

Analyzing Results on a Reading Assessment

Name

Institution



### Test Scores of Leading Edge Academy Gilbert Elementary

Leading Edge Academy is a charter school in Arizona that possesses four constituent elementary schools Phoenix valley area. One of these elementary schools include Leading Edge Academy Gilbert Elementary that offers studies from kindergarten through grade 6. Therefore, the academy follows the procedures and policies delineated by the main campus when conducting reading assessments. Specifically, the academy relies heavily on Galileo tests to access the reading capability of the student from kindergarten through grade 6. The following is a matrix analysis that depicts the test scores of the academy on the reading assessment.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Test Score	Score: 74%	Score: 78%	Score: 76%	Score: 78%	Score: 47%	Score: 64%	Score: 57%
	State Avg. 54%	State Avg. 56%	State Avg. 58%	State Avg. 58%	State Avg. 56%	State Avg. 53%	State Avg. 58%

### Analysis of the Test Scores on Reading Assessment

The above test scores on the reading assessment are helpful in determining the strengths and limitations of each grade level at Leading Edge Academy Gilbert Elementary. The following content analyzes the strengths and limitations per each grade level by comparing the test scores with the state averages as outlined by the Arizona Department of Education.

### **Kindergarten**

Kindergarten is the lowest grade-level at Leading Edge Academy Gilbert Elementary. The test score of kindergarteners was 74%, which is higher than the state's average of 54%. The first strength of the kindergarteners at the academy is the ability to create rhymes and nonsense words. Secondly, the kindergarteners demonstrate their knowledge of learning letters and sounds to form various simple words. Thirdly, the kindergarteners have the strength of identifying alphabet letters and their corresponding sounds.

However, the kindergarteners depict some limitations according to the reading assessment. Firstly, the majority of kindergarteners demonstrate their inability to read fluently. Secondly, most of them show lack of confidence in reading. Lastly, the kindergarteners lack the required understanding of spelling some words.

### **Grade 1**

The grade 1 students scored 78% on the reading assessment, which is higher than the state's average of 56%. The first strength of these children is that majority of them know how to read fluently. Additionally, these students have the ability to read most grade-level chapter books and other more advanced level books. Lastly, these students have an outstanding work out of spelling words correctly.

However, some students do not read fluently. Secondly, some students confuse the spelling of rhyming words. Thirdly, these students portray their deficiency of skills in reading long vocabularies.

## **Grade 2**

Grade 2 students also performed exemplary on reading assessments due to their three strengths in reading skills. Firstly, these students show their ability of reading common words effortlessly. Secondly, they read short narratives comfortably. Lastly, they are able to place punctuations correctly while reading.

However, some grade 2 students show some limitations in reading skills. For instance, some students still have problems in reading long vocabularies fluently. Secondly, most students do not comprehend the meaning of what they read. Lastly, most students show their inability to differentiate between the present, past and the future when reading.

## **Grade 3**

Most students in grade 3 are good readers. Secondly, the students are able to use punctuations properly when reading. Lastly, the students have knowledge of looking at pictures and finding the meaning of those pictures. However, Grade 3 students have a tendency of guessing and skipping some words because they do not comprehend their correct spelling. Students at this grade also have a tendency of resisting to read, especially when the comprehension is long. Thirdly, the students do not possess enough skills to form other words from the root words.

## **Grade 4**

Grade 4 students scored slightly lower than the states average. However, these students show their strengths of forming new words from the root words. Majority of these students are sophisticated readers that read fluently. Thirdly, the students show their ability of spending longer hours reading comprehensions and books. The limitations that resulted to poor

performance of the grade 3 students include skipping words that seem difficult to read, not keeping up with the comprehension, and resisting to read the full comprehension.

### **Grade 5**

Grade 5 students scored 64% on the reading assessment, which is higher than the state averages of 53%. Their strengths include the following. Firstly, these students have the ability to analyze characters, settings, and plot of comprehensions. Secondly, these students show their improvement on the use of vocabularies. Fascinatingly, the students also show their capability of recognizing author's intension and purpose for writing either an article or comprehension.

However, the students at this grade demonstrate some limitations when reading. Firstly, most students lower their voice whenever they encounter new words while reading. Secondly, most students resist reading long comprehensions to the end. Instead, they skip some paragraphs that seem lengthy. Thirdly, the students like reading the fascinating comprehensions only, avoiding comprehensions that seem boring.

### **Grade 6**

According to the results of the reading assessment, the grade 6 students scored 57% that is slightly lower than the state average of 58%. The first strength of these students include their ability to read fluently. Secondly, the students understand where to place punctuations when reading. Thirdly, the students have a deep understanding of vocabularies, which enable them to read a comprehension without raising or lowering their voices. Nevertheless, the students show the limitation of failing to concentrate when reading comprehension. The students enjoy reading a short comprehension as compared to a long comprehension. Lastly, the students demonstrate their negative attitude toward some topics, avoiding topics that seem boring.

### **Analyzing Each Grade Level under Topics**

This section analyzes each grade level with respect to various topics that include the attendance, number of attempts, instructions, materials, time, and support.

#### **Attendance**

As with the kindergarteners, the attendance of classes was 99% because these students are always monitored by both the parents and teachers. The outstanding performance of the kindergartners is attributed to high rate of school attendance. The attendance rate of grade 1, grade 2 and grade 3 was 98%. The academy has strict rules that necessitates students to attend the school every day. The attendance rate of grade 4 students was 96% due to some children that were sick. This could be one of the reasons as to why grade 4 did not perform exemplary in the reading assessment. The attendance rate of grade 5 and grade 6 was 99% and 97% respectively. Grade 5 performed better than grade 6 students.

#### **Number of Attempts**

Different grade levels attempted the reading assessment different times before achieving a passing score. Kindergarteners and grade 1 attempted the reading assessment four times because the students were not keen to the assessment instructions. Grade 2 and grade 3 took the reading assessment three times before they achieved the desired passing score. Grade 4 and grade 5 attempted the reading assessment two times while grade 6 attempted the assessment once. The higher the grade level, the more the students become attentive to the assessment instructions.

### **Instructions**

The kindergarteners and grade 1 students required the instructor to use simple instructions when offering them the reading assessment tests. These students take more time to comprehend the instructions than the students in the higher grade levels. Additionally, the instructions on the reading assessment of kindergarteners and grade 1 students were shorter than the instructions offered to grade 2 students. The instructions on the reading assessment of kindergarteners and grade 1 students evaluated their ability to identify alphabets and their sounds. The instructions for grade 2 evaluated their ability to read effortlessly. The instructions for grade 3 students examined their ability to read fluently and using punctuations correctly. The instructions for grade 4 and grade 5 students evaluated their ability to read vocabularies effortlessly and spending longer time reading comprehensions. Lastly, the instructions for grade 6 evaluated their read fluently, using punctuations correctly, and reading lengthy vocabularies effortlessly.

### **Materials**

Just like the kindergarteners and grade 1 students require simple and short instructions, these students also need few reliable materials to assists them in succeeding in reading assessments. Grade 2 students require books of their grade-level where they learn punctuations among other things. These books include pictures. Grade 3 and grade 4 are able to read comprehensions from both grade level books and advanced level books. However, these students like short comprehensions. Grade 5 and grade 6 are ready to have more materials than the lower grades because they are required to comprehend many things including vocabularies. Therefore, they require several materials for practicing to read.

### **Time**

The kindergarteners require less time to practice reading than the other higher grade levels. Their memory cannot hold much instructions because they decode instructions slowly. For that reason, the reading assessment for kindergartners and grade 1 students was allocated more time than that of the rest of the grade levels. Specifically, the time allocated to the reading assessment was not less than 90 minutes. Grade 2 and grade 3 were given about 60 to 90 minutes to complete the reading assessment. Grade 4, grade 5 and grade 6 were allocated a maximum of 60 minutes to complete the reading assessment. The higher the grade level, the higher the power to decode instructions quickly.

### **Support**

The kindergarteners required the greatest support during the reading assessment because the students do not understand instructions quickly and appropriately. Several instructors were deployed to provide support to the kindergarteners. Grade 1, grade 2 and grade 3 also require a great support but not as much as the kindergarteners. Grade 4, grade 5 and grade 6 require less support than the lower grade levels. In fact, one or two instructors are required at each grade level from grade 4 through grade 6 when monitoring reading assessments.

### **Compliments and Recommendations**

This section provides compliments where teachers have done well and recommendations where the teachers require to improve the results of the reading assessment in their respective grade levels. For that reason, this section provides suggestions for what changes are required to support literacy in each grade level. Additionally, this section suggests some changes that the instructors can adopt to assist their students improve in the test scores.



As with kindergartners, the teachers have really tried to ensure that these students achieved an excellent test score on the reading assessment. Their score was 74%, which is higher than the state average score of 54%. However, kindergartners could earn higher marks if those children with test anxiety are offered personalized attention. The personalized attention helps the teacher to understand the root cause of anxiety by using tricky strategies to enquire from the student why they are nervous. The number of assessment attempts would reduce tremendously if the teachers use this strategy to impart confidence to kindergarteners.

Grade 1 students are equally doing excellently as the kindergarteners. The ability of most students to read fluently is a commendable job of the teachers. However, the problem of spelling mistakes found in most students require improvement. Firstly, the teacher should ask the student with spelling problem to spell the word again to determine the root cause of the problem. Subsequently, the teacher should include the word to the student's spelling review box (Collins, 2004). Collins (2004) argues that the student will spell the word correctly after reviewing the challenging word regularly.

Grade 2 students are good at reading words effortlessly and using the required tone when reading. The teacher has done a good job to inform the students that reading requires change of tone. However, most students demonstrate their inability to read long vocabularies. I would recommend the teachers to commence giving the students comprehensions from books in a higher level than grade 2. Currently, the students are used to short words that they usually encounter when reading books for grade 2. However, comprehensions from books in a higher level would assist the students in building their understanding of vocabularies. Furthermore, groups help students to learn vocabularies easily (Collins, 2004). For that reason, the teachers should adopt organizing students into groups and give them materials to read together.

Grade 3 students are also performing as exemplary as the lower grade levels. The ability to form new words from root words is a major accomplishment that cannot go unnoticed. However, the tendency of most students to guess or skip some words because they are not sure of their spelling is a problem that requires a prompt response. This problem could be solved by teachers exposing the students to various comprehensions to familiarize themselves with different words (Duffy & Roehler, 1993). Duffy and Roehler (1993) argue that most words including prepositions are learned through the experience of meeting them in various comprehensions.

Grade 4 students have proven to be sophisticated readers, which is an accomplishment to the academy. However, the attitude of resisting to read a comprehension fully is a challenge to the teachers. The teachers might reorganize the comprehensions starting with the shortest one to the longest one to enable students gain the ability of reading longer comprehensions every day (Johnson, 2008). Additionally, the teachers might reorganize the comprehensions according to their sense of humor. Johnson (2008) argues that most students like reading humorous comprehensions. The teacher will be selecting a longer comprehension each day as the students become attracted to the humorous contents. Eventually, the students would be able to read consistently and improve on their grades.

Grade 5 students have performed well in the results of the reading assessment. The ability to read vocabularies effortlessly leads the academy to success. However, the students demonstrate laxity of reading long comprehensions. The teachers could utilize the same strategy as recommended for the fourth grade. Johnson (2008) states that the students might accept reading long comprehensions if the teachers make them humorous. The teachers need to identify what makes the entire class jovial before selecting the comprehensions for them (Johnson, 2008).

Humorous comprehensions capture the concentration of students and enable them to read for long.

Grade 6 scored below the state average score. The major problem with the students at grade 6 is the negative attitude toward some topics. According to Collins (2004), the teachers need to identify the topics and what brings the negative attitude to the students. Consequently, the teachers require to change the method of teaching the identified topics to evaluate how the students would react to those topics. Collins (2004) recommends the teachers to adopt the new methods of teaching topics rejected by the students if they see that students have improved their attitude toward the topics.



## References

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