

READ 5443 Assessment and Instruction in Literature

Texas Woman's University

Spring 2014

Tammy Cardwell

Assessment Report: Younger Student

## Assessment Report for Ian

Date: 3-4-2014

### Observation Survey Summary

#### Useful strategic activity on text:

■ demonstrated a firm understanding of the difference between letters and words, purpose of punctuation, and directionality concerning how pages are turned within a book and following the letters and words. He interacted with the text in a variety of ways, and mastered each of the twenty-four assessments correctly. ■ is at a Stanine 9 and has mastered the basics of concepts of print.

#### Problem strategic activity on text:

During assessments, I found no problems with strategic activities concerning print. ■ has mastered the basics of concepts of print.

#### Useful strategic activity with words:

■ participated in a variety of activities that assessed his understanding and levels in connections to words in isolation and within print. ■ was able to read all twenty high-fluency words with success. He also recorded phonemes correctly using appropriate letters. He showed mastery on the Ohio Word Test and the Hearing and Recording Sounds test, and is at a Stanine 9 on both tests.

Through a series of Running Records, I found ■'s three levels of reading. He is a strong reader for a kindergartener. ■ is reading well above his current grade level. He makes few errors and most of those errors do not interfere with the meaning of the text.

**Easy Reading Level (Independent): F**

**Instructional Reading Level: G**

**Hard Reading Level (Frustrational): H**

#### Problem strategic activity with words:

During the Writing Vocabulary Test, ■ wrote and spelt 22 out of 29 words correctly in the allotted time. He was very thorough and thoughtful as he thought of new words to write. His score is lower on this assessment, scoring in the Stanine 3 range. Through my observations and time with ■, I do not feel this is truly a weak area for ■. I will support ■'s word knowledge, but will use the data from the Words Their Way assessment to guide future instruction.

#### Useful strategic activity with letters:

The various readings during the Running Records assessments provided valuable information in relation to letter-sound concepts and concepts of text. ■ clearly read for meaning, and was able to quickly sound out unfamiliar words. He is a strong reader that is reading well above his current grade level. For future instruction, I will use Level G text.

**Problem strategic activity with letters:**

Words Their Way assessment is designed to assess word knowledge. [REDACTED] was able to correctly spell 10 out of 26 words. During the assessment he used 32 out of 56 letter and/or letter combinations correctly. This assessment shows that Ian has mastered Initial and Final Consonants, scoring 14 out of 14. He is close to mastering Short Vowels, scoring 6 out of 7. Digraphs is the first area of weakness for Ian. He scored 2 out of 7. [REDACTED]'s Spelling Stage is Middle Letter Name-Alphabetic.

**Summary statement:**

• **Instructional Reading Level:**

- For future instructions, I will use **Level G** text to reinforce and support [REDACTED]'s learning.

• **Background Knowledge:**

- I will use **words with Short Vowels** to reinforce [REDACTED]'s learning on an area he is close to mastering.

• **Objective #1:**

- My lessons will focus on **short /e/ sounds on words such as /sled/** to help [REDACTED] master his short vowels.

• **Background Knowledge:**

- I will use words with **beginning /sh/ and /ch/ digraphs** to reinforce [REDACTED]'s letter knowledge on concepts he scored well on.

• **Objective #2:**

- I will build upon that knowledge and focus lessons on **beginning /th/ digraph and ending /sh/ digraphs**.

**References**

**PAST:**

Zgone, Y. (2000). *Sounds in action*. Peterborough, NH: Crystal Springs Books.

**Observation Survey:**

Clay, M. (2005). *An observation survey of early literacy achievement* (2<sup>nd</sup> edition).  
Portsmouth, NH: Heinemann.

**Words Their Way Spelling Inventory:**

Bear, D.R., Invernizzi, M.R., Templeton, S., & Johnston, F.R. (2011). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5<sup>th</sup> edition). Boston, MA: Pearson/Allyn & Bacon.

## Observation Survey Summary Sheet

Student Name: [REDACTED]	Date: 3-1-14	D. of B.: 10-12-07	Age: 6y 4m
Administer Name: Tammy [REDACTED]			

Concepts About Print		Raw Score	Stanine				
	mastered	24/24	9				
Letter Identification p. 84	mastered	54/54	9				
Word Reading p. 93	mastered <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">List A</span> List B List C	20/20	9				
Hearing and Recording Sounds p. 116	mastered	37/37	9				
Writing Vocabulary p. 101	<p>Strengths:                      weakness:</p> <p>- CVC                              - movie      - five</p> <p>- ight words                      - raise</p> <p>* - orange      - strawberries (one word)</p>	22/29	3				
Running Records	<p>Easy: Level F                      * Read for meaning</p> <p>Instructional: Level G            * most errors did not interfere w/ meaning of story</p> <p>Hard: Level H</p>						
Words Their Way Spelling Inventory	<p>Level Administered: Primary Spelling Inv.</p> <p>mastered - Initial Consonants</p> <p>                 - Final Consonants</p> <p>Weakness - short vowel (e' only)</p> <p>                 Digraphs (-ch, -sh, th, sh, th)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 50%;">Feature Pts</th> <th style="width: 50%;">Total</th> </tr> <tr> <td style="text-align: center;">32/56</td> <td style="text-align: center;">42/82</td> </tr> </table>	Feature Pts	Total	32/56	42/82	<p>Letter Name Alphabetic</p> <p>Middle</p>
Feature Pts	Total						
32/56	42/82						
PAST	<p>Strengths: (mastered)</p> <p>- Concept of spoken word</p> <p>- Rhyme</p> <p>- Phoneme manipulation</p> <p>Weakness:</p> <p>- Syllables 2/3</p> <p>- Phonemes 3/7</p>						

- Sand
- Stones
- Moon
- Shoes

**CONCEPTS ABOUT PRINT SCORE SHEET**

Date: 2-18-14

Name: [REDACTED] Age: 6 yrs

TEST SCORE: 24 / 24

Recorder: Tammy [REDACTED] Date of Birth: 10/12/07

STANINE GROUP: 9

PAGE	SCORE	ITEM	COMMENT
Cover	✓	1. Front of book	
2/3	✓	2. Print contains message	
4/5	✓	3. Where to start	
4/5	✓	4. Which way to go	
4/5	✓	5. Return sweep to left	
4/5	✓	6. Word-by-word matching	
6	✓	7. First and last concept	
7	✓	8. Bottom of picture	
8/9	✓	9. Begins 'The' ( <i>Sand</i> ) Begins 'I' ( <i>Stones</i> ) Begins 'I' ( <i>Moon</i> ) Begins 'Leaves' ( <i>Shoes</i> ) bottom line, then top, OR turns book	
10/11	✓	10. Line order altered	
12/13	✓	11. Left page before right	
12/13	✓	12. One change in word order	
12/13	✓	13. One change in letter order	
14/15	✓	14. One change in letter order	
14/15	✓	15. Meaning of a question mark	
16/17	✓	16. Meaning of full stop (period)	
16/17	✓	17. Meaning of comma	
16/17	✓	18. Meaning of quotation marks	
16/17	✓	19. Locate: m h ( <i>Sand</i> ); t b ( <i>Stones</i> ); m i ( <i>Moon</i> ); m i ( <i>Shoes</i> )	
18/19	✓	20. Reversible words 'was', 'no'	
20	✓	21. One letter: two letters	
20	✓	22. One word: two words	
20	✓	23. First and last letter of word	
20	✓	24. Capital letter	

**LETTER IDENTIFICATION SCORE SHEET  
(ENGLISH)**

Name: [REDACTED] Age: 6 yrs <sup>(4 months)</sup> Date: 2-24-14  
 Recorder: Tammy [REDACTED] Date of Birth: 10/12/07 TEST SCORE: 54 / 54  
 STANINE GROUP: 9

	A	S	Word	I.R.		A	S	Word	I.R.
A	✓	✓			a	✓	✓		
F	✓	✓			f	✓	✓		
K	✓	✓			k	✓	✓		
P	✓	✓			p	✓	✓		
W	✓	✓			w	✓	✓		
Z	✓	✓			z	✓	✓		
B	✓	✓			b	✓	✓		
H	✓	✓			h	✓	✓		
O	✓	✓			o	✓	✓		
J	✓	✓			j	✓	✓		
U	✓	✓			u	✓	✓		
					a	✓	✓		
C	✓	✓			c	✓	✓		
Y	✓	✓			y	✓	✓		
L	✓	✓			l	✓	✓		
Q	✓	✓			q	✓	✓		
M	✓	✓			m	✓	✓		
D	✓	✓			d	✓	✓		
N	✓	✓			n	✓	✓		
S	✓	✓			s	✓	✓		
X	✓	✓			x	✓	✓		
I	✓	✓			i	✓	✓		
E	✓	✓			e	✓	✓		
G	✓	✓			g	✓	✓		
R	✓	✓			r	✓	✓		
V	✓	✓			v	✓	✓		
T	✓	✓			t	✓	✓		
					g	✓	✓		
	26	26			TOTALS		28	28	

Confusions:

Letters Unknown:

Comment:

Recording:

A Alphabet response:  
tick (check)

S Letter-sound response:  
tick (check)

Word Record the word the  
child gives

I.R. Incorrect response:  
Record what the child  
says

TOTAL SCORE 54

### OHIO WORD TEST SCORE SHEET

TEST SCORE: 20 / 20

STANINE GROUP: 9

Date: 2-24-14

Name: [REDACTED]

School: [REDACTED]

Recorder: Tammy [REDACTED]

Classroom Teacher: [REDACTED]

Record incorrect responses. Choose appropriate list of words.

✓ (Checkmark) Correct Response

• (Dot) No Response

LIST A	LIST B	LIST C
and ✓	ran	big
the ✓	it	to
pretty ✓ ?	said	ride
has ✓	her	him
down ✓	find	for
where ✓	we	you
after ✓	they	this
let ✓	live	may
here ✓	away	in
am ✓	are	at
there ✓ <i>sounded?</i>	no	with
over ✓ <i>out?</i>	put	some
little ✓	look	make
did ✓	do	eat
what ✓	who	an
them ✓	then	walk
one ✓	play	red
like ✓	again	now
could ✓	give	from
yes ✓	saw	have



HEARING AND RECORDING SOUNDS IN WORDS  
OBSERVATION SHEET

Date: 2-25-14

Name: [REDACTED] Age: 6 yrs

Recorder: Tammy [REDACTED] Date of Birth: 10/12/07

TEST SCORE: 37/37

STANINE GROUP: 9

(Fold heading under before child uses sheet)

I have a big dog at home. Today I am going to take him to school.

1      2 3 4      5      6 7 8      9 10 11      12 13  
14 15 16      17 18 19 20      21 22  
23 24 25 26 27      28 29 30      31 32 33      34 35      36 37

Time: 10 mins.

WRITING VOCABULARY OBSERVATION SHEET

Date: 2-24-14

Name: [redacted] Age: 6 yrs

Recorder: Tammy [redacted] Date of Birth: 10/12/07

TEST SCORE: 22/29

STANINE GROUP: 3

(Fold heading under before child uses sheet)

movy x-ray mouse  
party grade rase  
ice cream yellow  
Ornge peas straw  
berrys grapes froot  
light little wingert  
name one fish  
three four nine  
seven fife shedon  
brielle flower mice  
Jon

22/29

2-24-14

Writing vocabulary 10 mins

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| movie (movy)                       | Sheldon (Shedon)<br>(Brother's name) |
| ✓ X-ray                            | ✓ brielle (sister's name)            |
| ✓ mouse                            | ✓ flower                             |
| ✓ party                            | ✓ mice                               |
| ✓ grade                            | ✓ Jon                                |
| raise (rase)                       |                                      |
| ✓ ice cream                        |                                      |
| ✓ yellow                           |                                      |
| orange (orange)                    |                                      |
| ✓ peas                             |                                      |
| strawberries (straw berrys)        |                                      |
| ✓ grapes                           |                                      |
| fruit (froot)                      |                                      |
| ✓ light                            |                                      |
| ✓ little                           |                                      |
| ✓ Wingerb (did not capitalize "W") |                                      |
| ✓ name                             |                                      |
| ✓ one                              |                                      |
| ✓ fish                             |                                      |
| ✓ three                            |                                      |
| ✓ four                             |                                      |
| ✓ nine                             |                                      |
| ✓ seven                            |                                      |
| five (fife)                        |                                      |

Level F

**RUNNING RECORD SHEET**

Name: [Redacted] Date: 2-18-14 D. of B.: 10-12-07 Age: 6 yrs 4 mths  
 School: [Redacted] Recorder: Tammy [Redacted]

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Bowling at Home</u>	<u>1/100</u>	1: <u>100</u>	<u>99</u> %	1: <u>0</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement \_\_\_\_\_

**Analysis of Errors and Self-corrections**

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy Meaning for "Dome" (Ella) & said "Elli"  
 Instructional \_\_\_\_\_  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	<u>Elli</u> ✓	1		M	
	<u>Ella</u> ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
4	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓				
6	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				



"Bowling at Home"

Page							Count		Analysis of Errors and Self-corrections	
							E	SC	Information used	
									E MSV	SC MSV
Cont.										
6	✓	✓	✓	✓	✓	✓				
	✓	✓	✓	✓	✓	✓				
	✓	✓								
8	✓	✓	✓	✓	✓	✓				
	✓	✓								
	✓	✓	✓	✓	✓	✓				
	✓	✓	✓	✓						
	✓	✓	✓	✓						
	✓	✓	✓	✓						
10	✓									

Level G

**RUNNING RECORD SHEET**

Name: [Redacted] Date: 2-18-14 D. of B.: 10-12-07 Age: 6 yrs 4 mths  
 School: [Redacted] Recorder: Tammy [Redacted]

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional Pickies Gets Lost	6: 100	1: 17	94 %	1: 0
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement \_\_\_\_\_

**Analysis of Errors and Self-corrections**  
 Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy \_\_\_\_\_  
 Instructional [Redacted] read for "Meaning". His errors did not interfere w/ the story - other than just errors.  
 Hard \_\_\_\_\_

Cross-checking on information (Note that this behaviour changes over time)

Page	Title							Count		Analysis of Errors and Self-corrections	
								E	SC	Information used	
										E MSV	SC MSV
2	✓	✓	✓	✓							
	✓	✓	✓	pickie*			1		✓		
3	✓	✓	✓	picnic							
	✓	✓	✓	✓	✓						
4	✓	✓	✓	-	✓	✓	1		M		
	✓	✓	✓	+00							
4	✓	✓	✓	✓	✓	✓					
	✓	✓	✓	✓	✓	✓					
4	✓	✓	✓	space			1		M		
	✓	✓	✓	place							
4	✓	✓	✓	✓	✓	✓					
	✓	✓	✓	✓	✓	✓					



Level H

**RUNNING RECORD SHEET**

Name: [Redacted] Date: 2-18-14 D. of B.: 10-12-01 Age: 6 yrs 4 mths  
 School: [Redacted] Recorder: Tammy [Redacted]

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____		1: _____	_____ %	1: _____
Instructional _____		1: _____	_____ %	1: _____
Hard <u>The Wheelbarrow Garden</u>	<u>10:100</u>	1: <u>10</u>	<u>90</u> %	1: <u>0</u>

Directional movement \_\_\_\_\_

**Analysis of Errors and Self-corrections**

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy \_\_\_\_\_  
 Instructional \_\_\_\_\_

Hard [Redacted] reads quickly & seems to be reading for meaning. Any errors he made did not interfere w/ the story.

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
3	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓ ✓ <u>you yours</u>	1			M
	✓ ✓ ✓ ✓ ✓ <u>rooms room</u>	1			✓
	5	✓ ✓ ✓ ✓ <u>10 wheelbarrow</u>	1		
	✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ ✓				
	✓ ✓ ✓ ✓ <u>little</u> ✓				
	✓ ✓ ✓ ✓ ✓				
7	✓ ✓ ✓ <u>outside out</u>	1			M V





# "The Wheelbarrow Garden"

Page							Count		Analysis of Errors and Self-corrections	
	Crit					E	SC	Information used		
		E	MSV	SC	MSV					
7	Jesse	✓	to	her	✓	✓	3	M	M	
	Jamie	✓			✓	✓		M		
		✓	✓	✓	✓	✓				
		✓	✓	✓	✓	✓				
		✓	✓	✓	✓	little		✓	1	M
9	said	✓	smiled	✓			1	M		
	One on	✓	✓	✓	✓	✓	1	M	V	
		✓								

## Elementary Reading Attitude Survey Scoring Sheet

Student Name \_\_\_\_\_

Teacher Tammy \_\_\_\_\_

Grade Kindergarten Administration Date 2-18-14

<u>Scoring Guide</u>	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

### Recreational reading

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

Raw Score: 32

### Academic reading

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

Raw Score: 36

Full scale raw score ..... (Recreational + Academic): 68

Percentile ranks: ..... Recreational

32

..... Academic

36

..... Full scale

68

# PAST Progress Report

Progress report for: [REDACTED]  
student's name

Below each main skill are examples with a box next to each. Based on the PAST, put a check in the box if the child masters five of the six questions on the subtest. The grade levels listed indicate when a skill is typically mastered.

## Concept of Spoken Word

✓ The ability to distinguish oral words in a sentence

I like apples. (Three words) (Preschool)

## Rhyme

✓ The ability to recognize and produce rhyme

Does *pick* rhyme with *stick*? (Yes) (Preschool)

What word or pretend word rhymes with *ball*? (*fall, tall, dall, etc.*) (Kindergarten)

## Syllables

✓ The ability to blend, segment, and delete syllables

Foot-ball together says *football*. (Preschool to kindergarten)

\*  Clap the word parts in *rainbow*. (Two claps) (Kindergarten) 5/10

Say *outside* without *side*. (*out*) (Kindergarten)

## Phonemes

✓ The ability to recognize initial and final sounds in words

\*  What is the first sound in the word *dot*? (/d/) (Kindergarten) 5/10

\*  What is the last sound in the word *sun*? (/n/) (Kindergarten to first grade) 5/10

✓ The ability to blend, segment, and delete phonemes

/p/ /t/ /g/ What's the word? (*pig*) (First grade)

\*  What are the individual sounds you hear in *dot*? (/d/ /o/ /t/) (First grade) 5/10

Say *take* without /t/. (*ake*) (First grade)

Say *bug* without /g/. (*bu*) (First grade)

Say *stop* without /s/. (*top*) (Second grade)

## Phoneme Manipulation

✓ The ability to substitute phonemes

Replace the first sound in *back* with /t/. (*tack*) (First to second grade)

# Phonological Awareness Skills Test (PAST)

Name [REDACTED]

Date

Teacher Tammy [REDACTED]

Grade Kindergarten

## Concept of Spoken Word

Tell the student you are going to play a game with words and colored chips. Use the sentence "Joey likes cake" as an example. As you say each word of the sentence, push a colored chip forward—one chip per word. Then ask the child to do it. Once he/she understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing up one chip for each word. Put a check in the box to the right of the sentence if the child does it correctly.

1. Tom ran home. (3)
2. I have two pets. (4)
3. Did you eat lunch? (4)
4. What are you doing? (4)
5. Terry loves to play soccer. (5)
6. Yesterday it rained. (3)

Total 6/6

## Rhyme Recognition

Tell the child that two words that sound alike at the end, such as *hat* and *sat*, are rhyming words. Ask if *sit* and *bit* rhyme. (Yes.) Then ask if *chair* and *boy* rhyme. (No.) If the child appears to grasp the skill, do the same for each of the following pairs of words. Put a check in the box to the right of the pair if the child answers correctly.

1. bed – fed (yes)
2. top – hop (yes)
3. run – soap (no)
4. hand – sand (yes)
5. funny – bunny (yes)
6. girl – giant (no)

Total 6/6

Reproducible

### Rhyme Production

Tell the child that you are going to say a word, and he/she is to tell you a word that rhymes with it. The answer can be a real word or a nonsense word. Ask the child to tell you a word that rhymes with *sit*. Possible answers include *bit, fit, mit, pit, dit, and jit*. Put a check in the box to the right if the child answers correctly. Write down the child's answers on the lines provided.

- |   |                        |  |              |
|---|------------------------|--|--------------|
| 1. pain <input checked="" type="checkbox"/> | <u>rain</u>            | 4. see <input checked="" type="checkbox"/>   | <u>dee</u>   |
| 2. cake <input checked="" type="checkbox"/> | <u>bake</u>            | 5. dark <input checked="" type="checkbox"/>  | <u>bark</u>  |
| 3. hop <input type="checkbox"/>             | <del><u>stop</u></del> | 6. candy <input checked="" type="checkbox"/> | <u>landy</u> |
| Total                                       | <u>6/6</u>             |  |              |

### Syllable Blending

Tell the child you are going to say a word in a funny way. The job of the student is to put the parts together and say the whole word. Give these examples, pausing between syllables: out-side (outside), ro-bot (robot). Have the child say the sample words normally. Then do the following words and put a check in the box to the right if he/she says them correctly.

- |                  |                                     |
|------------------|-------------------------------------|
| 1. pen - cil     | <input checked="" type="checkbox"/> |
| 2. rain - bow    | <input checked="" type="checkbox"/> |
| 3. pop - corn    | <input checked="" type="checkbox"/> |
| 4. black - board | <input checked="" type="checkbox"/> |
| 5. side - walk   | <input checked="" type="checkbox"/> |
| 6. pa - per      | <input checked="" type="checkbox"/> |
| Total            | <u>6/6</u>                          |

### \* Syllable Segmentation

Tell the student that you are going to say a word and then break it into parts, or syllables. First say *rainbow* normally. Clap out the two parts in *rainbow* while saying each part. Then push up a chip as you say each syllable. Read each of the following words and ask the child to push up a chip while saying each syllable. It is not necessary to clap the syllables again unless the skill needs to be retaught. Put a check in the box to the right if the child does it correctly.

- |                            |                                     |
|----------------------------|-------------------------------------|
| 1. sometime (2)            | <input checked="" type="checkbox"/> |
| 2. basket (2) <u>2</u>     | <input type="checkbox"/>            |
| 3. bedroom (2)             | <input checked="" type="checkbox"/> |
| 4. fantastic (3) <u>2</u>  | <input type="checkbox"/>            |
| 5. maybe (2) <u>1</u>      | <input type="checkbox"/>            |
| 6. helicopter (4) <u>2</u> | <input type="checkbox"/>            |
| Total                      | <u>2/6</u>                          |

### Syllable Deletion

Tell the student you are going to play a game with words where one part of the word is left out. For example, *sunshine* without *shine* is *sun*. Ask the student to say *airline* without *air*. He/she should say *line*. Using the words below, tell the child the syllable to leave off. Use this sentence structure: "Say (down)town without *down*." Put a check in the box to the right if the student deletes the correct syllable.

- |                 |       |                                     |
|-----------------|-------|-------------------------------------|
| 1. (down)town   | town  | <input checked="" type="checkbox"/> |
| 2. (in)side     | side  | <input checked="" type="checkbox"/> |
| 3. for(get)     | for   | <input checked="" type="checkbox"/> |
| 4. bas(ket)     | bas   | <input checked="" type="checkbox"/> |
| 5. af(ter)      | af    | <input checked="" type="checkbox"/> |
| 6. (skate)board | board | <input checked="" type="checkbox"/> |

Total 6/6

### \* Phoneme Isolation of Initial Sounds

Tell the child you are going to say a word, and he/she is to tell you the first sound of that word. Ask the child what the first sound is in the word *top*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the first sound correctly.

- |          |      |                                     |
|----------|------|-------------------------------------|
| 1. big   | /b/  | <input checked="" type="checkbox"/> |
| 2. land  | /l/  | <input checked="" type="checkbox"/> |
| 3. farm  | /f/  | <input checked="" type="checkbox"/> |
| 4. apple | /a/  | <input checked="" type="checkbox"/> |
| 5. desk  | /d/  | <input checked="" type="checkbox"/> |
| 6. ship  | /sh/ | <input type="checkbox"/>            |

Total 5/6

### \* Phoneme Isolation of Final Sounds

Tell the child you are going to say a word, and he/she is to tell you the last sound in the word. Ask the child what the last sound is in the word *pot*. The child should say /t/. Do the same with the words below and put a check in the box to the right if the child says the sound correctly.

- |          |      |                                     |
|----------|------|-------------------------------------|
| 1. pick  | /k/  | <input checked="" type="checkbox"/> |
| 2. ran   | /n/  | <input checked="" type="checkbox"/> |
| 3. fill  | /l/  | <input checked="" type="checkbox"/> |
| 4. bug   | /g/  | <input checked="" type="checkbox"/> |
| 5. same  | /m/  | <input checked="" type="checkbox"/> |
| 6. tooth | /th/ | <input type="checkbox"/>            |

Know what sound is at the end?

Total 5/6

Repeating

### Phoneme Blending

Tell the student that you are going to separate all the sounds in a word, and he/she is to say the whole word. Do these examples by segmenting each sound and having the student say the whole word; for example, /s/ /t/ /t/ is *sit*, and /s/ /t/ /o/ /p/ is *stop*. Read each word in segmented fashion. Put a check in the box to the right if the student says the whole word correctly.

- |                        |       |                                     |
|------------------------|-------|-------------------------------------|
| 1. /m/ /e/             | me    | <input checked="" type="checkbox"/> |
| 2. /b/ /e/ /d/         | bed   | <input checked="" type="checkbox"/> |
| 3. /h/ /a/ /t/         | hat   | <input checked="" type="checkbox"/> |
| 4. /m/ /u/ /s/ /t/     | must  | <input checked="" type="checkbox"/> |
| 5. /sh/ /o/ /p/        | shop  | <input checked="" type="checkbox"/> |
| 6. /p/ /l/ /a/ /n/ /t/ | plant | <input checked="" type="checkbox"/> |

Total 6/6

### \* Phoneme Segmentation

Tell the student that you're going to play a game with all the sounds in the words below. As an example, show the student the three sounds in *dime*. Push up a chip for each sound you say—/d/ /i/ /m/. Ask the student to try it with the word *hat*. Read each of the following words and ask him/her to push up a chip for each sound. Put a check in the box to the right if he/she does it correctly.

- |             |   |
|-------------|---|
| 1. in (2)   | <input checked="" type="checkbox"/>     |
| 2. at (2)   | <input checked="" type="checkbox"/>     |
| 3. name (3) | <input checked="" type="checkbox"/> 3/2 |
| 4. ship (3) | <input checked="" type="checkbox"/>     |
| 5. sock (3) | <input checked="" type="checkbox"/>     |
| 6. chin (3) | <input checked="" type="checkbox"/>     |

Total 5/6

### Phoneme Deletion of Initial Sounds

Tell the child you will be playing a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Ask the child to say *can* without /c/. The answer is *an*. Read each word below and tell the child the beginning sound to leave off. Put a check in the box to the right if the child does it correctly.

- |           |     |                                     |
|-----------|-----|-------------------------------------|
| 1. (s)un  | un  | <input checked="" type="checkbox"/> |
| 2. (p)ig  | ig  | <input checked="" type="checkbox"/> |
| 3. (m)op  | op  | <input checked="" type="checkbox"/> |
| 4. (n)eck | eck | <input checked="" type="checkbox"/> |
| 5. (b)at  | at  | <input checked="" type="checkbox"/> |
| 6. (t)ape | ape | <input checked="" type="checkbox"/> |

Total 6/6

Reproducible

### Phoneme Deletion of Final Sounds

Tell the child that in this word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. Ask the child to say *meat* without /t/. The answer is *me*. Read each word and tell the child the ending sound to leave off. Put a check in the box to the right if the child does it correctly.

- |            |      |                                     |
|------------|------|-------------------------------------|
| 1. ro/s/e  | row  | <input checked="" type="checkbox"/> |
| 2. trai/n/ | tray | <input checked="" type="checkbox"/> |
| 3. grou/p/ | grew | <input checked="" type="checkbox"/> |
| 4. sea/t/  | sea  | <input checked="" type="checkbox"/> |
| 5. ba/k/e  | bay  | <input checked="" type="checkbox"/> |
| 6. in/ch/  | in   | <input checked="" type="checkbox"/> |

Total 6/6

### Phoneme Deletion of First Sound in Consonant Blend

Tell the student to make new words by taking the first sound off a consonant blend.  
Example: The word *crow* without /k/ is *row*. Ask the student to say *still* without /s/. The answer is *till*. Do the following words with the student and put a check in the box to the right if he/she does it correctly.

- |                                  |      |                                     |
|----------------------------------|------|-------------------------------------|
| 1. Say <i>clap</i> without /k/.  | lap  | <input checked="" type="checkbox"/> |
| 2. Say <i>stop</i> without /s/.  | top  | <input checked="" type="checkbox"/> |
| 3. Say <i>trust</i> without /t/. | rust | <input checked="" type="checkbox"/> |
| 4. Say <i>black</i> without /b/. | lack | <input checked="" type="checkbox"/> |
| 5. Say <i>drip</i> without /d/.  | rip  | <input checked="" type="checkbox"/> |
| 6. Say <i>smile</i> without /s/. | mile | <input checked="" type="checkbox"/> |

Total 6/6

### Phoneme Substitution

Tell the child you will be playing a very different game with sounds of words. You are going to ask him/her to take off the first sound of a word and replace it with another sound.  
Example: Replace the first sound in *pail* with /m/. The new word is *mail*. Ask the child to replace the first sound in *top* with /h/. The answer is *hop*. Ask the child to do the same with the rest of these words; if he/she answers correctly, put a check in the box on the right.

- |  |      |                                     |
|--|------|-------------------------------------|
| 1. Replace the first sound in <i>man</i> with /k/.   | can  | <input checked="" type="checkbox"/> |
| 2. Replace the first sound in <i>pig</i> with /d/.   | dig  | <input checked="" type="checkbox"/> |
| 3. Replace the first sound in <i>sack</i> with /t/.  | tack | <input checked="" type="checkbox"/> |
| 4. Replace the first sound in <i>well</i> with /f/.  | fell | <input checked="" type="checkbox"/> |
| 5. Replace the first sound in <i>bed</i> with /r/.   | red  | <input checked="" type="checkbox"/> |
| 6. Replace the first sound in <i>shop</i> with /ch/. | chop | <input checked="" type="checkbox"/> |

Total 6/6



**Words Their Way Primary Spelling Inventory Feature Guide**

Student's Name: [REDACTED] Teacher: Tammu [REDACTED] Grade: K Date: 2-25  
 Words Spelled Correctly: 10 / 26 Feature Points: 32 / 56 Total: 42 / 82 Spelling Stage: Middle Letter Name: Alphabet

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			Words Spelled Correctly
	LATE		EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY			
Features →	Consonants		Short Vowels	Digraphs	Blends	Long Vowel Patterns	Other Vowels	Inflected Endings	Feature Points			
	Initial	Final										
1. fan ✓	i ✓	n ✓	a ✓								✓	
2. pet ✓	p ✓	t ✓	e ✓								✓	
3. dig ✓	d ✓	g ✓	i ✓								✓	
4. rob ✓	r ✓	b ✓	o ✓								✓	
5. hope ✓	h ✓	p ✓				o-e ✓					✓	
6. wait	w ✓	t ✓				ai						
7. gum ✓	g ✓	m ✓	u ✓								✓	
8. sled			e			sl ✓						
9. stick ✓			i ✓			st ✓					✓	
10. shine ✓				sh ✓		i-e ✓					✓	
11. dream ✓					dr ✓	ea ✓					✓	
12. blade ✓					bl ✓	a-e ✓					✓	
13. coach				-ch		oa						
14. fright					fr ✓	igh						
15. chewed				ch ✓			ew	-ed ✓				
16. crawl (STOPPED)						cr	aw					
17. wishes				-sh				-es				
18. thorn				th			or					
19. shouted				sh			ou	-ed				
20. spoil							oi					
21. growl							ow					
22. third				th			ir					
23. camped								-ed				
						tr		-ies				
25. clapping								-pping				
26. riding								-ding				
Totals	7 / 17	7 / 17	6 / 17	2 / 17	5 / 17	4 / 17	0 / 17	1 / 17	32 / 56	10 / 26		

Words Their Way  
Primary Spelling Inv.

2-25-14

1. fan
2. pet
3. dig
4. rob
5. hope
6. wnite X (wait)
7. gum
8. slead X (sled)
9. stick
10. shine
11. dream
12. blade
13. coch X (coach)
14. frite X (fright)
15. chooped X (chewed)

**Checklist for Assessing Writing Development**

	Always	Sometimes	Never
Explores with writing materials	✓		
Dictates stories, sentences, or words he or she wants written down	✓		
Copies letters and words	✓		
Independently attempts writing to convey meaning, regardless of writing level	✓		
Can write his or her name	✓		
Collaborates with others in writing experience	✓		
Writes in varied genres: narrative (stories), expository (personal and informational reports)	✓		
Writes for functional purposes	✓		
Check (✓) the level or levels at which the child is writing:	✓		

- \_\_\_ uses drawing for writing and drawing
- \_\_\_ differentiates between writing and drawing
- \_\_\_ uses scribble writing for writing
- \_\_\_ uses letter-like forms for writing
- \_\_\_ uses learned letters in random fashion for writing
- \_\_\_ uses invented spelling for writing
- ✓ writes conventionally with conventional spelling

**Mechanics for Writing**

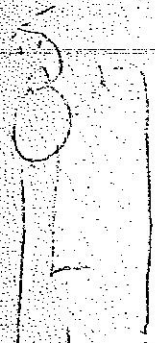
- Forms uppercase letters legibly
- Forms lowercase letters legibly (see Figure 8-16)
- Writes from left to right
- Leaves spaces between words
- Uses capital letters when necessary
- Uses periods in appropriate places
- Uses commas in appropriate places

**Always Sometimes Never**

	Always	Sometimes	Never
Forms uppercase letters legibly	✓		
Forms lowercase letters legibly (see Figure 8-16)	✓		
Writes from left to right	✓		
Leaves spaces between words	✓		
Uses capital letters when necessary		✓	
Uses periods in appropriate places		✓	
Uses commas in appropriate places		✓	

2-11-14

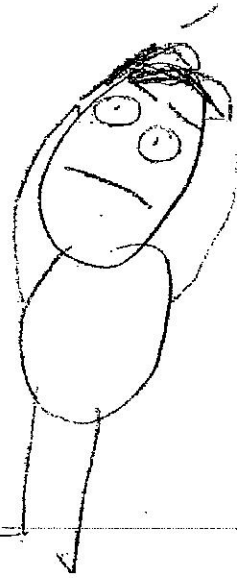
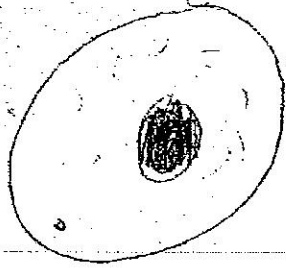
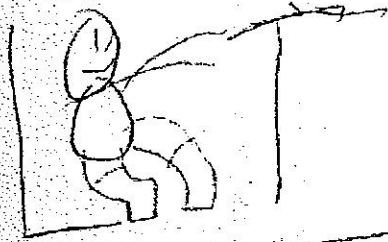
OOOOOW



When I am 100  
years old I will  
probably crack my  
eyes when I wack.  
I will turn my  
hair blue so it

And my beard will  
be orange.

2-18-14



5 galaxies

One day along time ago  
I learned how to rite  
the solar system. And  
I learned that the  
milky way is one  
galaxy. I thought that  
ther<sup>was</sup> only 5 galaxies. But

There was millions of  
galaxies.

2-3-14

(LAV)



Over the weekend

I invited Jack  
over to my house!

first we went down

stairs to give a

snack. After that



to play my Lei  
pad. The game  
was coted  
finyis and firb  
foodfitefendzy. And  
then, I plaed Lego  
star wars on the

Xbox with him!