

FINAL PROJECT

Discussion of How Cultural Bias Was Minimized

Assessment Manual

In order to minimize cultural bias, both Melissa's assessors of oral reading fluency difficulty, and I, underwent rigorous training ensuring that we were culturally aware and competent. To accurately interpret and discuss assessment results with Melissa, we had to understand not only the cultural differences between ourselves and her, but also her cultural beliefs, attitudes, and thought patterns given that she was Hispanic-American.

Delineation of Possible Limitations

What the reading problem is

~~One of the possible limitations of the assessment was cultural bias that could lead to wrong interpretation of the test results thereby realized. Possible accommodations available for Melissa during the assessment period could also influence the results thus being biased. The use of benchmark, and standardized tests in comparing Melissa with her peers could lead to skewed results that are not a representative of the true value or score of her reading ability. Weekends almost affected Melissa's oral reading fluency thus limiting her progress.~~

Raw Data

A scoring sheet off the running record showing the total number of words read correctly per minute (WCPM) by Melissa during the 3 assessment tests

Assessment	Average WCPM
1	105
2	102

Oral reading fluency probes

In the case of Melissa, a "Running Record" was used. Being a simple assessment method, ~~record running~~ was used to informally assess her oral reading fluency using highly engaging 3rd grade texts/stories ~~chosen for her~~. She was timed for one minute and words read correctly per minute (WCPM) scored based on the words she read correctly during that time. Based on the baseline data obtained at the start of the assessment, Melissa's oral reading fluency accuracy was between 102 and 105 WCPM.

Discussion of Why the Instrument Was Chosen

Oral reading fluency

The ~~running record~~ assessment test was used because it enabled the use of a number notation system to record Melissa's oral reading fluency. ~~Through analysis of the running record, it was possible to determine what reading strategies Melissa uses or does not use.~~ A running record was useful for determining the reading level of text or story words for Melissa, and it could be combined with timings to determine words read correctly per minute as a means of determining her oral reading fluency level before an intervention would be introduced. Accompanied by written passages, and short stories, the assessment test helped evaluate Melissa's oral reading fluency skills.

Description of the Technical Soundness of Instrument

The running record was able to measure Melissa's strengths and ~~weaknesses in oral reading accuracy and fluency~~. This proved its technical soundness in assessing her oral reading fluency difficulty. Further, the technical soundness of the running record is that, it provided raw data scores that were used to convert her oral reading fluency results into grade-level scores. It also allowed the gathering of beginning, middle and end of assessment data.

*indicator
of possible
early difficulties*

*Assessment
Manual
Reliability
Validity*

improvement in each test to warrant their progression to the next text. Supplementary tests are optional in this class.

Teacher Behaviors:

The teacher walks around the class to ensure all students are at par. the teacher uses guided instruction which is demonstrated on the whiteboard. The teacher has the freedom chose for the students the activities they will engage in during the lesson including; word reading, text reading or short story reading. At times the teacher allows the students to volunteer to read to gauge their confidence in oral reading.

Section Two: Baseline Data

Summary

The assessment was intended to gauge Melissa's oral reading fluency with an aim of improving her oral reading achievement. Activities included:

- Screening her for possible oral reading ~~fluency~~ problems
- Diagnosing deficits in her oral reading ~~fluency~~
- ~~Testing her oral reading fluency using short stories~~

Dibels

Thereafter, she would be monitored to gauge her progress as she received intensive intervention in her oral reading fluency.