

Report of Educational Assessment

Molleigh Rinke

PART A: Student Information

Student: EL

Birth Date: 04/03/2018

Age: 7

ID#: 14760

Parent: Allison Sokolowski, Jacob Francis

Address: 7226 Vassar Road, 908 Oak, Burton Michigan

Phone: 810-250-3296, 586-612-7979

Primary Language: English

Grade: 1st grade

Test Dates: 9/25/25

Referral Source: Gina Pike

Examiner: Molleigh Rinke

PART B: File Review

REASON FOR REFERRAL

EL, Age 7, male, currently enrolled in 1st grade was referred for educational assessment by Ms. Rinke, Student Teacher, on 9/25/2025

EL is described as a sweet boy with an amazing imagination. He is highly social, maintaining a supportive network of friends in the classroom, and demonstrates a solid understanding of classroom routines. Academically, he has mastered foundational skills, including identifying all his letters and knowing the letter sounds, and has recently started to increase his engagement with classroom materials.

A specific and persistent area of academic concern relates to his reading achievement, particularly in the domain of Oral Reading Fluency (ORF) and decoding connected text. EL exhibits difficulty in applying his phonics knowledge consistently to read at a rate appropriate for his grade level. This difficulty is compounded by attention and self-regulation challenges that frequently interfere with the sustained, independent practice necessary for reading skills to become automatic.

EL was referred in 2024 during his kindergarten year and received Special Education services for emotional regulation. He has been receiving in the general education classroom a Tier 2 reading intervention since the beginning of the current school year due to low benchmark scores.

EL. is referred for a comprehensive evaluation to determine eligibility for special education services under the criteria of Specific Learning Disability (SLD) in Reading Fluency and/or Basic Reading Skills, due to persistent, significant difficulty in developing age and grade-appropriate reading fluency and decoding skills that are not responsive to evidence-based intervention implemented in the general education environment.

SIGNIFICANT BACKGROUND INFORMATION

The information found in the following sections was obtained through a review of EL's CA60 file, interviews with EL's, Mother Allison, and conversations with student teacher and Special Education resource Teacher.

Home and Family

His parents are separated but maintain an amicable co-parenting relationship, and EL spends every other weekend with his father. Allison reports that household routines are generally consistent, though managing EL's transitions between home and school, and between activities, often leads to friction and emotional outbursts. Allison notes that while he has difficulty regulating emotions, his home environment is supportive, and his parents are actively seeking strategies to assist him.

EL shows significant strengths in creativity and visual arts, spending time drawing elaborate fantasy characters from his favorite movies. His cognitive preferences lean toward hands-on, problem-solving tasks, particularly those involving building and construction. He responds best to clear, predictable expectations and positive reinforcement tailored to his interests.

Allison, EL's mom, sees similar behaviors at home that we see in school. Allison is trying to figure out what is causing EL's behaviors and trying to work on his outbursts. His mom is concerned about his behavior at school. Allison states that he can be so sweet and loving.

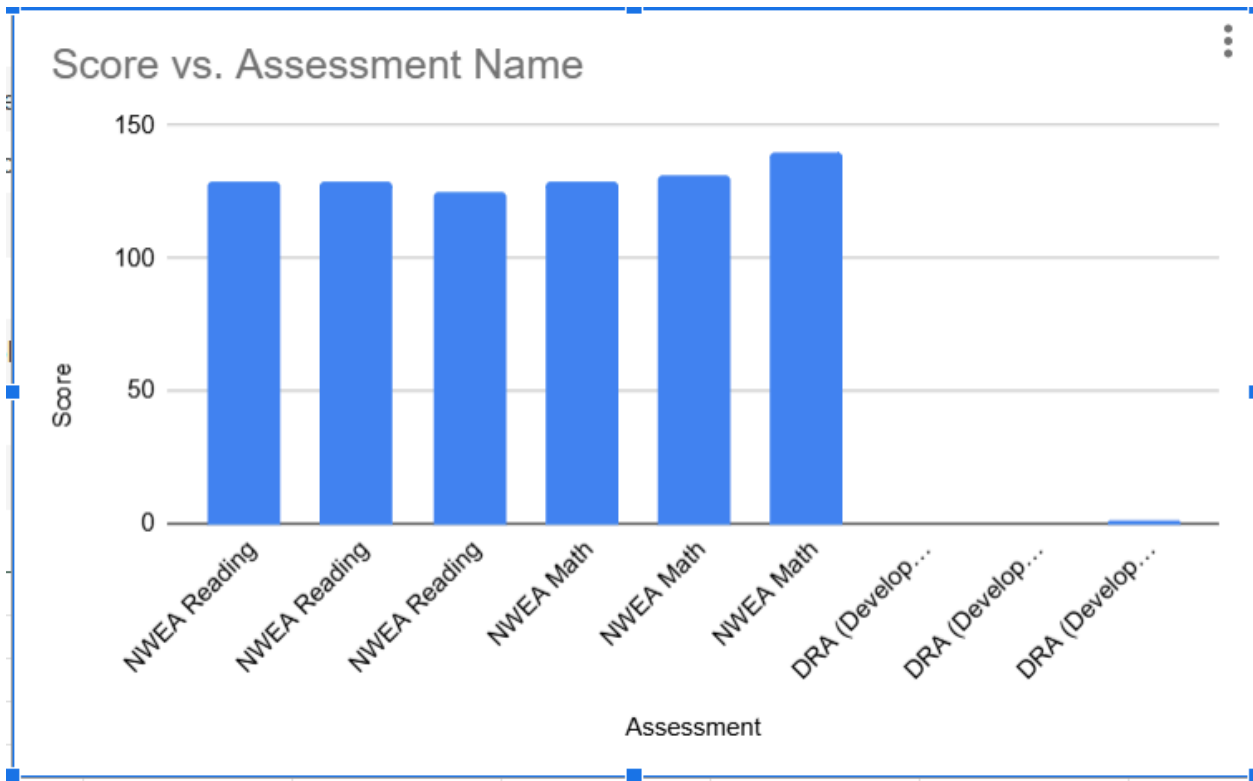
Medical and Developmental History

Elijah was born full-term following a typical pregnancy. Developmental milestones were generally met within expected ranges, with the exception of expressive language, which presented a notable delay. He received early intervention speech and language services from ages 3 to 5.

Educational History

Elijah is currently in 1st grade. He attended Kindergarten at the same elementary school. His educational history is marked by increasing academic and behavioral concerns, particularly related to self-regulation and task engagement.

Assessment Name	Date/Grade Administered	#	Score	Interpretation
NWEA Reading	Fall 2024		129	Initial benchmark score.
NWEA Reading	Winter 2025		129	No growth observed between Fall and Winter adm
NWEA Reading	Spring 2025		125	Slight decrease in performance by the end of the
NWEA Math	Fall 2024		129	Initial benchmark score.
NWEA Math	Winter 2025		131	Slight growth observed.
NWEA Math	Spring 2025		140	Significant growth observed over the school year,
DRA (Developmental Reading Assessment)	Fall 2024		0	Beginning reading level.
DRA (Developmental Reading Assessment)	Winter 2025		0	Remained at the beginning reading level.
DRA (Developmental Reading Assessment)	Spring 2025		1	Slight progress, moving to a Level 1 text.



Current Academic Information

Reading: He is currently reading at a mid-Kindergarten instructional level.

Evidence: A recent classroom-based running record (October 2025) showed an independent reading level of Level C (mid-K), where typical 1st graders are expected to be at Level G or

higher. He primarily struggles with decoding CVC words and requires frequent prompting for basic sight words.

Mathematics: His performance is near grade level in manipulative skills but his ability to complete multi-step word problems is affected by inattention and impulsivity.

Evidence: His most recent unit test (addition/subtraction to 10) score was 40%. He can accurately complete most problems when structured.

Behavioral/Attention: His file is replete with teacher anecdotal notes regarding difficulty staying seated, frequent off-task comments, and emotional outbursts when transitioning or when tasks are perceived as difficult or frustrating. These behaviors directly interfere with his ability to access instruction.

Evidence: Teacher observation logs indicate that he is off-task an average of 60% of independent work time. Outbursts (hitting, throwing materials) occur approximately 2-3 times per day, requiring a significant interruption to instruction.

PART C: Classroom Observations

Observation 1 - Narrative

ABC Data

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
Teacher asked EL to join the class at his desk	EL does not Respond to the Teacher and rolls body on the carpet.	Teacher starts Lesson without ELs engagement in lesson.
The teacher repeats expectations to EL and repeats directions.	EL does not respond to directions and continues to roll on the carpet.	The teacher calls for extra support from the special Ed Department.

The special education teacher gives EL 2 choices on how to proceed.	EL chooses to take a walk and stands up and goes with the special education teacher.	Student is no longer in the classroom
---	--	---------------------------------------

EL was observed on 9/25/24 at 10:30-10:45am in the general education classroom, engaging in rolling on the carpet during instruction. The student is not sitting in the lesson and missing instruction. EL rolls on carpet during time of instruction. While EL is engaging in this behavior, peers are sitting at their desks looking at the board.

Observation 1 - Formal

Boss Data collection

BEHAVIOR OBSERVATION

EL	Academic Subject:		Math
Date:	8/30/2025	Setting:	General Education Classroom
Redirections:	The teacher asks student to engage/ follow directions		
Questions Asl	What were the directions I just asked?		
Volunteered to Re:	"No"		

On-Task Behaviors
 Off-Task - Motor
 Off-Task - Verbal
 Off-Task - Passive
[Link to Download the Coding Definitions](#)

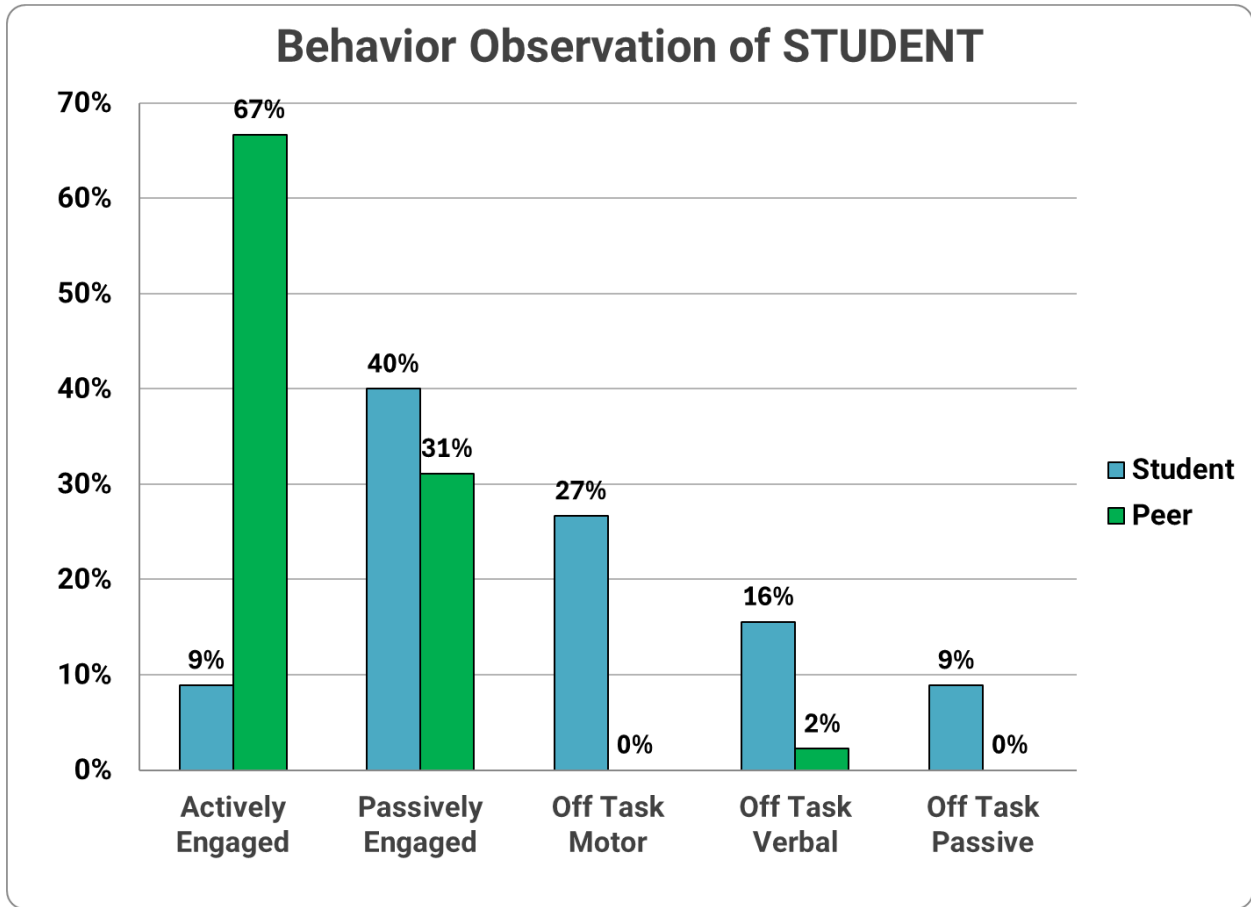
Moment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
S AET	1	1					1									3
S PET		0			1			1				1	1	1	1	6
S OFT-M	0	1	1													2
S OFT-Y	0								1	1	1					3
S OFT-P	0					1										1
P AET	1	1	1	1	1	1	1	1	1			1	1	1		12
P PET		0								1					1	2
P OFT-M	0															0
P OFT-Y	0									1						1
P OFT-P	0															0

	Student	Peer
Actively Engag	9%	67%
Passively Engag	40%	31%
Off Task Moto	27%	0%
Off Task Verba	16%	2%
Off Task Passi	9%	0%

Moment	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
S AET				1												1
S PET	1	1	1		1								1	1	1	7
S OFT-M																0
S OFT-Y						1	1	1	1							4
S OFT-P										1	1	1				3
P AET	1	1	1	1			1	1	1			1				8
P PET					1	1				1	1		1	1	1	7
P OFT-M																0
P OFT-Y																0
P OFT-P																0

Moment	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Total
S AET																0
S PET									1	1	1	1	1			5
S OFT-M	1	1	1	1	1	1	1	1						1	1	10
S OFT-Y																0
S OFT-P																0
P AET	1	1					1	1	1	1	1	1	1		1	10
P PET			1	1	1	1								1		5
P OFT-M																0
P OFT-Y																0
P OFT-P																0

THE SCHOOL PSYCH



EL was observed on 9/30/25 at 2pm in the general education classroom. EL started the assignment before instruction was given. EL wrote on his paper and drew a picture after the paper was handed to him. While EL was engaging in this behavior, peers were waiting for instruction and following directions from the teacher.

Summary

In summary, EL exhibits behaviors that are affecting learning in the general education setting, as they consistently result in him missing instruction and disregarding expected classroom norms. The need for an evaluation is supported by these observations, as they show a pattern of behavior that directly impacts his ability to participate and benefit from the general education curriculum.

PART D: Core Phonics Survey

CORE Phonics Survey- 10/1/25

The Core Phonics Survey is an individually administered assessment designed to pinpoint a student's level of mastery of specific phonics and decoding skills. This assessment tests on Letter names(Uppercase/Lowercase) Consonant Sounds, Vowel sounds, Short vowels in CVC words, Consonant blends with short vowels, Short vowels, digraphs, and -tch trigraph, R-controlled vowels, Long vowel spellings, Variant vowels, Low-frequency vowel and consonant spellings, and Multisyllabic words.

Part	Skill	Score	Benchmark, Strategic, Intensive
Part A	Letter names - uppercase	26/26	Benchmark
Part B	Letter names - lowercase	26/26	Benchmark
Part C	Consonant sounds	12/21	Strategic
Part D	Vowel sounds	1/5 long vowel sounds 3/5 short vowel sounds	Strategic
Part E	Short vowels in CVC words	0/15	Intensive Stopped
Part F	Consonant blends with short vowels	/15	

Part G	Short vowels, digraphs, and -tch trigraph	/15	
Part H	R-controlled vowels	/15	
Part I	Long vowel spellings	/15	
Part J	Variant vowels	/15	
Part K	Low-frequency vowel and consonant spellings	/15	
Part L	Multisyllabic words	/24	

Table 1. *Core Phonics Survey Diagnostic Assessment Results Fall 2025*

Summary

EL identified all letter names for both upper and lowercase letters and is continuing to practice letter sounds for consonants and vowels.

PART E: DIBELS 8

DIBELS 8 establishes benchmark goals to identify students who are on track, who are at some risk, and who are at high risk for future reading difficulties. DIBELS 8 is also used as a tool to monitor the progress of students receiving targeted intervention(Tier 1,2 or 3).

Benchmark 1 (1st Grade) DIBELS assessment

Benchmark	Date	Letter Name Fluency (LNF)	Letter Sound Fluency	Phoneme Segmentation Fluency (PSF)	Nonsense Word Fluency (NWF)		Word Reading Fluency (WRF)	Oral Reading Fluency (ORF)
					Correct Letter Sounds (CLS)	Word Read Correct (WRC)		
Fall	9/24/25	33	NA	20	21	5	17	18
Winter								
Spring								

Table 2. *DIBELS 8 Benchmark Assessment Results Fall 2025*

Summary

EL can identify letter names and can identify key sight words in the passage, and will continue to work on segmenting and fluency.

PART F: CBM

Curriculum-Based Measurement (CBM) is a standardized set of procedures used to monitor student progress in basic academic skills, such as reading, math, and writing. CBM is characterized by short, frequent, and repeatable probes that assess performance directly on the instructional curriculum. This is used to measure a student's responsiveness to instruction over time and determine if the current teaching methods or intervention are effective. The target skill for EL, a first-grade student struggling with foundational reading and fluency, is Oral Reading Fluency (ORF). ORF is a strong predictor of overall reading comprehension. This skill measures the speed and accuracy with which a student can read connected text, which is essential for developing automaticity and freeing up cognitive resources for understanding the text's meaning. EL is currently receiving core reading instruction in his first-grade general education classroom for 90 minutes daily. This instruction is primarily phonics-based, supplemented by whole-group reading of leveled readers. He is also receiving a Tier 2 intervention for 15 minutes, 4 times per week. This intervention focuses on phonological awareness, sight word recognition and repeated reading.

DIBELS Next Oral Reading Fluency (ORF)

University of Oregon, Dynamic Measurement Group

The number of words read correctly per minute (WRC/Min) from a grade-level passage. It reflects the student's ability to quickly and accurately decode and process connected text. The student is given a standardized 1st-grade reading passage and instructed to "Read the passage out loud. Try to read as many words as you can. If you get stuck, I will tell you the word." The student reads for exactly one minute. The administrator tracks the student's reading on a separate copy, marking errors (substitutions, omissions, hesitations for 3 seconds) and noting the last word read at the one-minute mark. Scoring: The total number of words read minus the total number of errors equals the final score: Words Read Correctly. The level is determined by the student's grade placement to ensure the progress monitoring measures the growth across the curriculum, CBM probes should typically be administered at the student's current grade level, even if the student is reading below that level.

EL was administered three different, grade-level DIBELS Next ORF probes on October 21, 2025, to establish a stable baseline. The median score of the three baseline probes was used to establish the starting point. (Probe 1 Score: 18 WRC, Probe 2 Score: 19 WRC, Probe 3 Score: 18

WRC) Baseline Score: The median of the three scores is 18 Words Read Correctly (WRC).EL's current baseline score of 18 WRC places him in the "Intensive Need/Below 10th Percentile" performance descriptor range for mid-first grade norms.

Error Analysis:

Omissions (35% of errors): He frequently skips small, high-frequency words in an effort to read faster. Decoding Errors on Vowel Sounds (50% of errors): He reads the short vowel sounds (hop or min), but struggles with demonstrating the application of silent 'e' rules or long vowel patterns. Self-Correction with Effort (15% of errors): He often self-corrects after about 2 seconds, showing that he has some decoding strategies but they are not automatic.

Weeks	BL CWPM		Tx CWPM
BL1	18	19	18
1			18
2			22
3			23
4			20
5			23
6			26

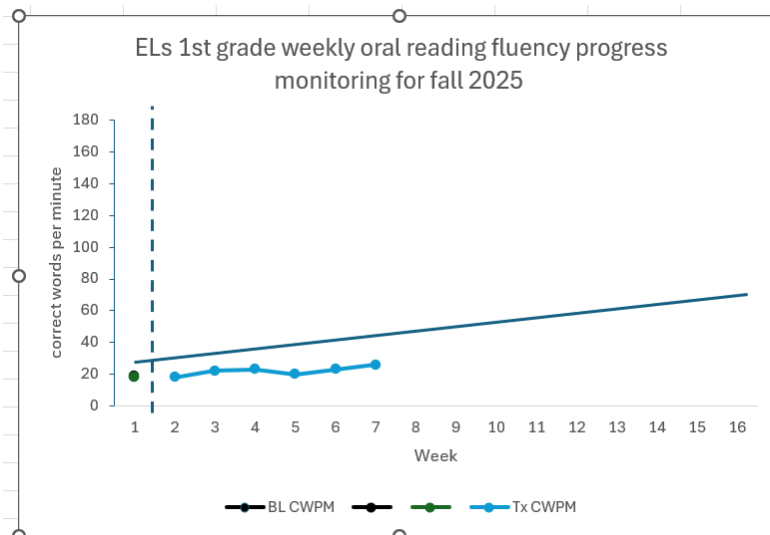


Figure 1. DIBELS ORF Assessment Results Fall 2025

Interpretation

EL's starting reading ability, something that should be worked on daily with explicit teaching of each word. His baseline score for Oral Reading Fluency (ORF) is only 18 correct words per minute (WRC), which puts him in the lowest performance group for a mid-first grader, meaning he has an intensive need for help. This low score shows that he hasn't yet learned to read words smoothly or recognize sight words automatically. Because he has to spend so much mental energy just trying to sound out each word, he has very little energy left over to actually understand what he's reading as well. There is a small amount of progress over the course of the past few weeks, so the intervention is having a positive effect but it is important that it continues throughout the rest of the year.

PART H: CUBED

The Dynamic Decoding Measures section of the CUBED assessment checks a student's fundamental word-reading skills. It's used to figure out exactly what the student knows and what they need to be taught next. The DMM is broken down into four parts: The Decoding Inventory looks at the student's ability to read different types of word parts and common prefixes and suffixes. Next, Orthographic Mapping measures how quickly a student can recognize and recall written words by sight, which is important for fluent reading. It tests things like letter sounds and quickly recognizing irregular words. The Phonemic Awareness subtest checks for basic auditory skills, like being able to break a word into individual sounds (segmentation) or blend sounds back together to form a word (blending). Finally, Phoneme Manipulation assesses more advanced sound skills, requiring the student to take a word and delete, add, or substitute a sound. Together, these subtests help pinpoint a student's specific strengths and weaknesses in the skills needed to decode words.

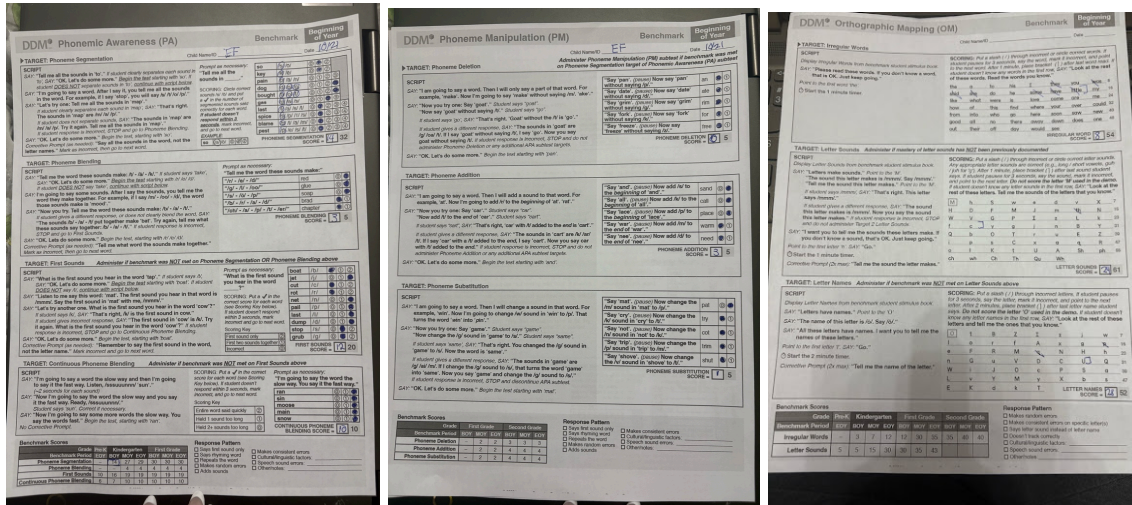


Figure 2. Core Phonics Survey Assessment Results Fall 2025

Letter names - uppercase	26/26	Benchmark
Letter names - lowercase	26/26	Benchmark
Consonant sounds	12/21	Strategic
Vowel sounds	1/5 long vowel sounds 3/5 short vowel sounds	Strategic
Short vowels in CVC words	0/15	Intensive Stopped

Summary

Based on EF's beginning-of-year assessments, he is performing at grade level for foundational phonics skills. He has met the First Grade benchmark expectations for both letter names and letter sounds, which are crucial for reading. However, EF's instructional focus remains on the more advanced phonological tasks of phoneme deletion and substitution. The continued work in these areas will strengthen his ability to manipulate individual sounds within spoken words, a skill which is both advanced decoding and spelling.

PART I: IEP and Six-Week Plan

The assessments confirm that EL has a complex set of challenges that significantly effect his progress in first grade. Academically, his primary struggle is a complete breakdown in reading fluency and basic decoding. His Oral Reading Fluency (ORF) CBM score of 18 WRC/Min is critically low (below the 10th percentile) shows an intensive need for intervention. This slow reading rate with his Current Academic running record showing he reads at a mid-Kindergarten instructional level (Level C), proves he is severely behind. The reasons for this lack of fluency are diagnostic are the ORF Error Analysis shows a knowledge gap (50% errors on complex long vowels) and a lack of automaticity (35% omissions of sight words), while the CORE Phonics Survey reveals he scores 0/15 on Short Vowels in CVC words, despite knowing the individual letter sounds. This CVC unmastery is a fundamental breakdown in the ability to blend sounds.

PLAAF

EL is a great kid who is motivated and participates well in class. He already has a good start with reading, as he understands the basic sounds in words and has successfully learned all the short vowel sounds. When he reads, he shows intelligence by trying to figure out words and often catching and fixing his own mistakes.

However, EL is behind in reading for a first grader. His main problem is that he can't read smoothly or fast enough. While he knows simple vowel sounds, he struggles with the harder rules, like the silent 'e' rule that changes cap to cape. This single issue causes half of his reading errors. On top of that, he doesn't instantly recognize common words, leading him to skip them often. All of these problems mean he can only read about 18 correct words per minute.

Because EL has to use so much mental energy just to figure out each word, he struggles and is unable to keep up with the class reading and understanding what the stories or lessons are about and to help him catch up, he needs intense focused help on three things. Targeted Phonics Practice to teach him those tricky long vowel rules, Sight Word Practice to make common words instant knowledge, and Fluency Practice to boost his reading speed.

GOALS AND OBJECTIVES

Read Fluency

CCSS.ELA-LITERACY.RF.1.4.B: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Annual Goal and Objectives:

By May 20, 2026, when given a grade-level first-grade reading passage, EL will read correctly at a rate of at least 40 Words Read Correctly per Minute (WRC/Min) over three consecutive weekly probes, as measured by DIBELS Next Oral Reading Fluency (ORF) CBM procedures.

- By May 20, 2026, when given a teacher-designed measure of previously taught long vowel patterns and sight words, EL will orally decode the words in isolation with 90% accuracy over three consecutive trials, as measured by weekly teacher records.
- By May 20, 2026, when provided with a list of high-frequency phrases (3-4 words) containing target long vowel words and sight words, EL will read the phrases fluently at a rate of 40 correct words per minute (WRC/Min) with no more than two errors per minute, as measured by bi-weekly fluency probes.
- By May 20, 2026, when given a first-grade instructional reading passage, EL will read the connected text at a rate of at least 30 Words Read Correctly per

Minute (WRC/Min) over three consecutive weekly probes, as measured by DIBELS Next ORF CBM procedures.

- By May 20, 2026, when reading a first-grade instructional passage, EL will be able to read and orally decode words containing previously taught long vowel patterns and high-frequency words in context with 90% accuracy over three consecutive trials, as measured by weekly teacher-designed error analysis during DIBELS Next ORF CBM administration.

LEARNING DISABILITY IDENTIFICATION

Based off the assessments given, I believe EL will need further testing to fully identify his learning disability. The student meets response to intervention (Tier 2) and is below grade level for first grade reading and writing proven in both DIBELS core phonics and word your way assessments. Tier 2 intervention is making an impact on his progress, but it is significantly slower than his peers. There is no background history in the families with learning disorders as well. This leads me to believe that there is something more going on intellectually and would need further testing using MARSE data.

Six-Week Plan

We'll be working with him for 30 minutes every day, four to five times a week. The whole program is based on Explicit Instruction, which means we teach him one clear skill at a time, practice it until he masters it, and then build the next skill on top of it. We will use the method, called "I Do, We Do, You Do,".

Week 1-3

For the first three weeks, the entire focus is on accuracy and basic mastery, fixing the problem where he scored low on CVC words. We will start with the easiest short vowel words (cat, hop, run) and use a small group of 15 common sight words (like the or is). We'll use activities like Phoneme-Grapheme Mapping with letter boards to visually help him connect sounds to letters. We will end this phase by checking if he's mastered these basic words before moving on.

Week 4-6

Once he's accurate, we switch to building fluency. We will introduce the Silent 'e' rule that he struggles with, teaching it clearly by showing how it changes a word like tap to tape. We then immediately put all the mastered CVC words, the new Silent 'e' words, and the sight words into short, simple phrases. We will use Timed Phrase Drills to practice reading these phrases faster and faster, charting his progress toward the goal of reading 40 correct words per minute in a phrase. The goal is that by the end of this period, he won't have to sound out every word, which will allow him to finally focus on understanding what he reads.

Checking for Progress

Our plan to check EL's progress over the six weeks has two main goals: making sure he learns the new skills (accuracy) and making sure he reads faster (fluency). We'll keep a close eye on both. Every day, we'll do quick checks (Daily HFW Drills) to see if he instantly recognizes his sight words. We will give him bigger tests weekly: the main DIBELS ORF test (to track his big Annual Goal) and a detailed Error Analysis (to see if he's making fewer mistakes on long vowels and sight words). Midway through (Week 3), we'll check his mastery of the simple words with a CORE Phonics test, and in Weeks 4 and 6, we'll time him reading short phrases (Timed Phrase Fluency Probes) to see if he's hitting the 40 WRC/Min speed goal for that skill. At the end of the six weeks, we will look at his Rate of Improvement (ROI) on the weekly ORF tests. If his score is jumping up quickly, we know the plan is working and we can keep going. If the scores are flat, we immediately stop and change the lessons or increase the time to make the help more intense.

Molleigh Rinke

12/1/2025

Signature of Examiner

Date

Molleigh Rinke

12/1/2025

Name of Examiner

Date