their teaching;
- determine the appropriate level of text for the student;
- build a cumulative record of the student's progress through increasingly difficult texts, from the student's earliest efforts (which may involve the student's “inventing” the text for a book that he or she cannot yet read), until the student is a skilled silent reader;
- evaluate the student's achievement in reading.

# Running Record

## Reading a-z Running Record

Level D

Student's Name Matt Jones Date 1/28/02 The Wheel  
99 words

Have the student read out loud as you record. Assessed by B. Castillo

page	E = errors M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	The wheel comes off the truck. <i>of/sc</i>		1	M	S	V	M	S	V
4	It rolls down the hill. Faster and faster.								
5	The wheel <i>wants</i> through the field. It rolls past the cows. Faster and faster.	1		M	S	V			
6	The wheel rolls through the <i>farm</i> barn. It rolls <i>TA</i> past the chickens. Faster and faster.	1		M	S	V	M	S	V
7	The wheel rolls toward the river. It rolls over the bridge. Faster and faster.	1		M	S	V	M	S	V
8	The wheel rolls into the school. It rolls out <i>of</i> the door. Faster and faster. The wheel rolls <i>R</i> through the town.	1	1	M	S	V			M
9	It rolls past the policeman. Faster and faster.								
10	The wheel rolls into the garage. It stops rolling. The wheel is on the truck. <i>track/sc</i>	1		M	S	V			
Totals		8	3						

Accuracy Rate: 92%

Error Rate: 1:12

Self-correction Rate: 1:4



# QRI Example

## Where Do People Live?

People live in <sup>different</sup> places. Some people live in a city. Others live in the country. Still other people live <sup>in</sup> between the city and the country. They live in <sup>suburbs</sup> suburbs. Why do people live in these different places?

People live in the city to be near their jobs. Cities have <sup>lots of</sup> factories, <sup>fruit-factory</sup> schools, and <sup>offices</sup> offices. People work in these buildings. If people don't want to drive a long way to their jobs, they live in the city. There are many <sup>other</sup> things to do in the city. Cities have <sup>amusement</sup> museums and zoos. They also have many movie theaters.

People live in the country to be close to their jobs, too. Many people who live in the country are farmers. They plant crops on their land. They may sell their crops or may use them to feed the animals that live on the farm. Farmers raise cows, pigs, and chickens. The main food that these animals eat is <sup>grass</sup> grain. There are other things to do in the country. You can find a river to fish in or take walks in the woods. The life in the country is quiet.

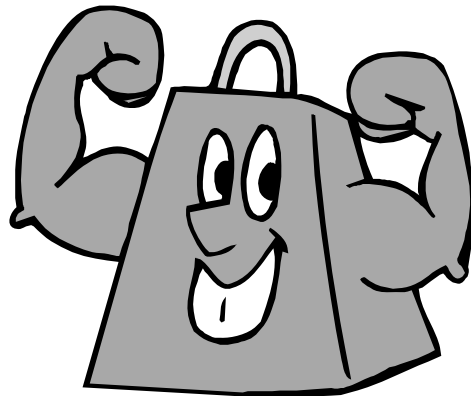
People live in between the country and the city. They live in suburbs. Some people think that people who live in the suburbs have the best of both worlds. They live close to their jobs in the city. The suburbs are <sup>quieter</sup> quieter than the city. They <sup>often</sup> often have many movie theaters, too. It doesn't take as long to go to either the city or the country. The suburbs are more crowded than the country but less crowded than the city. Where people live depends upon what they like most.

$$\frac{288 - 12 + 3}{288} \times 100 = 97\%$$

accuracy

# Example

- **What is one of the child's strengths and one of his weaknesses. Use evidence from the IRI to support this.**



Page	E	SC	cues used	
			E	SC
3				
4				
6				
8				
10				
11				
12				
13				
14				

lily

Frog was sitting on a lily pad in the middle of the pond.

lunch

"It's lunchtime," said Frog.

Always

Along came a fly. "Mmmm, lunch," said Frog

very

The fly was buzzing around. Frog sat very still on his lily pad in the middle of the pond.

the

The fly buzzed and buzzed around ~~Frog~~.

"Buzz buzz," said the fly.

very

Frog sat very, very still.

"Buzz buzz," said the fly.

eye SC

Frog's eyes grew big. The fly came closer and closer to Frog.

Snap!

# Open Ended Responses

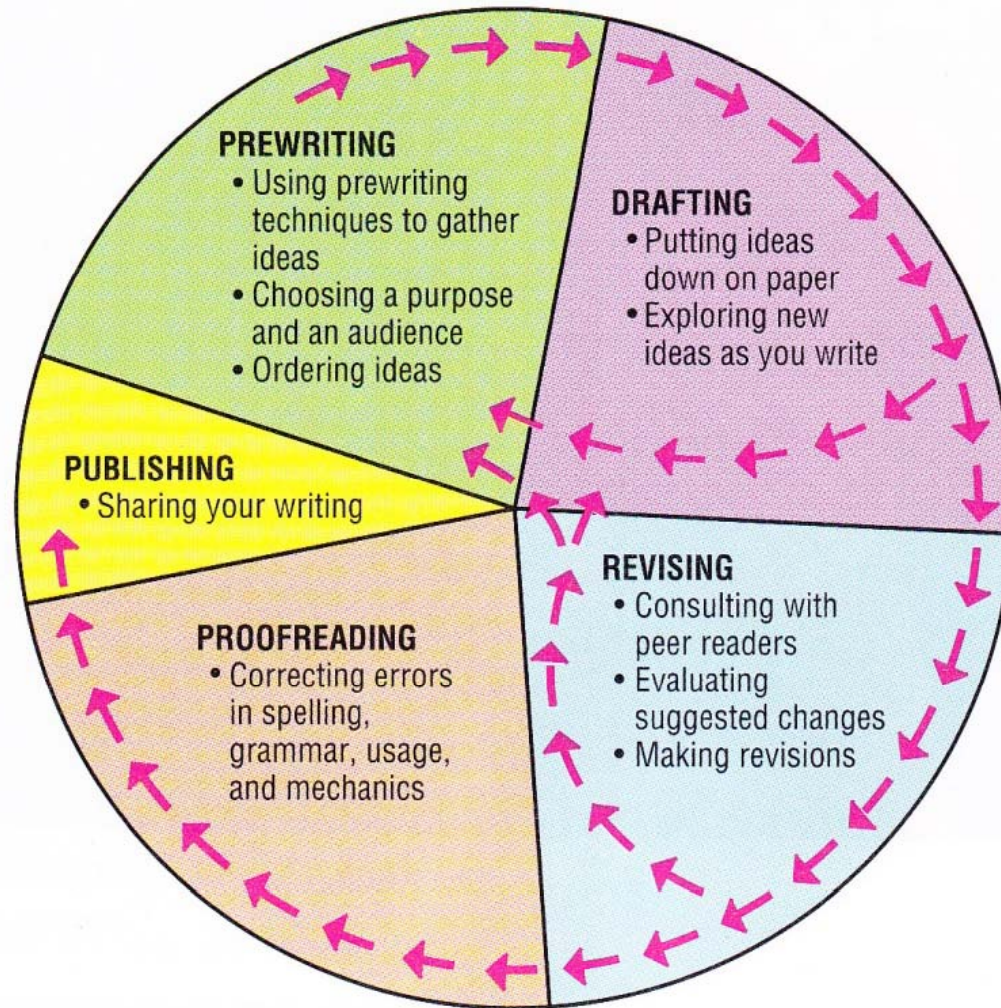
You will need: : Module 1 Open Ended Response #1 and Open Ended Response #1 page 2 , Open Ended Response #2 and Open Ended Response #2 Page 2.

Work on these with a partner or small group.  
REMEMBER it is important to back up your answers with evidence from the information provided.

# Which Came First



**Reading Writing Connection**



**THE WRITING PROCESS**

# Test Practice

Individually, in partners, or with a small group, complete the testing questions



# Test Practice Reflection and Explanation

- #1



- #5



# Testing Information

- Test Windows:

2/3/14–2/15/14

4/7/14–4/19/14

5/12/14–5/24/14

6/16/14–6/21/14

7/14/14–7/26/14

8/4/14–8/16/14



# Website

- <http://www.ets.org/praxis/prepare/materials/5203>

