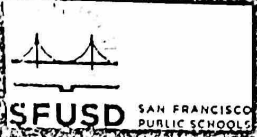


Not



Reading Assessment Results 1st Trimester 2016-2017



Name: Helena Stoltzen
Student ID: 88256555
Grade: K
Teacher: Kunimitsu, Len
544 - Key (Francis Scott) ES

What are the Fountas and Pinnell Reading Assessments?

Students in SFUSD are assessed using Fountas & Pinnell Reading Assessments to monitor their progress in reading. The first steps to reading are mastering Foundational Skills such as letter recognition and high frequency words. Then students move on to reading leveled books in the Leveled Reading Assessment. Below are the results for your child. If you have questions or concerns about your child's reading development talk to your child's teacher.

Your child's results on the Foundational Skills Assessments:

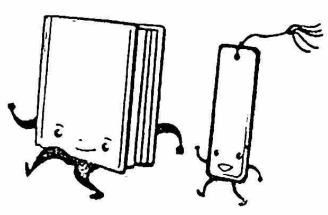
SFUSD has identified foundational skills that students need to master in order to learn to read. Through mastery of these foundational skills, students demonstrate readiness for reading. Once your child masters 6 or more of the foundational skills of reading, they will take the Leveled Reading Assessment. Boxes with the gray background indicate a mastered skill.

Skills Assessed	Mastery	1st Trimester	2nd Trimester
		Your Child's Score	Your Child's Score
Letter Recognition Upper & Lower	52	52	
Letter Sounds	26	4	
Early Literacy Behaviors	10		
High Frequency Words (25)	25	3	
High Frequency Words (50)	50		
Initial Sounds	8	0	
Blending Words	8-10	0	
Rhyming	10	0	

Notes:

- Scores for Upper and Lowercase Letter Identification assessments are added together.
- Students are assessed in 50 High Frequency Words once the 25 High Frequency Words are mastered.

What Parents Can Do:



- Read a book out loud and talk about it with your child every night.
- Ask your child to point out letters and words he or she knows in a book, and ask him or her to say them out loud.
- If you speak a language other than English, read and explain books in your home language.
- Play rhyming games with your child.



Fountas and Pinnell Reading Assessment Results 2018-19



Name: Helena Stoltzen
Student ID: 88256555
Grade: 02
Teacher: Perez Shea, Sue
School: 589 - Grattan ES

Language of Assessment: English

What are the Fountas and Pinnell Reading Assessments?

Students in SFUSD are assessed using Fountas & Pinnell Reading Assessments (F&P) to monitor their progress in reading. The first steps to reading are mastering Foundational Skills. Then, students move on to reading leveled books in the Leveled Reading Assessment. Below are the results for your child. If you have questions or concerns about your child's reading development talk to your child's teacher.

Foundational Skills Assessments

NOTE: An asterisk (*) indicates that Foundational Skills were mastered in a previous assessment cycle.

SFUSD has identified foundational skills that students need to master in order to learn to read. Through mastery of these foundational skills, students demonstrate readiness for reading.

Tips for Families:

- Read books aloud to your child.
- Ask your child to point out letters or words they know in a book.
- Ask your child to say letters sounds and words they know from a book aloud.
- Play rhyming games with your child.

Skills Assessed	Mastery Score	1 st Trimester Results	2 nd Trimester Results	3 rd Trimester Results
Letter ID Upper	26	*		
Letter ID Lower	26	*		
Letter Sounds	26			
Early Literacy Behaviors	10			
High-Frequency Words	25			
Initial Sounds	8			
Blending Words	8-10			
Segmenting Words	8-10			
Rhyming	10			

Leveled Reading Assessment

NOTE: N/A indicates that your child is working on Foundational Skills only.

Students take the Leveled Reading Assessment once they are able to read books. The Leveled Reading Assessment informs teachers regarding the strengths and needs of each student in reading accuracy, fluency, and comprehension. The Instructional Reading Level tells teachers what level of books to use in the classroom. The Independent Level tells families what books are "just right" for a child to read on his or her own at home.

Tips for Families:

- Ask your child's teacher about what strategies your child is working on using when they read.
- Ask your child's teacher about your child's goals in reading.
- Encourage your child to read 20 minutes a day on his or her own. In addition, read higher-level books of interest to and with your child.

Instructional Reading Level Expectations			
Grade Level	1 st Trimester	2 nd Trimester	3 rd Trimester
Kindergarten	(Not Assessed)	B	C-D
1 st Grade	D-E	G	I-J
2 nd Grade	K	L	M
Your Child's Results:			
Instructional Reading Level	C		
Independent Reading Level	B		

Using the Results

There are many ways you can support your child's literacy development at home. Please talk to your child's teacher regarding the reading strategies that your child is working on. F&P Family Guides with details regarding characteristics of texts, and ways to support children in reading at home are available at www.sfusd.edu/assessments.

Recording Form Part One: Oral Reading

Benchmark Assessment System 1
THIRD EDITION

My Little Dog • Level B • Fiction

Student Helena
Teacher Shea-perez

Grade 2 Date 2/20/19
School Grattan

Place the book in front of the student. Read the title and introduction.

Introduction: This girl has a little dog. Read to find out all the things her little dog likes to do with her. Point under each word as you read.

H pointed/ read title

Summary of Scores:

Accuracy 790% Comprehension 3/6
Self-correction 1.7 Writing About Reading
Fluency 1 Reading X

Sources of Information Used

Page	Text	My Little Dog Level B, RW: 55, E: 6								
		E	SC	E			SC			
				M	S	V	M	S	V	
2	My little dog ^{so} likes to sleep with me.		1							
4	My little dog likes to ^{at} eat with me.		1							
6	My little dog ^{is} likes to run with me.		1							
8	He likes to play with me.		1							
10	^{Helena} He likes to ^{rid} ride with me.		1							
Subtotal		6	1							

Recording Form Part Two: Comprehension Conversation

My Little Dog • Level B

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates proficiency in understanding the text.
- 2 Student is approaching proficiency in understanding the text.
- 1 Student demonstrates limited proficiency in understanding the text.
- 0 Student's comprehension is not proficient.

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The dog likes to sleep, eat, run, play, ride, jump, and read with the girl.</p> <p><i>Note any additional understandings:</i></p>	<p><i>looked back at action word book - read with the girl.</i></p> <p>Tell all the things the dog likes to do with the girl.</p> <p><i>needed max prompting</i></p> <p>Is there anything else?</p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>The girl loves her dog. She is happy that he likes to do things with her.</p> <p>The picture shows that they like each other because the girl is smiling and petting the dog, and the dog is licking her.</p> <p>Sample response: I love my (fish, bear, little brother, etc.) and I take care of it/him. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p><i>max prompt</i></p> <p>Talk about how the girl feels about her dog. How do you know?</p> <p>Look at page 16. How does the picture show you how the girl and the dog feel about each other?</p> <p>The girl loves her dog and takes care of it. What do you love and take care of? How is that like the story?</p>	<p>0 1 2 3</p>

Guide to Total Score, Levels A-K

- 5-6 Proficient
- 4 Approaching Proficiency
- 3 Limited Proficiency
- 0-2 Not Proficient

Total Score: 3 /6

Part Three: Writing About Reading *(optional)*

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key

- 3 Reflects excellent understanding of the text.
- 2 Reflects partial understanding of the text.
- 1 Reflects very limited understanding of the text.
- 0 Reflects no understanding of the text.

Write about three things the dog likes to do with the girl. You can draw a picture to go with your writing.

Recording Form Part One: Oral Reading

Playing • Level B • Nonfiction

Student Helena

Grade 2

Date 3/11/19

Teacher Sue Ellen Shea

School _____

Place the book in front of the student. Read the title and introduction.

Introduction: In this book, a girl is playing with lots of different things. Read about all the things she likes to play with. Point under each word as you read.

Summary of Scores:

Accuracy 98% Comprehension 4/6
Self-correction 1:1.5 Writing About Reading X
Fluency 1/3

Sources of Information Used

Page	Text	Playing Level B, RW: 56, E: 6						E			SC		
		E	SC	M	S	V	M	S	V				
2	I like to play with a truck. see (sc) She pointed looked at picture for clue		1										
4	I like to play with a car. Needed prompting / I pointed												
6	I like to play with the ball.												
8	I like to play with my doll. ball		1										
10	I like to play with a train. → looked @ picture for clue												
Subtotal			1										

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Recording Form Part Two: Comprehension Conversation

RECORDING FORMS

Playing • Level B

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key	
3	Student demonstrates proficiency in understanding the text.
2	Student is approaching proficiency in understanding the text.
1	Student demonstrates limited proficiency in understanding the text.
0	Student's comprehension is not proficient .

Key Understandings	Prompts	Score
<p>Within the Text</p> <p>The girl likes to play with a truck, a car, a ball, a doll, a train, a plane, a boat, and a dog.</p> <p><i>Note any additional understandings:</i></p>	<p>Tell all the things the girl likes to play with.</p> <p>Is there anything else?</p> <p><i>needed prompt to look back at book/pictures, but answered what she played with</i></p>	<p>0 1 2 3</p>
<p>Beyond and About the Text</p> <p>It's an animal. The other things were toys.</p> <p><i>prompted is it a toy or animal?</i></p> <p>The girl is having fun in the story. It is fun to play with toys, and the girl is smiling in the pictures.</p> <p>Sample response: The girl is like me because I like to play with trains, too. (Accept logical responses that make a connection between the student's personal experiences and the content of this text.)</p> <p><i>Note any additional understandings:</i></p>	<p>The girl played with the dog last. How is the dog different from all the other things?</p> <p>How do you think the girl is feeling in the book? How can you tell?</p> <p>Talk about how the girl is like you or different from you. How?</p> <p><i>answered animal</i></p> <p><i>feel does she feel happy or sad - answered sad</i></p> <p><i>just repeated questions</i></p>	<p>0 1 2 3</p>

Guide to Total Score, Levels A-K	
5-6	Proficient
<u>4</u>	Approaching Proficiency
3	Limited Proficiency
0-2	Not Proficient

Total Score: 4 /6

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key	
3	Reflects excellent understanding of the text.
2	Reflects partial understanding of the text.
1	Reflects very limited understanding of the text.
0	Reflects no understanding of the text.

Write about three things the girl likes to play with. You can draw a picture to go with your writing.

The Sleepover Party • Level H • Fiction

Student Helena S.
 Teacher Ms. Lovell

Grade 5th Date 3/11/22
 School Grattan

Place the book in front of the student. Read the title and introduction.

Introduction: Jim was invited to a sleepover party. He was worried about staying at his friend's house and wanted to take his favorite toy Mugsy with him. Read to find out what happened.

Summary of Scores:

Accuracy 90% Comprehension _____
 Self-correction 0 Writing About _____
 Fluency 0 Reading _____

Sources of Information Used

Page	Text	The Sleepover Party Level H, RW: 288, E: 31								
		E		SC		E			SC	
		M	S	V	M	S	V	M	S	V
2	Jim was excited because he was going to a sleepover party! But he was also a little worried. He had never stayed all night at a friend's house.				1					
					2					
					2					
					2					
3	All of Jim's friends were invited to the party, too. Jim said, "See you at Matt's house!" But he was still worried.				1					
					2					
4	Mom helped Jim pack for the party.									
					2					
		Subtotal			12	0				

Page	Text	Sources of Information							
		E	SC	E			SC		
				M	S	V	M	S	
4 cont.	"Here are your pajamas and your toothbrush," said Mom. <i>brush</i>	1							
5	Jim wasn't really listening because he was worrying. "What if I miss Mom?" he thought. "What if I can't fall asleep?" <i>was</i> <i>think</i> <i>sleep</i>	2							
6	Mom held up Jim's favorite toy. "Do you want to take Mugsy with you?" Mom asked. Jim always slept with Mugsy. <i>Jim</i> <i>ask</i>	2							
7	Jim did want to bring Mugsy. But he was worried. "Mugsy is a baby toy," Jim told his mom. "I don't want my friends	1							
Subtotal		9							

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Recovery Party • Level H

ion Used
C
V

Sources of Information Used

Text	E	SC	E			SC		
			M	S	V	M	S	V
to laugh at me. I can't bring Mugsy."								
8 <i>that</i> "That's fine," said Mom. "Get your sleeping bag. I'll zip up your backpack."	1	1						
9 "Have fun," Mom said. "I will," Jim answered. But he was still a little worried.	1	1						
10 All of Jim's friends were at Matt's house. They <i>play</i> played games and they ate yummy snacks. <i>have</i> Jim was having fun.	1	1						
Subtotal			13	0				

The Sleepover Party • Level H

Sources of Information

Page	Text	E	SC	E			
				M	S	V	M
11	<p>Then it was <u>time</u> for bed.</p> <p>All the ^{boy} boys went up to ^{Matt} Matt's room.</p>	1					
12	<p>Dan opened his backpack and pulled out a toy.</p> <p>"Here is <u>Teddy!</u>" said Dan.</p> <p>"I always sleep with him."</p> <p><u>Luis</u> ^{open} opened his backpack.</p> <p>"I have <u>Snapper!</u>" he said.</p>	1					2
13	<p>Josh had a toy, too.</p> <p>"I always <u>take</u> Spot with me!" he said.</p>	1					
14	<p>"I wish I had <u>Mugsy,</u>" Jim <u>thought.</u></p> <p><u>Matt</u> said, "Jim, are you going to get ready for bed?"</p>	1					
Subtotal		2					

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Sleepover Party • Level H

Sources of Information Used

Page	Text	E	SC	E			SC					
				M	S	V	M	S	V			
15	<p>“Sure,” said Jim.</p> <p>He ^{open} opened his backpack to look for his ^{picture} pajamas.</p>	2	1									
16	<p>“What’s this?” said Jim.</p> <p>It was Mugsy!</p> <p>Mugsy ^{come} came to the ^{sleep} sleepover party after all!</p>	1	2									
		Subtotal	3									
		Total	3									

Accuracy Rate	Errors	31 or more	28-30	25-27	22-24	19-21	16-18	13-15	11-12	8-10	5-7	1-4	0
	%	Below 90%	90%	91%	92%	93%	94%	95%	96%	97%	98%	99%	100%

Self-Correction Ratio

$$(E + SC) \div SC = 1: \underline{0}$$

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The Sleepover Party • Level H

Fluency Score

0 1 2 3

Fluency Scoring Key

- 0 Reads primarily word-by-word with occasional but infrequent or inappropriate phrasing; no smooth or expressive interpretation, irregular pausing, and no attention to author's meaning or punctuation; no stress or inappropriate stress, and slow rate.
- 1 Reads primarily in two-word phrases with some three- and four-word groups and some word-by-word reading; almost no smooth, expressive interpretation or pausing guided by author's meaning and punctuation; almost no stress or inappropriate stress, with slow rate most of the time.
- 2 Reads primarily in three- or four-word phrase groups; some smooth, expressive interpretation and pausing guided by author's meaning and punctuation; mostly appropriate stress and rate with some slowdowns.
- 3 Reads primarily in larger, meaningful phrases or word groups; mostly smooth, expressive interpretation and pausing guided by author's meaning and punctuation; appropriate stress and rate with only a few slowdowns.

Part Two: Comprehension Conversation

Beginning with the first prompt, have a conversation with the student. Note the key understandings the student expresses. Use the prompts to give you information about the student's understanding. Score for evidence of all understandings expressed—with or without a prompt. For scoring details, see the rubric in the *Assessment Guide*. Circle the number in the score column that reflects the level of understanding demonstrated.

Comprehension Scoring Key

- 3 Student demonstrates **proficiency** in understanding the text.
- 2 Student is **approaching proficiency** in understanding the text.
- 1 Student demonstrates **limited proficiency** in understanding the text.
- 0 Student's comprehension is **not proficient**.

Key Understandings

Within the Text

Jim is excited because he is going to his first sleepover at Matt's house and all his friends will be there. He is also worried about missing his mom.

Jim wants to take his toy dog Mugsy to the sleepover because he always sleeps with him, but he is afraid his friends will think it's a baby toy.

When it's time for bed, all his friends take out their toys to sleep with and Jim wishes he had Mugsy.

Jim is surprised to find Mugsy in his backpack.

Note any additional understandings:

Prompts

Tell the important things that happen in the story.

Is there anything else?

Visual sort

3 pics

1/3

Correct.

Score

0 1 2 3

Continued on next page

Key Understandings	Prompts	Score
<p>Beyond and About the Text</p> <p>Jim feels happy that he has Mugsy and that he's not the only one who still sleeps with stuffed animals. He's happy he went to the sleepover even though he was worried. Things change on page 16 when Jim finds Mugsy in this backpack.</p> <p>Jim's mom put Mugsy into his bag. She knew that Jim really wanted to take him, so she put him in the bag in case Jim changed his mind. The picture on page 8 shows Mom putting Mugsy into the bag.</p> <p>Sample response: I was worried about sleeping at _____'s house. But we had lots of fun and made cookies and I forgot to be homesick. (Accept logical responses that make a connection between the student's personal experiences and the content.)</p> <p>Mom wants to help Jim not feel worried. She suggests Jim bring Mugsy to the party and when Jim says no, she packs him anyway. She knows Jim will want Mugsy, even if he says he doesn't.</p> <p><i>Note any additional understandings:</i></p>	<p>How does Jim feel at the end of the story? Why does he feel that way? Can you show the page when things change for him?</p> <p>How do you think Mugsy got into Jim's bag? How do you know?</p> <p>What is in Jim's bag?</p> <p>Tell about a time when you felt like Jim. Was your problem solved like Jim's?</p> <p>How does the writer or illustrator show what Mom is thinking?</p>	<p>0 1 2 3</p> <p>Shaved Visual ✓</p> <p>A - Happy B - sad</p> <p>A - Blanket B - Mugsy</p>
	<p>2/5 - wh questions modified.</p>	

Guide to Total Score, Levels A-K

5-6 Proficient
 4 Approaching Proficiency
 3 Limited Proficiency
 0-2 Not Proficient

Total Score: 2 / 6

What is Jim doing? → sleepover (independent) ✓

Who is story about? → who x → pointed to mom
 → boy

Where is the sleepover? A - school X
 B - house X

When is the sleepover? A - Day X
 B - Night X

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt below to the student. You can also cut the prompt on the dotted line and give it to the child. Specify the amount of time for the student to complete the task on a separate sheet of paper. (See the *Assessment Guide* for more information.)

Writing About Reading Scoring Key

3 Reflects **excellent** understanding of the text.
 2 Reflects **partial** understanding of the text.
 1 Reflects **very limited** understanding of the text.
 0 Reflects **no** understanding of the text.

Write about why Jim's feelings about bringing Mugsy to the party change. You can draw a picture to go with your writing.