

California State University, San Bernardino
College of Education
Watson and Associates Literacy Center
5500 University Parkway
San Bernardino, CA 92407-2393
(909) 537-2665
<http://literacy.csusb.edu>

"Literacy is the portal to knowledge, understanding the world and ourselves."

Sample Tutoring Report

Student's Name:

Date of Report:

Pre-Assessment:

Post-Assessment:

Tutor's Name:

Dates of Tutoring:

Reading Achievement:

At the end of the spring session, David's reading achievement was measured by administration of the Accelerated Reader Literacy Assessment. Although the results of this measure indicated that he should be instructed at the third grade reading level, we do not feel that this accurately reflects his ability based on the level of work he was doing in the center this quarter. Informal evaluation by his tutor suggests that David be instructed at the fourth grade level while receiving help in specific areas as noted below.

Literacy Skills Development:

Listening:

Speaking:

Reading: Several different strategies were used this session to further foster David's comprehension skills. The first was LEA. This technique uses the student's own language to help him/her to begin reading. This strategy was used because David was originally diagnosed to be reading at the Primer level. However, after an initial attempt to do the LEA story with David, the tutor realized that this approach is not appropriate for

him. David had too much ease and was not challenged by the activity. Another method that was utilized was the DRTA. This activity requires the student to make predictions about the story. The student then has to read and identify information that may prove or disprove his/her predictions. David was quite good at making rational predictions was able to locate the evidence to support or reject his predictions. The reading material that was used for this activity was a level 2 book and the book may have been too easy for him. The tutor also used partner-reading with the David. Here the tutor and David took turns reading pages from the book. During the reading, the tutor asked David different types of comprehension to help him focus on what is being read. David seemed to enjoy this activity most. He seems to enjoy the interaction between the tutor and himself. With this method, he does not need to read the whole chapter by himself. The reading is cut down to something he is able to manage. Additionally, this technique helped David with his listening comprehension.

Skills with Words: David was asked to choose words from the reading materials that were difficult for them **him**. For example, he may choose a word because he did **not** know how to pronounce it or if he did not know the meaning of the word. He then had to write the words on index cards and share the list with the tutor. Then, he and the tutor would discuss ways to attack these problem words. For example, for a word he may be having difficulty pronouncing, he may sound it out, break it into pronounceable parts, etc. For a word in which he may not be familiar with the meaning, David may use context clues or the dictionary. David did not seem to enjoy this activity. Of all of the books we have read, he only chose one word that he had trouble with, this was only through some

questioning on the tutor's part. He seems to not want to give the impression that he does not know how to pronounce a word or does not know the meaning of the word.

Writing: David developed a writing piece that included the five steps of the writing process. He was given the opportunity to decide on the topic he wanted to write about. Mini-lessons were used to teach the different steps in the writing process. Much of the time was spent on the revision stage. David basically knew how to write a paper but his piece was lacking detail and excitement. To help him to make his introduction more interesting, the tutor read two separate sports articles and the beginning of another story. The tutor used a visualization activity to help David with the content of his paper. David also spent some time on the Internet looking for information to add to his writing piece. Unfortunately, there was not enough time to finish the piece – David still has to work on the editing stage. David also kept an interactive journal in which he answered prompts provided by the tutor. The prompts mainly asked David to discuss what he had learned during the day or what more he would like to learn.

The instructional activities that seemed most successful this quarter include partner-reading and the visualization activity for the writing piece. It was also very helpful that many of the reading materials were about baseball. David enjoys reading books related to baseball and other sports.

Recommendations:

Listening:

Speaking:

Reading: David's reading comprehension is inferior to his word recognition skills. David would benefit from further instruction in all areas of reading

comprehension, particularly in the areas of inferences and vocabulary. A strategy that David would greatly benefit from is ReQuest. The ReQuest method is very useful in helping students increase their comprehension of subject area materials. This method would also get him to become more focused on his reading.

DRTA may also be another technique that could be used, however it is important to find a book that is at the appropriate reading level. A level 2 book may not be challenging enough for him. Another strategy that may be used is SQ3R. This approach consists of five steps - survey, question, read, recite, and review. Students use this strategy to help them remember information in content-area texts.

David would also benefit from reading independently to increase his reading comprehension and his reading fluency. David does not spend a lot of time reading for pleasure and should be encouraged to do so, particularly during clinic hours, since he cannot seem to find the time to do so at home. It is recommended that David spend 15-20 minutes per day reading independently at home or in clinic.

Skills with Words:

Writing: David's writing has improved a lot through the use of the writing process over the fall quarter. However, he would benefit greatly from continued instruction, particularly in the revision stage. A useful tool may be the Think Sheets. First, the student would use the Plan Think Sheet, to help him/her think about who is the audience, what is the goal, and what will the reader need to know to understand what the writer is trying to say. Following this, the student may want to use an Organize Think Sheet to help him/her organize all the ideas. Once these two sheets are completed the student will go on to write his/her rough draft. Finally, the student will complete the

Self-Editing Think Sheet and the Revision Think Sheet before publishing the final product. The Think Sheets may be very helpful for David, because each step is broken down into manageable pieces.

Additional Comments:

It was a pleasure to work with David. He is very open to learning new things and wants to improve on his reading skills. David is very shy and quiet and may benefit from working with another student in the clinic situation. He has a lot of potential to learn and to reach his goals if he were more motivated. With the support of the reading clinic, his school, and home, David will reach his fullest potential.

Tutor's signature

Date