

INDIVIDUAL STUDENT DIAGNOSTIC REPORT

Student Name: Gil Rowe
Student ID: 7300011
Grade: 8

Test Form: A
Test Date: 10/2007

District: Central Schools
School: Central Middle
Teacher: Smith, Mary

Content Area Reading Levels*

Content Area	Much Below Grade Level	Below Grade Level	At Grade Level	Above Grade Level	Much Above Grade Level
Science				46/60	
Social Studies				52/60	
Mathematics			39/60		
Total Content Area Reading				137/180	

Content Area Reading Skills: Criterion Performance**

Reading Skill Area	Science			Social Studies			Mathematics			Total Across Content Areas		
	Teach	Practice	Apply	Teach	Practice	Apply	Teach	Practice	Apply	Teach	Practice	Apply
Academic Vocabulary			18/20			17/20		12/20			47/60	
CUES [†]		13/20				17/20		13/20			43/60	
Comprehension		15/20				18/20		14/20			47/60	
Skimming and Scanning ^{††}											16/20	

* Entries are the number correct out of the number possible - e.g., 24/60 = 24 correct out of 60 possible.

** Students scoring at the **Teach** level require that the reading skill be reintroduced and modeled by the teacher.
 Students scoring at the **Practice** level need focused practice with teacher coaching in this reading skill area.
 Students scoring at the **Apply** level need multiple opportunities to use the reading skill.

† CUES assesses understanding of symbols, graphics, text features, reference materials, tools, and parts of textbooks.

†† Skimming and Scanning incorporates all three content areas and provides a single score across content areas.

Please see the Action Plan on the reverse side of the report for instructional suggestions.

SSSMART Diagnostic Test

ACTION PLAN - ABOVE GRADE LEVEL

This student's total content area reading level is Above Grade Level. The student will need relatively little assistance in reading science, social studies, and mathematics textbooks, although he/she may need occasional help when concepts under study are particularly complex. The student should practice and become more cognizant of strategic reading/thinking behaviors that he/she likely already uses. Most importantly, this student should have opportunities to engage in learning beyond the textbook - enrichment activities and independent, real-world investigations that draw from course content.

Interpreting the Results

To begin to understand what underlies the student's performance at this level:

1. Check the student's scores to determine if his/her content area reading is consistently high across all subjects. It is possible that the student may be performing at a higher or lower reading level in one or two of the content areas. If so, provide assistance in the content area(s) in which the student has the lowest performance.
2. Check the student's performance on the skill subtests. It is possible that the student is particularly strong in one, two, or three skill areas, but could benefit from instruction in another, such as skimming and scanning.
3. Finally, compare the student's content area reading scores with his/her overall class performance. Does the student seem to be performing at a reasonable level? If not, it may be that the student's interest and motivation for the particular subject is hindering achievement. Specific assistance in independently applying textbook learning may help to boost the student's interest and achievement.

Providing Needed Instruction

- Grouping students for reinforcement and enrichment is an effective approach. Assign both collaborative and independent research projects, and allow students some voice in selection of topics for investigation.
- As you work with this student, you should focus on purposes for reading and the application of what is learned from the textbooks. Many able readers fail to understand that textbooks are not to be read merely to memorize facts, but are to be used to gain knowledge that is to be applied. Students who have a broader understanding of textbook reading become independent learners.
- It is likely that this student has a solid academic vocabulary. He/she will still need explicit instruction in newly-introduced terms and complex concepts. Vocabulary knowledge is essential for comprehension.
- Provide focused instruction on the structure and organization of textbooks and other reference materials which are being read for the first time, allowing the student to move beyond textbook content in order to explore and research challenging new topics.
- **For guidance in teaching content area reading/thinking strategies, comprehension, academic vocabulary, textbook "CUES," and skimming/scanning, please refer to the *SSSMART Professional Development Strategies* and *the SSSMART Instructional Activities*.**