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Quantity Versus Quality: Comparing Reading Recovery and Title I Reading as a First Grade Early Literacy Intervention

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Quantity Versus Quality: Comparing Reading Recovery and
Title I Reading as a First Grade Early Literacy Intervention

A Project Presented to
The Graduate Faculty of
Minnesota State University Moorhead

By
Jenna Meyers

In Partial Fulfillment of the
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TABLE OF CONTENTS

ABSTRACT	6
CHAPTER ONE	7
Introduction	7
General Problem/Issue	7
Subjects and Setting	9
Description of Subjects	9
Selection Criteria	9
Description of Setting	10
Informed Consent	10
CHAPTER TWO	12
Review of Literature	12
Definition of Terms	12
Comparing Interventions	13
Early Intervention in Literacy	13
Reading Recovery	14
Teacher-Student Ratio	18
Statement of Hypothesis	20
CHAPTER THREE.....	21
Research Questions	21
Research Plan	21
Methods and Rationale	21
Schedule	23

QUANTITY VERSUS QUALITY	4
Ethical Issues	24
Anticipated Response	24
CHAPTER FOUR	25
Data Analysis and Interpretation	25
Description of Data	25
Student Achievement	26
Results and Findings	27
Research Questions	27
Question One	27
Question Two	30
Question Three	32
Conclusion and Implications	33
CHAPTER FIVE	35
Action Plan and Plan for Sharing	35
Plan for Taking Action	35
Plan for Sharing	35
REFERENCES	37
APPENDIX A	40
APPENDIX B	41
APPENDIX C	42
APPENDIX D	44
APPENDIX E	46
APPENDIX F	47

APPENDIX G48

APPENDIX H49

APPENDIX I50

APPENDIX J.....51

Abstract

The purpose of this study is to promote full implementation of the Reading Recovery program and compare the relationship of Reading Recovery and Title I Reading services among struggling first grade readers. This study will look at first grade students in three classrooms who are reading below grade level and are selected to receive a daily, 30-minute reading intervention that supplements classroom instruction. Two of the classrooms will be placed in Title I reading groups following Leveled Literacy Intervention (LLI) curriculum. The lowest readers from the third classroom will be tested and selected for 12 to 20 weeks of Reading Recovery, an individualized, one-on-one program. The study aims to determine if one intervention will yield greater accelerated gains in student achievement on the Observation Survey for Early Literacy Achievement.

Chapter One

General Problem/Issue

The Reading Recovery program is currently offered as a form of early intervention for struggling first grade readers district wide. The district's goal for Reading Recovery states:

The goal of Reading Recovery is to give children who struggle in learning to read and write expert tutoring that ensures a self-improving system of reading strategies that will allow them to become independent readers and writers (Agre & Peterson, 2016, 3).

The goal of accelerated learning in reading is to prevent retention, placement in long-term remedial programs, and further intervention for students who do not meet grade level expectations without the intervention.

Buildings who offer Title I in the district also offer small group interventions for struggling readers, all of whom use Leveled Literacy Intervention (LLI). LLI is written and published by Fountas and Pinnell. It is a supplemental program presented in small groups of no more than three students according to their instructional reading level. Ultimately the goal of LLI is the same as Reading Recovery; to help students reach grade level expectations in reading (Fountas & Pinnell, 2018).

Small group interventions are seen as favorable among many building principals because more students are able to receive the intervention at the same time. For this reason, small group interventions can also be perceived as more cost effective. My observations show that building principals are faced with budget constraints, which continue to increase each year. Students are struggling in more areas than reading, and funds need to be spread among interventions for a variety of content areas.

I currently work in a building that has two Reading Recovery teachers. However, based on the 2017-2018 kindergarten data this school qualifies for four to five. Each year the data from the students in my building does not positively reflect the Reading Recovery program due to the fact that my building is considered under implemented. Therefore the data from my building is not considered valid. It is my understanding that the constraints of the Title I budget are largely to blame.

The following statistics from my building illustrate the need for effective and fully implemented early reading intervention. In the 2017-2018 school year, 0% of kindergarten students entered in the fall with the ability to read a leveled text. Marie Clay, the founder of Reading Recovery, states that 80-90% of students do not require Reading Recovery procedures, however, 73% of first graders from our building were reading below grade level in the fall of the 2017-2018 school year (2016, p. 2). This means that 38 out of 52 students from our first grade population were reading below grade level, qualifying them for first round Reading Recovery services. In the fall of the 2018-2019 school year, 75% of first graders from our building qualified for Reading Recovery (46 out of 61 students). Both school years, only eight students were selected for First Round Reading Recovery lessons in the fall.

I do not mean to imply that our students are not making progress in reading. Our building's schoolwide literacy goal states that 75% of students will make at least one year of growth in one year of time according to their instructional reading level. In the 2017-2018 school year, 73% of first grade students met this goal and made at least one year of growth in reading. However, 67% of students were reading below grade level at the end of first grade. This means while a majority of students in my building are making one year of progress each year, because they are starting below grade level expectation, they continue to be deficient in their reading

ability. The topic for this particular action research study was inspired by these statistics and my building's lack of full implementation for early literacy intervention. According to the Reading Recovery Council of North America, "full implementation is achieved when district support is robust enough to ensure that every child who needs Reading Recovery services has access to the intervention. This is calculated by determining individual need at individual schools and should not be construed as a district average" (Effective Implementation, 2018, 3). The purpose of this study is to promote full implementation of the Reading Recovery program and to compare the relationship of Reading Recovery and Title I Reading services among struggling first grade readers. Will the two interventions yield different results?

Subjects and Settings

Description of subjects. Prior to the beginning of the school year, one of three classrooms will be randomly selected by the Fargo Public School District's Reading Recovery Teacher Leader to receive fully-implemented Reading Recovery lessons. The remaining two classes will receive Title I Reading support using LLI as the intervention, a pull out reading model. The participants in this study are the eight students selected to receive Reading Recovery and the seven students selected for Title I Reading groups using Leveled Literacy Intervention who tested at the same text reading level.

Selection criteria. Reading Recovery students are selected only using achievement criteria (Agre & Peterson, 2016). The students in each first-grade class are ranked based on their reading ability by the classroom teacher from highest to lowest. The ten lowest performing students from the randomly selected first-grade class to receive fully implemented Reading Recovery services are to be tested using the Observation Survey of Early Literacy Achievement (OS). After each assessment is scored, the scores are ranked using normative U.S. data averages,

also referred to as stanines. The stanines are a range from one to nine; five is considered average, and anything below four is considered at risk (APPENDIX B). The eight students with the most stanines at or below four are selected for Reading Recovery services.

The same ranking procedure and assessment will be administered with the 7 students who will be selected for Title I Reading groups from the remaining first-grade classrooms. Their group selection is based on current instructional reading levels.

Description of setting. This study takes place in an elementary school serving kindergarten through fifth grade in a populous Midwestern city. It is centrally located in a well-established, diverse neighborhood. The neighborhood is comprised of older, established homes as well as apartment buildings, government subsidized homes, and a trailer court. It is inhabited by residents with diverse histories, backgrounds, socioeconomic levels, and languages. The student body is composed of 41% Caucasian, non-Hispanic, 26% African American students, 18% Asian American, 9% Native American, 5% Hispanic, and 1% Pacific Islander. The student population is high poverty: 74.6% of the student population are eligible for free or reduced lunch. A variety of programs are offered to support the needs among the student body to promote school attendance, health, wellness, and building positive relationships. These programs include: lunch buddies, Check and Connect, Charism, YMCA, Rising Readers, Chess Club, after-school gym, track, AM Running Club, Adopt-A-School Partners, PTA, Big Brothers Big Sisters school lunch mentors, Caring Closet, Christmas Help, Kiwanis K-Kids, Breakfast Club, Self-Managers, Community Trust Officers, and more.

Informed consent. Permission will be obtained from the Institutional Review Board (IRB) at Minnesota State University Moorhead and from Fargo Public Schools to conduct this study. The school district's IRB procedure will be followed to obtain permission to conduct

research, which will involve receiving permission from the Reading Recovery teacher leader for the district as well as from the building principal at the school where the research is conducted.

Protection of human subjects participating in research will be assured. Guardians of the participants will be informed of the purpose of the research and any procedures required by the participant. Confidentiality will be protected through the use of pseudonyms without identifying information. The choice to participate or withdraw at any time will be outlined verbally with the participants' legal guardian(s) (APPENDIX C).

Chapter Two

Review of Literature

There are students in every classroom who are falling behind their peers. If these students are not identified early in their educational career, the achievement gap will continue to grow. Early intervention is crucial for the future success of students who are performing below grade level and aligning a research-based intervention aids in closing the achievement gap. Research strongly supports early intervention for low performing literacy learners. Reading Recovery is a research based, early intervention for struggling readers in first grade. It is an intense one-on-one intervention that is designed to follow the individual child within the program because there is no set sequence for teaching literacy (Clay, 2016, p.1). Reading Recovery teachers spend one year in training to learn how to follow the individual child and participate in ongoing professional development every year to remain highly qualified. While other literacy interventions, both one-on-one and small group, may share similar components with Reading Recovery, this comprehensive literacy program sets itself apart as a unique and individualized program because lessons are designed for the individual child.

Definition of terms. For the purpose of this study, the following terms are defined:

Accelerated Learning: When a child performing below grade level makes fast progress (Clay, 2016).

Acceleration: A child performing below grade level will make progress faster than his/her average performing classmates in order to catch up. (Clay, 2016, p. 19).

Early Intervention: Instruction provided to the lowest performing students. For this study, student achievement in reading and writing is assessed among children ages six through eight. (Clay, 2016, p. 2-3).

Fountas & Pinnell Benchmark Assessment: A literacy assessment to determine a student's independent and instructional reading levels (Fountas & Pinnell, 2018).

Instructional Reading Level: The text level that a child can read with support from a teacher

Leveled Literacy Intervention: A daily, small-group intervention that supplements classroom literacy instruction (Fountas & Pinnell, 2018).

Reading Recovery: A 12- to 20-week one-on-one early intervention with the goal of helping the lowest performing students in first grade develop the skills to work independently in reading and writing by reaching average levels of classroom performance. In order to reach average levels, students must make progress at an accelerated rate (Agre & Peterson, 2016, p. 3).

Text Reading Level: The text level a child can read without support during the Observation Survey of Early Achievement assessment

Comparing Interventions

Early intervention in literacy. Early intervention for students who are struggling is a pivotal part in ensuring that they close the achievement gap with their grade level peers (Schwartz, Schmitt, & Lose, 2012). The timing of early intervention is also crucial. Lovett, Frijters, Wolf, Steinbach, Sevcik, & Morris (2017) found in their study on early intervention that students who received a literacy intervention in first or second grade had greater gains in basic reading skills than the students who received their literacy intervention in third grade. Closing the achievement gap was not the only beneficial data that resulted from this study; they also found that students who received their intervention in first grade continued to make progress in reading at more accelerated rates after their program was complete (Lovett, et al., 2017). This study shows that the timing of early intervention can make a considerable difference for children who are struggling to perform at grade level, specifically in first grade for reading and writing.

Intervening early can greatly impact a child's future success in academic achievement. With first grade being identified as a monumental point in a child's success for literacy learning, it is safe to predict that children who enter first grade with a reading deficit will continue to experience difficulty when they are older if an intervention is not provided (Juel, 1988). Closing the achievement gap will not only benefit a child's future, but it is also a cost saving option for school districts (Askew & Simpson, 2004). Juel's (1988) research concluded that children classified as good readers in first grade have an 88% chance of being good readers in fourth grade, compared to the 87% of children who were classified as poor readers in first grade and continued to struggle in fourth grade. A study found that children who mastered reading fluency later in their education have a lower outcome on comprehension scores (Park, Chaparro, Preciado, & Cummings, 2015). The study compared children who had mastered the same set of skills at an earlier age. The data collected from Park et al. (2015) also states that "success or failure in learning to read seems to be established quite early in school, and it is difficult to fill the gaps with late compensation" (p. 1204). Early intervention ensures that educators believe that all children can learn (Sharratt, Coutts, Hogarth, & Fullan, 2013). It means that districts must be willing to invest as early as possible in a child's career so that additional support is no longer needed for a vast majority of students (Park et al., 2015).

Reading recovery. Research done by Marie Clay, the founder of Reading Recovery, aimed to find the optimal time in a child's educational career where they would benefit from extra help to reduce the risk of literacy difficulties (Clay, 1994). After completing her research, Clay developed the Reading Recovery program and concluded that it "is designed for children who are the lowest achievers in the class/age group" in first grade (Clay, 2016). Clay argues that

providing access to early intervention will greatly reduce the number of children who have lasting problems with literacy learning (2016).

Clay states that “in Reading Recovery we are able to produce efficient results for a diverse population of learners because we can design a series of lessons for each individual child” (2016, p. 1). Reading Recovery is not a curriculum, but rather a program where the performance of the individual child one day determines the learning targets for the following day to maximize the learning opportunities. There is not a set sequence for literacy learning and Reading Recovery teachers are trained to be responsive to each child’s individual learning (Clay, 2016).

The first ten lessons in Reading Recovery are referred to as ‘Roaming around the Known’ (Roaming). This is a time when the trained Reading Recovery teacher refers to everything that the child can do independently based on the results of the OS. No deliberate teaching is provided during this period of time. Instead, the processes of reading and writing are shared between the student and teacher, and the child is able to build confidence by only performing tasks that are known (Clay, 2016). Following Roaming, every Reading Recovery lesson includes the following components:

Familiar reading, rereading yesterday’s new book while taking a Running Record, working with letter identification, breaking words into parts, composing and writing a story, hearing and recording sounds in words, reconstruction of the cut-up story, new book introduction, and attempting to read the new book (Clay, 2016, p. 35).

The child builds on previous literacy learning each day to prepare for new learning at the end of the lesson when the new book is read. It is important to remember that no child will follow the same series of lessons because this instruction is designed for the individual child.

At the beginning of the school year, first-grade teachers and Reading Recovery teachers work together to rank order children's literacy competence from highest to lowest to identify the lowest performing students according to their instructional reading level, other assessment data, and classroom observations. After children are identified as the lowest 20% of their class/age group, trained Reading Recovery teachers complete the six literacy tasks within the Observation Survey of Early Achievement: Letter Identification, Word Reading, Writing Vocabulary, Hearing and Recording Sounds in Words, Concepts about Print, and Text Reading. These scores are ranked using normative U.S. data averages (stanines) in order to select students to participate in the program. If a child is not selected for first round lessons, it is likely that they will again be tested in 12 to 20 weeks for second round placement if their scores still qualify them as the lowest performing literacy learners (Clay, 2002).

Reading Recovery is a comprehensive, not remedial, reading program that aims to develop a child's self-extending system in order to engage in independent literacy learning. By taking a preventative approach, students do not internalize their challenges over longer periods of time (Bufalino, Wang, Gomez-Bellenge, & Zallud, 2010). After a child learns to read, they are then able to read to learn; a skill that extends well into their adult lives (Sylva & Hurry, 1996). According to Thornton-Reid & Duncan (2008) "it is the ultimate goal of Reading Recovery to help students make accelerated progress so that at-risk students become indistinguishable from their on grade-level peers" (p. 56). This solidifies the need for early literacy intervention at this critical time in a child's educational career because the achievement gap grows when the child continues to perform and internalize bad habits.

Teaching reading is not a "one-size-fits-all" process, which makes Reading Recovery unique. It aims to modify instruction based on how each individual child responds, rather than

assuming the child's inadequacies are to blame. The Reading Recovery teacher uses daily lesson records, anecdotal notes, sensitive observation of literacy performance, and running records to plan and respond to the individual child's way of processing (O'Connor, Briggs, & Forbes, 2013). It is important that Reading Recovery teachers take their role as skilled observers very seriously as they aim to follow the child's individual understandings toward developing a literacy processing system (Askew & Simpson, 2004).

After 12 to 20 weeks of instruction, a child can successfully discontinue the series of Reading Recovery lessons through a consultation with the classroom teacher, observations of the student in the classroom setting, and an analysis of the student's scores on the newly administered OS assessment to analyze their reading and writing behavior (Clay, 2016).

When looking for a "best fit" program and intervention for successful early intervention, research evidence is extremely important in the selection process (Gomez-Bellenge, 2006). Reading Recovery is a program that carries a wealth of research in favor of its success (Thornton-Reid & Duncan, 2008, Jesson & Limbrick, 2014, Bryk, DeFord, Lyons, & Pinnell, 1994, Hurry & Sylva, 1996, Lose, Schmitt, & Schwartz, 2012, & Coutts, Fullan, Hogarth, & Sharratt, 2013).

Although a majority of research favors Reading Recovery as an effective early literacy intervention, there are studies that suggest the gains are not withheld in later years (Bieber & Choi, 2011). Bieber and Choi state that the intervention does not sufficiently help struggling readers catch up with their peers and stay caught up. Their research does not state whether or not the program was fully implemented in the rural setting with which it took place (2011). Clay (1994) states that "full implementation in a local, state, or national education system carries advantages over and above the progress of children" (p. 5). It is difficult to cite the success or

failure of a program when it is not fully implemented. A key element to the success of the program as a whole greatly relies on full implementation (Coutts, Fullan, Hogarth, & Sharratt, 2013 & Baker & Brown, 2018). When tying it back to the cost/benefit analysis of not only early intervention but to the Reading Recovery program, there is data to suggest that a 79% rate of student success would warrant a successful investment in the program promoting student achievement (Coutts et al., 2013). It is also important to note that additional factors may play a role in a child's continued progress or lack thereof, such as home, community, culture, language, personal characteristics, teacher expectations, classroom interactions, and school systems (Jesson & Limbrick, 2014).

In comparison to these results, Bufalino et al. (2010) found in their research that the rate of acceleration for children in Reading Recovery was a predictor in later literacy development and progress. Their results showed that the longer it took children to reach grade level expectations in the 12 to 20-week Reading Recovery program, which also included students who met grade level expectations in more than 20 weeks, the less likely that the child was able to sustain that accelerated progress. They argue acceleration, which is a primary goal of Reading Recovery, is "a key to a child's continued progress beyond the intervention" (p. 12).

Teacher-student ratio. Traditional Title I programs using small group instruction are often implemented with the intent of serving more students performing below grade level. However, teacher-student ratios in the intervention setting play a role in the success of the intervention. Lose, Schmitt, & Schwartz (2012) based their research on two studies that are critical elements of the theoretical base for Reading Recovery compared to small group instruction. They aimed to see how literacy outcomes of children varied depending on the group size in the intervention setting; 1:1, 1:2, 1:3, or 1:5. Their results indicated that the 1:1 group,

those who received Reading Recovery, scored significantly higher than the comparison groups based on scores from the OS. The data also revealed that there was not a significant difference in scores based on the three small-group conditions (Lose, Schmitt, Schwartz, 2012).

In a one-to-one setting, the teacher is better able to support the child's literacy learning rather than making decisions based on the assumed needs of the group of learners. When a group of students is placed together according to similar Text Reading Level or assessment based literacy skills, they are not likely to follow the same path of developing a self-extending system for literacy learning. Following a set curriculum, even in a one on one setting, does not meet the individual needs of the students (Clay, 2016). According to Bufalino et al. (2010), "the key to the pace of each child's progress is the good teaching that Reading Recovery teachers provide" (p. 13). The ability to carefully observe the individual child increases the likelihood that the teacher is teaching at the child's cutting edge of development, which Vygotsky (1978) coined as the "child's zone of proximal development". Working within the child's zone of proximal development allows the teacher to carefully select crucial next learning and also increases the child's likelihood of independently taking on their learning, initiating independent problem solving, and applying their learning outside of the intervention setting (Clay, 2016).

Research shows that the one-to-one intervention alone is not the key to success, Reading Recovery provides instruction that is responsive to the learner and lessons are based solely on the child's individual response to literacy activities (O'Connor, Briggs, & Forbes, 2013). Hurry & Sylva (1996) conducted a study that compared Reading Recovery with another one-on-one intervention, Phonological Intervention. Phonological Intervention provides 40, 10-minute-individual sessions using a series of three or four pictures of familiar objects. The child is required to identify the odd one out in the picture series based on a certain criterion, such as

rhyme or alliteration (Sylva & Hurry, 1996). Their results favored Reading Recovery after initial testing. As a longitudinal study, they looked at student progress one full school year later and their results showed that Reading Recovery children still made significantly more progress than the comparison cohort (Sylva & Hurry, 1996). Phonological Intervention was less effective because it isolated skills in phonological awareness rather than approaching reading and writing as a complex, reciprocal process. The only disadvantage to the Reading Recovery program in this particular study was a greater expense. One could argue that the results outweigh the cost in the long run because as stated by Askew & Simpson (2004), “learning to read in first grade is a long-term investment” (p. 36).

As stated throughout this paper, there are many factors that contribute to successful early intervention: research-based interventions, teacher-student ratio, the timing of the intervention, and more. Research favors the Reading Recovery program, but the one on one intervention style can lead to apprehension from school districts, especially when considering finances. Successful early intervention is a preventative measure that decreases the need for later intervention with a majority of students. While traditional Title I settings may serve more students, the quality and slow acceleration of student progress put the child at risk of needing continued support throughout their school career. Investing in early interventions with proven track records, like Reading Recovery, is a long-term investment into the future of students because the program is centered on the child as an individual.

Hypothesis Statement

The lowest performing first-grade students who receive Reading Recovery will obtain higher scores on the Observation Survey for Early Achievement than students who receive Title I services.

Chapter Three

Research Questions

As a trained Reading Recovery teacher and Title I Reading teacher, I am concerned by the number of students reading below grade level at the beginning and end of first grade. I was curious to see if our school's lack of fully-implemented Reading Recovery had an impact on the progress our students were making in the first-grade intervention settings. Because of this curiosity, I formulated the following research questions:

1. How do scores from the Observation Survey of Early Achievement compare among students who receive Reading Recovery and students who receive Title I Reading?
2. What is the difference between the average entry and exit scores on each of the subtest of the Observation Survey of Early Achievement?
3. During the 10-week study period, how many students in Reading Recovery and/or Title Reading achieved the district goal of making one year's growth in Text Reading Level? How many students made accelerated growth by achieving more than one year's growth in Text Reading Level?

Answering the above questions would help confirm the need for full implementation of the Reading Recovery program at our school and in our district.

Research Plan

Methods and rationale. At the beginning of the school year, all elementary teachers in the district are required to administer the Fountas and Pinnell Benchmark assessment with students who did not meet the previous spring's expectations to determine their instructional reading level (APPENDIX I-J). This data will be used to determine which students are

performing below grade level in first grade according to district standards. All first-grade students performing below grade level will be identified in each first grade classroom.

The Observation Survey of Early Literacy Achievement (OS) will be used as the measuring instrument and is also the primary tool to select, diagnose, and monitor student performance in Reading Recovery (APPENDIX D-H). “The Observation Survey introduces teachers to ways of observing progress in the early years of learning about literacy and makes possible the early identification of children who may encounter difficulties” (Clay, 2016, 1). The OS is a standardized assessment administered by a trained Reading Recovery teacher in a one to one setting and assesses students in six critical areas of literacy learning: Letter Identification, Ohio Word Test, Writing Vocabulary, Hearing and Recording Sounds in Words (HRSW), Concepts About Print, and Text Reading Level. The reliability of the OS has been estimated using a variety of methods and reliability estimates have been found to range from moderate to high (Goldsworthy, Gray, May, & Sirinides, 2016, 34). Although the standard error of measurement is not provided for all six subtests, reliability measures of Text Reading Level and Writing Vocabulary subtests yielded coefficients of .92 and .87 (Goldsworthy et al., 2016, 34).

Researchers have found that scores can be validly interpreted for the following purposes: (a) identification of at-risk students; (b) measurement of early reading constructs; and (c) prediction of the attainment of performance benchmarks (Goldsworthy et al., 2016, 35).

Students in one randomly selected first grade classroom will receive Reading Recovery as their intervention. This intervention will be considered fully implemented because selection is from a smaller pool of students. The students’ scores from the OS are ranked according to stanines, and the eight lowest performing students are selected to receive services based on these

stanines. Reading Recovery is a one-on-one intervention offered daily for 30 minutes with a trained Reading Recovery teacher. Reading Recovery is a 12 to 20-week program and a lesson series cannot be terminated if another student is performing at a lower reading level. When the lesson series concludes, student scores on the OS will qualify them to either discontinue, meaning they met grade level expectations, or be recommended for further support.

The 18 lowest-performing students in the remaining two first grade classrooms will be placed in Title I Reading groups, seven of which will participate in the study based on their similar initial Text Reading Level. Title I groups are comprised of one to three students based on similar instructional reading levels from the Fountas and Pinnell Benchmark assessment. Title I Reading groups meet daily for 30 minutes and teachers administer the Leveled Literacy Intervention (LLI) curriculum. Title I Reading groups do not have a distinct time constraint for the length of the intervention series. Students continue to receive Title I support based on their instructional reading levels. A child who makes accelerated progress may be removed from Title I support even if they are still reading below grade level if one of their grade level peers is performing at a lower text reading level and is not receiving support. Title I Reading teachers are required to support the lowest performing students in their assigned grade level. Each grade level has three Title I Reading teachers for their one hour small group reading block.

Schedule. The two trained Reading Recovery teachers in the building and the district's Reading Recovery teacher leader will administer the OS on all 15 students selected for the study. This assessment takes approximately 30 minutes and is administered one-on-one. The OS will be administered before students receive their intervention, after 10 weeks of instruction, and at the conclusion of the 12 to 20-week Reading Recovery intervention. Title I Reading students may still receive services after the OS assessment is administered.

Ethical issues. According to Reading Recovery Standards and Guidelines, the lowest achieving students in the class/age group should be tested and considered for selection. Prior to this year, all three first grade classrooms have been included in the selection process. By fully implementing Reading Recovery in one classroom, higher achieving students may be selected for Reading Recovery than Title I Reading. Classroom teachers may feel uneasy about this selection process as they advocate for the needs of their students.

Anticipated response. Classroom teachers will be assured that although their lowest performing students may not be receiving Reading Recovery, they will still be receiving support through Title I Reading along with classroom small-group instruction. The selection process still adheres to Reading Recovery Standards and Guidelines by looking at one individual class rather than the entire age group. The district's Reading Recovery teacher leader has also stated that should this method for selection be considered for future use, in the result that Reading Recovery is not fully implemented the next school year, the classroom teacher that received full implementation would not be included in the random selection process the next year.

Chapter Four

Data Analysis and Interpretation

Description of Data At the beginning of the 2018-2019 school year, all first grade students were assessed using the Fountas and Pinnell Benchmark assessment in order to find their instructional reading level. The lowest performing students in three first grade classrooms were selected for participation in the study based on this assessment. All 15 students were reading at level AA or A, which meets the beginning of Kindergarten district standards for the instructional reading level (APPENDIX A).

One first grade classroom was randomly selected to receive Reading Recovery as its early intervention. Within this classroom, the 10 lowest performing students were tested using the Observation Survey of Early Achievement. These scores were compiled and analyzed in order to select eight students to receive Reading Recovery. The school has two Reading Recovery teachers, each providing a 20-week intervention for four students at a time.

The lowest performing students from the remaining two first grade classrooms received Title I Reading as their intervention. These students were placed in four groups of three students each based on their instructional reading level. Once these groups were determined, the seven students were assessed using the OS to collect baseline data before their intervention began. After all 15 students in the study received 10 weeks of LLI in Title I small groups, they were again assessed using the OS.

Student Achievement

Table 1
Reading Recovery OS Assessment Scores

Student	TL		LI Max=54		WT Max=20		CAP Max=24		WV		HRSW Max=37	
Reading Recovery Students												
	BP	MP	BP	MP	BP	MP	BP	MP	BP	MP	BP	MP
RR 1	0	3	48	51	1	10	6	16	5	24	17	27
RR 2	1	3	42	48	2	4	11	11	1	19	0	26
RR 3	0	7	52	52	6	12	12	19	9	31	19	31
RR 4	0	7	50	53	2	12	10	18	6	33	20	32
RR 5	0	5	52	54	2	6	7	13	3	40	2	34
RR 6	0	3	36	52	0	3	10	15	2	15	8	25
RR 7	2	5	41	50	4	9	17	18	13	36	7	28
RR 8	0	1	41	50	0	2	11	15	1	23	8	23

Note. BP=Beginning Program, MP=Middle Program (10 weeks)

Table 2
Title I Group OS Assessment Scores

Student	TL		LI Max=54		WT Max=20		CAP Max=24		WV		HRSW Max=37	
Title I Students												
	BP	MP	BP	MP	BP	MP	BP	MP	BP	MP	BP	MP
TI 9	0	0	49	49	4	2	8	9	8	6	12	18
TI 10*	0	-	50	-	8	-	9	-	16	-	30	-
TI 11	2	1	51	52	3	5	14	14	3	9	20	31
TI 12	0	0	41	45	1	2	7	10	2	2	3	11
TI 13	1	3	53	53	3	12	13	16	4	36	25	33
TI 14	0	1	42	51	3	4	11	9	3	20	9	23
TI 15	1	3	41	52	5	8	17	14	5	24	5	25

Note. Student TI 10 moved during the period of study.
BP=Beginning Program, MP=Middle Program (10 weeks)

Results and Findings

Research Question 1: How do scores from the Observation Survey of Early Achievement compare among students who receive Reading Recovery and students who receive Title I Reading?

When comparing the baseline scores for Reading Recovery and Title I students, the scores on the six subtests of the OS all varied except Text Reading Level. When the data is closely analyzed, it is clear that all students made growth in multiple areas of which they were assessed. Close consideration of the data favors Reading Recovery for the fact that students made greater gains on the OS, resulting in accelerated growth. This data is favorable because students performing below grade level need to not only make one year’s growth in reading, but growth beyond that will ensure that students are closing the achievement gap toward operating at grade level expectations in both reading and writing. Figures 1-6 illustrate student growth on each of the six subtests of the OS.

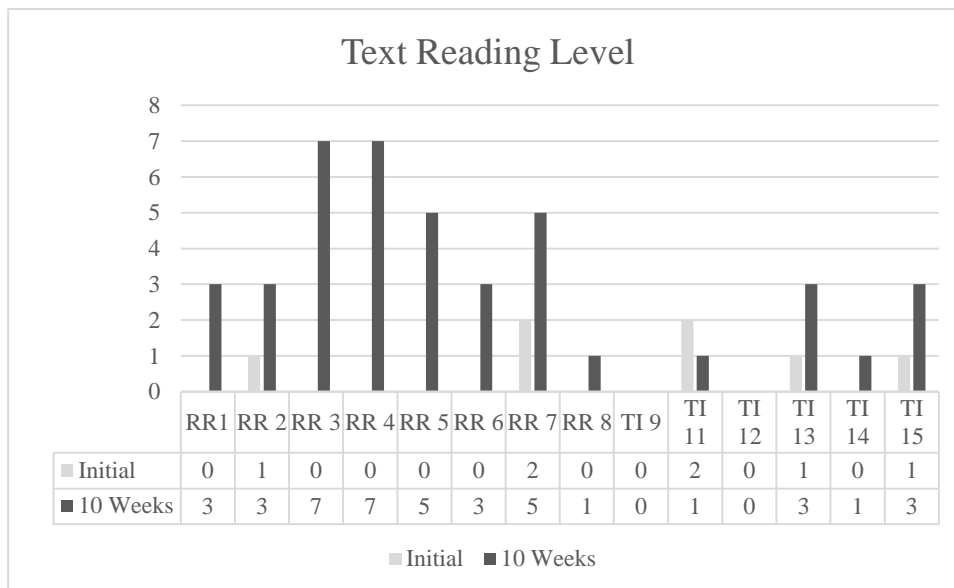


Figure 1. OS subtest: text reading level (TL)

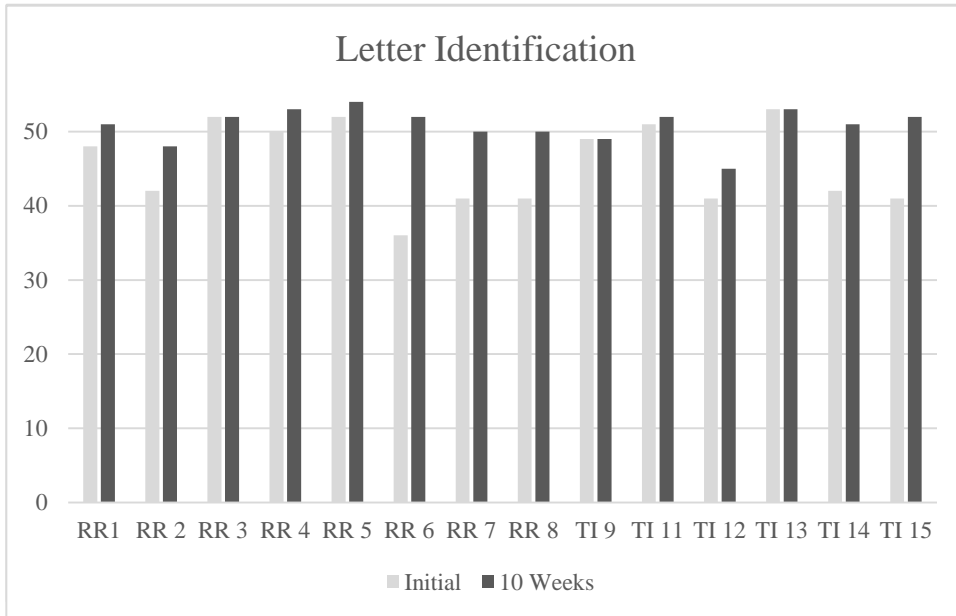


Figure 2. OS subtest: letter identification (LI)

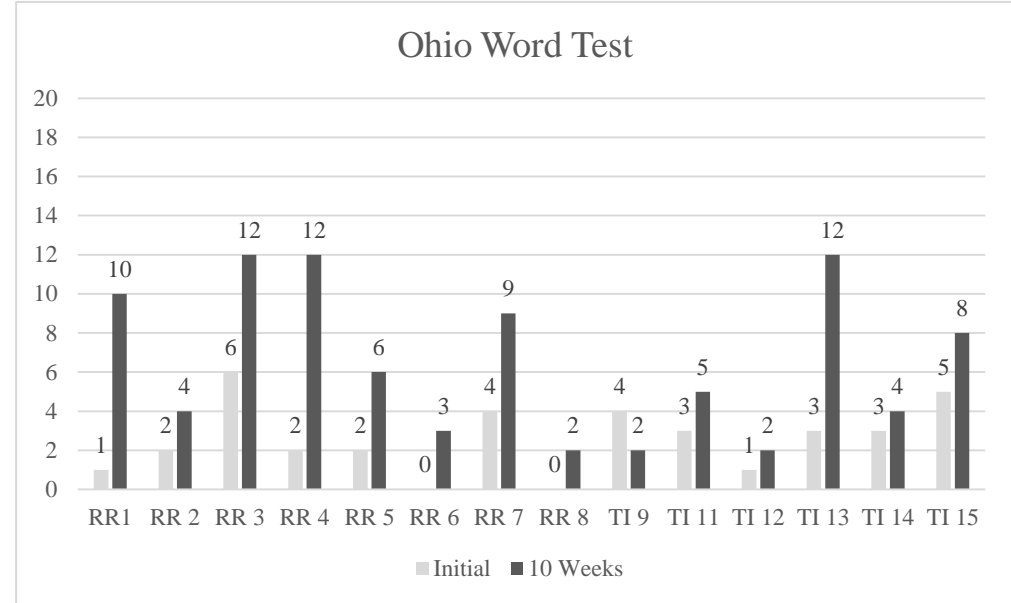


Figure 3. OS subtest: Ohio word test (WT)

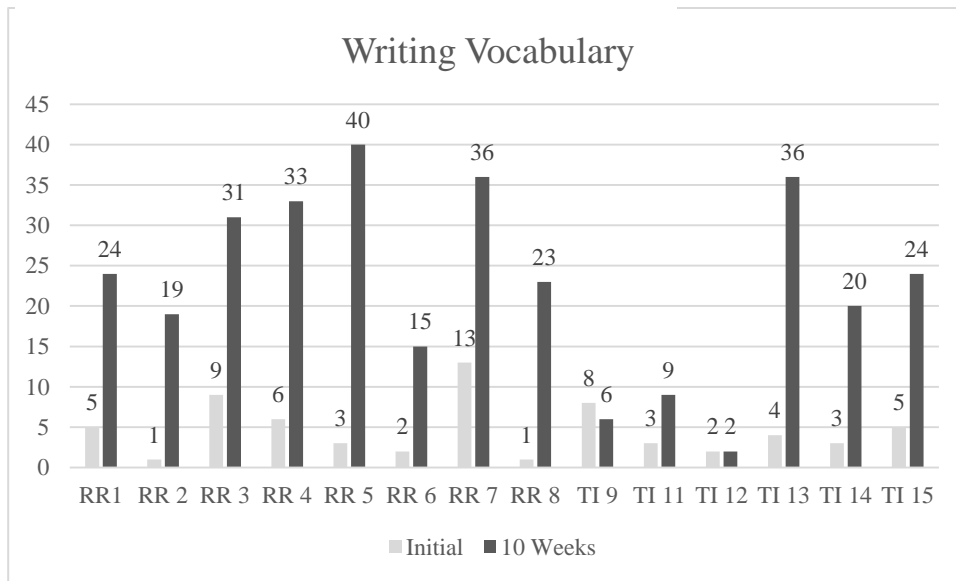


Figure 4. OS subtest: writing vocabulary (WV)

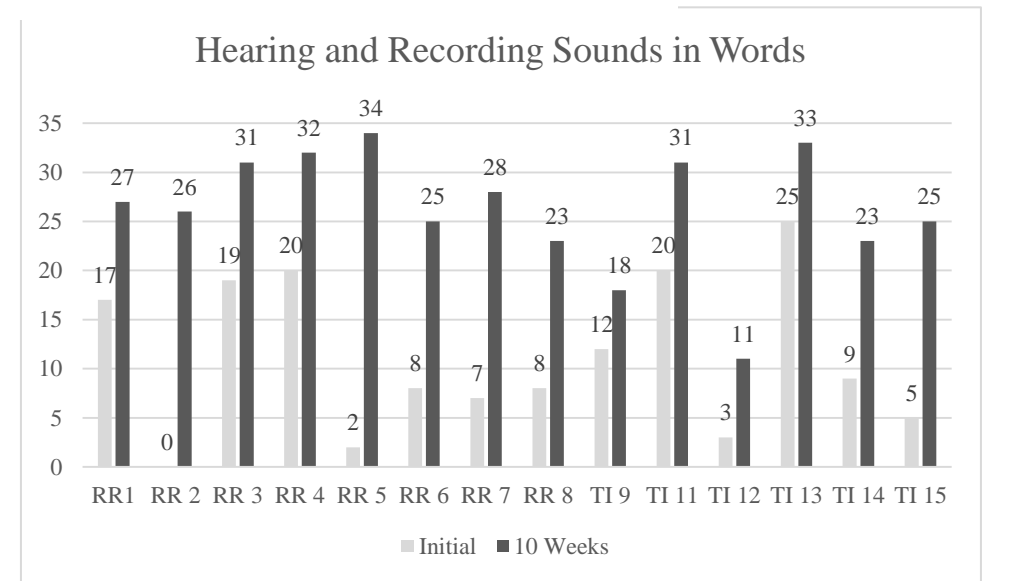


Figure 5. OS subtest: hearing and recording sounds in words (HRSW)

The Concepts About Print subtest from the OS is designed to assess students' knowledge on features of print, such as hierarchical knowledge and early behaviors. When analyzing scores on this particular subtest, some students did not make gains, had limited gains, or scores decreased. In order to further understand why this occurred in scores, further data was obtained from the interventionists in both Title I and Reading Recovery. As students are exposed to higher level texts during instruction, their knowledge of books continues to grow. The scores on the CAP aligned with whether or not students were exposed to increasing levels of texts during their ten weeks of lessons. Figure 7 shows the Text Reading Level that students were performing at with teacher support in the intervention setting. This level is often lower than where they can perform independently during the assessment.

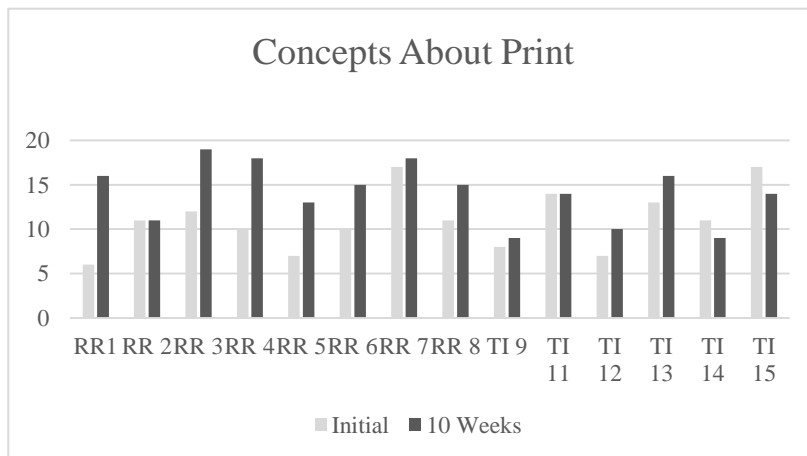


Figure 6. OS subtest: concepts about print (CAP)

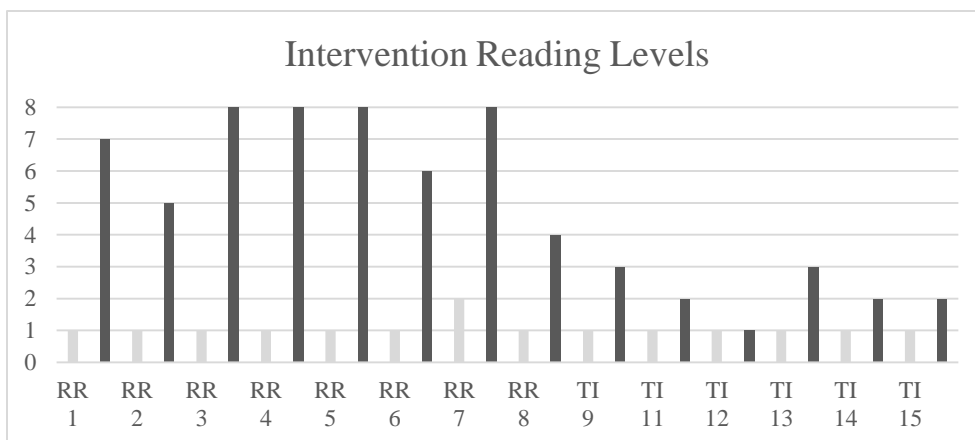


Figure 7. Intervention reading levels

Research Question 2: What is the difference between the average entry and exit scores on each of the subtest of the Observation Survey of Early Achievement?

After all of the data was collected, averages were calculated for the initial and 10 week scores for the two groups of students: Reading Recovery and Title I. The scores for student TI 10 are reflected in the initial score averages and the child’s absence is reflected in the 10 week scores since the child moved from the district. The average scores illustrate that students in both groups made gains on all six subtests of the OS. The data again favors Reading Recovery as students made significantly greater gains on each of the subtests. Table 3 shows the average increase in scores on each subtest and Figures 8-13 show the average scores among both groups before the intervention and after 10 weeks of instruction.

Table 3
Average OS Gains in 10 Weeks

OS Subtest	Letter Identification	Ohio Word Test	Concepts about Print	Writing Vocabulary	HRSW	Text Reading Level
Reading Recovery	+6	+5	+5	+23	+18	+4
Title I	+3	+2	+1	+10	+9	+1

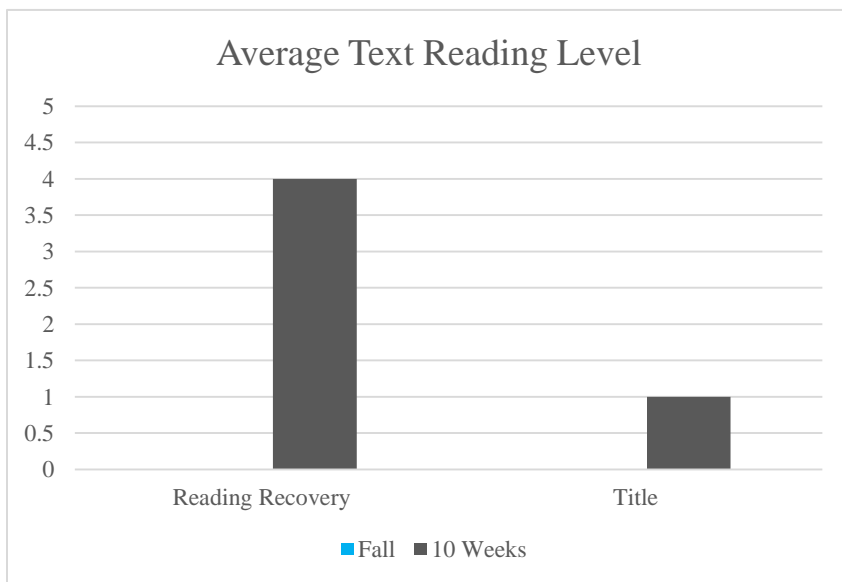


Figure 8. Average text reading level gains
Note. Fall scores are both 0.

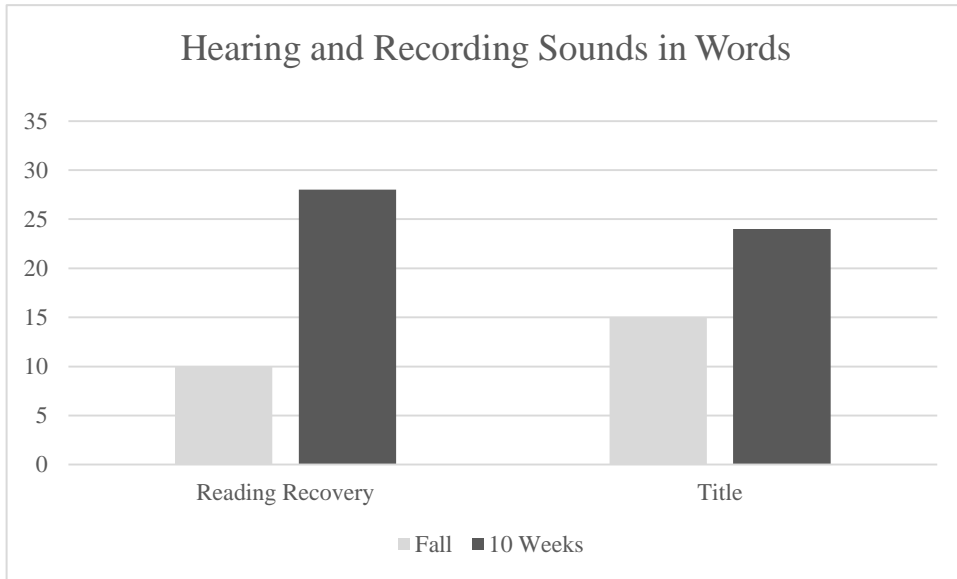


Figure 9. Average hearing and recording sounds in words gains

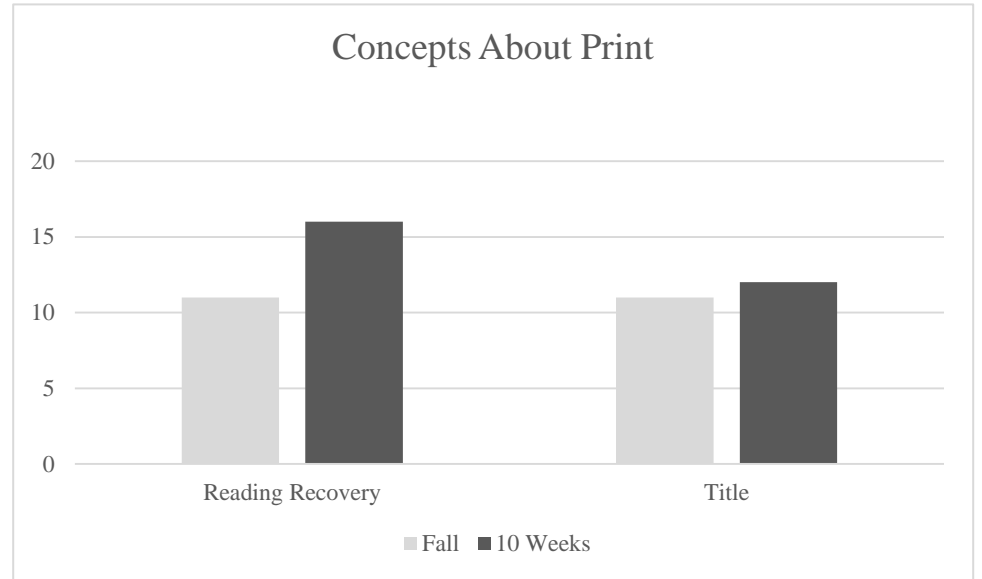


Figure 10. Average concepts about print gains

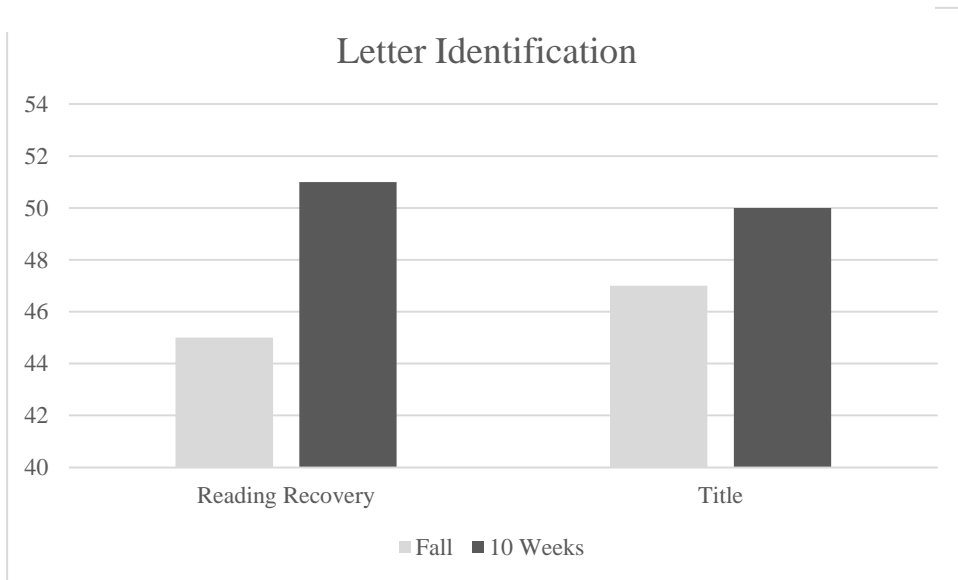


Figure 11. Average letter identification gains

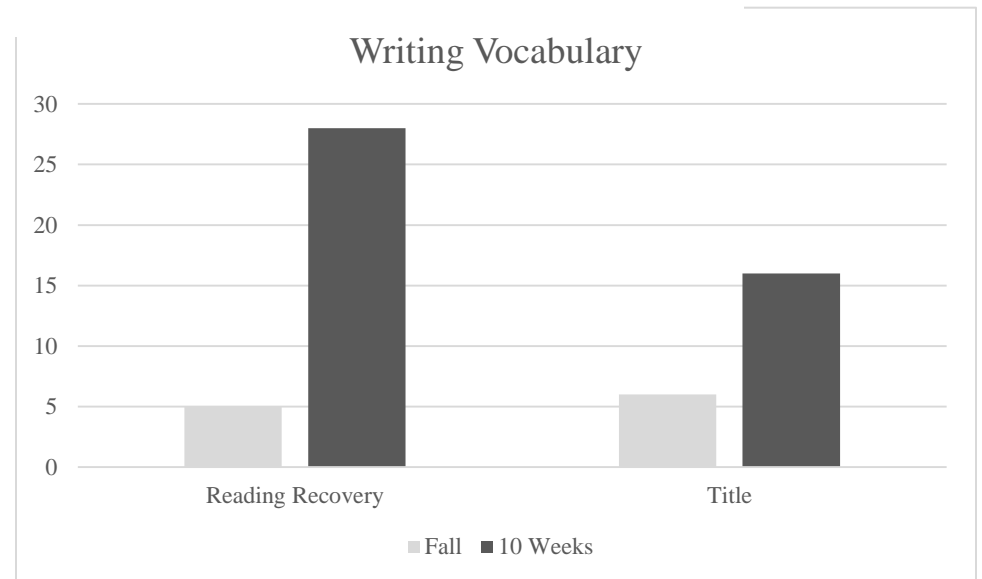


Figure 12. Average writing vocabulary gains

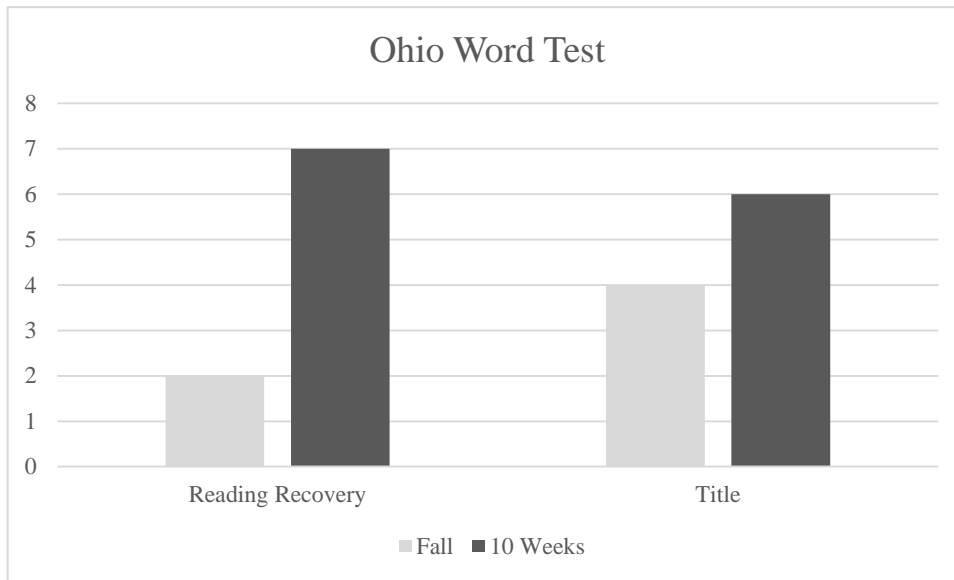


Figure 13. Average Ohio word test gains

Research Question 3: During the 10-week study period, how many students in Reading Recovery and/or Title Reading achieved the district goal of making one year’s growth in Text Reading Level? How many students made accelerated growth by achieving more than one year’s growth in Text Reading Level?

All 15 students selected to participate in this study started the first grade school year reading at an instructional level that meets the standards for the beginning of Kindergarten. Our building’s schoolwide literacy goal states that 75% of students will make at least one year of growth in one calendar year according to their instructional reading level. The study participants meet this goal by reading at text level 4 on the Text Reading Level subtest of the OS. Figure 14 illustrates text level gains with a trend line at level 4 to show which students met their first grade goal after 10 weeks of intervention.

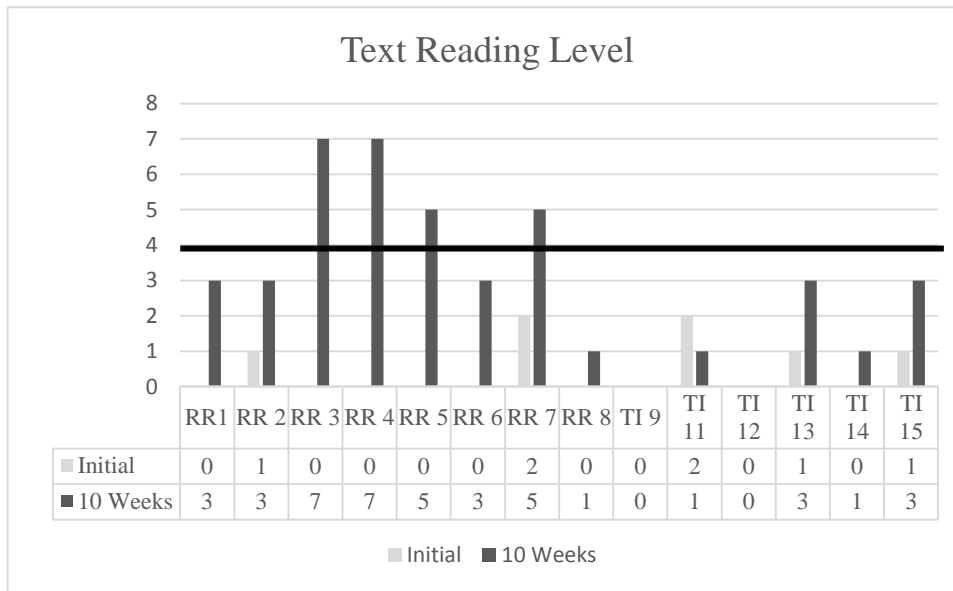


Figure 14. One year’s growth in text level reading

The data shows that four Reading Recovery students both met and exceeded the goal of making one year’s growth in Text Reading Level. Although no Title I students made one year’s growth during the 10-week study period, two students are within one level of meeting this goal, along with three Reading Recovery students.

Conclusions and Implications

Throughout this study, all 14 students received a 30-minute daily intervention in reading and writing instruction. The goal of early literacy intervention is to close the achievement gap toward meeting grade level expectations in both reading and writing. After compiling the data from this research study, it is evident that all students made progress in multiple areas that were assessed after 10 weeks of instruction, both in the classroom and in the intervention setting. The data favor Reading Recovery over Title I as an early intervention because Reading Recovery students made accelerated growth, meaning the gains were greater during the time of the study. Accelerated progress in reading and writing is important for struggling readers because they are working toward closing the gap between below grade level and meeting grade level expectations.

Reading Recovery lessons are designed to meet the child's individual learning needs and competencies. The program is tailored specifically to the individual child and the Reading Recovery teacher is making expert decisions in order to accelerate students. While Title I groups serve more students, the data suggest the lack of individualized instruction is hindering accelerated progress.

Chapter Five

Action Plan and Plan for Sharing

Plan for Taking Action As one of the Reading Recovery teachers providing instruction for this study, I plan to continue the data collection process. Reading Recovery is a 20-week program, so all students will be reassessed at the conclusion of the 20 weeks and this data will be included with the current data that was collected for this study. Our building plans to continue the selection process from a smaller pool of students (one of three first grade classrooms) for the remainder of the 2018-2019 school year. The data collection process will continue with Second Round Reading Recovery students. In addition, Reading Recovery and Title I students who were selected to participate in this study will be assessed using the OS at the end of the 2018-2019 school year to measure growth after the intervention setting. I predict that the Title I students from this study will remain in Title I small groups for the entire school year based on their scores. Reading Recovery students will be recommended for further support as determined by the building Multi-Tiered System of Support (MTSS) team or discontinued from support at the end of the 20-week intervention period.

Plan for Sharing There are many stakeholders interested in the data that is collected from this study and that will continue to be collected. The information from this study will be shared with the team of first grade teachers at our building along with the principal, administrative intern, and student performance strategist with the goal of promoting the Reading Recovery program and advocating for full implementation. The data will also be shared with the district Reading Recovery Teacher Leader. Together, we plan to share the results of this study with program directors from our school district, along with all elementary principals in order to promote the Reading Recovery program and advocate for full implementation for our district.

The research clearly states that early literacy intervention, specifically in first grade, plays a role in the growth that a child can make toward reaching proficiency. It is promising that all students within this study made growth in many areas, however the students who received Reading Recovery, where the child's individual needs are the focus, resulted in accelerated gains. This increases their chances of closing the achievement gap and finding continued success in school, which is why promoting full implementation of programs like Reading Recovery is so important.

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APPENDIX A: Fargo Public Schools Reading Level Correlation Guide

FPS Reading Level Correlation Guide

This table roughly illustrates how different reading assessment system levels correlate to each other and to school grade levels. Teachers are encouraged to use professional judgment when matching students to instructional text levels.

Grade Level	Fountas/Pinnell LbD	DRA	ELL Levels Reading Recovery	Lexile *	Stage	
K	A	A 1	1		Emergent	
	B	2	2			
	C	3	3-4			
	D	4	5-6	100		
1	E	6-8	7-8		Early	
	F	10	9-10	200		
	G	12	11-12			
	H	14	13-14	300		
	I	16	15-16			
2	J	18	17-18	400	Early Fluent	
	K	20	19-20			
3	L	24		500	Fluent	
	M	28				
	N	30				
O		34		600		
4	P	38				
	Q	40				700
	R					
S						
5	T	44				800
	U					
	V					
6	W			900		
	X					
	Y					
7	Z			1000		
8				1100-1200		

* A student's Lexile measure marks a point in a reading range and then extends about 50L above to 100L below it.

APPENDIX B: Stanines for the Observation Survey of Early Achievement

Letter Identification (LI)

Purpose: To find what letters a child knows and the preferred mode of identification.

Task: Identify upper- and lower-case letters and print forms of "a" and "g".

Scoring: Maximum score = 54.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0-43	44-47	48-49	50-51	52	-	53	-	54
Mid-Year	0-50	51	52	-	53	-	-	-	54
Year-End	0-51	52	-	53	-	-	-	-	54

Concepts about Print (CAP)

Purpose: To find what a child has learned about how spoken language is put into print.

Task: Perform a variety of tasks during book reading by the teacher.

Scoring: Maximum score = 24.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0-7	8-10	11-12	13-14	15	16-17	18	19-20	21-24
Mid-Year	0-12	13-14	15-16	17	18-19	20	21	22	23-24
Year-End	0-15	16-17	18	19-20	21	22	-	23	24

Ohio Word Test (OWT)

Purpose: To find if a child is developing a personal resource of reading vocabulary.

Task: Read a list of high-frequency words.

Scoring: Maximum score = 20.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0	1	2-3	4-5	6-9	10-14	15-18	19	20
Mid-Year	0-6	7-9	10-12	13-15	16-18	19	-	-	20
Year-End	0-14	15-16	17-18	19	-	-	-	-	20

Writing Vocabulary (WV)

Purpose: To find if a child is building a personal resource of words that can be written.

Task: Write all known words in 10 minutes.

Scoring: Count of words in a 10 minute time limit.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0-3	4-6	7-9	10-14	15-20	21-27	28-34	35-44	45+
Mid-Year	0-16	17-24	25-30	31-37	38-45	46-52	53-61	62-72	73+
Year-End	0-26	27-35	36-43	44-51	52-59	60-68	69-78	79-91	92+

Hearing and Recording Sounds in Words (HRSIW)

Purpose: To assess phonemic awareness by determining how well a child represents the sounds of letters and clusters of letters in graphic form.

Task: Write a dictated sentence, with credit for sounds correctly represented.

Scoring: Maximum score = 37.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0-8	9-15	16-22	23-27	28-31	32-34	35	36	37
Mid-Year	0-26	27-30	31-33	34	35	36	-	-	37
Year-End	0-31	32-33	34	35	36	-	-	-	37

Text Reading Level (TRL)

Purpose: To determine an appropriate level of text difficulty and to record, using a running record, what a child does when reading continuous text.

Task: Read texts representing a gradient of difficulty until the highest text level with 90% or better accuracy is determined, with teacher recording behaviors during the oral reading.

Scoring: Maximum score = 30.

Stanine Groups									
Period	1	2	3	4	5	6	7	8	9
Fall	0 ^a	0 ^a	1	2	3	4-5	6-12	14-20	22-30
Mid-Year	0-2	3-4	5-6	7-9	10-12	14-16	18-22	24-28	30
Year-End	0-6	7-10	12-14	16	18-22	24	26-28	-	30

*The raw scores in this stanine do not correspond to the mean and standard deviation for this task. They have been adjusted for the purpose of student selection.

APPENDIX C: Informed Consent



JEFFERSON ELEMENTARY
1701 4th Avenue South
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Mr. Brad Franklin, *Principal* - 701.446.4704
Mrs. Jennifer Stein, *Administrative Assistant* - 701.446.4705

Consent Form

Participation in Research

Title: Quantity Versus Quality: Comparing Reading Recovery and Title I Reading as a First Grade Early Literacy Intervention

Purpose: The purpose of this study is to promote full implementation of the Reading Recovery program and to compare the relationship of fully implemented Reading Recovery and Title I Reading services among struggling first grade readers.

Study Information: This study will compare scores on the Observation Survey of Early Literacy Achievement (OS) among first grade students who receive Reading Recovery and Title I Reading as a literacy intervention. Data will be collected by the interventionist and retrospective data will also be used. The Investigator will be looking for accelerated growth in scores on the OS.

Time: The participants will complete this study during their scheduled 30 minute intervention. This study will take place during the fall of 2018.

Risks: Participation in this study does require participants to conduct academic tasks perceived as challenging. While the purpose of the study is to improve student achievement, the outcome of the study is unknown. Increased achievement is not guaranteed to the participant.

Benefits: Participation may help improve participant's classroom performance in reading and writing. This study may help improve student's achievement.

Confidentiality: Participant's identity will not be shared with anyone beyond the principal investigator, David Kupferman. All individual information will be recorded and tracked under an identification number and not the participant's name.

Participation and withdrawal: Participation in this study is optional. All children will participate in the intervention but only those whose parents/guardians have given permission below will be included in the data analysis.



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 Mrs. Jennifer Stein, *Administrative Assistant* • 701.446.4705



Contact: If you have any questions about the study, you may contact any of these people.

<p>Jenna Meyers Co-Investigator Email: meyersj@fargo.k12.nd.us</p>	<p>David Kupferman Principal Investigator Assistant Professor, School of Teaching and Learning, Lommen 216K College of Education and Human Services Minnesota State University Moorhead Ph. 218.447.4252 Email: David.Kupferman@mnstate.edu</p>
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Any questions about your rights may be directed to Lisa Karch, Ph. D., Chair of the MSUM Institutional Review Board, at 218-477-2699 or by lisa.karch@mnstate.edu. You will be given a copy of this form to keep.

“I have been informed of the study details and understand what participating in the study means. I understand that my child’s identity will be protected and that he/she can choose to stop participating in the study at any time. By signing this form, I am agreeing to allow my child to participate in the study. I am at least 18 years of age or older.”

 Name of Child (Print)

 Signature of Parent/Guardian

 Date

 Signature of Investigator

 Date

APPENDIX D: OS Subtest: Letter Identification (LI)

A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

a f k p w z

b h o j u a

c y l q m

d n s x i

e g r v t g

**LETTER IDENTIFICATION SCORE SHEET
(ENGLISH)**

Date: _____

Name: _____

Age: _____

TEST SCORE:

Recorder: _____

Date of Birth: _____

STANINE GROUP:

	A	S	Word	I.R.		A	S	Word	I.R.
A					a				
F					f				
K					k				
P					p				
W					w				
Z					z				
B					b				
H					h				
O					o				
J					j				
U					u				
					a				
C					c				
Y					y				
L					l				
Q					q				
M					m				
D					d				
N					n				
S					s				
X					x				
I					i				
E					e				
G					g				
R					r				
V					v				
T					t				
					g				

Confusions:

Letters Unknown:

Comment:

Recording:

- A Alphabet response: tick (check)
- S Letter-sound response: tick (check)
- Word Record the word the child gives
- I.R. Incorrect response: Record what the child says

					TOTALS					

TOTAL SCORE

APPENDIX E: OS Subtest: Ohio Word Test (WT)

OHIO WORD TEST SCORE SHEET		
		TEST SCORE: /20
		STANINE GROUP:
Date: _____		
Name: _____	School: _____	
Recorder: _____	Classroom Teacher: _____	
Record incorrect responses. Choose appropriate list of words. ✓ (Checkmark) Correct Response • (Dot) No Response		
LIST A	LIST B	LIST C
and	ran	big
the	it	to
pretty	said	ride
has	her	him
down	find	for
where	we	you
after	they	this
let	live	may
here	away	in
am	are	at
there	no	with
over	put	some
little	look	make
did	do	eat
what	who	an
them	then	walk
one	play	red
like	again	now
could	give	from
yes	saw	have

APPENDIX F: OS Subtest: Writing Vocabulary (WV) and Hearing and Recording Sounds in Words (HRSW)

Prompts for

4 WRITING VOCABULARY

Beginning Time: _____ Ending Time: _____

WRITING PROMPTS: I, is, a, to, the, we, me, at, on, in, go (going), my, cat (cats), sat, can, it, love, mom, dad, and, yes, no, dog, good, you, ball, he, she, play, car, for, come, like, see, here, up, look, this.

Color words - red; number words - ten; names of family members or friends; animal words - pig, cow; prompts from the Word Test; Basal word prompts.

Note: Do not require the child to read the words s/he has written.

COMMENTS:

Directions for

5 HEARING SOUNDS IN WORDS (DICTATION)

"I am going to read you a story. When I have read it through once I will read it again very slowly so that you can write the words of the story." -- Read through the sentences at normal speed. "Some of the words are hard. Say them slowly and think how you can write them."

BEGINNING OF
THE YEAR TESTING,
FORM D

1. T h e b u s i s c o m i n g. I t w i l l s t o p h e r e
t o l e t m e g e t o n.

ENTERING OR
DISCONTINUING,
FORM A

2. I h a v e a b i g d o g a t h o m e.
T o d a y I a m g o i n g o i n g t o t a k e h i m t o
s c h o o l.

DISCONTINUING,
FORM C (Use this form
only when Form A was
used to enter the
child)

3. I c a n s e t h e r e d b o a t t h a t w e a r e
g o i n g t o h a v e a r i d e i n.

END OF THE YEAR
TESTING,
FORM E

4. T h e b o y i s r i d i n g h i s b i k e.
H e c a n g o v e r y f a s t o n i t.

If the child has difficulty say, "You say it slowly. How would you start to write it? What can you hear? What else can you hear?" If the child cannot complete the word, say "We'll leave that word. The next one is . . ."

APPENDIX G: OS Subtest: Concepts about Print (CAP)

PAGE	SCORE	ITEM	COMMENT
Cover		1. Front of book	
2/3		2. Print contains message	
4/5 4/5 4/5 4/5		3. Where to start 4. Which way to go 5. Return sweep to left 6. Word-by-word matching	
6		7. First and last concept	
7		8. Bottom of picture	
8/9		9. Begins 'The' (<i>Sand</i>) Begins 'I' (<i>Stones</i>) Begins 'I' (<i>Moon</i>) Begins 'Leaves' (<i>Shoes</i>) bottom line, then top, OR turns book	
10/11		10. Line order altered	
12/13 12/13 12/13		11. Left page before right 12. One change in word order 13. One change in letter order	
14/15 14/15		14. One change in letter order 15. Meaning of a question mark	
16/17 16/17 16/17 16/17		16. Meaning of full stop (period) 17. Meaning of comma 18. Meaning of quotation marks 19. Locate: m h (<i>Sand</i>); t b (<i>Stones</i>); m i (<i>Moon</i>); m i (<i>Shoes</i>)	
18/19		20. Reversible words 'was', 'no'	
20 20 20 20		21. One letter: two letters 22. One word: two words 23. First and last letter of word 24. Capital letter	

- Sand
- Stones
- Moon
- Shoes

CONCEPTS ABOUT PRINT SCORE SHEET

Date: _____

Name: _____ Age: _____

TEST SCORE: /24

Recorder: _____ Date of Birth: _____

STANINE GROUP:

APPENDIX H: OS Subtest: Text Reading Level 1 (TL)

A Bird Can Fly



Level: 1
E: 2
RW: 16
A BIRD CAN FLY
"This book is about things people and animals can do. I'll read the first two pages, then you can help."
Teacher reads all of pages 2 and 3. On pages 4, 5, and 6, the teacher points to and reads the first line and asks the child to read the second line. The child reads all of page 7.



A fish can swim.



So can I.

2



A frog can hop.



So can I.

3



A horse can run.



So can I.

4



A dog can dig.



So can I.

5



A monkey can swing.



So can I.

6



A bird can fly.



So can I.

7

APPENDIX I: Sample Fountas and Pinnell Benchmark Assessment

Best Friends • Level A • Fiction Recording Form

Student _____ Grade _____ Date _____
 Teacher _____ School _____

Recording Form
Part One: Oral Reading

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

Introduction: In this story, two girls tell all the things they like to do together. Read to find out what they like to do. Point under each word as you read.

Page	Text	Score of Misread/Total								
		E	SC	E		SC				
		M	S	V	M	S	V			
2	We like to run.									
4	We like to dance.									
6	We like to swing.									
8	We like to climb.									
10	We like to slide.									
12	We like to ride.									
14	We like to paint.									
16	We love to read.									
Total										

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Fountas & Pinnell Benchmark Assessment System 1

Best Friends • Level A • Fiction Recording Form

Student _____ Date _____

Recording Form

Accuracy Rate	Errors %	4 or more below 50%				
		3	2	1	0	
		50%	50%	50%	100%	

Self-Correction Ratio (E + SC) + SC = 1: ____

Fountas & Pinnell Benchmark Assessment System 1

Best Friends • Level A • Fiction Recording Form

Student _____ Date _____

Part Two: Comprehension Conversation

Have a conversation with the student, noting the key understandings the student expresses. Use prompts as needed to stimulate discussion of understandings the student does not express. Score for evidence of all understandings expressed—with or without a prompt. Circle the number in the score column that reflects the level of understanding demonstrated.

Teacher: Talk about what happened in this story.

Comprehension Scoring Key

0 Reflects no understanding of the text. Either does not respond or talks off the topic.

1 Reflects very limited understanding of the text. Mentions a few facts or ideas but does not express the important information or ideas.

2 Reflects partial understanding of the text. Includes important information and ideas but neglects other key understandings.

3 Reflects excellent understanding of the text. Includes almost all important information and main ideas.

Key Understandings	Prompts	Score
Within the Text There are lots of different things the girls like to do together. (Gives 2-3 examples such as run, dance, swing, climb, slide, ride, paint, and read.) <i>Note any additional understandings:</i>	Tell some things the girls like to do together. Can you tell more things they like to do together?	0 1 2 3
Beyond the Text The girls like to do things with each other. The girls like to read more than they like to do other things. <i>Note any additional understandings:</i>	How can you tell these girls are best friends? Of all the things the girls do together, what's their favorite thing to do? Why?	0 1 2 3

Guide to Total Score

0-7 Excellent Comprehension

5 Substantial Comprehension

4 Limited Comprehension

0-3 Unsubstantial Comprehension

Subtotal Score: ____/6

Add 1 for any additional understandings: ____/1

Total Score: ____/7

Part Three: Writing About Reading (optional)

Read the writing/drawing prompt on the next page to the student. Specify the amount of time for the student to complete the task. (See Assessment Guide for more information.)

Writing About Reading Scoring Key

0 Reflects no understanding of the text.

1 Reflects very limited understanding of the text.

2 Reflects partial understanding of the text.

3 Reflects excellent understanding of the text.

Fountas & Pinnell Benchmark Assessment System 1

Best Friends • Level A • Fiction Recording Form

Student _____ Date _____

Recording Form

Write about what the two girls like to do together. You can draw a picture to go with your writing.

Fountas & Pinnell Benchmark Assessment System 1

APPENDIX J: Fargo Public School Fountas and Pinnell Assessment Protocol**F&P Assessment Protocol****Fall Assessment Window** (Grades 1-5)

- Assess all new students to FPS.
- Assess students based on previous year's spring score:
 - *Grade 1: Level F and below*
 - *Grade 2: Level J and below*
 - *Grade 3: Level M and below*
 - *Grade 4: Level P and below*
 - *Grade 5: Level S and below*
- Teacher/team should consider if F&P is necessary for students who do not meet the above groups and have red and yellow AW+ measures in the fall.

Spring Assessment Window (Grades K-5)

- Follow spring guidelines