

Student: Katie
First Grade

Assessment 1: Observation
9/4
8:15-9:00am

Student being Observed: Katie, during whole class instruction

Title of Lesson: “Beginning, Middle, End” (Reader’s Workshop)

Observations: During this lesson, all students are seated in their squares on the class carpet. The teacher delivers a mini-lesson in front of the class. The teacher asks students to recall details from a story read the previous day in class and apply the concepts of beginning, middle, and end while she fills in their answers on chart paper. Katie is listening attentively with her eyes on the teacher. She frequently answers questions, always raising her hand and never speaking out of turn. Otherwise motionless, she sometimes twirls her ponytails in keeping her hand on top of her head to be raised enthusiastically as soon as a question is asked (her hand is never by her side or in her lap). Again, she attempts to answer every question, even if she does not have an answer to give. She is the only sitting up straight with perfect posture. Sometimes she raises her hand without a question being asked. The teacher scolds her, “put your hand down, Katie.” She looks back at me as this is being said and smiles.

She is sitting between Maria and Kenny. Maria also persistently raises her hand. Kenny, on the other hand, is playing with his shoes. The teacher asks another student a question that Kenny tries to answer for him (out of turn), and Katie snaps at him: “don’t tell him!” When the mini lesson is over, students collect their book of choice and read by themselves. Earlier in the day, Katie had checked out the book Pecan Pie Baby by Jacqueline Woodson from the library. As soon as independent reading time began, she rushed to me with the book and excitedly told me that she remembered the word “pecan” from when I told her at the library.

Afterwards, she finds a place to sit on the floor and peruse her book. She skips the words and just looks at the pictures. This lasts until the end of reading time, about twenty-five minutes.

Reflection: I enjoyed being able to observe a particular student during a lesson. I felt that this experience was insightful for me as I learned about Katie's sense of self in the classroom. It is obvious to me that Katie is eager to learn, especially if she is simultaneously receiving attention from adults. She is confident in her ability to answer questions, even if she is not sure if her answer is "right." I think that this is a great starting place with Katie, who I know is below grade level in reading and writing from my own experience with her and from my mentor teacher's advisement. It is important that this excitement is fostered and not stifled. However, it is also important that Katie does not "take over" the classroom from the other students and prevent them from having a chance for input. Based on these observations, I think that Katie would work best in a one-on-one or small group setting.

Also, I think that Katie would benefit from reading good fit books. While she enjoyed the pictures from Pecan Pie Baby, she needs to read books that are on her reading level so that she can progress further in literacy comprehension. I would like to try to find books that are similar in style, featuring African American families, young children, and humorous, colorful pictures. She seemed to find all of these factors entertaining and relatable, and I want to keep her interest sparked.

Teacher Response: My mentor teacher agreed that it is important for Katie to have good fit books, though it may be difficult to find books that are on her level that are relatable to her. We send home 'book baggies' every night, which hold two pre-chosen good fit books based on beginning-of-the-year assessments. However, these books are not typically highly relatable. Also, starting in October, students will be using Ticket to Read each morning on the computers.

This will help foster Katie's word recognition. Based on the struggles I have noticed in Katie's reading, my mentor teacher has ensured that Katie will be using Ticket to Read each morning before class starts.

Student: Katie
First Grade

Assessment 2: Reading Attitude Survey
9/16
2:00pm-2:15pm

Student being Assessed: Katie, in a one-on-one session in the hallway (outside of classroom and distraction of classmates)

Scoring and Observations: The survey was administered as soon as the class returned from recess. Katie's attitude was upbeat and joyful, which is important considering she has emotional downswings to the point of tears on a daily basis (typically in the morning).

For the "Recreational Reading" portion of the survey, she answered the happiest Garfield for all but one question. For the question, "how do you feel about reading for fun at home," she responded with the angriest Garfield. She did not explain her answer, though she did repeat the word "home" as if it was the most important part of the question. When asked about her feelings towards bookstores, she grew very excited: "I really like Barnes and Noble!" She had a raw score of 37/40 and ranked in the 86th percentile for this portion of the survey.

For the "Academic Reading" portion of the survey, her answers were slightly more varied. She did not understand what a dictionary is, so she left that question blank (I scored it as zero). She also answered with the slightly smiling Garfield for two questions: "how do you feel about reading in school" and "how do you feel about reading your school books?" She wrinkled her nose disdainfully with the former question, then explained for the latter question that she does not prefer the teacher-selected books ("they're so boring"). For the question, "how do you feel when you read out loud in class," she adamantly circled the happiest Garfield and explained: "I love how errybody be givin' me attention when I read out loud." She had a raw score of 34/40 and ranked in the 69th percentile for this portion of the survey.

At the end of the survey, Katie asked if she could read with me. I had to decline her request because she needed to return to her class, so she asked if we could read together at recess on Wednesday. I delightfully consented.

Overall, Katie had a full scale raw score of 71/80 and scored in the 80th percentile of first graders across the nation.

She did not recognize the character Garfield.

Reflections: I am not surprised by Katie's score on this survey. Based on informal classroom observations, I have come to realize that Katie enjoys reading and is always eager to read with me during Independent Reading Time. During that time, she never fails to ask to read her library book, thus typically choosing not to read the teacher-selected books. It is also important to note that she relishes this time perhaps most for the one-on-one aspect: she sidles up as close as possible beside me and frequently rests her head against my arm as her finger follows mine across the words. I think this type of behavior is especially interesting considering her statement about enjoying reading out loud because she receives the attention of the whole class. Clearly, this sort of attention is encouraging for her as a reader.

Another aspect of this survey that I did not find surprising was her comparative lack of interest in the teacher-selected books. These basal readers are fit for each student's specific reading level, but are typically dry and the students do not relate to the topics.

As a result of this survey, I want to continue to support Katie's growing interest in reading by working with her in a one-on-one setting as much as possible. I will read with her at recess whenever she asks, and I will do my best to find good-fit books of a relatable topic. I will deliberately use encouraging words and maintain a positive demeanor during our times together

(particularly those spent reading), so that she may continue to find reading to be an uplifting experience.

Teacher Response: My mentor teacher found it very interesting that Katie enjoys reading out loud so much, especially based on how emotionally fragile Katie tends to be. However, now that we know that she enjoys reading out loud, we will ensure that she reads out loud at least once a week in front of her classmates. We will also make sure that other students have the opportunity to read out loud, too. Maybe each table can have a day of the week, on which each student can choose one of their pieces of writing to share.

Also, while the basal readers are boring, they do offer greater scaffolding because of the repetition of their use. This repetition helps them practice fluency and prosody. Perhaps to make it more fun for Katie, have her read the book ‘backwards,’ starting with the last page. It will seem like nonsense, but it will still serve the purpose of reading practice.

















Finally, my mentor teacher said that it would be fantastic for me to read with Katie during recess. If she wants to be read with, we should act on her motivation. Not only will she gain in her reading ability, but the one-on-one attention may offer a boost in her confidence.

V BOOK

















Elementary Reading Attitude Survey

School Fowler Grade 1 Name [REDACTED]

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?				

Bookday

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?			
				

← doesn't like teacher selected books

wants to read with me at recess
 @s B & N
 Fav: Finding Nemo & Peter Pan

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?

b/c she gets all the attention →



19. How do you feel about using a dictionary?

never used



20. How do you feel about taking a reading test?



Elementary Reading Attitude Survey Scoring Sheet

Student Name Katie*

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

Raw Score: 37

Academic reading

1. 4
2. 4
3. 3
4. 3
5. 4
6. 4
7. 4
8. 4
9. No answer
10. 4

Raw Score: 34

Full scale raw score (Recreational + Academic): 71

Percentile ranks: Recreational

86th

..... Academic

69th

..... Full scale

80th

Student: Katie
First Grade

Assessment 3: Running Record and Miscue Analysis
9/23
1:10pm-1:35pm

Student being Assessed: Katie, in a one-on-one session in the library (away from noise and distraction of peers)

Occurrences: When first presenting Katie with a reading passage, I gave her a Later Beginning Passage entitled “The Pet Shop,” knowing that she enjoys reading and animals. However, she immediately pushed it away, telling me that it was “too long and too hard.” Based on her refusal to continue with that passage, I selected a different Later Beginning Passage entitled, “A Big Brother,” which is briefer and has double spacing. She read this slowly and with a quiet, unconfident tone of voice. Out of seventy-five words, she had twenty-nine miscues, twenty-seven of which were significant. She frequently requested my help to sound out words, but could rarely string the sounds together once we had separated them. She replaced the sight word “was” with “saw” on every occasion. From the second half of the passage to the end, her miscues were more frequent and her frustration had clearly grown. She repeatedly stated phrases like “I don’t know that word” and “that’s hard.” Many of the words she either substituted or needed help with were sight words, including “could,” “would,” “the,” “was,” and “now.” If she felt that a word was “too big,” she immediately asked for help without trying to sound it out. Once she had finished reading, she said “I wanna move my [discipline] clip up.” She answered all of the comprehension questions correctly, then repeated that she wanted to move her discipline clip up.

Next, she asked to read an Easy Sight Word Passage entitled “My Dog.” She read this very basic passage with much more confidence and did not hesitate with any words besides the sight word “with,” which she spoke correctly after pausing. However, she mispronounced

“spark” as “special” throughout the passage, even after sounding it out. This passage has twenty-five words, and her four miscues were all significant in that she failed to sound them out correctly.

The final passage I asked her to read was a Beginner Passage entitled “The Small Fish.” She was excited to read this passage because of the fish illustration and she made predictions that the passage would feature a shark that chased smaller fish. She began this passage with confidence, as well, but lost that excitement by the second line with the word “live.” She first pronounced the word as “love,” but knew that was not correct. She spent quite some time trying to sound out the word, but did not understand the function of the ‘e’ at the end of the word. She continuously said the word as “liv-e” until she asked for help. After that instance, her demeanor changed: she seemed frustrated and sad. In the second paragraph, her frustration worsened with the big, indecipherable words “green” and “wanted.” She also substituted “came” for the word “shark,” and “mean” with the words “amused” and “meed.” Out of 50 words, she had 9 miscues, seven of which were significant.

After each passage, I asked Katie the corresponding comprehension questions. She answered all comprehension questions correctly, regardless of passage difficulty.

At the end of the last passage, she candidly confided in me that she does not think she will ever be able to go to second grade because the words will be too big and hard for her. She then began to cry. I encouraged her by reminding her of her perseverance and hard work, which was enough to make her stop crying. However, it was obvious that the emotion still lingered until we left the library and went to recess.

Reflections: This assessment was shocking to me. While I was suspicious that Katie was below her grade level for reading, I had not realized how much she struggled even with the most

frequent sight words—and yet she was still able to comprehend every passage. I was also surprised how difficult it was for her to put the sounds of the letters together when sounding out words; even though she could usually determine the sound of the individual letters, she could not string the sounds together to make words. Finally, I noticed that she did not understand the function of ‘e’ in any word that it does not stay true to its basic sounds (being either short or long).

On the other hand, her frustration and lack of confidence did not surprise me. She is a very self-motivated child, but easily gets upset with herself and others when self-imposed expectations are not met. Her insecurity is most likely the cause of her need for attention, which I have noticed each day that I am in her classroom. However, I am impressed that she persevered through the passages even when she felt that she was unable.

What I found most alarming from the whole experience was her emotional breakdown at the end of the three passages. She cries nearly every day, but the fear behind her sadness is obviously legitimate to her. I recently learned that she was retained in Kindergarten, which probably further enhances her worries of not being capable of advancement.

From this assessment, I have gathered that Katie needs to be scaffolded in several areas. First, I would like to focus on her sight words. Through practice and repetition, I think that these words will be less daunting in text. Next, I want to focus on her understanding of phonics and rules in the English language, particularly her familiarity with the functions of the letter ‘e.’ Finally, I want to help boost her confidence by giving her the opportunity to read interesting books that meet her understanding.

Teacher Response: My mentor teacher has recommended that we assess which sight words that Katie struggles with most. We will move forward with a high frequency word assessment to

determine her areas of greatest struggle and then go from there. In order to meet Katie's emotional needs, we will recommend her to the school counselor. I will also take more one on one time to read with her, as I have seen this type of attention strengthen her motivation and self-confidence.

ACTUAL RUNNING RECORDS ATTACHED AS SEPARATE DOCUMENTS.

Student: Katie
First Grade

Assessment 4: High Frequency Words
10/2
9:50-10:00am

Student being Assessed: Katie, in a one-on-one setting in the hall

Occurrences: Katie and I sat together in the hallway so that I may assess her recognition of high frequency (sight) words. The assessment was administered on a computer via a timed slide show. One hundred words crossed the screen in three hundred seconds (three seconds per word). Katie was to say each word as it appeared on the screen. She completed this same assessment the first week of school, so that my mentor teacher would be able to understand her reading needs. Her original score was 47/100.

To start, I directed Katie to “keep her eyes on the screen because the words will change quickly.” She immediately informed me that she does not read quickly, so she thought this would be too hard for her. I reassured her to just do her best, to which she nodded and began the assessment.

Katie answered the questions on the first half of the assessment with confidence, despite some mistakes. These are considered to be the easiest words (all of which are three letters or less). She had comparatively few miscues (9/50). However, she struggled to recognize the sight words on the second half of the assessment. Many of these words were longer. Her confidence faltered, and by the end of the assessment she stopped answering altogether (excluding the last two words). On this section, she had a significant number of miscues (25/50). Her overall score on the assessment was 66/100 (number correct).

After the assessment ended, Katie complained that she was very hungry. She informed me that she did not eat breakfast and also did not have dinner last night. The last food she had eaten was honeydew for snack yesterday at 1:30pm.

Words that Katie missed: so, what, how, if, has, him, or, back, by, came, now, have, very, been, your, from, put, man, here, saw, after, there, they, because, going, where, could, before, went, just, when, were, over.

Reflections: I think that this assessment was highly informative for precisely how to move forward with Katie. Based on past assessments, I found that, despite Katie's love for reading, she genuinely struggled to understand even the most frequent sight words. This assessment not only further affirmed my thought process, but also displayed which words Katie struggled with most. I feel confident in the ability to move forward with helping her to gain recognition of these words, which may help boost her self-esteem when reading and challenge her to read more difficult texts.

Although I think the assessment served its purpose, I wonder if Katie would have been able to focus better on the words if she had not be so hungry, thus allowing her to score higher. I am not sure that the difference would be significant, considering the results were close to what I would have expected. Aside from viewing this situation from the perspective of this particular assessment, I am alarmed by the fact that she had not eaten in nearly twenty-four hours. Not only does she need to eat regularly for her nutrition, but such a diet (or lack thereof) will certainly impact her ability to stay focused and learn in school. I wonder if this sort of experience is typical for her, as it may have an impact on why she has struggled so much up to this point with learning to read.

Teacher Response: Upon discussing this assessment with my mentor teacher, she advised that I pull Katie aside next week to make flash cards of the high frequency words she missed. I should allow Katie to write these words and I should act simply as a guide. This will give her a sense of ownership over the cards, while also helping her to practice how they are spelled. Throughout our remaining weeks together, I can help Katie practice the sight words cards. She can also practice these cards at home, whether or not a parent chooses to help her.

Student: Katie
First Grade

Assessment 5: Informal Phonics Inventory
10/4
12:30pm-12:45pm

Student being Assessed: Katie, in a one-on-one setting in the classroom

Occurrences: Katie and I sat together in the classroom at a back table, away from the other students who were quietly listening to a read-aloud. This assessment involved four parts: recognition of consonant sounds, recognition of consonant digraphs, reading with consonant blends in short vowel words, and reading with short vowels in CVC words. For the first two parts of this assessment (recognize consonant sounds and consonant digraphs), Katie was asked to produce the corresponding sound as I pointed to the letter or digraph. For the latter two parts of the assessment (reading consonant blends in short vowel words and short vowels in CVC words), Katie was asked to read the words as it appeared on the paper. She was advised to sound out the word “on her body” (assigning each letter to different parts of her body and then connecting them) if she needed help reading a word.

For recognition of consonant sounds and digraphs, Katie scored perfectly and without hesitation. She was able to produce both sounds for *G* and *C* with prompting. She seemed very confident with this portion of the assessment and did not ask for help.

For the second half of the assessment, Katie struggled with reading a significant portion of the words. Out of twelve, Katie missed six of the consonant blends in short vowel words: trick (“tick”), flash (“fash”), stash (“slash”), trash (“tash”), spin (“shin”), and twin (“tin”). The consonant blends that proved to be the most difficult for her were –ash and –in. She had no problem with any of the –op words (drop, crop, and prop). She used the “sounding out” technique practiced in class, but could not connect the letter sounds once she had separated them.

As for short vowels in CVC words, Katie missed only three out of ten: led (“lead”), hug (no response), and rock (no response). She seemed much more confident with these small words and chose to sound many of them out “on her body.” However, she became frustrated with herself when trying to sound out “hug” and “rock.” Once attempting to sound the words out, she verbalized that she couldn’t do it, and seemed very sad. I had to prompt her to move on to the next word.

Reflections: I chose to do this assessment because I felt that it would provide more insight to with what Katie is struggling. Based on my previous assessment, I know that she has difficulty with high frequency words, but I wanted to rule out difficulty with phonics. I was honestly surprised to see that she was able to produce all of the consonant sounds, plus all three consonant digraphs. She is one of very few students in our class who was able to answer all of them correctly.

My findings with her ability to sound out words consisted of her difficulty in “stringing” the letter sounds together, despite the fact that she is familiar with these sounds. She was able to sound out the individual letters in the words, but did not seem to understand how to make the sounds into a word. This is true for both the consonant blends and CVC words section.

As a result of this assessment, I do not think that Katie has difficulty with letter sounds, thus ruling out the need to work with her on recognition of individual phonemes. However, she does struggle with being able to put these sounds together. Alongside working with her on sight words, it may also be beneficial to spend time working on specific “sounding out” techniques.

Teacher Response: My mentor teacher agreed that Katie does not need practice with phonemes. Compared to her classmates, Katie has excellent letter-sound recognition. However, my mentor teacher agrees that Katie needs practice with word decoding. In the future, my mentor teacher

stated it would be prudent to focus on Katie's ability to decode simple words. This is not as important, however, as getting her "up to speed" with high frequency words, so that is where our focus should lie initially.

Informal Phonics Inventory

Name "katie"

Date 10/4/13

12:30-12:45

22/22

Consonant Sounds

S D F G H J
K L Z P C V
B N M Qu W R
T Y

3/3

Consonant Digraphs

Th Sh Ch

6/12

Consonant Blends in Short-Vowel Words

ick brick slick trick
op drop crop prop
ash flash slash trash
in spin shin twin

7/10

Short Vowels in CVC Words

bit lead nut lap hug
rock tin rag hen job

14

The Rule of Silent e

cap tot cut kit
cape tote cute kite

10

Vowel Digraphs

loaf beat sail need way
gain feet coal leaf sue

16

Diphthongs

town loud boy threw oil law

16

r-controlled Vowels and -al

tar half sir port hurt fern

173

Total

Student: Katie

First Grade

Assessment 6: Organization of High Frequency Words/Decodable Words

10/16

1:30pm-1:55pm

Student being Assessed: Katie, in a one-on-one setting in the classroom

Occurrences: Katie and I sat together at a table outside of our classroom. The setting was quiet and few people passed by during our time together. For this assessment, Katie was given a Ziploc bag filled with a number of index cards with a different sight word or decodable word written on each. When I gave Katie the first bag, I asked her to read each word and then organize them into a sentence. This is an exercise that students have completed in class during skills practice, though I did not give Katie any of the same bags that she had used before. Over the course of our time together, Katie was given four Ziploc bags, one at a time.

The first Ziploc bag was filled with the words: 'the,' 'it,' 'in,' 'bag,' 'Put,' and a period. The sentence should be "Put it in the bag." To start, Katie laid out all of the cards before her and worked on sounding out the words. She immediately recognized 'the,' 'it,' and 'in.' She sounding 'bag' out correctly, but could not sound out 'put.' She decoded it as 'putt,' but did not understand the meaning of the word. After some time, she asked for help, so I helped her to sound out the word with its true sounds. With some deliberation, she decided to organize the words as "Put the bag in it." She explained that the 'it' could be anything: a house or a car.

The second Ziploc bag was filled with the words: 'your,' 'that,' 'is,' 'map,' and a question mark. The sentence should be "Is that your map?" Again, Katie started by laying out all of the words and decoding them. The only word she stumbled on was 'your,' which she called 'you.' I asked her to check the word again, but she still thought that it said 'you.' I directed her to the 'r' at the end of the word, to which she responded 'you-er.' At that point, I gave her the word

so that she could continue with the assessment. She was able to organize the words into the sentence correctly once she realized the word was ‘your.’

The third Ziploc bag was filled with the words: ‘a,’ ‘has,’ ‘pet,’ ‘Sam,’ ‘bat,’ and a period. She was able to recognize or decode all of the words correctly, though I had to explain that ‘Sam’ is a name. She correctly organized the sentence as ‘Sam has a pet’ and then added ‘bat’ at the end because she did not know what to do with it. She seemed to not be sure of what a ‘bat’ was in terms of an animal.

The final Ziploc bag was filled with the words: ‘put,’ ‘the,’ ‘He,’ ‘the,’ ‘and,’ ‘the,’ ‘in,’ ‘dog,’ ‘cat,’ ‘sand,’ and a period. The sentence should be “He put the dog and the cat in the sand.” She was able to recognize or sound out all of the words. She connected that ‘put’ is that same word from the first sentence, and therefore decoded it correctly. This long sentence was the most difficult for her to organize. She did not know what to do with the word ‘put.’ She continuously commented that she needed the word ‘had,’ so she could say “He had the dog and the cat.” She did not understand that ‘put’ signaled that the subject was putting the animals ‘in the sand.’ She did not use the prepositional phrase. She decided that the sentence should be ‘He put the dog and the cat.’ She told me that she knew this did not make sense, but she did not know what else to do. This ended our assessment.

Reflections: This assessment, I felt, went very well. I was impressed by Katie’s ability to recognize most of the words, an indicator that our time together focusing on high frequency words has not been in vain. I was also impressed that there was no single time throughout the course of the assessment that Katie became frustrated with herself. Instead of crying or acting out of insecurity, Katie persevered through all but the last sentence (one that was admittedly difficult). Even though she quit without finishing the final sentence, she did not do so out of

insecurity or being so upset that she could not continue. She instead just stopped, which is quite a change from her typical behavior.

As a result of her recognition of most of the sight words (excluding ‘your’ and ‘put’) and her ability to manipulate them, I think that our methods for teaching these words have been effective. I will continue to teach Katie high frequency words in a manner coherent with the ways we have been teaching her. Also, the change in her personal demeanor comes as a victory in comparison to the fragile, insecure student I encountered throughout the first half of this semester. I look forward to being able to act as an encouragement to her in her learning as the school year presses on.

Teacher Response: My teacher agrees that we should continue to focus on high frequency words, as this one-on-one intensive instruction has proved beneficial. She is likewise overjoyed that Katie has had such a change in attitude lately. We will both continue to encourage and praise her, while ensuring that her education remains valid and challenging.

