

MLPP (Michigan Literacy Progress Profile) Assessment Report

Marilyn Schmid

RDG 503: Reading/Language Arts in Elementary/Middle School II

Professor Virginia Daniels

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On January 22 and January 29, 2013, Susan Little underwent a series of MLPP (Michigan Literacy Progress Profile) assessments. Susan is four-years old and attends a Montessori pre-school five days a week.

Letter/Sound Identification

Susan scored 24 out of 26 on identifying the names of upper case letters. Susan scored 20 out of 28 on identifying the names of lower case letters. Susan scored 10 out of 26 on identifying letter sounds.

Susan could identify all upper case letters except for *P* and *Q*. Susan struggled a little more in naming the lower case letters; *p*, *b*, *u*, *l*, *q*, *m*, *s*, and *t* were the letters missed. Susan knows many consonant sounds and the vowel sound /a/. She recognizes sounds heard in familiar names (her own name, her sister's, and her friend's). Some of her incorrect sounds were for /b/, /d/, /p/, and /q/. For some incorrect sounds, she's using the letter name to help say the sound (/d/ for *w*; /wa/ for *y*; /ē/ for *e*).

Phonemic Awareness

Susan scored 5 out of 8 on rhyme choice and 1 out of 8 on rhyme supply.

While Susan is making good progress in recognizing rhyming words, being able to generate rhyming words remains difficult.

Susan scored 0 out of 8 on onset and rhyme. Susan scored 4 out of 8 on phoneme blending.

Susan had difficulty putting together sounds to make words. This may be a questionable score and may not be a true representation of her abilities. Susan

became frustrated after finishing the rhyme supply test; the administrator forgot to stop testing after 3 incorrect responses. It is recommended to repeat this assessment.

Susan did much better with the phoneme blending as she regained her concentration.

Susan scored 5 out of 8 on phoneme segmentation.

Susan did well on segmenting out sounds. The most difficulty occurred when identifying the middle, short vowel sound.

Hearing and Recording Sounds

Susan scored within the range of 9 to 11 out of 36 on hearing and recording sounds in words.

If *ps* are counted as *bs*, then Susan's score is 11 out of 36. Susan could recognize some beginning and ending sounds, but had trouble with the middle sounds. Even though she had difficulty, Susan created strategies to help hold the place when she didn't know the word. Susan wrote each word straight down the left side of her paper.

Concepts of Print

Susan scored 15 out of 22 on concepts of print.

Susan has a good understanding of book concepts, reading concepts, directionality concepts, and concepts of letters and words. She only struggled with moving her finger to a one-to-one correspondence with the words while being read by the administrator. Susan moved her finger from left to right and swept down to the next

line, but she was ahead of the reader. Susan has little understanding of punctuation. She could point to a small letter, but pointed to a *t* when asked to find a capital letter.

Summary

After studying the results of Susan's MLPP assessments, Instructional Plans have been developed to help Susan gain confidence in the areas needed. In particular, performing daily activities in the area of hearing and recording sounds in words would be highly beneficial to Susan. Activities to help Susan comprehend the concept of punctuation would also be extremely helpful.

Instructional Plans

Letter/Sound Identification: Participating in shared reading; making alphabet books; finding pictures that start with certain letters or sounds; playing "I am thinking of something that starts with (letter or sound)" game; tracing or writing the letter shapes in sand, rice, or shaving cream; and playing matching or grouping games are some activities that will help Susan strengthen her recognition of lower case letters and letter sounds.

Phonemic Awareness: Susan should engage in daily literature and writing activities to build her strength and confidence in this area. Using sound/symbol boxes (Elkonin boxes) to show the sounds contained in a word; reading rhyming text aloud; listening to, singing, and creating rhyming songs; using letter tiles/magnetic letters to develop letter/sound relationships are a few activities that will help Susan.

Hearing and Recording Sounds: Writing daily will benefit Susan greatly. The writing process must be modeled for Susan and a variety of strategies should be used. The classroom should be print-rich and have a well-stocked writing center. Susan should be encouraged to stretch out words and clap syllables, use phonetic spelling, use Elkonin boxes, and to keep a journal.

Concepts of Print: Teacher modeling through the use of big books, demonstrating the one-to-one correspondence between spoken and written words and pointing out punctuation would benefit Susan. Other suggestions for helping Susan to understand punctuation would be to include conventions such as full stops, questions, and pauses when modeling writing; using elbow macaroni to represent quotation marks and commas when making sentences; and having Susan highlight specific punctuation.