

April Lachia

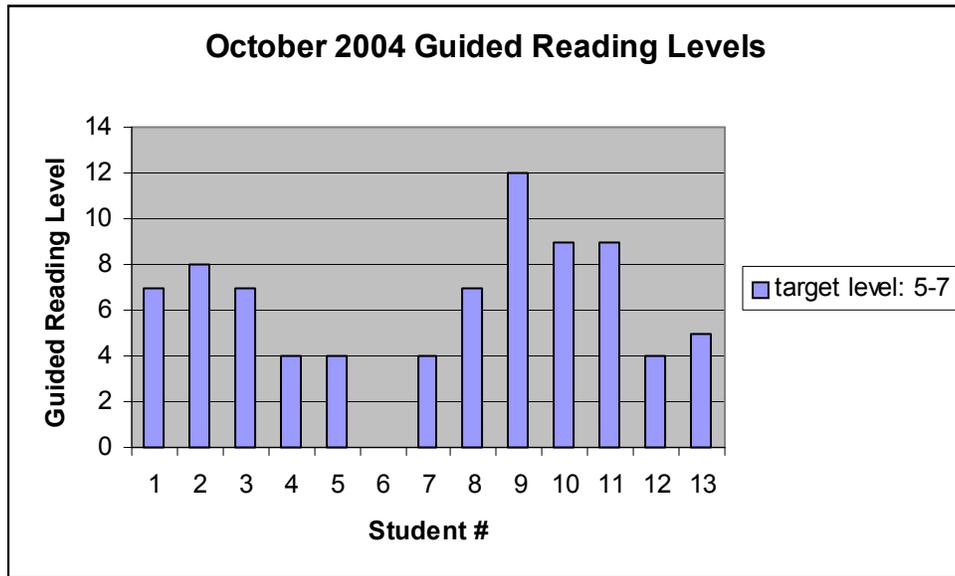
Part 3: Data Analysis and Interpretation

I collected data on my first grade class at New Hampshire Estates Elementary School. There are eight girls and five boys in my class, with six Latino students, four African-American students, two Asian students, and one White student. Of the thirteen children, seven are qualified for Title I and FARMS funds. Six students are in ESOL, two students are in the accelerated math program, Pathways, and two students are in Reading Recovery. The same two students in Pathways are also identified as Gifted and talented. One of the students who is also in Reading Recovery is currently in the process of having an EMT meeting.

I decided to focus on Guided Reading progress in my students. The target guided reading level for the first grading period was somewhere between a level five to seven. Since the school year has only been in session for four months, and the class did not start guided reading until October, there is only three months worth of data for guided reading levels.

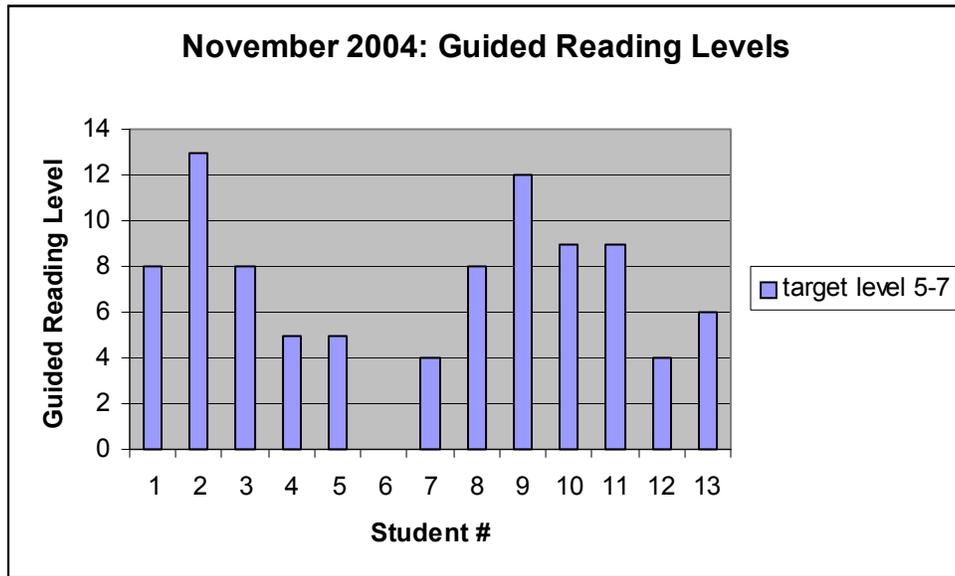
To meet the benchmark level for kindergarten, the first graders in my class should have been at a level four. In October, all of the students in my class were at least at a level four. There was quite a large range of levels for guided reading abilities in my classroom. The lowest level was four, and the highest level was J (fluent readers are assigned letters for reading levels).

Figure 1: Guided Reading Levels for Mrs. XXX 1st grade class – October 2004



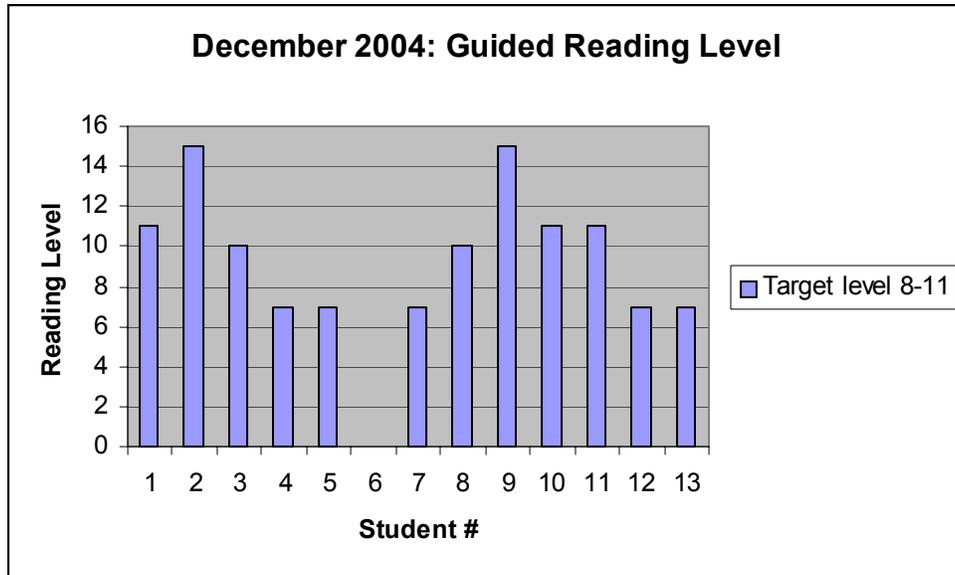
In November the range of scores stayed the same, although many students moved up in their guided reading levels. The range stayed the same because Carlos stayed at a level four in his guided reading, but continued to work hard in his Reading Recovery sessions. This can be seen because of the jump in his level from November to December. He was able to move from a level four to a level seven, which let him meet the first grading period target level of five to seven.

Figure 2: Guided Reading Levels for Mrs. XXX 1st grade class - November 2004



In December, more students continued to move up in their guided reading levels. The range of scores in December was seven to J+. However, since the level for Michael is not a number, his level is not graphed.

Figure 3: Guided Reading Levels for Mrs. XXX's 1st grade class - December 2004



Generally, there was an overall trend that if a student was higher in his or her guided reading level (ex. November- levels 13 and up), the child was usually not in ESOL, therefore they had higher fluency rates in reading. The top three readers for December were Azzah, Dianna, and Michael. These three students have made substantial gains in their reading, especially Azzah, who started at a level eight and is now at level 15. Dianna has jumped from level twelve to fifteen, and Michael has stayed where he is, at a level J. Michael needs to work on his comprehension skills and reading responses so that he can move up in guided reading levels.

The lowest five readers for December are Asorai, Brian, Neal, Carlos and Nytia. Considering that by the end of the second marking period, the goal for first grade is to be at level eight to eleven, this group is making stable progress towards the level eight. With continued work with the teachers in guided reading, they can be moved up very soon. Brian and Carlos are both in Reading Recovery, so the fact that they are on the

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same level as non-Reading Recovery students is very admirable. They both have been working hard to catch up, because beginning of the year pre-assessment showed that they were at a level four.

Then there are the readers in the middle, who are Jessica, Lesly, Abel, Karina and Mirian. They are at a mix of level ten and eleven. These are the students who doing just average in their reading abilities, not too far below grade level or very high above grade level. They are just right at the target for the second marking period target level of eight to eleven.

From the data collected here, Mrs. XXX 's first grade class is doing very well in guided reading. They will continue to move up in their levels as the classroom teacher, ESOL and Reading Recovery teachers work with them to attain reading success.