

Literacy Assessment

Evaluator: Jill M.

Student:

Date: 8/8/22

Phonological Awareness

Sentence Segmentation:

- The student correctly segmented words in sentences in 6/6 practice

items. **Rhyme Recognition:**

- The student correctly recognized rhyming words in 6/6 practice

items. **Rhyme Production:**

- The student correctly produced rhyming words in 6/6 practice items.
- Examples: cake-take, hop-mop, candy-Mandy.

Syllable Blending:

- The student correctly blended syllables in 6/6 practice items.

Syllable Segmentation:

- The student correctly segmented words into syllables in 6/6 practice

items. **Syllable Deletion:**

- The student correctly deleted syllables in 6/6 practice items.

Initial Phoneme Isolation:

- The student correctly isolated the initial sound in a word in 5/6 practice

items. • She said /s/ for /sh/ in ship.

Learning Goal:

- Practice differentiating the sounds of s and digraph sh.

Final Phoneme Isolation:

- The student correctly isolated the final sound in a word in 4/6 practice

items. • She said /ă/ for /n/ in ran and /sh/ for /th/ in tooth.

Learning Goals:

- Practice isolating the final sound in words.
- Review the consonant digraph sounds.

Phoneme Blending:

- The student blended phonemes correctly in 6/6 practice items.

Phoneme Segmentation:

- The student correctly segmented the individual phonemes (sounds) in words in 4/6 practice items.
- Examples of incorrect responses: /n/ /a/ /m/ /ĩ/ (name), /s/ /ch/ /i/ /p/

(ship). **Initial Phoneme Deletion:**

- The student correctly deleted the first phoneme in 6/6 practice items.

Final Phoneme Deletion:

- The student correctly deleted the final phoneme in 6/6 practice items.

Phoneme Deletion in 1st Sound in a Consonant Blend:

- The student correctly deleted the first sound in a consonant blend in 3/6 practice items.
- Examples of incorrect responses: stop without /s/ is top (op), black without /b/ is lack (ack).

Phoneme Substitution:

- The student correctly substituted the first sound in a word for a different sound in 6/6 practice items.

Learning Goals:

- Phonemic awareness is essential for developing reading, writing, and spelling skills. The instructional plan should include some additional instruction in phoneme isolation (final), phoneme segmentation, and phoneme deletion (consonant blend).

Capital Letters Assessment:

- The student named 26/26 capital letters correctly.

Lowercase Letters Assessment:

- The student named 26/26 lowercase letters correctly.

Consonant Sounds:

The student was given a list of consonants (21 letters) in random order and asked to say the sound of each letter.

- The student named the correct sounds for 20/21 letters. She said /ch/ for the letter h.

Strength:

- The student did not add the schwa sound to any letters.

Learning Goals:

- The instructional plan should include differentiating between the sounds of digraph ch and h.

Vowel Sounds:

- The student was asked to give the short and long sounds for each vowel. She named the short and long vowel sounds correctly for the letters e, i, a, and u. • She named the long vowel sound for the letter o correctly but said /ōō/ as in moon for short o.

Learning Goals:

- The instructional plan should include a review of the long and short sounds the letter o makes.

Phonics Assessment:

Short Vowels in Real CVC Words	Short Vowels	Correct (yes/no)
sip	i	y
mat	a	y
let	e	y
bun	u	y
hog	o	y
rut	u	y
fit	i	y
bat	a	y
hot	o	y
set	e	y
Short Vowels in Pseudo CVC Words	Short Vowels	Correct (yes/no)

nop	o	y
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sut	u	n - suit
dit	i	y
pem	e	y
fap	a	y

Strengths:

- The student read 10/10 real CVC words correctly.
- The student read 4/5 pseudo CVC words correctly. She said suit for sut.

Consonant Blends With Short Vowels (Real Words)	Features	Correct (yes/no)
stop	st	y
trap	tr	y
quit	qu	y
spell	sp	y
plan	pl	y
silk	lk	y
fast	st	y
sank	nk	y
lump	mp	y
held	ld	y
Consonant Blends With Short Vowels (Pseudo Words)	Features	Correct (yes/no)

nask	sk	y
dilt	lt	y
qued	qu	y

cang	ng	y
dran	dr	n - drain

Strengths:

- The student read 10/10 real words with consonant blends with short vowels correctly.
- The student read 4/5 pseudo words with consonant blends with short vowels correctly. She said drain for dran.

Short Vowels, Digraphs, and - tch Trigraph (Real Words)	Features	Correct (yes/no)
when	wh	y
chop	ch	y
thin	th	y
shut	sh	y
wick	ck	y
dodge	dge	y
rash	sh	y
ring	ng	y
then	th	y
match	tch	y

Short Vowels, Digraphs, and - tch Trigraph (Pseudo Words)	Features	Correct (yes/no)
chid	ch	n - child

shom	sh	y
dath	th	y

phid	ph	n - phīde
futch	tch	y

Strengths:

- The student read 10/10 short vowel, digraph, and tch trigraph real words correctly.
- The student read 3/5 pseudo words correctly. She said child for chid and phīde for phid.

R-Controlled Vowels	Features	Correct (yes/no)
harm	ar	y
dirt	ir	y
form	or	y
fern	er	y
surf	ur	y
worn	or	y
pert	er	y
bark	ar	y

turn	ur	y
bird	ir	y
R-Controlled Vowels (Pseudo Words)	Features	Correct (yes/no)
nerm	er	n - nearm
sirt	ir	n - shirt
gorf	or	y
murd	ur	y
carn	ar	y

Strengths:

- The student read 10/10 r-controlled real words correctly.

Learning Goals:

- The student read 3/5 pseudo words correctly. She said nearm for nerm and shirt for sirt.
- Review the sounds of er vs. more complex r-controlled vowels like ear, ere, air, are, ire, ure, and ore.
- Review the sounds of s and sh (similar error from initial phoneme isolation).

Long Vowel Spellings (Real Words)	Features	Correct (yes/no)
tape	a-e	y
key	ey	y
toe	oe	y
paid	ai	y
feet	ee	y

leap	ea	y
boat	oa	y
tie	ie	y
ray	ay	y
blow	ow	y
Long Vowel Spellings (Pseudo Words)	Features	Correct (yes/no)
loe	oe	y
hine	i-e	y
beap	ea	y

faim	ai	y
soat	oa	y

Strengths:

- The student read 10/10 long vowel spellings real words correctly.
- The student read 5/5 pseudo words correctly.

Variant Vowels (Real Words)	Features	Correct (yes/no)
few	ew	y
down	ow	y
moon	oo	y
hawk	aw	y
coin	oi	y
cue	ue	y

loud	ou	y
cook	oo	y
haunt	au	n -hunt
toy	oy	y
Variant Vowels (Pseudo Words)	Features	Correct (yes/no)
voot	oo	y
rew	ew	y
fout	ou	y
zoy	oy	y
bawk	aw	n - bōōawnk

Strengths:

- The student read 9/10 variant vowel real words correctly. She said hunt for haunt.
- The student read 4/5 pseudo words correctly. She said bōōawnk for bawk.

Low-Frequency Vowel and Consonant Spellings (Real Words)	Features	Correct (yes/no)
kneel	kn, ee	y
cent	ce	y
type	ype	y
ghost	gh	y
wrist	wr	y
giant	gi	y

sweat	ea	n - sweet
gnat	gn	n - gant
bomb	mb	y
sigh	igh	y
Low-Frequency Vowel and Consonant Spellings (Pseudo Words)	Features	Correct (yes/no)

bice	ice	y
knod	kn	y
dimb	mb	n - dīmed
tigh	igh	y
wrep	wr	y

Learning Goals:

- The student read 8/10 low-frequency vowel and consonant spellings real words correctly. She said sweet for sweat and gant for gnat.
- Compare and contrast the sounds of ee and ea.
- Review silent letters before certain consonants like the gn in gnat, gnome, gnash, and sign.
- She read 4/5 pseudo words correctly. She said dīmed for dimb.

Multisyllabic Words (Real Words) Closed Closed	Correct (yes/no) Multisyllabic Words (Pseudo Words)	Correct (yes/no)
unless	y timbut	y

consent	y	
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Multisyllabic Words (Real Words) Closed Silent e	Correct (yes/no) Multisyllabic Words (Pseudo Words) Closed Silent e	Correct (yes/no)
competes	y rompete	n - rumpit
admire	y	

Multisyllabic Words (Real Words) Open Closed-Closed	Correct (yes/no) Multisyllabic Words (Pseudo Words) Open Closed-Closed	Correct (yes/no)
depend	n - depends podated	n - potted
radishes	n - rādishes	

Multisyllabic Words (Real Words) Open or Closed	Correct (yes/no) Multisyllabic Words (Pseudo Words) Open or Closed	Correct (yes/no)
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zero	y gromu	n - groom
menu	y	

Multisyllabic Words (Real Words) Silent e	Correct (yes/no) Multisyllabic Words (Pseudo Words) Silent e	Correct (yes/no)
locate	y pentate	y
inhaled	y	

Multisyllabic Words (Real Words) Consonant -le	Correct (yes/no) Multisyllabic Words (Pseudo Words) Consonant -le	Correct (yes/no)
stable	y morkle	y
dimple	y	

Multisyllabic Words (Real Words) R controlled	Correct (yes/no) Multisyllabic Words (Pseudo Words) R controlled	Correct (yes/no)
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further	y darber	y
bordered	y	

Multisyllabic Words (Real Words) Vowel Team	Correct (yes/no) Multisyllabic Words (Pseudo Words) Vowel Team	Correct (yes/no)
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railways	y fauntoon	n - fountain
roaring	y	

Learning Goals:

- The student read 14/16 real multisyllabic words correctly. She said depends for depend and rādishes for radishes.
- The student read 4/8 pseudo multisyllabic words correctly. She said rumpit for rompete, potted for podated, groom for gromu, and fountain for fauntoon.
- The instructional plan should include explicit instruction on syllable types and where to divide multisyllabic words to enhance decoding.

Spelling:

- The student was administered the Words Their Way Elementary Spelling Inventory.
- She spelled 7/25 words correctly. This places her in the Middle Within Word Pattern Stage (2nd grade).
- **Examples of misspelled words:** floot (float), tran (train), brite (bright), shopping (shopping), spoyl (spoil), serving (srving), chowd (chewed), cares (carries), marcht (marched), sawr (shower), botle (bottle), ripin (ripen), selar (cellar), pleshor (pleasure), fochanit (fortunate), confadint (confident), civalis (civilize), opisishin (opposition) .

Learning Goals:

- The student's spelling instruction will focus on **common long vowels** such as oa, ai, a-e, i-e, and igh.
- **Other vowels** – oi, oy, er, ew, ar, ow, and or.

Reading:

The QRI-6 states that a student's instructional level is between 90%-97% oral

reading accuracy and 70%-88% comprehension.

The student read a **Level 4** biography about Amelia Earhart with **97% accuracy** at a rate of 85 words correct per minute.

The error analysis shows that The student's errors show a similar letter-sound pattern. This means that she is paying attention to letter-sound patterns when she is decoding words.

Some of her other errors included omissions and insertions. Note: The student read the phrase twenty thousand miles as twenty thousand sand miles. There were eight comprehension questions in total. The student answered 7/8 comprehension questions correctly, giving her a **comprehension score of 88%**. Four questions were explicit that could be answered directly from the passage and four were implicit where the reader has to infer by using context clues from the passage to answer the questions. The student answered 4/4 explicit questions correctly and 3/4 implicit questions correctly.

The student's instructional reading level is a **Level 4 (fourth grade)**.

The QRI-6 Oral Reading Prosody Scale (1-4) indicates The student reads at a 3 with some expression and in phrases with three or four words in general.

Strengths:

- The student was able to retell the story in chronological order. She identified many of the big ideas and recalled important details.
- The student comprehended the story well.

Learning Goals:

- The student will continue to use a variety of strategies to problem-solve unknown words. Instruction should include guiding her to ask herself: Does it look right? (visual), Does it sound right? (syntax), and Does it make sense? (meaning). As texts continue to increase with difficulty, she will need to attend more to the meaning (Does it make sense?) when decoding unfamiliar words.
- The student will use word-solving actions such as identifying word parts, trying out different vowel sounds, and breaking words into syllables to decode unfamiliar words.

- The student will learn about the six syllable types.
- The student will increase her reading fluency to at least 94 wcpm for the fall in fourth grade.
- The student will read widely from a variety of fiction and non-fiction texts.
- The student will use context clues and background knowledge to infer meaning when reading a text.
- The student will continue to orally retell the most important events of fiction and non-fiction texts to improve recall of important events and to increase vocabulary and comprehension.
- The student will learn how to map a story on a plot diagram and identify the climax.
- The student will synthesize important information by summarizing a text in written form to strengthen comprehension of a text.
- The student will engage in word study to increase vocabulary and decode increasingly complex words. The instructional plan should include Greek and Latin roots, prefixes, suffixes, synonyms, and antonyms.

Writing:

The student chose to write about swimming for her essay. She was instructed to brainstorm her ideas as part of the writing process, organize her writing in connected paragraphs, support her central idea with details and elaboration, use transition words, and write a conclusion.

The essay was evaluated by the following criteria: organization, ideas and content, word choice, voice, sentence fluency, and conventions.

Directions:

Think of a topic that you know a lot about. You will write an informational text that has interesting, important information and ideas about that topic.

Prompt:

Write about

Write an introduction.

-Include a hook to grab the reader's attention.

Elaborate with a variety of information.

Organize your writing

-Use your outline to help you organize your writing.

Use transition/linking words.

Examples: Next, After that, Also, etc.

Write a conclusion

Brainstorming

- The races you do.
- There are different strokes.
- How you can practice to improve.
- How you can practice to win.
- We meet every Wednesday for races.
- Practice is every day except for on the weekends.
- Sometimes you travel to other pools to compete.
- Swim uniform - red, white, and black.

Outline

Introduction

A swim team is a place where you can have fun and still learn how to swim better.

Body Paragraph 1:

Topic Sentence: You can improve your swimming abilities by going to practice everyday.

- A. Butterfly stroke, breaststroke, free, and backstroke.
- B. Don't take long breaths in between strokes.
- C. Learning how to do a flip turn.

Body Paragraph 2:

Topic Sentence: You can prepare for competitions by practicing on the weekends.

D. Diving

E. Practice strokes you are not good at

F. Practice your flipturn

Body Paragraph 3:

Topic Sentence: Winning a swim race in a competition involves a lot of work.

G. To win a race, you have to touch the wall first.

H. It depends what race you are swimming. If you are swimming a 50, you have to touch the wall twice,

I. You should do a flipturn if you are doing a 50.

Conclusion

If you want to be on a swim team, you should find a pool near you that has a swim team.

Essay:

Organization

Strengths:

- The student did not struggle to complete the outline prior to writing.
- The student used her outline as a guide to writing her paper.
- The student clearly stated the central idea of her paper in the introduction.
- She gives examples to support the central idea.
- Her ideas flow in a logical sequence.

Learning Goals:

- The student will write a five-paragraph essay with an introductory paragraph, three body paragraphs, and a conclusion.
- Each paragraph will have at least 3-5 sentences, begin with a topic sentence, and end with a conclusion sentence.

- The student will write personal narratives, fictional narratives, informational essays, and opinion essays.
- The student will outline her ideas prior to writing and use the outline as a guide when writing. She will learn different outlining techniques such as using graphic organizers, traditional outlines, and plot diagrams.
- The introduction will include a hook to interest the reader. The student will learn about different types of hooks: ask a question, onomatopoeia, interesting fact, dialogue, one-word, inspirational quote, etc.
- The student will practice writing effective introductions that provide context and summarize the main points of her essay.

Ideas and Content

Strengths:

- The student brainstormed ideas to provide content for her essay.
- She elaborates on her ideas to give the reader interesting facts and information about swimming and swim teams.

Learning Goals:

- The instructional plan should include additional lessons on how to elaborate more on a topic by writing about a personal experience connected to the topic or someone else's experience, using figurative language, comparing and contrasting, sharing an interesting fact, etc.
- The instructional plan should include lessons on how to build suspense when appropriate depending on the purpose and audience.

Word Choice

Strengths:

- Examples of good word choice include improve, abilities, and prepare.

Learning Goals:

- The instructional should include lessons on synonyms and words with

shades of meaning (nuances). Examples - spooked, scared, terrified, petrified.

- As part of the revising process, The student will learn to reread her work to analyze her word choice to determine when to make changes such as including strong verbs and adjectives where appropriate.
- The instructional plan should include lessons on figurative language.

Voice

Strengths:

- The student's personality shines through in her writing. She attempts to sound natural and engaging to the reader.

Learning Goals:

- The student will evaluate mentor texts with a strong voice and how the author's style and point of view are unique and help the author connect to the reader.
- The student will learn how to write a hook in the introduction to engage the reader.

Sentence Fluency

Strengths:

- The student attempts to use complex sentence structure in her

writing. **Learning Goals:**

- The instructional plan will include lessons on writing complete sentences including simple, compound, complex, and compound complex sentences.
- The instructional plan will include lessons on distinguishing complete sentences from run-on sentences and sentence fragments.
- The instructional plan should include lessons on conjunctions and combining sentences where appropriate.

- The student will use transition words and transitional phrases to flow smoothly from one idea to the next.
- The student will continue to develop her ability to incorporate varied sentence structures into her writing. Lessons should include analyzing and imitating mentor sentences from authentic literature.

Conventions

Strengths:

- The student capitalized the first word in her sentences and used commas in a

series. **Learning Goals:**

- The student will reread her work for correct grammar, punctuation, and mechanics. Some errors included run-on sentences, missing punctuation, spelling (haw for how, inprove for improve, breths for breaths, evreday for everyday), etc.
- The instructional plan should include lessons on more complex punctuation, sentence structure, and effectively using transition words.
- The student will use editing and revising checklists to edit her essays.

Handwriting:

Strengths:

- The student's handwriting is neat and legible.

Learning Goals:

- The student reverses numbers.

- Her mom said she sometimes reverses letters such as b and d.
- Consider using multisensory techniques to teach correct letter formation and orientation. Also, The student is at an age appropriate for learning cursive writing.
- Consider using programs such as Handwriting Without Tears.

Math:

Numbers and Operations

Strengths:

- Rounding (10s, 100s, 1,000s) with and without a number line.
- Comparing and ordering three-digit numbers using appropriate symbols. $>$, $<$, $=$
- Adding three- and four-digit numbers without regrouping.
- Using models to represent fractions.

Learning Goals:

- Place value through the hundred thousands. Example: 154,290 choose the number in the thousands place. The student said 9.
- Adding three- and four-digit numbers with regrouping. The student added going from left to right.
- Subtract multi-digit numbers without regrouping. Example: $155 - 143 = 12$. The student said the answer was 112. When 112 was not an available option, she said, "Let's do 22."
- Subtract multi-digit numbers with regrouping. Example: $432 - 59 = 373$. The student answered 437. I noticed on several occasions The student would subtract going from left to right.
- Multiplication facts (multiply single digits) Examples of errors: 4×6 (36), 9×9 (99),

6x6 (12). Student's comments about multiplication: "I'm not good at multiplication." "I don't know the 7's, 8's, and 9's, and I'm not very good at the 3's and 4's."

- Multiplication (powers of 10)
- Multiplication (commutative, associative, and distributive properties) Example: $3 \times (9+1)$ "I changed the 9 into a 10 and I got 30 and then subtracted 3." • Multiplication (2-digit and 3-digit numbers by a 1-digit number) •

Multiplication (2-digit and 3-digit numbers by a 2-digit number)

- Division with and without remainders. Student's comment: "I'm guessing because I don't know division."
- Identify equivalent fractions, compare fractions, and order fractions.

Measurement

Strengths:

- Telling time on a clock.
- Reading the temperature on a thermometer.
- Measuring length, converting units of length, and comparing units of length.

Learning Goals:

- Identify the value of a group of coins and bills.
- Measure weight using customary units.
- Measure capacity using customary units.

Data Analysis

Strengths:

- Likelihood and simple probability.

Learning Goals:

- Identify the missing number in linear number patterns.
- Solve word problems involving linear patterns.
- Multiple representations of the same data.
- Identify range, minimums, and maximums of data sets.

Geometry**Strengths:**

- Identify 3-D shapes.
- Location and direction – identify objects as on top, below, left of or right of.

Learning Goals:

- Identify polygons by name. Examples: hexagon, quadrilateral, pentagon. •

Identify attributes of triangles.

- Area vs. perimeter.

Algebraic Thinking**Learning Goals:**

- Identify what groups of objects have in common or how an object is unlike the others.
- Solve word problems using addition and subtraction from data represented in

tables.

- Problem-solving with equations.

Assessments Administered:

Phonological Awareness Skills Test (PAST)
CORE Phonics Survey
Words Their Way Spelling Test
Qualitative Reading Inventory – 6 (QRI-6)
Writing prompt
Let's Go Learn Math Assessment