



DORA® Parent Report

(Diagnostic Online Reading Assessment)

Student	Londyn XXXX
Assessment Date	12/22/2017
Age	8 yrs 11 months
Grade	3.3
Teacher	Tutor Dr

How Londyn Reads Words

- Solid foundation in sight words, word recognition and phonics
- Great base of letter, sound and word knowledge to build on for Upper Elementary grades
- Uses this knowledge to identify grade-appropriate sight words, parts and "chunks" of words
- Uses knowledge of known word parts and syllables to help figure out new or unknown words out of context
- **GOAL: to continue using these strengths when encountering a "tricky" word to figure out the word independently**

✓ **High-Frequency Word Sub-test** **Score (Range: K to High 3rd):** maximum 3.83
Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.

✓ **Word Recognition Sub-test** **Score (Range: K to High 12th):** mid 3rd 3.5
Measures the learner's ability to recognize a variety of leveled lists of words.
- Londyn can read words like "signs" and "blizzard".
- Londyn read "behind" for "beyond" and "couriers" for "curious"

✓ **Phonics (Word Analysis) Sub-test** **Score (Range: K to High 4th):** low 4th 4.17
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words.
14% of errors were "real-word" questions. **86%** of errors were "non-word" questions.

Phonemic Awareness High Low Not Tested

✗ **Spelling Sub-test** **Score (Range: K to High 12th):** low 2nd 2.17
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.
- Londyn can spell words like "shower".
- Londyn spelled "bach" for "batch".

How Londyn Understands Words

- Strong grasp of grade-appropriate words and meanings
- Scored at or above grade level for Upper Elementary
- Strength in background knowledge and vocabulary will greatly benefit comprehension ability
- **GOAL: to continue building background knowledge and exposure to new vocabulary**

✓ **Oral Vocabulary (Word Meaning) Sub-test** **Score (Range: K to High 12th):** low 3rd 3.17
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.
- Londyn was able to identify the meaning of words like "identical" and "exhausted"
- Londyn had trouble distinguishing the meaning of words like "distant" and "defeat"

Tid: 9140556 Sid: 2377830

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How Londyn Puts It All Together to Make Meaning

- Strengths in vocabulary, but struggles with reading comprehension
- Exhibits a strong vocabulary for Upper Elementary grades. Perhaps this is due to background knowledge or "active" vocabulary (using a large vocabulary in daily language)
- Scored below grade level for the Reading Comprehension subtest. This could be due to several factors: may be using limited context to make meaning of text; may not be thoughtfully engaging with the information read; sometimes, readers merely "read words off the page," instead of thinking about what is happening at a deeper level
- Does not have strong grasp of a variety of reading comprehension strategies yet; for example, understanding story structure and identifying important details
- However, to keep all this in perspective, it is common for older students to advance quickly in their decoding skills, yet lag behind in their comprehension skills as text becomes longer and more complicated. Much growth can occur with proper instruction
- **GOAL: to gain a wide range of reading comprehension strategies such as retelling events in sequence with details, organizing main ideas, making connections, inferring author's message(all with appropriately leveled text AND with fiction / non - fiction texts)**



Reading Comprehension (Silent Reading) Sub-test

Score (Range: K to High 12th):

low 2nd

Evaluates the learner's ability to answer factual and inferential questions about a silently read story.

2.17

50% of errors were "factual" questions. 50% of errors were "inferential" questions.

Reading Profile of Londyn. Profile: C Grade Range: 3 to 5

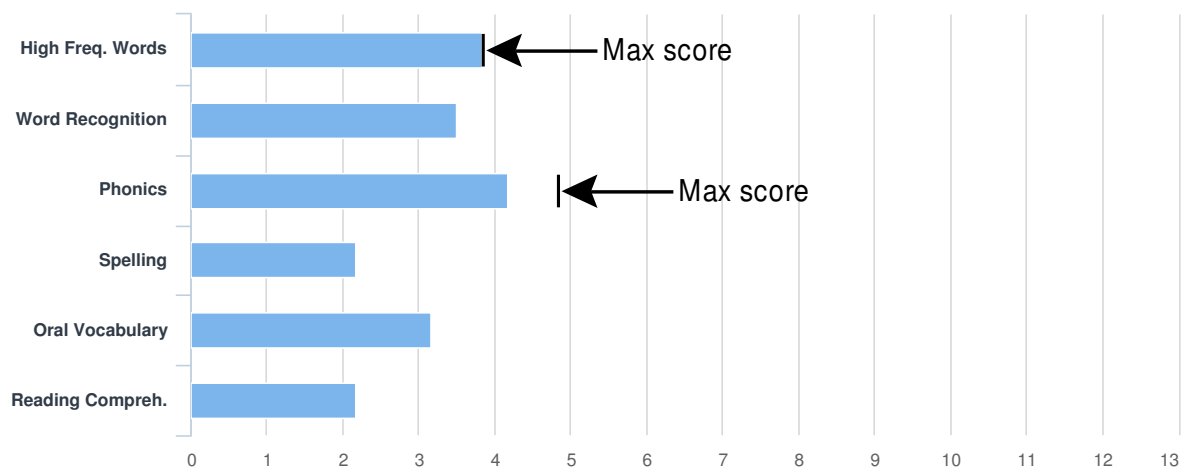
General overview for students with this pattern of reading skills and recommendations

Upper Elementary students in this group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but haven't been explicitly instructed in how to organize aspects of the text (characters, setting, problem, solution for fiction text; summarizing facts, using text features for non-fiction) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. Students in Upper Elementary can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Reading Words Additional Details

Phonics Principles Mastered					<input checked="" type="checkbox"/> tested correctly	<input type="checkbox"/> tested incorrectly	(NT) not tested
<input checked="" type="checkbox"/> Some beg. letter sounds /a/, /b/, /c/...	<input checked="" type="checkbox"/> Short Vowel Sounds den, nap, fun	<input checked="" type="checkbox"/> Long Vowel Sounds kite, cake, mile	<input checked="" type="checkbox"/> Vowel Digraphs coat, team, train	<input type="checkbox"/> Diphthongs joy, cloud, aunt			
<input checked="" type="checkbox"/> Most/all beg. letter sounds /a/, /b/, /c/...	<input checked="" type="checkbox"/> Consonant Blends snap, crisp, splat	<input checked="" type="checkbox"/> Consonant Digraphs chips, cloth, shed	<input checked="" type="checkbox"/> R-Controlled Vowels dark, form, pert	<input type="checkbox"/> Multi-Syllable jumping, structure, station			

Scores as Grade Levels



Specific Recommended Activities for Londyn

Appendix documents are located in our knowledge base at: www.letsgolearn.com/kb

Reading Words

- Continue to keep track of known high-frequency words. Write each word on an index card to either use as flash cards or display on a wall as a "word wall." Instead of simply going through a pile of words and reading them aloud, use them to play different kinds of games for practice and reinforcement. (See Appendix C1 for "High-Frequency Word Games for Upper Elementary Grades.")
- When previewing a new book, during the picture walk, have your child "predict & locate" a few words that are in his/her vocabulary so that he/she is well prepared to read the book independently afterward. (See Appendix C2 for "Steps to 'Predict & Locate' for a Picture Walk.")
- Every so often, take 10 minutes to ask your child to write down all the words he/she knows. (See Appendix C8 for "Written Words Check-In.")
- When your child is reading silently with greater independence (versus reading aloud), it is still important that you check his or her oral reading from time to time. However, do not make him/her read aloud a whole chapter or book. After your child has read a long book or a chapter silently, ask him/her to read one or two paragraphs aloud. After your child reads a section, if you notice that he or she figured out a word independently, be sure to give praise for that work. For example, you might say, "On page 6, I noticed that you read 'When rain beats down upon a mountain, tiny bits of land wash down the side of the mountain.' Were you right? How did you know?" Listen to understand if your child figured out the word "beats" or "tiny" by checking the first sound in the word, looking through the word, checking the end of the word, or picturing the story. Give praise and reinforcement by saying, "Yes! That's what good readers do. They check the beginning sounds and get their mouth ready" or "I think your eyes were also looking through the word to see if 'tiny' looked right and the sounds matched. That's what good readers do!" or "Good readers think about what is happening in the story and what would make sense." Do not feel you need to go overboard and talk about every single word your child figured out. Make sure your example is meaningful and specific. (See Appendix C3 for "Reading Behaviors Good Readers Use.")
- Using magnetic letters, review with your child the concept of "splitting" words to reinforce word patterns, endings, or looking at all the parts of a word. (See Appendix C4 for details about "Splitting.")
- Using either a white board and dry erase marker or magnetic letters on a cookie sheet, practice various word patterns to make analogies. (See Appendix C5 for step-by-step directions for "Making New Words.")

Making Meaning From Text

- Before reading a new text, have a short discussion with your child about the book's topic. The goal is to get your child to think about what he/she already knows and to provide context for him or her to read the book successfully with independence. (See Appendix H1 for "Before Reading Book Cover Talk.")
- Before reading the book, do a "Picture Walk" with your child. The goal is to give your child a preview of what he/she will be reading. You are helping to provide meaning and context for each page, which will aid his/her decoding. (See Appendix H2 for the steps of a "Picture Walk.")
- Before the child reads, read the book yourself and see if there are any new vocabulary words to introduce to him or her to help with understanding the text. (Use Appendix H3 to help you decide which words to use and how to introduce them. See "Before Reading Vocabulary Tips.")
- During reading, every so often, ask your child, "What is happening so far?" to check for comprehension. Observe if your child is checking the picture for meaning or if he or she self-corrects to match the meaning of the text. If your child is reading silently and reading longer texts, be sure to stop him or her and say, "Tell me what is happening in the story" and "Do you have any questions about what is happening?"
- After reading, have a discussion about what your child just read. Let him/her have the opportunity to be the "expert" about the book and talk freely about his/her understanding. Ask clarifying questions when necessary. (See Appendix H4 for "After Reading Discussion Starters.")
- If your child is having difficulty with the above ideas, take the time to back up and focus on one comprehension area at a time. For example, perhaps for a few days you will only talk about the author's purpose. Be sure to model talking about what the author's purpose might be. For example, after reading two short books together, you might say, "I think the author's purpose in this story is to help readers understand that dying is a part of life. From the main character we learn that dealing with death is not easy but there is acceptance after time. And we learn that there are ways to celebrate the life of someone who is gone." Then ask your child to talk about the author's purpose in the other book. Once your child seems to understand this concept, move on to another reading discussion starter.