Credit ESL
Reading Café

- AUDIO BOOKS
- DORA (Diagnostic Online Reading Assessment)
- READING CAFÉ LOUNGE AREA
- KURZWEIL READING ACTIVITIES & BOOK SCANNER

Reading Café

Reading Café

Reading Cafe Materials

DORA
Diagnostic Online Reading Assessment

DORA
Diagnostic Online Reading Assessment

- URLs:
  - www.letsgolearn.com
  - http://www.letsgolearn.com/virtual_tours/
  - http://www.letsgolearn.com/lglsite/sample_reports/

Let's Go Learn provides an easy to use online central hub of diagnostic assessment, differentiated instruction, program placement, and historical data resources to improve operational efficiency for educators and assure long-term measurable academic success for students.

Powered by the *OAASIS (Online Adaptive Assessment System for Individual Students)* platform, Let's Go Learn's reading assessment solutions adapt to students as they respond to each question, getting harder or easier as needed to complete the diagnosis. Start levels vary depending on the age of the user, and elementary, middle, and high school graphical interfaces exist in order to engage students of all ages. Assessments continue until each individual's ceiling of performance is reached on each sub-skill.

In-Depth DORA training of a district's team of reading specialists - Windows Internet Explorer

http://www.letsgolearn.com/virtual_tours/view/in_depth_dora_training_of_a_districts_team_of_reac

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In-Depth DORA training of a district's team of reading...

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Background

- Dr. Richard McCallum
  - Masters & Reading Credential Program at U.C. Berkeley's Graduate School of Education
  - Director of Cal Reads, Nationally Recognized Reading Intervention Program
- Recognized Short-Fall of Most Reading Intervention Programs
- Acted to Leverage Technology and Practical Experience

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00:50 / 45:13

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In-Depth DORA training of a district's team of reading specialists

Covers DORA, test biases, student profiles, classroom profiles, student reports, and more.

DORA

- K-12 Online Reading Assessment
  - Criterion-referenced diagnostic tool
  - Measures seven sub-skills of reading
  - Profiles students and classes in reading
  - Three interfaces for elementary, middle, high school students
  - Adapts to student's responses during the assessment

DORA
Diagnostic Online Reading Assessment

- 7 Sub-Tests
  - High Frequency Words
  - Word Recognition
  - Phonics/Word Awareness
  - Phonemic Awareness (only triggered if student is low in HFW usage)
  - Spelling
  - Oral Vocabulary
  - Silent Reading Comprehension
  -

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In-Depth DORA training of a district's team of reading specialists

Customer Support

Covers DORA, test biases, student profiles, classroom profiles, student reports, and more.

Main Goal of DORA:
To Differentiated Instruction

- Understanding profiles is extremely important
  - Exact scores vary but profile holds
- Keeps learning at a high interest level
  - Build upon student's strengths
  - Material is relevant to student needs
- Gaining a better understanding on a student's "comprehension" abilities
  - Definition of comprehension varies

start   Microsoft PowerPoint ...   In-Depth DORA traini...   12:46 PM

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Covers DORA, test biases, student profiles, classroom profiles, student reports, and more.

Student Reading Profile A
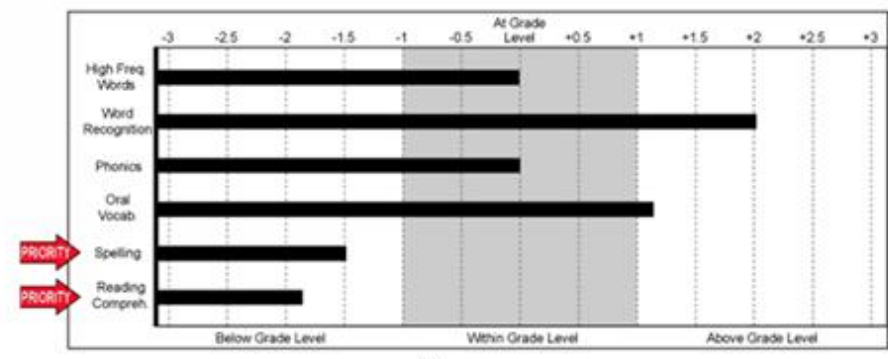
- This student needs to focus on building comprehension and spelling skills.
- This student does not need to focus on word work skills as he or she is not struggling to read words in isolation and understands words that are appropriate to know by this grade level.
- When working on spelling, try encouraging the child to draw out the sounds in words when trying spell in order to hear all of the sounds in the word
- Before reading, activate prior knowledge so the student can connect to text making it more memorable
- Teach the child to stop periodically (after a paragraph or page end) to ask him/herself what is going on in the story- summarize

Internet   100%

start   Microsoft PowerPoint ...   In-Depth DORA traini...   12:47 PM

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Student Reading Profile B
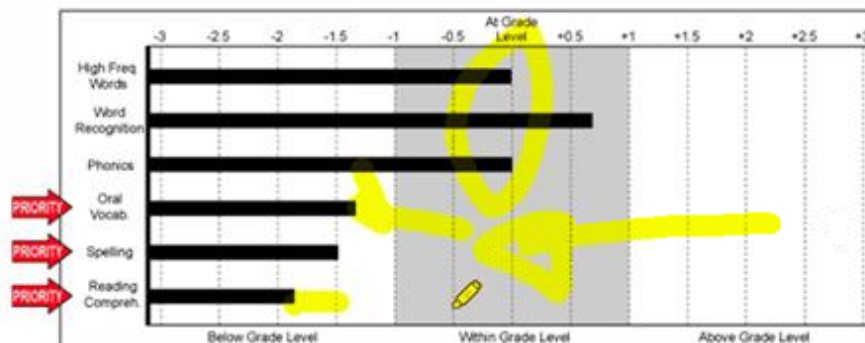
- This profile is similar to Profile A except that in addition to having below grade level spelling and comprehension skills, this child also understands words at a level that is below grade level expectations.

- Before reading, introduce potentially unfamiliar important vocabulary from the text. Ask yourself if it is necessary to understand each particular word in order to understand the stories overall message. Limit each lesson to 5 or 6 key words. Use real objects, flashcards with pictures, and as many interactive tools as

start   Microsoft PowerPoint ...   In-Depth DORA traini...   12:48 PM

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Student Reading Profile C

- This profile indicates that this child struggles to read words in isolation when given a time limit. S/he also needs to focus on spelling and reading strategies.
- This child needs to work on increasing the speed of their decoding skills.
- Once sight word skills have improved, the child will be able to read more fluently and thus retain more information that will in turn improve comprehension.

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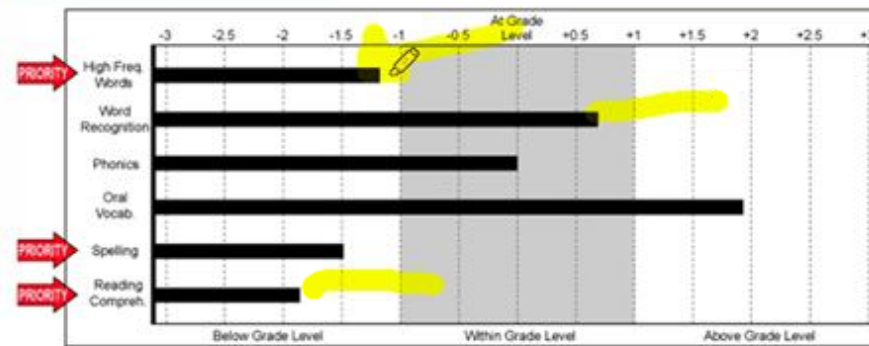
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Student Reading Profile D
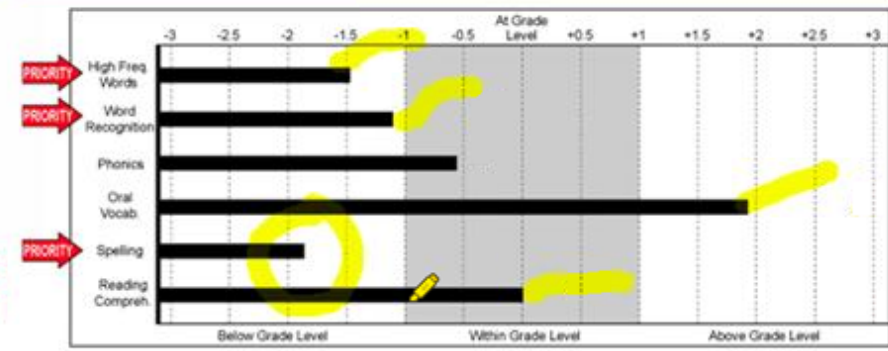
- This child has excellent oral vocabulary skills and grade level appropriate comprehension, however s/he struggles with reading words in isolation.
- This child needs to focus on word work activities before and after reading.
- S/he probably uses pictures and surrounding words to make meaning.

In-Depth DORA training of a district's team of reading specialists - Windows Internet Explorer

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DORA Biases

- **Silent reading** is a particularly challenging subtest because we do not allow students to look back at the passage once they get to the questions. We do this in order to eliminate students' using "skimming skills" instead of pure comprehension to find a measure of silent reading comprehension. (memory, harder genre)

- **Spelling** scores tend to be lower than expected because it is pure encoding. Students are NOT given a multiple choice selection of words to choose from- they must generate the word from scratch rather than identify it from a list. (encoding, exposure to word)

- ⧗**Word recognition** scores can seem high because it is simply a measure of students' ability to recognize words. It does not take into account students' understanding of each word. (straight decoding)

- **Oral Vocabulary** scores can be high especially when the child comes from a very literate or verbal family. (no written knowledge)

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21:20 / 45:13

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Address http://www.letsgolearn.com/oaas/client/edit/changeclass/index

Let's Go Learn   Home   Class   DOMA   DORA   PreAlgebra   UMath   UReader   Manage

/client/edit/changeclass

Friday, March 9, 2007   **Welcome Rosa Santos**   Help | Logout

Change Class   [My Class ▼]   Add/Edit Class   Add New Student   Show Login/Password

class: **My Class**

First Name	Last Name	Student Profile	Grade	DOB	Student Assessment Queue	Start Assessment Now
sort	sort		sort	help	help	help
Alison	Heaton	Edit	1	08/29/00	View Queue	Begin
Tom	Johnson	Edit	6	01/01/95	View Queue	Begin
Bart	Maison	Edit	2	02/02/99	View Queue	Begin
Justin	Moore	Edit	7	04/04/94	View Queue	Begin
Regi	Robertson	Edit	1	01/01/00	View Queue	Begin
Julia	Santos	Edit	5	04/02/96	View Queue	Begin
Steven	Siegle	Edit	3	05/12/98	View Queue	Begin
John	Smith	Edit	1	04/04/00	View Queue	Begin
Amanda	Stevens	Edit	4	05/01/97	View Queue	Begin
Ali	Straum	Edit	3	02/02/98	View Queue	Begin
Lili	Tear	Edit	1	01/01/00	View Queue	Begin
Tony	Thompson	Edit	5	01/01/96	View Queue	Begin
Justin	Williams	Edit	3	05/13/98	View Queue	Begin

Done   Trusted sites

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Back | Search   Favorites

Address   http://www.letsgolearn.com/oaas/client/view/dora/index?ticket=cfce12a8d85cef0d5fafdb2ff7ebdc5a80ce36cf8randnum=9eb4cac125f7   Go

Let's Go Learn   Home   Class   DOMA   DORA   UMath   UReader   Manage

Friday, March 9, 2007   Welcome Molly Myers   Help | Logout

[Display Class Profile]

Class: MyClass

First Name	Last Name	Grade When Assessed	Last Assess.	Prev. Assess.	HFW	WR	PH	PA	SP	VO	CO	Detailed Reports
		help	help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
Tree	Berg	0.8	05/11/2006	Yes	0.5	0.5	0	67%	0	3.5	0	Sum, Parent, Teacher, Stan
Meg	Bowyan	0.9	05/18/2006	Yes	1.83	0.5	1.83	22%	1.83	2.83	0.5	Sum, Parent, Teacher, Stan
Amma	Capstan	0.9	05/25/2006	Yes	1.17	0.5	0.83	44%	0.5	4.83	4.17	Sum, Parent, Teacher, Stan
Marty	Costa	0.9	05/25/2006	Yes	0.5	0.5	0	44%	0	2.5	0	Sum, Parent, Teacher, Stan
Marsha	Dotty	0.9	05/18/2006	Yes	1.5	0.5	0.83	56%	0.5	3.17	0.5	Sum, Parent, Teacher, Stan
Marilyn	Elsworth	0.8	05/11/2006	Yes	0.5	0.5	0	44%	0	2.5	0	Sum, Parent, Teacher, Stan
Norm	Hawk	0.9	05/18/2006	Yes	0.5	0.5	0	44%	0	2.5	0	Sum, Parent, Teacher, Stan
Greg	Kirk	0.8	05/11/2006	Yes	0.5	0.5	0.17	56%	0	1.83	0	Sum, Parent, Teacher, Stan
See	LaMie	0.8	05/11/2006	Yes	0.5	0.5	2.83	67%	0	3.17	0	Sum, Parent, Teacher, Stan
Simon	Larkin	0.8	05/11/2006	Yes	0.5	0.5	0.83	44%	0	0.5	0	Sum, Parent, Teacher, Stan
Isaac	Lipton	0.9	05/25/2006	Yes	2.5	0.5	0	33%	1.17	6.17	0.5	Sum, Parent, Teacher, Stan
Arthur	Lynn	0.9	05/25/2006	Yes	2.17	1.17	2.83	56%	1.83	3.83	2.5	Sum, Parent, Teacher, Stan
Jesse	Phouasalith	0.9	05/25/2006	Yes	2.83	8.5	4.5	56%	1.5	3.83	6.17	Sum, Parent, Teacher, Stan
Brett	Rodriguez	0.8	05/11/2006	Yes	0.5	0.5	0	33%	0	4.17	0	Sum, Parent, Teacher, Stan
Sofie	Tenbroek	0.8	05/11/2006	Yes	0.5	0.5	0	33%	0	0.5	0	Sum, Parent, Teacher, Stan

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Help item - Microsoft Internet Explorer

High-Frequency Word Sub-Test (max score: 3.83 or High 3rd)

This sub-test examines the learner's recognition of a basic sight word vocabulary. Sight words are every-day words that a reader sees when reading, often called words of "most-frequent-occurrence." Many of these words are phonetically irregular (words that cannot be sounded out) and must be memorized. High frequency words like the, who, what and those make up an enormous percentage of the material for beginning readers. In this subtest, a learner will hear a word and then see four words of similar spelling. The learner will click on the correct word. This test extends through third-grade difficulty, allowing a measurement of fundamental high-frequency word recognition skills.

This is the only timed sub-test! Delayed responses will be recorded as incorrect. So remind the student or child to go quickly. We do tell them this in our instructions.

0.17 = low grade; 0.5 = mid grade; 0.83 = high grade

Close Window

ebra   UMath   UReader   Manage

/client/view/dora
Help | Logout

Display Class Profile

	W	WR	PH	PA	SP	VO	CO	Detailed Reports
	lp	help	help	help	help	help	help	help
	rt	sort	sort	sort	sort	sort	sort	
	83	1.83	1.5	78%	1.17	3.83	1.17	Sum, Parent, Teacher, Stan
	5	0.5	0	44%	-	-	-	Started: 08/17/2006
		-	-	-	-	-	-	Started: 10/09/2006
	83	1.5	1.5	78%	1.83	1.17	2.17	Sum, Parent, Teacher, Stan
Lili	Tear	1	09/06/2006	0.5	0.5	0	67%	0	3.83	0	Sum, Parent, Teacher, Stan

javascript:OpenHelpWindow('/help_hf.html')

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Back   Search   Favorites

Address http://www.letsgolearn.com/hero4/client/view/dora/clprofile/index

Let's Go Learn   Home   Class   DOMA   DORA   UMath   UReader   Manage

/client/view/dora/clprofile

Friday, March 9, 2007   Welcome Molly Myers   Help | Logout

Class Profiles for MyClass

The graph below depicts your class broken into reading profile classifications. Click HERE for help with this report.
Click on the letter in the table on the left to see detailed test information for students in the selected group.

Profile	Decoding	Vocabulary	Comprehension
A	Low	Low	Low
B	Low	Med-High	Low
C	Med-High	Med-High	Low
D	Med-High	Low	Low
E	Low	Low	Med-High
F	Low	Med-High	Med-High
G	Med-High	Low	Med-High
H	Med-High	Med-High	Med-High

Done   Trusted sites

start   Norton   98%   7:14 AM

37:35 / 45:13

Internet   100%

start   Microsoft PowerPoint ...   In-Depth DORA traini...   1:13 PM

Class Profiles for ESL 136 summer 09 #2665

The graph below depicts your class broken into reading profile classifications.
Click on the letter in the table on the left to see detailed test information for students in the selected group.

Profile	Decoding	Vocabulary	Comprehension	
A	Low	Low	Low	
B	Low	Med-High	Low	
C	Med-High	Med-High	Low	
D	Med-High	Low	Low	
E	Low	Low	Med-High	
F	Low	Med-High	Med-High	
G	Med-High	Low	Med-High	
H	Med-High	Med-High	Med-High	

DORA Profile C

Profile	Decoding	Vocab.	Compreh.
C	Med-High	Med-High	Low

Class: MyClass											
First Name	**Last Name**	**Grade When Assessed**	**Last Assess.**	**HFW**	**WR**	**PH**	**PA**	**SP**	**VO**	**CO**	**Detailed Reports**
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	06/24/2009	3.83	12.83	4.83	*	2.83	3.83	0.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/24/2009	3.83	12.83	4.83	*	2.83	3.17	0.5	Sum, Parent, Teacher, Stan, DI

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. 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's important to build these students' good word knowledge and vocabulary skills in order to improve their comprehension abilities. Choose texts at the students' grade level readability, but make sure that they are on topics these students would find engaging. Perhaps have students in this group choose from a selection of books and come to a consensus about which book to examine. Also, set a solid purpose for the reading that aligns with the concepts in the text. For example, if the book is a mystery, have the students write down their hypothesis about 'who did it' mid-way through the book and list evidence that supports their hypothesis. Then, have them defend their hypothesis against other hypotheses from other group members.

DORA Profile D

Profile	Decoding	Vocab.	Compreh.
D	Med-High	Low	Low

				Class: MyClass							
First Name	Last Name	Grade When Assessed	Last Assess.	HFW	WR	PH	PA	SP	VO	CO	Detailed Reports
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	06/30/2009	3.83	7.5	4.83	*	2.17	2.17	0.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	3.5	4.83	*	2.17	1.83	0.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	12.83	4.5	*	2.83	1.83	1.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/25/2009	3.83	12.83	4.83	*	1.5	2.17	0.5	Sum, Parent, Teacher, Stan, DI

The profile of this group is consistent either with students who have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading primarily as a decoding process and therefore often do not attend to the meaning of a text. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. Help build vocabulary by previewing tricky but high-utility vocabulary words with students. For example, before a particular section in a book or a piece of text, invite students to guess what a particular word means given the subject matter of the book or what they know about the words' parts or other similar words. When they get to those tricky words during the reading, have students discuss whether their definitions have changed and why or why not. Focus on creating a purpose for reading (i.e., reading to investigate a historical event or a scientific phenomenon, or reading to discuss a controversial issue) and encourage discussion among the group which allows space for students to pose, argue about, and discuss their and others' claims about a piece of text.

DORA Profile E

Profile	Decoding	Vocab.	Compreh.
E	Low	Low	Med-High

Class: MyClass										
First Name	**Last Name**	**Grade When Assessed**	**Last Assess.**	**HFW**	**WR**	**PH**	**PA**	**SP**	**VO**	**CO**	**Detailed Reports**
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	06/30/2009	3.83	3.5	2.83	*	2.17	1.83	4.17	Sum, Parent, Teacher, Stan, DI

Students in this group have low decoding and vocabulary skills, yet their silent reading comprehension is high. This is generally a rare reading profile for students. Students with this profile are utilizing much of their prior knowledge to understand texts and are attending well to making meaning out of what they read. Attending to the content of the text is an important reading strategy that will serve the vocabulary and decoding skills of this group of students. It is important that books chosen for this group of students are purposeful, engaging, and not too low in readability level. This is important because these students are already reading for meaning; they run the risk of reconceptualizing 'good reading' as decontextualized 'sounding out' or a 'test-taking' process. Before each small group lesson, quickly do short word sorts and other phonics activities with the goal of utilizing the phonic patterns learned to figure out tricky words in the day's reading. Next, preview tricky vocabulary words that might occur in the course of reading a particular day's text selection. When students get stuck on a tricky word during the course of reading a selected piece of text, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. It is important for this group of students to learn decoding and vocabulary skills in the context of meaningful text and discuss their ideas with other group members.

DORA Profile F

Profile	Decoding	Vocab.	Compreh.
F	Low	Med-High	Med-High

Class: MyClass										
First Name	**Last Name**	**Grade When Assessed**	**Last Assess.**	**HFW**	**WR**	**PH**	**PA**	**SP**	**VO**	**CO**	**Detailed Reports**
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	06/24/2009	3.83	3.83	2.83	*	8.17	3.17	12.17	Sum, Parent, Teacher, Stan, DI

This group of students attends well to semantic (meaning-based) cues while reading and possesses a good working knowledge of vocabulary words. However, outside the context of making meaning of text, they struggle to identify words, sounds, and letter patterns. Although this area is not directly tested by *DORA's* automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly. For this group of students, choose books that are of high interest with readability levels that are low enough to prevent students from becoming too frustrated with their oral reading fluency. However, make sure the books are challenging enough to keep students conceptually engaged and provide opportunities to learn and apply new strategies for attacking tricky words. Before reading text as a group, have students practice recognizing word chunks and/or letter patterns that would be useful to apply to tricky words in the day's reading selection. Also, practice using context clues together with known letters patterns to identify unknown words. Continue to encourage students to discuss their understandings of text with the group. Praise this group of students for focusing on understanding text and not just 'sounding out' the words in order to remind them that while it helps to get better at 'sounding-out' strategies, it's more important to understand what one reads.

DORA Profile G

Profile	Decoding	Vocab.	Compreh.
G	Med-High	Low	Med-High

											Class: MyClass
First Name	Last Name	Grade When Assessed	Last Assess.	HFW	WR	PH	PA	SP	VO	CO	Detailed Reports
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	07/08/2009	2.5	12.83	4.83	*	2.5	2.17	8.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.5	12.17	4.83	*	2.5	1.83	6.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	11.17	4.83	*	2.83	1.83	3.17	Sum, Parent, Teacher, Stan, DI
		3.9	06/29/2009	3.83	12.5	4.83	*	2.5	1.83	7.17	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	12.17	4.83	*	2.5	1.83	5.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/26/2009	3.83	8.83	4.83	*	2.83	1.83	6.83	Sum, Parent, Teacher, Stan, DI
		3.9	06/29/2009	3.5	12.83	4.83	*	2.17	1.83	5.17	Sum, Parent, Teacher, Stan, DI
		3.9	06/26/2009	3.83	12.5	4.83	*	2.83	1.83	6.17	Sum, Parent, Teacher, Stan, DI

This group of students possesses strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of English letter patterns and corresponding sounds. They are able to apply their knowledge of letters and sounds to help them decode tricky words within the context of a passage and understand their meaning. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying the correct meaning of words when they are presented outside the context of a passage. Practice reviewing interesting high-utility vocabulary that students may have a hard time understanding before reading the day's text selection. While students read and discuss books or passages within the context of a group, have them identify high-utility words to learn and invite them to use these words in a writing activity.

DORA Profile H

Profile	Decoding	Vocab.	Compreh.
H	Med-High	Med-High	Med-High

Class: MyClass											
First Name	**Last Name**	**Grade When Assessed**	**Last Assess.**	**HFW**	**WR**	**PH**	**PA**	**SP**	**VO**	**CO**	**Detailed Reports**
		help	help	help	help	help	help	help	help	help	help
sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	sort	
		3.9	07/06/2009	3.83	12.17	4.17	*	2.5	3.83	12.17	Sum, Parent, Teacher, Stan, DI
		3.9	06/26/2009	3.83	12.83	4.83	*	2.83	3.17	6.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/24/2009	3.83	12.83	4.83	*	2.5	3.5	12.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/26/2009	3.83	12.83	4.83	*	2.17	3.83	6.83	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	2.5	12.83	4.83	*	2.5	3.17	12.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	12.17	4.83	*	2.83	3.17	6.5	Sum, Parent, Teacher, Stan, DI
		3.9	07/08/2009	3.83	12.83	4.83	*	2.83	4.83	11.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	12.83	4.83	*	2.83	3.83	3.17	Sum, Parent, Teacher, Stan, DI
		1.9	06/30/2009	3.83	11.83	4.83	56%	2.83	3.5	7.5	Sum, Parent, Teacher, Stan, DI
		3.9	06/30/2009	3.83	12.83	4.83	*	2.83	3.83	3.5	Sum, Parent, Teacher, Stan, DI

The students in this group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text and are primed to continue reading more linguistically and conceptually challenging texts if given appropriate opportunities. Take advantage of the small group setting to encourage discussion of texts; provide opportunities for students to verbalize their individual understandings of different ideas within a particular text and defend their claims and comment on other students' ideas within the group using textual and personal evidence. As a teacher, attempt to refrain from providing evaluative feedback about the 'rightness' or 'wrongness' of a student's understanding of text. Instead, probe for more information about what makes the student come to that understanding and have others within the group offer their own points of view. In short, continue to build word identification skills by providing this group of students challenging text, and encourage critical thinking by facilitating discussion within the small group that helps build the group's understanding of a particular text.
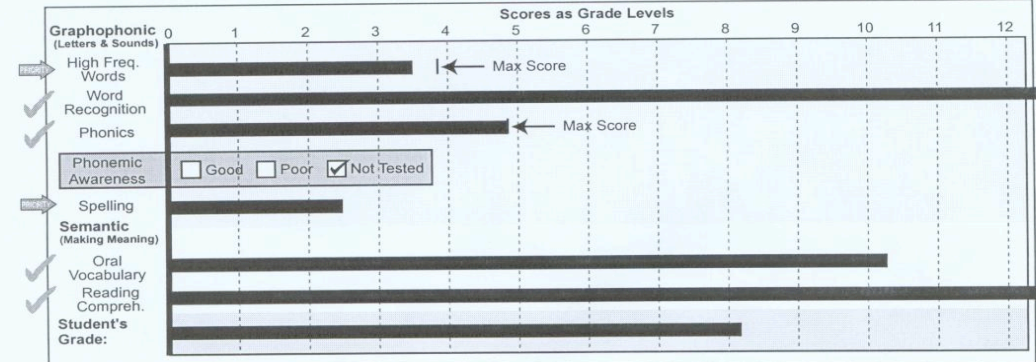
Let's Go Learn

DORA™- Summary Report
(Diagnostic Online Reading Assessment)

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

Word Recognition Subtest..Score (Range: K to High 12th): **high 12th**
Measures the learner's ability to recognize a variety of leveled lists of words.

- feliza can read words like "promissory" and "meticulous".
- feliza read "imsamina" for "insomnia" and "sway" for "suede".

Phonics (Word Analysis) Subtest..Score (Range: K to High 4th): **maximum**
Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This subtest uses both real and nonsense words.
   0 % of errors were "real-word" questions.   **0** % of errors were "non-word" questions.

Phonics Principles Mastered

☑ Some beg. letter sounds /a/, /b/, /c/...	☑ Short Vowel Sounds den, nap, fun	☑ Long Vowel Sounds kite, cake, mile	☑ Vowel Digraphs coat, team, train	☑ Diphthongs joy, cloud, aunt
☑ Most/all beg. letter sounds /a/, /b/, /c/...	☑ Consonant Blends snap, crisp, splat	☑ Consonant Digraphs chips, cloth, shed	☑ R-Controlled Vowels dark, form, pert	☑ Multi-Syllable jumping, structure, station

Spelling Subtest..Score (Range: K to High 12th): **mid 2nd**
Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.

- feliza can spell words like "technology".
- feliza spelled "bach" for "batch".

Oral Vocabulary (Word Meaning) Subtest ....Score (Range: K to High 12th): **low 10th**
Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.

- feliza was able to identify the meaning of words like "dromedary" and "lethargy".
- feliza had trouble distinguishing the meaning of words like "feline" and "centaur".

Reading Comprehension (Silent Reading) Subtest..Score (Range: K to High 12th): **high 12th**
Evaluates the learner's ability to answer factual and inferential questions about a silently read story.
   40 % of errors were "factual" questions.   **60** % of errors were "inferential" questions.

Reading Level Score Estimated Equivalencies
DRA1*: max 44   **Reading Recovery:** Above max of**Fountas & Pinell (GR):** Above max of '**Lexile:** 1250
DRA2*: max 44   * DRA1 is based on a straight reading text level conversion. DRA2 uses sight word mastery and reading text level to compute a conversion.

Scores as Grade Levels

Graphophonic (Letters & Sounds): High Freq. Words — Max Score; Word Recognition; Phonics — Max Score

Phonemic Awareness: ☐ Good ☐ Poor ☑ Not Tested

Spelling

Semantic (Making Meaning): Oral Vocabulary; Reading Compreh.

Student's Grade:

KURZWEIL 3000

- Provides access to current class curriculum, supplementary materials & internet resources

- Enables students to improve reading, writing, and study skills at their own pace

- Empowers students to be in control and gain independence.

Source: "Kurzweil 3000: What's It All About" presented by Adrienne Breen, adrienne@kurzweiledu.com

KURZWEIL 3000
What is it?

- Integrated software that provides auditory and visual access to print material; tools for reading, writing, and study skills
- Allows users to become aware of individual sounds and syllable in words and learn the relationship between letters, sounds and words.
- Provides multi-sensory auditory and visual reinforcement
- Enables repetition and minimizes embarrassment
- Promotes fluency by providing clear natural speech models
- Allows for adjustable reading speeds
- Vocabulary development can be encouraged through the use of highlighting & extracting vocabulary before, during and after reading
- Provides reference tools like dictionaries, thesaurus, synonyms, etc.
- Has vocabulary lists such as Homophones and "Confusables"
- Allows for creation of custom vocabulary lists
- Highlighting and extractions tools can be used to identify main ideas and supporting details and then can create graphic organizers

http://www.kurzweiledu.com/flash.aspx

kurzweil 3000

File   Edit   View   Favorites   Tools   Help

Favorites   Suggested Sites   Quick Search.exe   Toggle Images.exe   Web Slice Gallery

Kurzweil Educational Systems

Page   Safety   Tools

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Implementation Services
> Workshop Schedule
> Webinars
> Workshop Themes

Conferences

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What's New

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Online Flash Demonstrations of Kurzweil

Macintosh: http://kurzweiledu.com/k3000macdemo/

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Internet   100%

start   Microsoft PowerPoint ...   Kurzweil Educational ...   2:19 PM
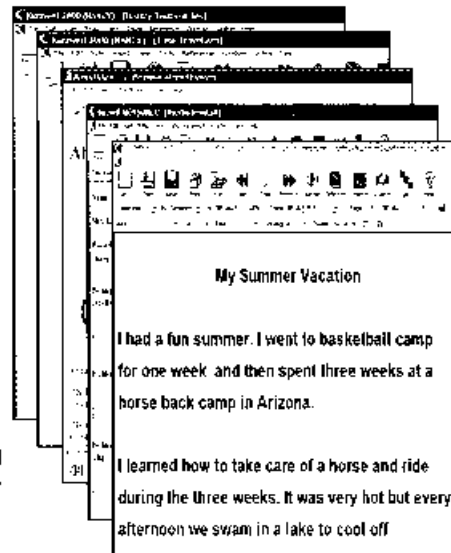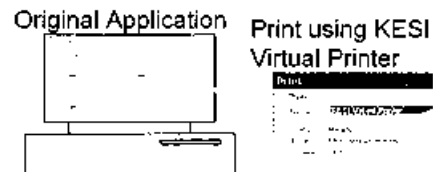
Ideas for instructional applications

Ways To Get Curriculum into Kurzweil 3000 To Read and Learn

1. SCAN print materials
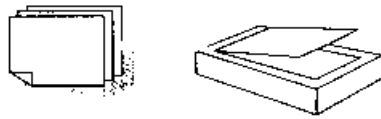
2. Virtual Print of e-files

Original Application Print using KESI Virtual Printer

My Summer Vacation

I had a fun summer. I went to basketball camp for one week and then spent three weeks at a horse back camp in Arizona.

I learned how to take care of a horse and ride during the three weeks. It was very hot but every afternoon we swam in a lake to cool off
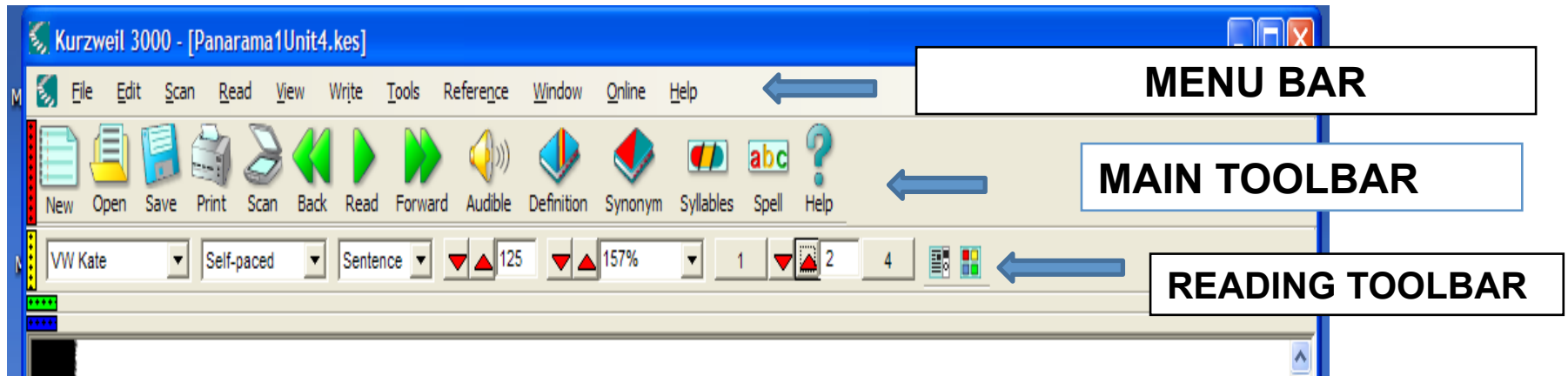
3. Read Web content using Read the Web

4. OPEN an existing text, RTF, PDF and KES file

5. Type in NEW content in the Kurzweil 3000 document area

KURZWEIL 3000 TOOLBAR

MENU BAR

MAIN TOOLBAR

READING TOOLBAR

DOCUMENT AREA
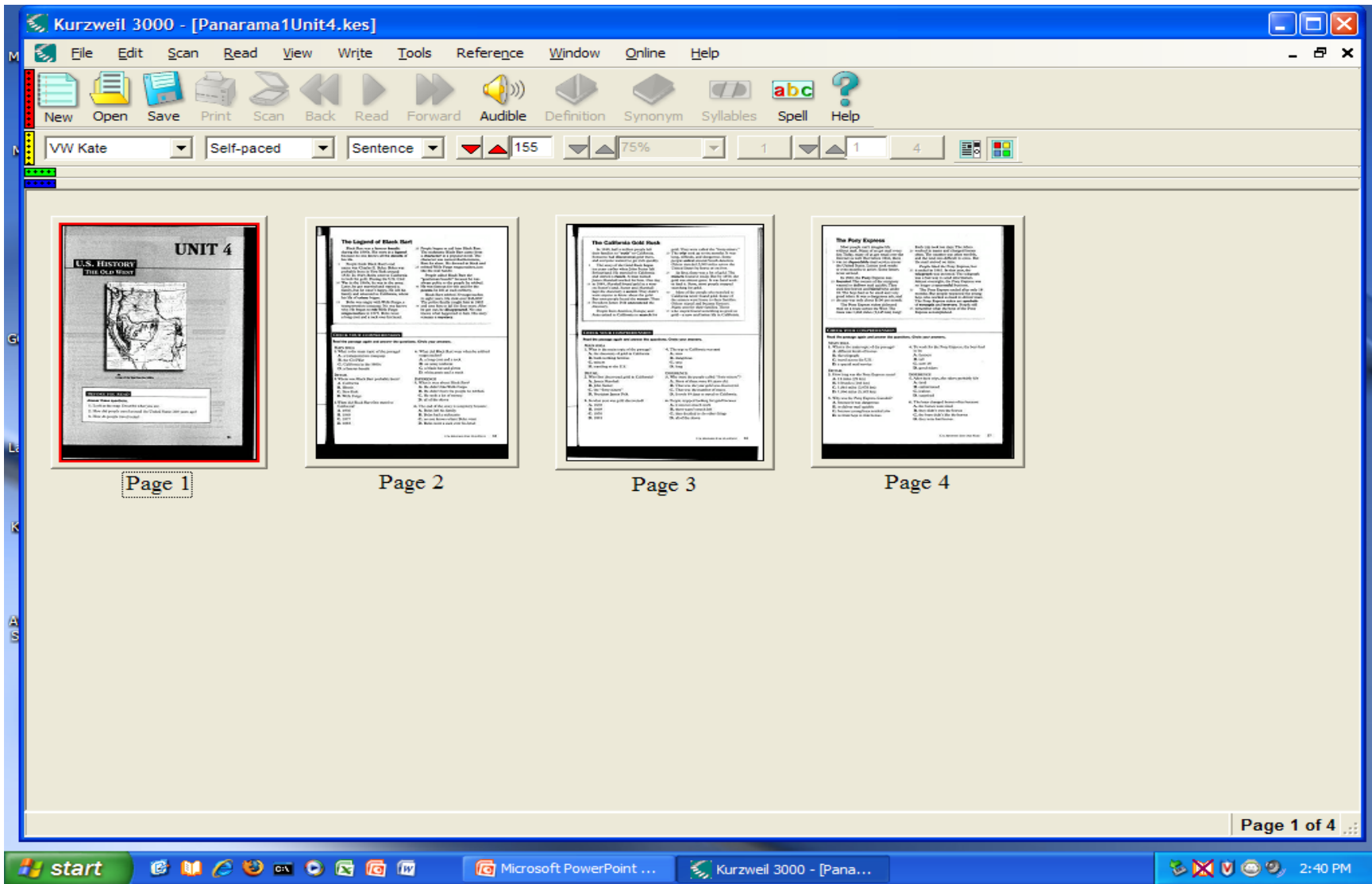
Scanned text from ESL 136 course

The Legend of Black Bart

Black Bart was a famous **bandit** during the 1800s. His story is a **legend** because no one knows all the **details** of his life.

5 People think Black Bart's real name was Charles E. Boles. Boles was probably born in New York around 1830. In 1849, Boles went to California to look for gold. During the U.S. Civil War in the 1860s, he was in the army. Later, he got married and started a family, but he wasn't happy. He left his family and returned to California, where his life of **crime** began.

15 Boles was angry with Wells Fargo, a transportation company. No one knows why. He began to **rob** Wells Fargo **stagecoaches** in 1875. Boles wore a long coat and a sack over his head.

20 People began to call him Black Bart. The nickname Black Bart came from a **character** in a popular novel. The character was named Bartholomew, Bart for short. He dressed in black and 25 robbed Wells Fargo stagecoaches, just like the real bandit.

People called Black Bart the "gentleman bandit" because he was always polite to the people he robbed. 30 He was famous for this and for the **poems** he left at each robbery.

Black Bart robbed 30 stagecoaches in eight years. He stole over $48,000! The police finally caught him in 1883 35 and sent him to jail for four years. After he got out, he **disappeared**. No one knows what happened to him. His story remains a **mystery**.
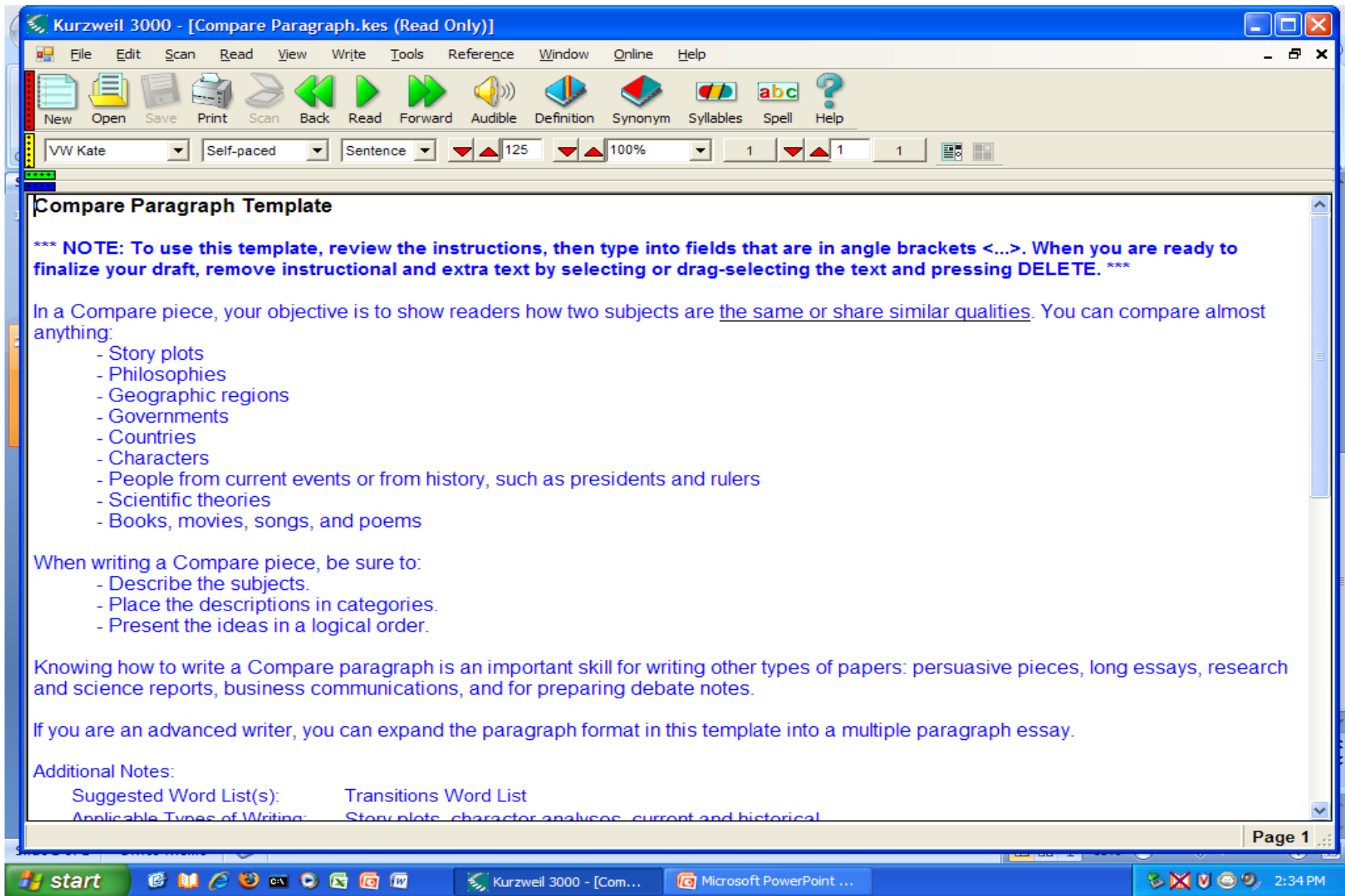
File   Edit   Scan   Read   View   Write   Tools   Reference   Window   Online   Help

New   Open   Save   Print   Scan   Back   Read   Forward   Audible   Definition   Synonym   Syllables   Spell   Help

VW Kate   Self-paced   Sentence   125   100%   1   1

Compare Paragraph Template

*** NOTE: To use this template, review the instructions, then type into fields that are in angle brackets <...>. When you are ready to finalize your draft, remove instructional and extra text by selecting or drag-selecting the text and pressing DELETE. ***

In a Compare piece, your objective is to show readers how two subjects are the same or share similar qualities. You can compare almost anything:
- Story plots
- Philosophies
- Geographic regions
- Governments
- Countries
- Characters
- People from current events or from history, such as presidents and rulers
- Scientific theories
- Books, movies, songs, and poems

When writing a Compare piece, be sure to:
- Describe the subjects.
- Place the descriptions in categories.
- Present the ideas in a logical order.

Knowing how to write a Compare paragraph is an important skill for writing other types of papers: persuasive pieces, long essays, research and science reports, business communications, and for preparing debate notes.

If you are an advanced writer, you can expand the paragraph format in this template into a multiple paragraph essay.

Additional Notes:
Suggested Word List(s):   Transitions Word List
Applicable Types of Writing: Story plots, character analyses, current and historical

Page 1

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STRAND: Reading Operations   **Comprehension: Identify Information**
MAIN IDEA - DIRECT

A paragraph is a group of sentences about one subject or main idea.

Example . . .
Read the following story. Underline the best answer choice that tells the main idea.
        Tom and Jim are brothers. Tom hides Jim's toys every chance he gets. Jim gets back at Tom by hiding Tom's baseball things.
    A.   brotherly teasing   B.   taking things   C.   toys for brothers
    Answer: brotherly teasing

Read each story. Underline the answer choice that best tells the main idea of the story.

1.   Tomorrow we are going on a class field trip. Our class is going to the zoo to see the animals we have been studying about in social living. We will leave at 8:30 A.M. and return after having a picnic lunch. I can't wait. It sure will be fun!

    A. a fun trip   B. a class field trip   C. studying animals

2.   Policemen help people in many ways. They arrest burglars and other people who break laws. Policemen also help stop speeding cars in hopes they will not cause accidents. They help get peace at large crowd gatherings.

    A. Policemen arrest people.   B. Policemen help people.   C. Policemen keep peace.

3.   Last summer, our family went to Florida. During each day we did something different. One day we played in the sand at the beach. The second day we went to a marine world to see the dolphins. On the third day we went shopping for gifts to bring home.