



Summary of the Assessment

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Demographic Information

Name: **David Brooks**

Gender: **Male**

Date of Birth: **2/16/2001**

Date of Exam: **10/30/2009**

Age: **8 years, 8 months**

Global At Risk Score: **52**

Global At Risk Standard Score: **<69, Very Delayed**

The Global At Risk Score is a composite score that reflects David's performance on all of the subtests. A Global At Risk Score of 52 indicates that David's prereading and reading skills are in the At Risk range.

Specifically, David's performance on each of the subtasks is displayed below:



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Interpreting Standard Scores

The results below are presented in terms of the Percentage Correct on each task and its Standard Score. The Percentage Correct score obviously presents the results based on the percentage of the items in which the child/student responded correctly.

The Standard Score presents the results in terms of where the score is relative to other children/students of the same age who have previously been assessed (normed group). The normed group refers to a very large group of children/students who have been assessed for the purpose of comparing results for the Reading Screening Assessment.

If the child/student has a Standard Score of 100 (Average), his or her performance is at the same place where most children/students performed.

Phonemic Analysis

Generally, phonemic analysis refers to the ability of an individual to understand that words are comprised of sounds and the ability to separate those sounds from the word.

The first deletion task, Word Deletion, requires the individual to remove large segments (words from compound words). The deletion tasks progressively require the individual to remove smaller segments. For example, the Phoneme Deletion Task requires the individual to delete phonemes, individual sounds, from words. The Deletion Tasks assesses the individual's ability to delete large segments (words) to smaller segments (phonemes).



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Word Deletion

(69% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to delete a word from a compound word.
(e.g., mailbox, sunflower)

Syllable Deletion

(6% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to delete a syllable from a bisyllabic or multisyllabic word.
(e.g., tiger, sandwich)

Onset-rime Deletion

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to delete an onset, the first consonant cluster, from a rime, the vowel and remaining consonants.
(e.g., rug mit)

Phoneme Deletion

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to delete initial and last phonemes (individual sounds) from words (e.g., leg, nap).
(e.g., leg, nap)

The segmentation tasks require the individual to assess the entire word and to separate all of the sounds from the word. The Dynamic Segmentation Task assesses the individual's readiness to acquire segmentation abilities. The Number Correct Score indicates how many items on this task were correct, while the Prompts Score indicates how close the individual is to gaining segmentation abilities. The closer the number of prompts is to 0, the closer the individual is to acquiring segmentation skills. The larger the number of prompts (maximum of 56), the farther away the individual is to acquiring this task. Those who have acquired the ability would have 100% correct and no prompts.

Phonemic Segmentation

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to identify phonemes, in their correct order, in words (e.g., hat - h/a/t).

(75% Correct, Standard Score of 91, Average) 6 Prompts



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***Dynamic
Segmentation***

Similar to the Phonemic Segmentation Task except that prompts are used to probe the child's/student's developmental status of phonemic segmentation. The prompts help to determine how much growth toward phonemic segmentation has occurred. The smaller the number of prompts, the closer the child/student is to developing segmentation. A score of 0 indicates that segmentation has been developed, while a score of 56 indicates that segmentation has not been developed.



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Phonemic Synthesis

Phonemic Synthesis refers to a child's/student's ability to blend small units of sounds into larger units. There are two phonemic synthesis tasks, onset-rime blending and phoneme blending. An onset is the initial consonant cluster in a word and the rime is the vowel and remaining part of the word. Blending onset-rimes requires synthesizing larger units than blending phonemes.

Onset-rime Blending

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to blend onsets and rimes into words (e.g., /b/-/i/ into bye, /dr/ - /ink/ into drink).

Phoneme Blending

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to blend phonemes into words (e.g., /h/-/i/ into hi, /p/-/l/-/a/-/n/-/t/ into plant).

Letter Knowledge

The Letter Knowledge subtasks require the child/student to say the names of the letters and to indicate the sounds that correspond to the letters. In learning to read, knowing the sounds that are represented by the letters is more important than knowing the letter names.

Letter Knowledge

(71% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to identify the appropriate letter name for the alphabetic letters.

Letter Sound Knowledge

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to provide the sounds that correspond to letters.



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Reading Ability

The Reading subtasks assess three different abilities that are important for fluent reading. Word Knowledge assesses the number of words that a child/student can read. Word Building assesses the child's/student's ability to use his or her knowledge of the English language and phonics to build nonword combinations that he or she has never encountered. Sentence Completion assesses the child's/student's ability to read words and to determine what word is missing from the sentence. Sentence Completion provides an estimate of reading comprehension.

Word Knowledge

(0% Correct, Standard Score of < 69, Very Delayed)

The ability of the child/student to read individually-presented words.

Word Building

(88% Correct, Standard Score of 105, Average)

The ability of the child/student to read individually-presented nonwords. This task reflects the individual's ability to use the rules of English and phonics to read nonwords that he or she has never before encountered.

Sentence Completion

(100% Correct, Standard Score of 115, High Average)

The ability of the child/student to comprehend textual material.

Spelling Ability

The Spelling task assesses the child's/student's ability to spell words. Spelling is the reciprocal process of reading. Where reading requires the individual to decipher the written code into sound code, spelling requires the individual to create the written representation for the sounds.

Spelling

(100% Correct, Standard Score of 117, High Average)

The ability of the child/student to spell words.



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Summary

David is a 8.5 year-old Male. David's Global At Risk Score was 52, which indicates that David's reading skills are in the At Risk range.

This indicates that David has weaknesses in several areas. Specifically, the weaknesses concern Letter Knowledge, Letter-Sound Knowledge, Word Knowledge, Deletion, Word Deletion, Syllable Deletion, Onset-Rime Deletion, Phoneme Deletion, Blending, Onset-Rime Blending, Phoneme Blending, Phonemic Segmentation, Prompts. Please visit the After Assessment Links located within the Reading Screening Assessment Web Site to determine suggestions that might be used to help build these deficient skills. It is also recommended that a re-assessment be performed after David has worked on these skills to determine the level of improvement.