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November 28, 2011
X51

Read Aloud Assessment

Name: *Jenny
Age: 9
Grade: 3rd
Sex: Female
Race: African American
Disability: SLD

Compared to the average third grader, Jenny did not perform well on either retell. Her reading level is low (Kindergarten), but her oral vocabulary level is high (4th grade). She can tell stories but has a difficult time remembering them. She scored poorly on last week's comprehension assessment. On the first retell, she addressed 7 points on the checklist, but could not answer any of the follow-up questions. She did not follow the sequence or structure of the story, but focused mostly on the events that occurred at the end of the story. She mentioned the main character's name after a few sentences of saying "he."

On the second retell, she addressed 4 points on the checklist, and answered 3 out of 7 follow-up questions. She again focused on the events occurring at the end of the story. She was able to give me some information about the beginning of the story when prompted with questions. She likely had a difficult time remembering what happened at the beginning of either story, since she had taken in new information to replace it. So, she focused on the end of the story, which was what she could remember. She found details important, and mentioned those when she could (such as the meeting starting at 3:00 in the first story, and Muffy using "a sweet voice" in the second story). No features discussed by Charity-Hudley were identified during this assessment.

There was a small, but not significant change in her performance between books. I think that using the strategy of summarizing the story after each page helped her to retain some of the events of the story. Although she was not able to produce them on her own, she was able to recall them when cued. According to the CORE Book, Jenny's retelling skills are probably on a Pre-Emergent Level. She had difficulty listing more than a few events and retold her stories out of sequence.

The strategy I used while reading the second story was summarizing. After each page, I asked Jenny to tell me the main idea (who, what and where) of what happened in one sentence. She was very good at this. She was engaged in the story, and could tell me almost every detail that occurred on that page before I asked her to shorten it down to just one sentence. Despite this, she was not able to retell the story once we had finished. I think part of it may have been lack of motivation, because she told me she did not want to retell the story because she hates reading. I asked her to try, which she did, and then she was able to tell me more of the details when I prompted her with specific follow-up questions. She was not able to tell me much from the beginning of the story, and could tell me a few specific details from the

end (such as that Muffy asked Francine to be in the parade “in a sweet voice”), but not the big picture. I think that the summarizing strategy was not beneficial in this instance, but could be beneficial if it is consistently used. It requires Jenny to pay attention and to verbalize what is happening in the story. Taking an active role in the story, rather than simply listening and possibly not paying attention, should help her to remember a larger percentage of what happens in the story.

Retell, used in this context, is a good method of measuring listening comprehension. It requires the student to listen to, process, retain, and re-tell what they have heard. Although retell is a good way of measuring listening comprehension, other factors may interfere with the results. For example, the student may not have been paying attention, which would cause her to perform poorly on the retell. The student may have understood what she heard, but may have difficulty expressing her thoughts. Other students, especially students with disabilities, may understand what they have heard, but be unwilling to retell the story, for whatever reason. Additionally, a student may not have been taught how to retell or summarize a story, and may not know to recount the events in sequence, or which events are important enough to include. A retelling exercise could be used to assess reading comprehension, if the student read a passage on his own and is then asked to retell it. I would recommend that educators teach their students what is expected in a retell before using it as a form of progress monitoring. I would have students practice retelling stories many times before using it as an assessment. If an educator uses the CORE summarizing strategy, she should teach her students explicitly what is expected of them and help them make the connection that the important parts of each paragraph are likely the important parts of the whole story.

Story 1: Arthur's Promise by Marc Brown (no strategies used)

Directions: "Tell me everything you remember about the story" (After: "Is there anything else you remember about the story?")

- Setting/Characters
 - Intro
 - Arthur wants to watch TV, but he can't because DW is watching TV
 - Setting
 - Arthur's house
 - ✓ Arthur's Tree house
 - Main Character
 - ✓ Arthur
 - Other Characters
 - Mom
 - Dad
 - ✓ DW
 - Nana
 - Brain
 - Francine
 - Buster
 - Time and Place
 - Afternoon, Living Room
 - Next Day
 - ✓ 3pm, Tree house
- Specific Plot Events/Episodes
 - ✓ Arthur wants to watch TV but he can't because DW is watching T V
 - Arthur makes a promise to DW
 - She can come to his Bionic Bunny Club meeting if she lets him watch TV
 - Arthur tries to get out of his promise
 - Asks parents to take DW to the Zoo
 - Asks Grandma to distract DW
 - ✓ Distract her with TV show, toys
 - ✓ DW comes to the meeting
 - ✓ Brings cookies
 - Arthurs' friends love her!
 - ✓ DW brings Arthur a brownie and he says she can come again
- Problem
 - Arthur wants to prevent DW from going to the Bionic Bunny Club meeting
- Solution
 - He tries to stop her, but she ends up coming anyway

- Sequence
 - Story retold in sequence? *no*
 - Story structure? *no*

Follow-up Questions (if necessary)

- ✓ What was the boy's name?
- Where did the story take place?
- Why did Arthur make a promise to DW?
- Why did DW want to go to the Bionic Bunny Meeting?
- How did Arthur try to stop DW from coming to the meeting?
- Did his plan work?
- What happened at the end?

*asked
but didn't
know
answers*

Story 2: Queen for a Day by Marc Brown (Strategy: Summarize/Shrink Each Paragraph. CORE, p711)

Directions: "Tell me everything you remember about the story" (After: "Is there anything else you remember about the story?")

- Setting/Characters
 - Intro
 - Muffy wins an essay contest and gets to be Queen in the town parade!
 - Setting
 - School
 - Muffy's House
 - Main Character
 - ✓ Muffy
 - Other Characters
 - Arthur
 - ✓ Francine
 - Prunella
 - Binky
 - Buster
 - Fern
 - Brain
 - DW
 - Time and Place
 - At school
 - After school at Muffy's house
- Specific Plot Events/Episodes
 - Muffy wins a contest
 - Queen for a Day
 - Everyone meets at her house to plan for the parade
 - Francine- sing
 - Prunella-gown
 - Binky- juggle
 - Buster- jokes
 - Fern- poem
 - Brain-design card
 - Muffy is bossy/mean
 - ✓ Francine sings badly and Muffy kicks her out
 - Everyone quits
 - Muffy's dad tries to fix her problems
 - Muffy is sad
 - Arthur talks to Muffy about acting nicer to her friends
 - Muffy sees DW twirling a baton

- She asks Francine to twirl in the parade *(in a sweet voice)*
- Problem
 - Muffy's friends quit the parade (because she is mean to them)
- Solution
 - She asks her dad for help- he can't help
 - She asks Arthur for advice
 - She apologizes and offers an alternative talent, they re-join
- Sequence
 - Story retold in sequence? *no*
 - Story structure? *no*

Follow-up Questions (if necessary)

- What was the girl's name? *"Francine"*
- What did she win? *"queen to be on a float"*
- What did she want her friends to do? *"to play w/ her"*
- How did her friends feel? *"bad"*
- What did Muffy do after her friends quit? *"her friends were mean to her"*
- Why did her friends re-join the parade? *"they were friends"*
- How did Muffy feel at the end of the book? *"forgot"*