

Assessments

Assessment 1 Observation of Amanda

I observed Amanda throughout the day on Monday, September 9, but the time period where I sat down and focused solely on what she was doing was from 8am until 8:25am during Morning Meeting in Mrs. Smith's class. The class sat on the carpet in a small cluster facing the smart board. First, Mrs. Smith put a picture of the lunch choices on the board and asked students to stand up if they preferred chicken to the other option, pork. Amanda sat with her forehead in her hands, which made me wonder if she really wanted the pork or if she just did not feel like standing up. The class began to count out loud the number of students standing and therefore ordering chicken. As her classmates counted together "1...2...3...4..." she looked around at them but did not participate. Next, Mrs. Smith announced that it was time for "lettercising" which involves listening to an interactive song about the letters of the alphabet and incorporates movements. The class sang and jumped around excitedly, but Amanda stayed in her original spot with her head in her hands. Mrs. Smith approached Amanda and reminded her that her number one rule is to be safe, telling her that she needed to stand up because sitting there while the others run and jump around is unsafe. Instead of standing up as she was requested to do, Amanda looked around at her classmates and then returned to her head-in-hands position on the floor. Next, the teacher signaled that it was time to move into a circle. As the other students made a circle, Amanda looked around as if she was confused but then turned her body so that she was part of the circle; however, she did not stand up until Mrs. Smith went directly up to her and told her to do so. Next, Mrs. Smith told the students to expand the circle to fit all of our "friends" and Amanda immediately took a step back, which prompted Mrs. Smith to compliment her for following directions so well. While the students stood in their circle, Amanda continuously rubbed her eyes and her face; she kept her arms crossed with her hands on her shoulders in between rubs. The students next begin their morning

greeting, which consists of going down the line, each person shaking hands with the person next to them and saying “good morning, (student's name)”. Towards the beginning of the greeting, all of the students laughed at the way that one student pronounced a name; Amanda looked around as if she wasn't sure what was funny but began to laugh anyways. When it was Amanda's turn to say “good morning,” she simply put her hands back over her face enough to cover her eyes and then sat down. Next, it was time to do the morning message, where students read what Mrs. Smith has written and fill in the blanks. Amanda's eyes were open and she was watching Mrs. Smith go over the message, signifying that she was now slightly more alert. However, she still was not participating when the class would say things all together (like “today is September 9, 20__”, for example). The boy beside her began picking at his leg, which Amanda immediately began watching and focusing on for most of the morning message time. Once he stopped, she continued rubbing her face and alternating between looking up front at Mrs. Smith and looking around. When other students had their turn to talk, she generally looked at who was speaking only for the first portion of what they were saying, but then she would begin looking around again. Mrs. Smith asked a question to the class and Amanda raised her hand to answer, among most of her classmates; when she was not picked, she became disengaged once again. The teacher announced the end of morning meeting and Amanda yawned and stretched her arms and legs. Throughout the rest of the day, in general, she was much more lively and engaged (especially after lunch and during music class).

The point of doing this observation was so that I am able to see how Amanda is in the general classroom setting and try to determine things that she may need when learning. This observation taught me a lot of things about Amanda and gave me plenty of lessons about what to do when I am working with her. First and foremost, it is going to be so important that I plan highly engaging activities. Throughout morning meeting she seemed not only tired but also bored and very disengaged. I know that I will need to plan activities that include movement and excitement. I also know that I will need to

use patience with her while demanding that she give her best effort. She seems to be a social child in that she reacts to the reactions of her peers more than she reacts to the requests of the teacher, so I will need to keep that in mind, too. I need to strategically plan my time working with her so that she does not feel that she is missing out on anything with her peers. Also, I saw how easily she can get distracted by other students, so I will need to maximize on the quality time I have with her by doing our work together in areas where there are few distractions such as the hallway or the library. I also need to make sure to give as much positive reinforcement as possible, which would be true regardless of the child I was working with. Other than these things that my observation helped with me in regards to my working with Amanda, I also realize that she may not be completely able to focus and engage in the curriculum and classroom community. All of the things that I observed about Amanda's behavior seem to point to the fact that she is very, very tired. The rubbing of her eyes, the yawning, and the will to sit with her eyes closed and her head in her lap show me that this tiredness is getting in the way of her ability to learn. The first week that we were in the classroom, Amanda even fell (very fast, very hard) asleep during a math lesson. Although this may be due to Amanda not getting enough sleep at home, it more than likely has something to do with her age. Until recently, Kindergarteners were given nap time and it is probably that until now, Amanda was used to having nap time at home. She is a young Kindergartener (she just turned 5 in August) and this is her first year in any type of school, so the structure and busyness of the day probably wears on her. I will do my best in planning my assessments to keep this in mind and keep her energized and motivated. Something that I will do next with Amanda is administer the Garfield test to find out how much she is interested in reading and how she views her reading experiences so far.

Assessment 2

Attitude/Interest Inventory (Garfield Test)

On Wednesday September 11th at 10 am I pulled Amanda out of the scheduled class activity to work one-on-one on the Garfield test, which measures students' interest in reading. She ultimately scored 63 out of the possible 80 points, 32 of which were in the “recreational reading” section and 31 of which were in the “academic reading” section.

The rest of her class was in the computer lab working on Ticket to Read; however, Amanda was no longer focused on the activity and was just randomly clicking on things. When I asked her whether or not she was trying to answer the program's questions correctly, she said she was not because she was bored and too tired. (I can hardly blame her since the Kindergarteners are expected to stay on that one program for over 45 minutes). So, with permission from Mrs. Smith, I decided to use this opportunity to pull her into the hallway and answer the questions on the interest inventory. I asked Amanda if she wanted to come with me to do something “really special” and she immediately livened up and became curious. She skipped down the hallway with me as we went by the classroom to get the materials we needed. Amanda had previously told me that her favorite color was blue, so we grabbed a blue crayon and took the Garfield test into the hallway. We sat at a small table against one of the walls in the hallway; we were the only two people in the hallway until the very end. I explained the procedure and began reading her the questions. At first, Amanda was more focused on wanting to color the pictures of Garfield than in answering my questions, but once we got into it she was more motivated to tell me how she felt about each statement. In addition to this initial challenge, Amanda seemed to have trouble comprehending what to do after I read each statement so each time I had to remind her of what each Garfield represented and prod her until she gave me an answer. I do wonder if my prodding effected any of her answers. Starting with the recreational reading section, Amanda expressed, for the most part, that she enjoyed reading for fun. She almost always circled the very happy Garfield or the somewhat

happy Garfield. I was surprised when she said that she was very happy about reading instead of playing, since I have never really seen her show interest in the books in the classroom during free time. Once we got to the academic section, things got a little more complicated because not all of these really applied to a Kindergartener. This is when I really began to wonder about the accuracy or truthfulness of her answers because she answered that she was very happy about using a dictionary, and I am fairly certain that this is not something that she has done before.

By the later end of the survey it began to feel like Amanda was just answering to give an answer and was not giving too much thought to her answers or what the questions meant. However, one thing that Amanda said really stood out to me: when I asked about whether or not she liked read alouds in class and she said no (to my surprise), she explained when I asked “why not?” that when she is tired they make her so relaxed that she falls asleep. I easily could have written this off as an answer that did not accurately describe how she really felt, but through further questioning I realized that her tiredness was affecting her ability to enjoy that part of the day. This further shows me that I need to try to incorporate upbeat, highly engaging activities. If I had to do this again, I would probably select a smaller selection of only relevant questions so that I could maintain this small child's attention and get a more accurate score of her interest in reading. I was, however, pleased at how she responded because she showed large interest in reading for fun as well as in an academic setting, which means that I can use literature and reading activities when working with her and expect that she will somewhat enjoy it!

After I completed the interest inventory with Amanda, I shared the results with Mrs. Smith. She was also pleasantly surprised by how high the score was. When I told her about the conversation we had about read-alouds, she was glad to have learned that information because she always felt that Amanda seemed disengaged and apathetic during that particular group time. This really exemplified the idea that we have talked about so many different times in so many different classes that if you give children a chance to explain, you might just begin to understand their actions. From here, I will

administer the Concepts About Print (CAP) assessment to see what knowledge about books and reading Amanda does already have. This will allow me to see if she is even ready to begin to learn how to read or not.

Grade 1 Name Amanda

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?

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?

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?

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?

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?

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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?

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Elementary Reading Attitude Survey Scoring Sheet

Student Name Amanda

Teacher Ms. Stinson - K/1st

Grade 1 Administration Date 3/1/13

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

Recreational reading		Academic reading	
1. <u>4</u>		1. <u>3</u>	
2. <u>3</u>		2. <u>3</u>	
3. <u>3</u>		3. <u>4</u>	
4. <u>3</u>		4. <u>4</u>	
5. <u>3</u>		5. <u>4</u>	
6. <u>4</u>		6. <u>3</u>	
7. <u>4</u>		7. <u>4</u>	
8. <u>3</u>		8. <u>3</u>	
9. <u>3</u>		9. <u>3</u>	
10. <u>2</u>		10. <u>4</u>	
Raw Score: <u>43</u>		Raw Score: <u>31</u>	
Full scale raw score: <u>43</u>	(Recreational + Academic)	Full scale raw score: <u>31</u>	
Percentile rank: <u>95</u>		Percentile rank: <u>95</u>	
	Recreational		Academic
			Full scale

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Assessment 3

Concepts About Print

On September 19, in Mrs. Smith's Kindergarten class, I pulled Amanda into the hall during silent reading time (at 9 am) to do a Concepts About Print activity with her. I brought with us a book on a first grade reading level about an elephant, a duck, and a frog who go swimming in a lake titled, *Let's Jump!*, by Donna Lugg Pape. When I handed Amanda the book in the incorrect position, she immediately turned it with the front facing her and upright. When I asked her where the title was she immediately pointed to the title, and when I asked her what else she saw on that page she correctly identified an elephant, a bird (the duck), and a frog. Next, I asked her to open up the book and find a picture and then some words, both of which she did correctly. However, when I asked her "if you were going to read this, where would you start?" she incorrectly pointed to the right side page and near the second row of text. I began to think that this meant she had little understanding of how to read text on a page, but when I prompted her with "so how do good readers read?" (like Mrs. Smith does frequently in class read-alouds) she responded, almost robotically, "top to bottom, left to right, and page by page." After she recited these phrases, I opened to a new page and asked her where I would start reading; she correctly touched the first word. Next, I asked her what would come next, and she correctly pointed to the word to the right of the first word. When asked what happens at the end of the line, she pointed to the first word on the next line. I was pleasantly surprised that she did know this given her previous answer. When I asked Amanda to open her fingers and put them around a word (and showed her how to do this), she put one finger directly on a word and the other directly on the word next to it. I next asked Amanda to show me several letters, on a time, and she incorrectly identified "a" for "e", "p" for "d", and "s" for "c". However, she then pointed to an "m" on the adjacent page and said "that's an M!", which shows me that she does have some letter recognition skills. Lastly, I read a sentence from the book that said "The frog jumped in" and asked her if she thought it was a sentence. She correctly

identified this as a sentence, but her reasoning was that “frogs have different colors like green”. When I made up an incorrect sentence, “duck jumped said”, she said that that, too, was a sentence. I wrapped up the assessment by reading the story to Amanda because she was very excited about it by the end of our session.

This assessment shows that Amanda does have some of the skills necessary in early literacy development. She understands, in general, how books are used as well as how they should be read. Although she did not immediately understand where to start reading, she reminded herself of the little phrase her Kindergarten class says which helped her to remember what to do. Although this memory did help her to answer my question correctly, I wonder how much if it was just memorization and how much she understands (does she even know which is left and which is right?). The areas where she had the most trouble were letter recognition based on what she was being asked and understanding what makes a sentence complete. I know that they are working on letter recognition and letter writing in class, so this is something that will hopefully be improved. However, since the letters I asked Amanda to identify have already been covered in class, I intend to work on this with her future. On the other hand, I am not sure that they discuss or are expected to understand if a sentence is complete or not since many students still speak in incomplete thoughts. One way that we can work on this as a class would be to have students reword their statements when they use an incomplete thought. This method has been successful in the past with helping students to stop speaking in African American vernacular.

When I discussed these findings with Mrs. Smith, she said that they all made perfect sense. They have worked a lot as a class learning how books work and although they have a new letter to learn each day, students really don't get much practice with picking out the letters, except for on Ticket To Read in the computer lab, where Amanda is always unfocused and just clicking on random answers (because she claims she is bored). One thing I will also definitely work on with Amanda is her motivation and her focus. She always seems to be easily distracted and not very into whatever she is

working on, so I know I need to prepare for and account for that. Considering her struggles with Ticket to Read, I think that a good place to go for the next assessment would be to see if she can correctly respond to the phoneme identification problems like those presented in Ticket to Read more correctly in person.

As a final anecdote, I wanted to include this story about my time spent with Amanda this particular day. At the beginning of our assessment, Amanda noticed that I was writing in my notebook. I showed her that I was just giving her check marks for everything that she was doing so well answering. She then proceeded to, after each of her responses, look at me and say “aaaaaaaand, CHECK!”. Not only was this completely adorable, but it also showed me that she was feeling confident about her answers and at least somewhat enjoying her time spent with me doing this Concepts About Print assessment!

Assessment 4

Phoneme Identification

For this assessment, I chose to do the “cool tools” assessment titled, “Phonological Awareness-Phoneme Identification”. I thought that this would be a good fit for Amanda for several reasons. First and foremost, Amanda has been struggling with the Ticket to Read program during computer lab time, and this assessment was much like an activity on the program on which she consistently performs poorly. I have often wondered whether Amanda's poor performance on this computer “game” was due to her inability to correctly answer the questions or simply due to her boredom and apathy for the entire program. It has seemed in the past that she just clicks away at answers without really trying to give the correct response or even fully listen to the questions. I decided that doing this assessment would give me a better idea of her level of phonemic awareness as well as discover whether or not she truly needed to work on this or if she simply was not engaged in the Ticket to Read activities.

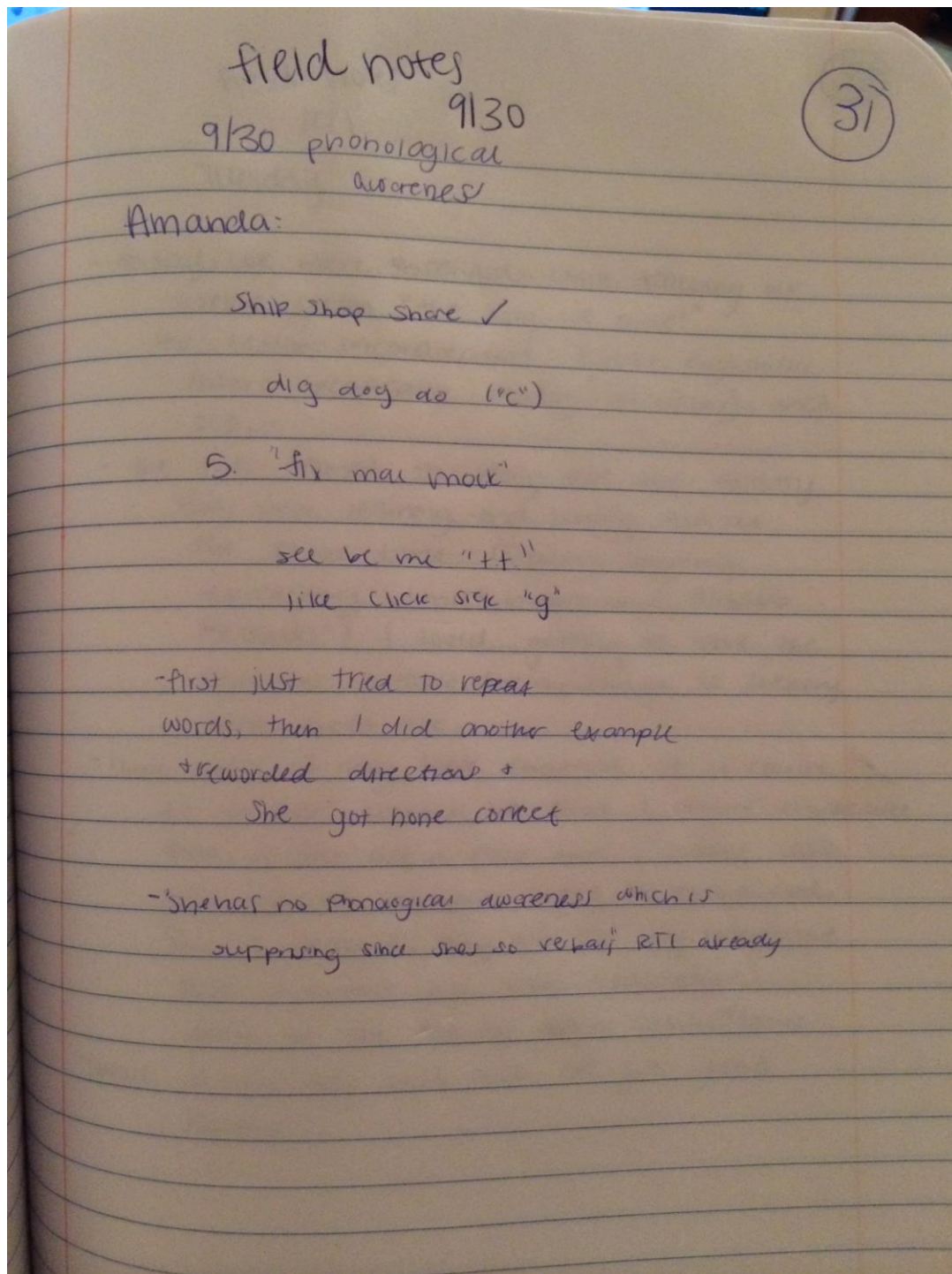
I pulled Amanda into the hallway during silent reading time on Monday September 30 (9 am again) to perform the Phonemic Awareness assessment. I read and explained the directions and then did an example with her. When I asked her to identify what sound was the same in all three words of the first problem, “fix/fall/fun”, she looked all around and then shrugged her shoulders. I repeated the direction in different terms to make sure she understood what the question was and asked it again, repeating “fix/fall/fun”. This time, she repeated the words back to me, “fix/fall/fun”. I moved on to the next set of words and repeated the instructions as I asked her what sound she heard in all of the words “me/milk/mom”. Once again, she simply repeated the words back to me. I prodded a little bit this time trying to see if she understood the directions but that is all that I ever got out of her. This continued until the fourth set of words with her simply repeating what I was saying. This time I reworded the directions one last time just to be sure that there was still no miscommunication. Although she was still being easily distracted and looking all around, she seemed to finally understand what I was asking

because after doing one more example and asking her “what sound do you hear in all of these words: dig/dog/do” she answered by making the hard C sound. Although this was a correct type of response, it was far from the correct answer of the phonemes that she should have been hearing. Something interesting happened on number five; I did the same questioning with the words “fit/mat/lot” but instead of answering with an incorrect phoneme or repeating my words back to me, she said “fix mack mock”. This clued me into the fact that she may have been able to repeat the previous words because they were very familiar words to her but once less familiar words were presented she became unable to even correctly repeat back the phonemes let alone distinguish which one was present in all of them. After this, she continued with responding with incorrect phonemes given the word pairs. For example, when I read the words “see/me/be” she made the “t” sound and when I said “like/click/sick” she responded by making the hard “g” sound. Ultimately, she got zero of the questions correct. This assessment told me a lot about Amanda and why she is struggling in reading and writing. She is expected to see a letter on a page and understand the sound that that letter makes as well as the word that letters put together make yet she does not even have the basic phonemic awareness down. We have learned in class and through several readings that phonemic awareness is a precursor to other reading and writing abilities, so we must first make sure she and other students have this down before we can expect to be able to correctly teach them how to read or write. It also clued me into the fact that she does not perform poorly on Ticket to Read because she is bored, but rather she is most likely bored because she does not know how to answer the questions. With Amanda, it is important to go back to the basics and make sure she understands the fundamentals of spoken language before we can expect her to understand and produce written language that makes sense to her.

When I discussed this with Mrs. Smith, she said that while she is not surprised at the results, since she has observed this lack of phonemic awareness in Amanda, she is overall surprised that Amanda has such trouble with this because she is such a verbal child. Mrs. Smith wondered why

10. fish, crash, dish __x__ /sh/

Number correct



Assessment 5

Letter and Sound Recognition

For this assessment with Amanda, I chose to see how much she knows in regards to letter and sound recognition. I chose to do this because the results of the previous assessments showed that she really does not have much (if any) phonemic awareness through simply listening. We learned that phonemic awareness is done with the eyes closed, yet I still wondered how much Amanda knew about the letters and their sounds if she was showed a visual representation. My thought was that maybe she was just a visual learner and hearing the sounds was just simply not enough for her; I hoped that she would recognize the letters and know what sound they represent when seeing them on paper. She also has had trouble in the past understanding what is being asked of or expected of her during our assessments, and since they flip through their “letter cards” whenever they have extra time in class I knew that she was familiar with the process we were about to do. This would assure that any mistakes or misunderstandings come from the content and not the directions. I performed this assessment by using her letter cards, each of which has either a capital or lowercase letter written on it. In all, each 26 letters of the alphabet are represented twice, with one capital letter and one lowercase letter. The letters were in random order and as I assessed her letter and sound recognition I made 4 piles: letters that she knew the name AND sound of, letters that she knew only the name of, letters that she knew only the sound of, and letters that she knew neither the name nor the sound of. Although I was really less concerned with her knowing the names of the letters, considering this ability has no effect on her ability to successfully read those letters, I know that this is something that they have been working on all year and class and therefore something she could be expected to somewhat know.

I pulled Amanda out during computer lab at 1030 am on October 9 because she was once again

tired, bored, and disengaged with the Fast Forward program. We went to the quiet Kindergarten hall and sat at a table next to each other. I showed her the letter cards, one at a time, and asked her what the letter was called. I then asked, “what sound does it make” and sorted the card into the piles accordingly. Amanda was much more focused than in previous lessons, possibly because she was familiar with the activity and knew what was being asked of her. She looked around much less and directly answered my questions, even if it was just with a simple shrug of the shoulders. The results were as follows: there were 5 letters that she knew both the name of and the sound of (M, m, S, s, and C). She knew the name of but NOT the sound of 17 letters including c, X, h, and e. There were two letters that she knew the sound of but not the name for: g and d. All of the rest of the letters, both uppercase and lowercase, she knew neither the name of nor the sound of.

One thing that I found very interesting was that she knew the name and sound of capital “C”, but not lowercase “c”. This was surprising since the two letters look nearly identical. I also found it interesting that she knew only the name of capital “D” but only the sound of lowercase “d”. Mrs. Smith also found this rather peculiar when I discussed my findings with her. A last thing that struck me as odd was that when seeing a lowercase “r” she knew neither the sound nor the name, yet when I asked her to spell her (real) name for me she wrote and verbally said “r”. This tells me that there is some disconnect between her reading and writing, which is strange since the two go virtually hand-in-hand. In Amanda's mind, these things are not one in same; instead they are completely separate and unrelated. She was very eager to write the letters, as are most students in our class, because sometimes “writing” consists solely of copying. She even brought a marker into the hallway with us so that she could trace the letters (which I did not suggest). However, she must understand what she is writing and the significance of it in order to actually be learning. After doing this assessment with Amanda, I realize that she still has a lot of work to do before she is at the level where we can realistically expect her to be able to read. She needs to be able to see a letter on a page and understand what sound that letter is representing,

otherwise decoding words will be nearly impossible. I plan to work with her on this skill in the remainder of my time in the field to assure that she does not continue to fall too far behind. For my next and last assessment I think that it will be a good idea to try to go back to the basics and see if Amanda even has the basic phonemic awareness that is completely necessary to begin to try to read and decode words on a page.

When I discussed my findings with Mrs. Smith, she expressed that she, once again, was not surprised. Progress reports are about to come out so she has been conducting very similar assessments with all of her students and has seen a variety of outcomes. She expressed her concern for Amanda and also mentioned again that when late October rolls around and it is time to implement the RTI process, Amanda is on her list of tier 2 students. However, I wonder why these students (if they are already being identified as needing extra support) should have to wait until the “official” starting time of the Kindergarten RTI process to receive extra help.

Assessment 6 Rhyme Identification

For my sixth and final assessment with Amanda, I decided to take a step back and start back at the basics. My previous assessments have showed that she has little or no phonological awareness as far as phoneme identification nor does she have much knowledge in letter-sound correspondence. I wanted to go back to the other more basic and primary forms of phonological awareness to see if she, in fact, had those skills yet or not. The first and most basic assessment for phonological awareness that I found was the assessment for rhyme identification. I knew that rhyming words were something that Mrs. Smith's class has worked on in the past so I knew she would be familiar with what was being asked of her. This hopefully prevent any incorrect answers on account of confusion with directions, as has been a problem in the past. I was hopeful that Amanda would correctly answer the rhyme identification questions so I prepared a seventh assessment to perform afterwards just in case she breezed through this one (since my goal was to find out exactly where she is with her phonological awareness).

On Monday October 14, I brought Amanda into the Kindergarten hallway at 11am during calendar time (since she was rolling around not engaged with the class anyways). Today I used my laptop to record the results. When we sat down at our table, Amanda immediately began looking all around and trying to type on my laptop. She was pressing random letters and smiling in a way that showed me she knew this is not what she was supposed to be doing. Once I let her type for a minute to get that out of her system, I told her it was time for us to play another game. I explained that I was going to tell her two words at a time and her job was to tell me “yes” or “no” whether that pair of words rhymes or not. I asked her if she remembered what it meant for words to rhyme and she said no,

so I reviewed that for a minute before we started to ensure, once again, that any incorrect responses were solely due to her lack of phonological awareness in that subject. Throughout the assessment, Amanda was looking around at things on the walls and at the ceiling and remained relatively distracted even though there was no one else in the hallway with us. I asked Amanda the first set of words, bed-fed, and she told me that they did not rhyme. However, next she correctly identified top-hop as a rhyming pair. I thought she maybe just did not get the first one right because she was not used to the directions yet, but then she consistently got about half of the responses incorrect (the exact results are below). This 50/50 score showed me that Amanda really does not much have phonological awareness in the rhyming category either, but just to be sure that she was not just randomly saying “yes” or “no”, I asked her to tell me a word that rhymed with the word “red”. She looked around for a minute and then pointed to the letter “m” on a sign above Mrs. Scott's door and said “m”. I confirmed, “so red rhymes with m?” and she nodded. At this point I was concerned that she not only had little awareness of the sound of rhyming words but also was struggling with what a “word” was since she thought “m” was a word. However, I did this exercise a few more times and her responses improved slightly: I asked what rhymed with “tag” and she said “pab”, I asked what rhymed with “dog” and she said “hotdog”, and I lastly I asked what rhymed with “bat” and she said “sack”. Although the majority of these are not actually rhyming words (or even real words) they are slant rhymes, meaning that the last vowel sound is the same. This assured me that she is hearing those ending sounds and does understand the basic definition of rhyme and with more direct practice with this topic may be able to develop this phonological awareness skill.

Overall, the results of this assessment were sort of all over the place. However, this gave me a great idea of what she is capable of. Although she answered incorrectly to many of the rhyming pairs, the ending activity that I did with Amanda showed me ultimately that this is something that can be improved with work and practice. Amanda has never been in school before this year and it is possible

that it is assumed that most students are coming in with this necessary phonological awareness, something that is absolutely essential to a student's ability to read and write. It is important that we go back to the basics with Amanda and work on these fundamental skills before we can expect her to decode written language or produce written language herself. Mrs. Smith completely agreed when I discussed this with her and admitted that this is something that they do not directly, explicitly work on anymore in Kindergarten (and since Amanda did not go to pre-school she never had the opportunity to work on it there, either). Moving forward with this semester, I will try to work with Amanda on these fundamental phonological awareness skills so that she may improve and advance, hopefully ultimately catching up with the norm group. This may include but is not limited to activities dealing with rime patters, onset patterns, phoneme substitution, phoneme identification, and chunking.

Phonological Awareness - Rhyme Identification

Student' s Name: Amanda Date: Oct 14

Student' s Score: 50% MAS

TERED REMEDIATE

Directions:

This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

Practice Items:

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

sit - bit boy - chair

Test Items:

Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed - fed n (yes)
2. top - hop y (yes)
3. run - soap n (no)
4. hand - sand n (yes)
5. funny - bunny y (yes)
6. girl - giant n (no)
7. lid - hid n (yes)
8. mess - yell n (no)
9. fell - fun y (no)

10. skip - hip __n__ (yes)

Number correct

Total possible

can you tell me a word that rhymes with “red” ... “m”

“tag” “pab”

“dog” “hotdog”

“bat” “sack”