

Classroom/student observation-Reading/literacy instruction

Elementary School

2nd Grade

Student: June (pseudonym)

Classroom Environment:

Students begin with a mini-lesson in a large group setting, on the carpet, in front of the smart board. Each student has a personal journal which they bring to the carpet to record notes in. This helps students remain focused and hopefully retain more information they are learning. Today the students participated in a reader's theater about pirates and then answered some reading comprehension questions. Students were very engaged in this activity. There were eight students participating in this activity and the rest of the class was listening. The student that I was observing was participating as a character during the reader's theater.

Student Observation:

During the observation, June was very involved in the reading lesson because she was part of the reader's theater. When she was reading her lines it was very evident that she didn't understand how to show expression in her reading. Before beginning, Ms. _____ let the students know not to laugh when the readers showed expression, although I think June was a little embarrassed and shy. Though embarrassed, June was very engaged in the activity. After reading, we began our "Daily 5" routine. June is in my guided reading group. Today we created a graffiti table that corresponded with the book we were reading. June was very involved in this activity, though at one point she made a mistake in her writing. June was very unhappy and at that point began to shut down and not participate. I immediately took notice of this and asked her a question that I knew she would know the answer to, in order to restore her confidence. After this observation, I learned how easily it is for June to be defeated. It is my goal throughout the semester to build June's confidence in herself and her education. I want her to learn how to grow from mistakes and not be defeated by them!

At the end of the day, I shared my observations with Ms. _____. After our discussion, I learned a little more about June's personal life. Discovering this information gave me verification of why June responded like she did during guided reading. Needless to say, my goal for June this semester is very important for her success in life.

In response to my running record experience, I truly feel that I have learned a lot about my mentor student's reading abilities that I did not know before. My mentor student, June, is an excellent reader. Before beginning the running record, my mentor teacher allowed me to look at previous running records that June had completed. From these, I was immediately able to see that June was a very high reader. My mentor teacher assigned me a book for June to read, and allowed me to read it beforehand.

_____ Elementary School uses the *Rigby PM Benchmark Kit* for running record evaluations. The running record evaluation chart is organized into four categories; errors, self corrections, Errors MSV (M=meaning S=syntax V=Visual), and Self-corrections MSV. Therefore, while students are reading the teacher is listening for errors or self-corrections and then explaining what approach the student was using during those mistakes. The exact date of this assessment was February 13, _____.

During reading time, I completed the running record with my mentor student. My mentor teacher first instructed me to let June read through the book independently before beginning the running record. The book consisted of 206 words. She read through this book very quickly. After June had completed reading independently, we began the running record assessment. June read the entire passage with great fluency and expression. She is very confident in her phrasing and only had three hesitations throughout the entire passage. The first error that June made was saying the word "over" instead of "around." Therefore, that error was marked with an M and S, because the meaning of the word she said would make sense in the passage and it could sound right. The second error that June made was simply skipping over the word "again." Therefore, once again she received an M and S, because the passage still made sense and sounded right without saying that particular word. The last error that June made was saying the word "line" instead of "lines." She did not say the ending "s." For this, she received an M, S, and V, because it still made sense, sounded right, and was visually understandable. June was on a reading level of 22, and since she made a 98.5% she will be moving up to level 23! The classroom environment that I completed this assessment in was rather noisy. We

completed the assessment at the kidney table in the back of the classroom, while the other students were participating in the Daily Five. Therefore, it was not very distracting, but there was a buzz of learning all around us.

Overall, this experience was very eye opening. Obviously, my mentor student's running record was rather simple due to her excellent reading skills. I have observed Ms. _____ complete running records on other struggling readers, and it is a much more detailed and challenging. For the future, I want to continue having one-on-one reading time with my mentor student and constantly assess her reading comprehension. I am thankful for the ability to gain this knowledge and truly feel that I am prepared to complete running records in my future classroom.

NEW
LEVEL

Level 22

Reading Record

Name: _____ Age: 8 Date: _____Text: Tricks with a Kite Level: 22 R. W: 206203/206 Accuracy: 98.5% S.C. Rate: _____

This letter tells about an afternoon at the beach with Uncle Ken and his kite.

E

S.C.

Errors
MSVSelf-
corrections
MSV

Yesterday, Uncle Ken took us down to the beach for the afternoon. It was great fun because he had brought his kite with him. ^{HESITATION} Uncle Ken can do some amazing tricks with it. He launched it very easily from the dry sand. A gust of wind caught the kite and it flew way out over the ocean. ^{HESITATION} Uncle Ken controlled the kite with two handles. Long nylon strings that are tied to the kite are ^{OVER} wound around these handles. He leaned back and pulled on one handle, and then the other. The kite did loops and circles. He could even make it come down lower and lower until it almost touched the water. Then it would shoot back up ^{SKIP} again and flap around above us. Uncle Ken wanted me to have a try. At first I felt nervous and couldn't remember what I had to do. The kite went up very fast and then it crashed down into the hard sand. Luckily it wasn't broken. After a few more tries I could control it quite well. I even managed to make it turn and dive without getting the ^{HESITATION} lines ^{LINE} tangled. Tomorrow we are going back to the beach at low tide to practice some more tricks.

Total

3

3 3 1

M =
MEANINGS =
SYNTAX
(SOUND
RIGHT)V =
VISUALGOOD
PACING -
STOPPING AT
ENDING
MARKS.AT
TWENTY
4
EXPRESSION!CHANGED
VOICE

Elementary Reading Attitude Survey

Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

Appendix

Technical Aspects of the Elementary Reading Attitude Survey (continued)

low-ability readers ($M = 27.0$, $p < .001$), evidence that scores were reflective of how the students truly felt about reading for academic purposes.

The relationship between the subscales was also investigated. It was hypothesized that children's attitudes toward recreational and academic reading would be moderately but not highly correlated. Facility with reading is likely to affect these two areas similarly, resulting in similar attitude scores. Nevertheless, it is easy to imagine children prone to read for pleasure but disenchanted with assigned reading and children academically engaged but without interest in reading outside of school. The inter-subscale correlation coefficient was .64, which meant that just 41% of the variance in one set of scores could be accounted for by the other. It is reasonable to suggest that the two subscales, while related, also reflect dissimilar factors—a desired outcome.

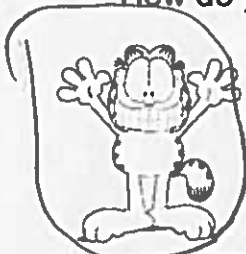
To tell more precisely whether the traits measured by the survey corresponded to the two subscales, factor analyses were conducted. Both used the unweighted least squares method of extraction and a varimax rotation. The first analysis permitted factors to be identified liberally (using a limit equal to the smallest eigenvalue greater than 1). Three factors were identified. Of the 10 items comprising the academic subscale, 9 loaded predominantly on a single factor while the 10th (item 13) loaded nearly equally on all three factors. A second factor was dominated by 7 items of the recreational subscale, while 3 of the recreational items (6, 9, and 10) loaded principally on a third factor. These items did, however, load more heavily on the second (recreational) factor than on the first (academic). A second analysis constrained the identification of factors to two. This time, with one exception, all items loaded cleanly on factors associated with the two subscales. The exception was item 13, which could have been interpreted as a recreational item and thus apparently involved a slight ambiguity. Taken together, the factor analyses produced evidence extremely supportive of the claim that the survey's two subscales reflect discrete aspects of reading attitude.

Elementary Reading Attitude Survey

School _____ Grade 2 Name June

Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



Please circle the picture that describes how you feel when you read a book.

5.

How do you feel about spending free time reading a book?



6.

How do you feel about starting a new book?



7.

How do you feel about reading during summer vacation?



8.

How do you feel about reading instead of playing?



Please circle the picture that describes how you feel when you read a book.

9.

How do you feel about going to a bookstore?



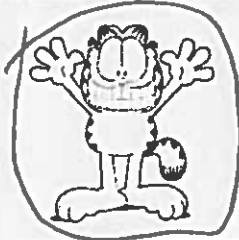
10.

How do you feel about reading different kinds of books?



11.

How do you feel when a teacher asks you questions about what you read?



12.

How do you feel about reading workbook pages and worksheets?



Please circle the picture that describes how you feel when you read a book.

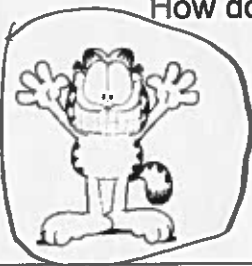
13.

How do you feel about reading in school?



14.

How do you feel about reading your school books?



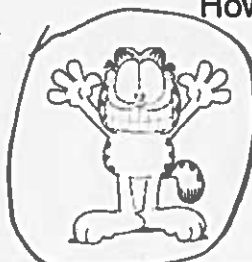
15.

How do you feel about learning from a book?



16.

How do you feel when it's time for reading in class?



Please circle the picture that describes how you feel when you read a book.

17.

How do you feel about stories you read in reading class?



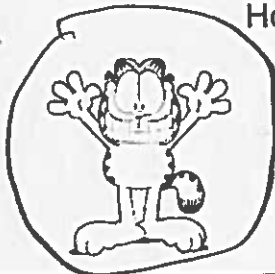
18.

How do you feel when you read out loud in class?



19.

How do you feel about using a dictionary?



20.

How do you feel about taking a reading test?



Elementary Reading Attitude Survey Scoring Sheet

Student Name June

Teacher _____

Grade 2ND Administration Date _____

Scoring Guide

4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading

1. 4
2. 3
3. 1
4. 4
5. 1
6. 4
7. 1
8. 3
9. 4
10. 2

Raw Score: 27

Academic reading

1. 4
2. 1
3. 3
4. 4
5. 4
6. 4
7. 4
8. 3
9. 4
10. 3

Raw Score: 33

Full scale raw score (Recreational + Academic): 60

Percentile ranks: Recreational

51

..... Academic

73

..... Full scale

54

Appendix

Technical Aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January 1989, at which time the survey was administered to 18,138 students in Grades 1-6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale

Raw Scr	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	Rec	Aca Tot	Rec	Aca Tot	Rec	Aca Tot	Rec	Aca Tot	Rec	Aca Tot	Rec	Aca Tot
80		99		99		99		99		99		99
79		95		96		98		99		99		99
78		93		95		97		98		99		99
77		92		94		97		98		99		99
76		90		93		96		97		98		99
75		88		92		95		96		98		99
74		86		90		94		95		97		99
73		84		88		92		94		97		98
72		82		86		91		93		96		98
71		80		84		89		91		95		97
70		78		82		86		89		94		96
69		75		79		84		88		92		95
68		72		77		81		86		91		93
67		69		74		79		83		89		92
66		66		71		76		80		87		90
65		62		69		73		78		84		88
64		59		66		70		75		82		86
63		55		63		67		72		79		84
62		52		60		64		69		76		82
61		49		57		61		66		73		79
60		46		54		58		62		70		76
59		43		51		55		59		67		73
58		40		47		51		56		64		69
57		37		45		48		53		61		66
56		34		41		44		48		57		62
55		31		38		41		45		53		58
54		28		35		38		41		50		55

Table 1
Mid-year percentile ranks by grade and scale (continued)

Raw Ser	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot	Rec	Acc	Tot
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			28			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			26			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15
40	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
39	92	91	3	94	94	4	96	97	6	97	98	6	98	99	9	99	99	12
38	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10
37	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	65	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	26	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	26	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	36	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		5	18	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

Appendix

Technical Aspects of the Elementary Reading Attitude Survey (continued)

Reliability

Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales (Cronbach, 1951), was calculated at each grade level for both subscales and for the composite score. These coefficients ranged from .74 to .89 and are presented in Table 2.

It is interesting that with only two exceptions, coefficients were .80 or higher. These were for the recreational subscale at Grades 1 and 2. It is possible that the stability of young children's attitudes toward leisure reading grows with their decoding ability and familiarity with reading as a pastime.

Table 2
Descriptive statistics and internal consistency measures

Grade	N	Recreational Subscale				Academic Subscale				Full Scale (Total)			
		M	SD	S.M	Alpha*	M	SD	S.M	Alpha	M	SD	S.M	Alpha
1	2,518	31.0	5.7	2.9	.74	30.1	6.8	3.0	.81	61.0	11.4	4.1	.87
2	2,974	30.3	5.7	2.7	.78	28.8	6.7	2.9	.81	59.1	11.4	3.9	.88
3	3,151	30.0	5.6	2.5	.80	27.8	6.4	2.8	.81	57.8	10.9	3.8	.88
4	3,679	29.5	5.8	2.4	.83	26.9	6.3	2.6	.83	56.5	11.0	3.6	.89
5	3,374	28.5	6.1	2.3	.86	25.6	6.0	2.5	.82	54.1	10.8	3.6	.89
6	2,442	27.9	6.2	2.2	.87	24.7	5.8	2.5	.81	52.5	10.6	3.5	.89
All	18,138	29.5	5.9	2.5	.82	27.3	6.6	2.7	.83	56.8	11.3	3.7	.89

*Cronbach's alpha (Cronbach, 1951).

Validity

Evidence of construct validity was gathered by several means. For the recreational subscale, students in the national norming group were asked (a) whether a public library was available to them and (b) whether they currently had a library card. Those to whom libraries were available were separated into two groups (those with and without cards) and their recreational scores were compared. Cardholders had significantly higher ($p < .001$) recreational scores ($M = 30.0$) than noncardholders ($M = 28.9$), evidence of the subscale's validity in that scores varied predictably with an outside criterion.

A second test compared students who presently had books checked out from their school library versus students who did not. The comparison was limited to children whose teachers reported not requiring them to check out books. The means of the two groups varied significantly ($p < .001$), and children with books checked out scored higher ($M = 29.2$) than those who had no books checked out ($M = 27.3$).

A further test of the recreational subscale compared students who reported watching an average of less than 1 hour of television per night with students who reported watching more than 2 hours per night. The recreational mean for the low television group (31.5) significantly exceeded ($p < .001$) the mean of the heavy television group (28.6). Thus, the amount of television watched varied inversely with children's attitudes toward recreational reading.

The validity of the academic subscale was tested by examining the relationship of scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall reading ability. Mean subscale scores of the high-ability readers ($M = 27.7$) significantly exceeded the mean of

Survey Data:

Student Name: June (pseudonym) **Teacher:** _____ **Grade:** 2nd

Administration: 2/8

School: _____

Recreational Reading

1. 4
2. 3
3. 1
4. 4
5. 1
6. 4
7. 1
8. 3
9. 4
10. 2

Raw Score: 27

Academic Reading

11. 4
12. 1
13. 3
14. 4
15. 4
16. 4
17. 4
18. 2
19. 4
20. 3

Raw Score: 33

Full scale raw score (recreational +academic): 60

Percentile ranks:

1. **Recreational:** 31
2. **Academic:** 73
3. **Full scale:** 54

Reflection:

After conducting this survey I feel that I have gained greater insight into my student's feelings towards reading. The student that I interviewed comes from a low literacy environment and does not have access to reading materials at home. Therefore, I fully expected her scores to be very low before beginning the survey. As you can see from the scores above, she actually had a little higher score than the mean. Therefore, she must enjoy reading more than I thought initially even though she does not have many resources available to her. I conducted this survey by offering the student a paper copy of the assessment.

Before the survey, my student was very excited about being chosen to complete the task. The survey was conducted at 7:30am, not long after she arrived at school. In some ways this makes me question the validity of this survey. Some of the questions I pondered after completing the survey were: Would her score have been different if the survey was conducted at the end of the day instead of the beginning? Was she truly being honest with her answers to the questions? Is she just trying to impress me with her answer choices? Many of these factors are uncontrollable; therefore I am not sure that this is the most accurate type of assessment to truly determine her feelings towards reading. The survey was conducted outside of the classroom in the hall. Though there were not many distractions there, I did feel that she was not necessarily focused throughout the survey. I had to constantly remind her to get back on track and read the next question. It took about 10 minutes to complete the survey in its entirety. The ending score of my student was a 54. As I stated before, I was impressed with this score because I thought it would be much lower. Her answer to many of the questions was also surprising. I do not feel that they are necessarily accurate due to the contrast. For example, when asked how she felt about reading at home for fun she put a 1, but when asked how she would feel about receiving a book as a gift she put a 4. This raises questions in my mind. Why would a child want a book for a present, but not want

to read for fun at home? I think that if I conducted this survey again, I would get a completely different set of answers.

My future plans for my student are to encourage her reading during our guided reading time. I know that she must like reading to an extent because she always likes to read stories, as a teacher would, in front of the class. Due to her lack of reading resources at home, she may need a little extra encouragement and support in this area in order to truly succeed. When I talked to my mentor teacher about my student's survey results, she gave me some very interesting information that confirmed my suspicions. My student is an excellent speller, literally the best in the class. She also has some of the neatest handwriting skills. This information told me that my student does have desire to succeed and do her best in everything. Therefore I conclude that she really does enjoy reading, and to be honest that was a more reliable confirmation than the survey was.

I have learned a lot of information from this assignment, the most important being the atmosphere and timing of conducting a survey. As I said before, there are so many uncontrollable factors that can occur during a survey, but I think the way of securing accuracy is planning well. This type of assessment is important to do with your students because it allows the teacher more insight into a child's goal and ambitions as a student. In my future classroom, I would use this type of survey several times throughout the year (beginning, middle, and end) in order to see how their feelings towards reading change, for better or worse.

Phonological Awareness – Rhyme Production

Student's Name: _____ Date: _____

Student's Score: 100% **MASTERED** REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words)

Practice Items: Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sun... _____ cat... _____

Test Items: Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

1. pain main

2. cake bake

3. hop mop

4. see bee

5. dark mark

6. candy manly

7. fun gun

8. hair bear

9. row bow

10. sip tip

Number correct 10

Total possible 10

The first assessment of choice I completed with my focus student was the Phonological Awareness- Rhyme Production. I completed this assessment on March 1st, at 1:30 in the afternoon. I chose this assessment based on mentor teacher's opinion of what my focus student, June, needed improvement in. Along with the curiosity of how June would perform on this assessment, Ms. _____ also thought that this type of assessment would help June begin to distinguish particular words that she often confuses when reading. June is a wonderful reader, but at times will get words confused with other words due to the rhyme scheme and sounds. This assessment would help to distinguish some of that confusion, and help us as teachers, determine what specific words and sounds to continue to work on with June.

This assessment was completed at the end of the day during "silent free-writing time." To be honest, I know that June was not particularly pleased with me interrupting her "free-write" time in order to complete the assessment. As I said before, June is an amazing reader and writer; therefore she loves those special moments at the end of the day. As a teacher, I can learn from this mistake. Maybe this wasn't the best time to complete the assessment. I chose this time because it was completely quiet in the classroom, and I knew there would be no distractions during the assessment. Taking the one "fun" educational moment she actually enjoys might not have been the appropriate time though. Fortunately, this frustration did not affect her performance on the assessment.

The directions for the assessment are as follows: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense). Therefore, this is exactly what I told June and how I completed the assessment. June blew this assessment out of the park! Not only did she give me rhyming words for each word I told her, but they all made sense! June definitely mastered this skill. Her score on this assessment was 100% mastered. After the assessment, I have

Assessment #1 Reflection

March 5

concluded that my next assessment will be of a different type, because her confusion of words is

obviously not related to rhyming. Unfortunately, I have not gathered any information from this

assessment that tells me what June struggles with in reading, only what she does not struggle with.

Therefore, I will continue to closely monitor and observe her reading skills by listening to her during our

guided reading group times, and then administer the next assessment that is appropriate.

Phonological Awareness – Syllable Segmentation

Student's Name: _____ Date: 3/20

Student's Score: ~~2~~ 8/10 = 80% MASTERED REMEDiate

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

Practice Items: Help the student identify how to break a word into syllables by saying a word normally and then clapping out the parts of a word while saying each part. Use the following practice items. Create additional practice items as needed. cowboy (cow - boy) candy (can - dy)

Test Items: Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly. Create your own or additional lists as needed.

1. sometime ✓ (2)

2. basket ✓ (2)

3. bedroom ✓ (2)

4. kite _____ (1)

5. bag _____ (1)

6. carpet ✓ (2)

7. computer ✓ (3)

8. sunflower ✓ (3)

9. fantastic ✓ (3)

10. helicopter ✓ (4)

Number correct ~~2~~ 8

Total possible ~~28~~ 10

The second assessment that I completed with my mentor student, June, measured her ability to understand syllable segmentation. The directions to administer this assessment direct the teacher to introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables." Then, the teacher is to help identify how to break a word into syllables by saying a word normally and then clapping out the parts of a word while saying each part. There were ten words in the assessment that I would say to June and then she would repeat and clap out the syllables. June scored an 8 out of 10 (80%) on this assessment. Therefore, after completing the assessment my mentor teacher and I feel as if she needs a little more work and practice in this area.

After discussing the first assessment June completed with my mentor teacher, we decided that this syllable assessment would be beneficial as the next step for June due to its phonological awareness. Ms. _____ thought that even though June's reading level is satisfactory, her understanding of how to decode new words could be improved. Therefore, this type of assessment could help her become more efficient in this area. By practicing this, June will be able to decode unknown words much more quickly.

The assessment took place on Wednesday, March 20th at 8:15 in the morning. After morning meeting I pulled June out of class and into the hallway to complete our assessment. We sat at a table in the hallway. Upon asking June to come into the hallway, June was very excited to get to do a special activity with me. June has a very positive attitude towards completing the assessment. At this time of day the hallway was the quietest, least distracting area in the entire school. By completing this assessment in the hallway, June was able to completely focus and remain engaged throughout the entire assessment. Therefore, I am very confident in the accuracy of the assessment completed.

After gathering the data from this assessment, I have concluded that June definitely needs more practice in this area of phonological awareness, specifically syllable segmentation. As I stated before, my

Assessment # 2 Reflection

March 20

mentor teacher and I both feel that it is so important for June to master this concept in order to improve her ability to decode new words. For the future, I plan to work with June one-on-one several times a week and concentrating on her phonics skills. Then, I will complete another assessment with her on March 26th to assess her understanding.

Phonological Awareness – Phoneme Isolation

Student's Name: June

Date: 3/25

Student's Score: 9/10 90% MASTERED REMEDIATE

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

Practice Items: Help the student identify the final sound of a word with the following practice item. Create additional practice items as needed. Dog – "The last sound that I hear in the word dog is /g/."

Test Items: Read each word and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. pick ✓ /k/

2. ran ✓ /n/

3. fill ✓ /l/

4. bug ✓ /g/

5. same X /m/

6. tooth ✓ /th/

7. fish ✓ /sh/

8. hop ✓ /p/

9. case ✓ /s/

10. jar ✓ /r/

Number correct 9

Total possible 10

The third assessment that I completed with my mentor student, June, measured her ability to understand phoneme isolation. The directions to administer this assessment direct the teacher to introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word." Then, the teacher is to help identify the final sound of a word with the following practice item: Dog- "The last sound that I hear in the word dog is /g/." There were ten words in the assessment that I would say to June and then she would repeat and say the last sound she heard. June scored a 9 out of 10 (90%) on this assessment. Therefore, after completing the assessment my mentor teacher and I feel as if she had mastered this area of phonological awareness.

After discussing with my mentor teacher the first and second assessments June completed, we decided that for the last assessment measuring her recognition of phoneme isolation through this particular assessment would be beneficial as the next step for June. As I have stated in previous reflections, though June's reading level is satisfactory, Ms. _____ has suggested that her understanding of how to decode new words could be improved. Therefore, this type of assessment and the previous assessments have been able to help her become more efficient in this area. By practicing this, June will be able to decode unknown words much more quickly. During this assessment June performed very well, though some of her responses did take some time to answer. In my opinion, I was very excited that this assessment made her pause and think before saying the answer to me. By doing this, I knew that she was actually contemplating her answers, and focusing on the sounds in the words. Hopefully, June will continue this process when she comes upon words that she doesn't know when she is reading.

This assessment took place on Monday, March 25th at 12:45 in the afternoon. This time was right before recess. After specials I quickly pulled June out of class and into the hallway once again to complete our assessment. We sat at a table in the hallway. Upon asking June to come into the hallway, June was very excited to get to do a special activity with me. June had a very positive attitude

March 25

towards completing the assessment. At this time of day the hallway was quiet and less distracting than our classroom. By completing this assessment in the hallway, June was able to completely focus and remain engaged throughout the entire assessment. Therefore, I am very confident in the accuracy of the assessment.

After gathering the data from this assessment, I have concluded that though she was successful June definitely needs to continue practice this process of sounding out words in order to improve her reading skills. As I stated before, my mentor teacher and I both feel that it is so important for June to master this concept in order to improve her ability to decode new words while reading. June loves to read so much, and I would never want her to lose that passion simply because she cannot decode new words. For the future, I plan to continue to work with June one-on-one several times a week and concentrating on her phonics skills.