

Sample Summary of Assessments • Grade 1

Student John P. Teacher/Tester Smith/Brown Grade 1 School Adams Date 10/12/00

Concepts of Written Language – The Show Me Book

Knowledge about Books & Directionality ✓		Concepts of Written Language ✓		Reading & Writing ✓		Comments	Known/Core Reading
<ul style="list-style-type: none"> • Start left page • Start right page • Left to right • Return to next line 	✓ ✓ ✓ ✓	<ul style="list-style-type: none"> • Voice-print match • Show one letter • Show two letters • Show one word • Show two words • First letter of a word • Last letter of a word 	✓ ✓ ✓ ✓ ✓ ✓	<ul style="list-style-type: none"> • First name • Last name • Read name • Read sentence • Locate <i>yes</i> • Locate <i>no</i> 	✓ ✓		Known/Core Writing Words A, to, in, the, go, me, I, (confuses b sometimes), (sentence writing: heard A, K, to, h, d, it, my, t, r, s, d, the, b, go)

Directions: Fill in the information in each category that summarizes information from the different tasks. Use a to indicate the item is known, and a to indicate the item was missed when the task was administered.

Inventory of Letter Knowledge

A a ✓✓	B b ✓✓	C c ✓✓	D d ✓✓	E e --	F f --	G g ✓	H h ✓	I i ✓	J j ✓✓	K k --	L l --	M m --	N n ✓✓	O o ✓✓	P p ✓✓	Q q ✓-
R r ✓	S s ✓✓	T t ✓✓	U u --	V v --	W w --	X x --	Y y --	Z z --								

Sample Sentence Writing & Spelling Form • Grade 1

Phonemes
19 /50
Stanine <u>5</u>

Spelling
5 /18
Stanine <u>5</u>

Student John P. Teacher/Tester Smith/Brown Grade 1 School Adams Date 10/11/00

² ¹ ² ¹ ² ¹ ¹ ²
 My d to a KT He s it
² ¹ ² ² ² ¹
 GO B THE Rs it
 I k to pa KTS to

Sample Sentence Writing & Spelling Scoring Sheet • Grade 1

Student John P. Teacher/Tester Smith/Brown Grade 1 School Adams Date 10/11/00

Sentence A

✓✓ ✓ ✓✓ ✓ ✓✓ ✓ ✓ ✓✓✓ ✓ ✓ ✓✓ ---
 My dad loves to fly a kite. He makes it go above the trees.

✓ ✓ --- ---
 He runs and it goes high.

Phoneme: 19 (50) Stanine: 5
 Spelling: 5 (18) Stanine: 5

Stanines

Beginning of Year	1	2	3	4	5	6	7	8	9
Sentence A Phonemes	0-4	5-9	10-13	14-18	19-23	24-30	31-36	37-42	43-50
Sentence A Spelling	0-1	2	3	4	5-6	7-10	11-12	13-14	15-18
End of Year	1	2	3	4	5	6	7	8	9
Phonemes	0-38	39-40	41-42	43-44	45	46	47	48-49	50
Spelling	0-4	5-7	8-10	11	12	13-14	15-16	17	18

Sample Analysis of Spelling Scoring Sheet • Grade 1

Student John P. Teacher/Tester Smith/Brown Grade 1 School Adams Date 12/12/01

Use these descriptions to guide your analysis of children's Spelling Inventory lists, Sentence Writing and Spelling tasks, and classroom writing samples. Go through the progression of descriptions indicating the features that are always present by marking *Yes* (use item number) and note the features that are not present by marking *No* (use item number). The features that fall into the category labeled *Some* are areas for instruction. Stop this analysis when the student no longer shows control of features at a particular level, or if the student has developed beyond some features.

Kindergarten/Emergent Reader/Writer

- 1. Scribbling1
- 2. Letter-like shapes2
- 3. Random known letters3
- 4. Directionality4
- 5. Represents key sounds (b for boy)5
- 6. Initial consonants (single)6
- 7. Final consonants (single)7
- 8. Some short vowels (high frequency)8
- 9. Some long vowels (high frequency)9

First Grade/Early Reader/Writer

- 10. A vowel in each word10
- 11. Consonant digraphs and blends (high frequency)11
- 12. Short vowels used correctly12
- 13. Preconsonantal nasals (sent)13
- 14. Long vowels14
- 15. Affricate Sounds (g, j, h, tr, dr, ch)15

Yes	Some	No
		1
		2
		3
4		5
6	7	
8		
9		
	10	
	11	
	12	
	13	
	14	
	15	

*7. Tra (trained)

*10. grn (green) frmrr (father)

*11. motr (mother) belu (blue)

*12. uth (with) gat (got)

*13. Set (sent) jup (jump)

*14. kam (came) wwc (uses)

*15. mhey (much) div (drive)a

Monitoring Student Progress

Case Study: Kindergarten—Grade 1

The following example illustrates the way these procedures are used to analyze a student's reading behavior and integrate information from different assessment tools to make instructional decisions. Once the student begins to read, the pattern of errors will indicate the strategies and cues the reader marshals to read this excerpt of a Benchmark 2 text.

Oral Reading Assessment Form

BENCHMARK 2 Sally's Tricks

Student John P. Teacher/Tester Smith/Brown Grade 1 School Green Date 10/12/00

Pg #	Sally's Tricks	Student Reading	Errors	Corrections
2 (T):	Sally likes to play tricks.			
4 (T):	Sally put a phone in the closet.			
6 (S):	Sally put a bug in a box.	Sandy Sally	1	
8 (S):	Sally put a hat in a chair.	Sandy Sally		
10 (S):	Sally put a book in the car.	Sandy a [Ⓞ] Sally car		1
12 (S):	Sally put a plant in the refrigerator.	Sandy flower a [Ⓞ] Sally plant the	1	1
13 (T):	No more tricks, Sally!			
14 (S):	Sally put the plant in the window.	Sandy a [Ⓞ] sun Sally the window	1	1
		Totals	3	3

Oral Reading Assessment Scoring

Criterion: 90% ♦ No more than 3 errors out of 35 words

Total: Errors = 3 Corrections = 3

Correction ratio 1: 2 (Errors + Corrections/Corrections)

Circle the appropriate accuracy level:

Errors	4	3	2	1
Percent	89%	91%	94%	97%

Summary of Scores	
<u>91%</u>	Accuracy Rate
1: <u>2</u>	Correction Ratio
<u>100%</u>	Comprehension

Story Comprehension

This assessment should be administered orally. Record the gist of the student's oral response after each question. If the student does not give information to questions in the retelling, you may use the questions to probe for additional information.

Scoring: Answers are provided to guide your decisions.

- Students may provide correct responses that are acceptable, but different from, those provided in this manual.
- Score one point for appropriate responses from the retelling that answer the questions. Some questions may have more than one answer. Only one point is scored even if multiple answers are supplied.
- Use your judgment to weigh the correctness of student responses. You may give partial points for responses that are incomplete or only partially correct.
- In some instances, only one answer is likely to be right, as the question is assessing literal comprehension. In that case, only one alternative is given.

Total these scores. The criterion is at least 3 out of 4 points (75%).

Item Number	1	2	3	4	5	6	7	Criterion
Item Score	Free	Free	1	1	1	1	Free	Three out of four
Student Score	0	0	1	1	1	1	0	4/4 = 100%

Sample Student Record Scoring Sheet • Grade 1

Bridging 2A-6B; Benchmark 3-7

Student John P. Teacher/Tester Smith/Brown

Grade 1 School Adams Date 10/12/00

Comment Section:

What are the strengths this student exhibited on assessments administered?

(Review what the child *can* do on each task and describe student processing.)

John used the pattern I set up to guide his reading, although he wanted to call the girl Sandy. Since he knows the capital and lower case "S," this was the only information he had to check if he was right or wrong, so this was a good strategy for him. He also monitored his reading using his known words "a" and "the." This helped him correct this error in his reading. When he came to "plant" in the story, he searched the picture and substituted "flower" for the word "plant" then read it once correctly. He did the same thing when he came to "window" in the story. So John is monitoring and searching, and when he can, he uses this information to help him figure out a word (he does not always recognize a "p", and doesn't know the "w"). He uses the pictures as well as his background of experience while reading to understand the story.

What areas for learning follow from the above information?

(Discuss some of the areas checked in the "Some" category.)

John is just beginning to use some information from print as he reads. He can use words that he knows, and some letters (like "S", "b", and "c"). Attention needs to be given to building up more words that he can use to help monitor. Right now, these new words are the biggest help. He knows 7 words that he wrote for the Core Writing Task and he wrote two more in the Sentence Writing and Spelling Task (total 5). He has to be more confident of the letters he has learned (he used the "p" of "plant" to help himself once), and keep learning more (he has learned 7 more upper case and 5 more lower case letters in the past month). Because he was reading word by word, I would also like to have him do some extra reading of his favorite books with me, at home, and with other people. He is doing so well!

What instruction should follow?

John is reading at a Benchmark 2 at 91% accuracy, and should be placed in 2A instructional materials. He is doing well on patterned stories where the pictures support reading for meaning. He also needs to encounter words that he knows, and words that begin with the letters he is most comfortable with. This will help him continue to monitor his reading, and correct if he needs to during his reading. I also need to do some more story-telling so he and some of the other students can get more of the idea of what it means to retell a story.

Benchmark	<u>2</u>	Bridging	_____
Above 90% Yes	<input checked="" type="checkbox"/>	No	_____
Correction Ratio	1: <u>2</u>		
Comprehension	Above <u>75</u>	% Below	_____ %
Fluency (optional)			
Show Me	<u>12</u>	/17	Stanine <u>6</u>
Name Writing	<u>3</u>	/4	
Core Writing Words	<u>7</u>		Stanine <u>5</u>
Core Reading (A, B, C)		/18	Stanine _____
Inventory of Letter Knowledge	<u>15</u>	/26	Stanine <u>1</u>
	<u>10</u>	/26	
Phonemic Segmentation		/15	Stanine _____
Deletion		/15	Stanine _____
Phonics Assessment (A or B)			Stanine _____
Sentence Writing	<u>19</u>	/50	Stanine <u>5</u>
& Spelling (A, B, C)	<u>5</u>	/18	Stanine <u>5</u>
Story Writing	Language <u>3</u>	Message <u>3</u>	
Spelling List	<u>13</u>	/45	Stanine <u>2</u>
Show Me Book for Young Readers	<u>12</u>	/30	Stanine <u>6</u>

Processing			
	Yes	Some	No
Matching	<input checked="" type="checkbox"/>		
Directionality	<input checked="" type="checkbox"/>		
Monitoring	<input checked="" type="checkbox"/>		
Predicting	<input checked="" type="checkbox"/>		
Self-Correcting	<input checked="" type="checkbox"/>		
Searching		<input checked="" type="checkbox"/>	
Uses Meaning	<input checked="" type="checkbox"/>		
Uses Language	<input checked="" type="checkbox"/>		
Uses Print		<input checked="" type="checkbox"/>	
Uses Letter/Sound		<input checked="" type="checkbox"/>	
Fluent Processing			<input checked="" type="checkbox"/>
Comprehension		<input checked="" type="checkbox"/>	

BENCHMARK 2 Sally's Tricks

1. **Did you like that story?** (Share what you liked.) Yes (nodded)
2. **Tell** (a toy bear, or a doll, or a stuffed animal) **about what happened in the story. I think he or she would like to hear about this story.** If necessary, pretend the toy is asking questions like those below to probe understanding of the story. Responses to these questions receive points.

This girl likes to play tricks. She plays tricks on her mom, and hides things in the car and places.

3. **Who was in the story?** (check those that are mentioned—minimum of 2)
 - Sally This girl and her mom.
 - Mom
4. **What did Sally do?** (minimum of 3) (retelling) She likes to play tricks. She plays tricks on her mom, and hides things in the car and places.

- She hid things.
- She played tricks.
- She put a bug in a box.
- She put a phone in the closet.
- She put a hat in the chair.
- She put a book in the car.
- She put a plant in the refrigerator.

5. **What did Mom do that made Sally put the plant back in the window?**

- She got mad.
- She said, "No more tricks."

6. **What do you think Sally's mom made her do with all of her tricks?**

- She made her put them back.
- She had to give everything back.

Put them back. My mom makes me put my toys away.

7. **What was the best part of the story?** (Share what you liked.) The bug. I like bugs!

Summarize the results on the Student Record Scoring Sheet and the Class Record Scoring Sheet.