

Session 9

Case Study **Grade 1**

This Grade 1 packet is based on placement assessments administered during Grade 1, Unit 1, Lessons 6–10.

In this case study packet you will find:

- a) *Guiding Questions* worksheet
- b) Placement planning sheet of student's unit scores
- c) Order of assessments flowcharts
- d) Ella's word recognition test and scoring sheet
- e) Ella's Story Comprehension test
- f) Copy of the Psuedoword Reading test and scoring sheet
- g) Guidelines for Interpreting Assessment scores

First Grade Assessment

Guiding Questions

Examine the data forms for “Ella” and answer the following questions:

1. Without looking at the interpretation guidelines, does it appear that Ella had strong Word Recognition scores? (i.e., Can you tell just by the tests that were administered? Explain.)

2. Why was Ella given “Gwen’s Hens” twice?

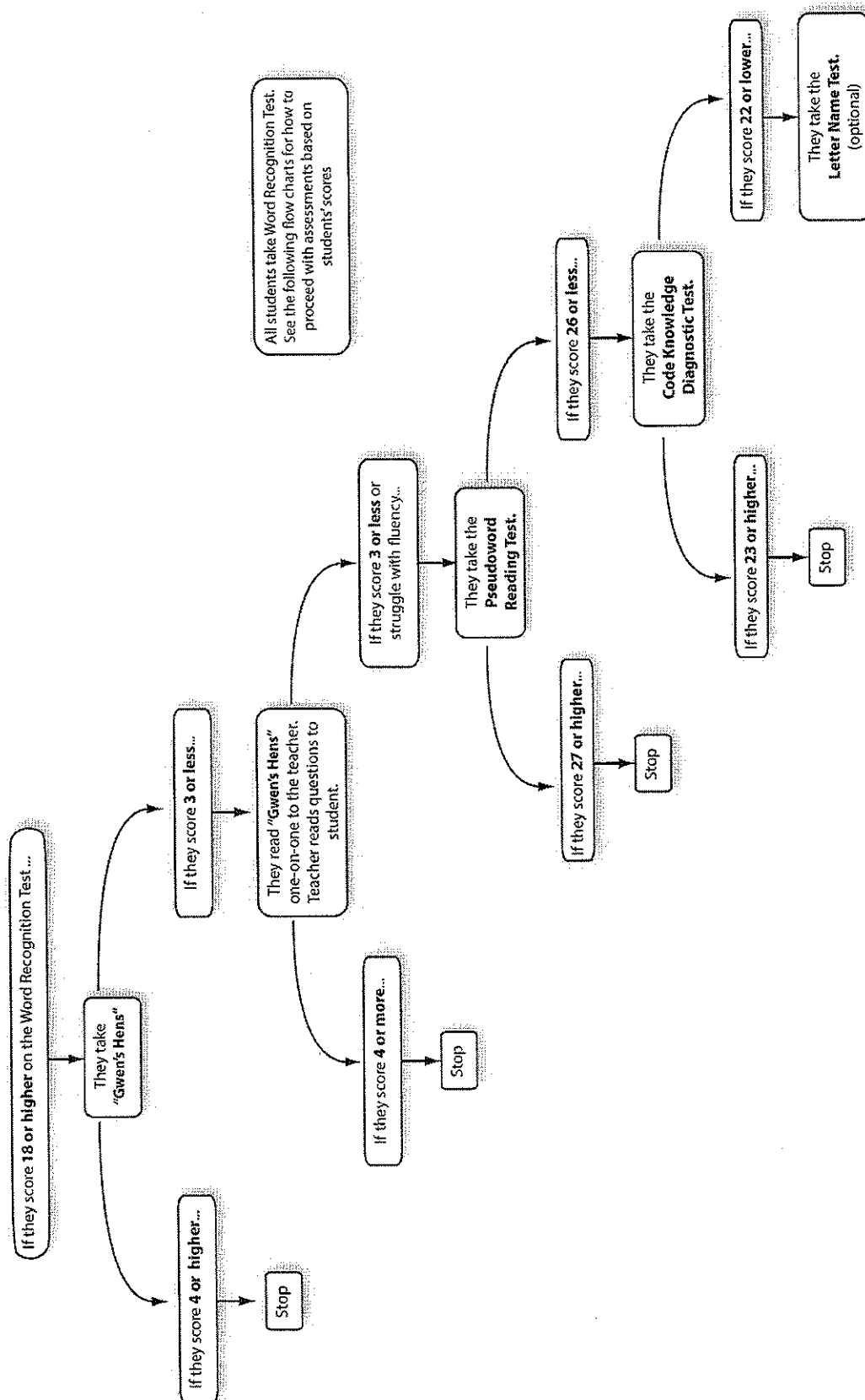
3. What is the ideal placement or initial unit of instruction for Ella? (HINT: see placement chart at the end of the student test forms).

Note: You will see our judgment on this in Session 11 when we present the summary of data for Ella’s class.

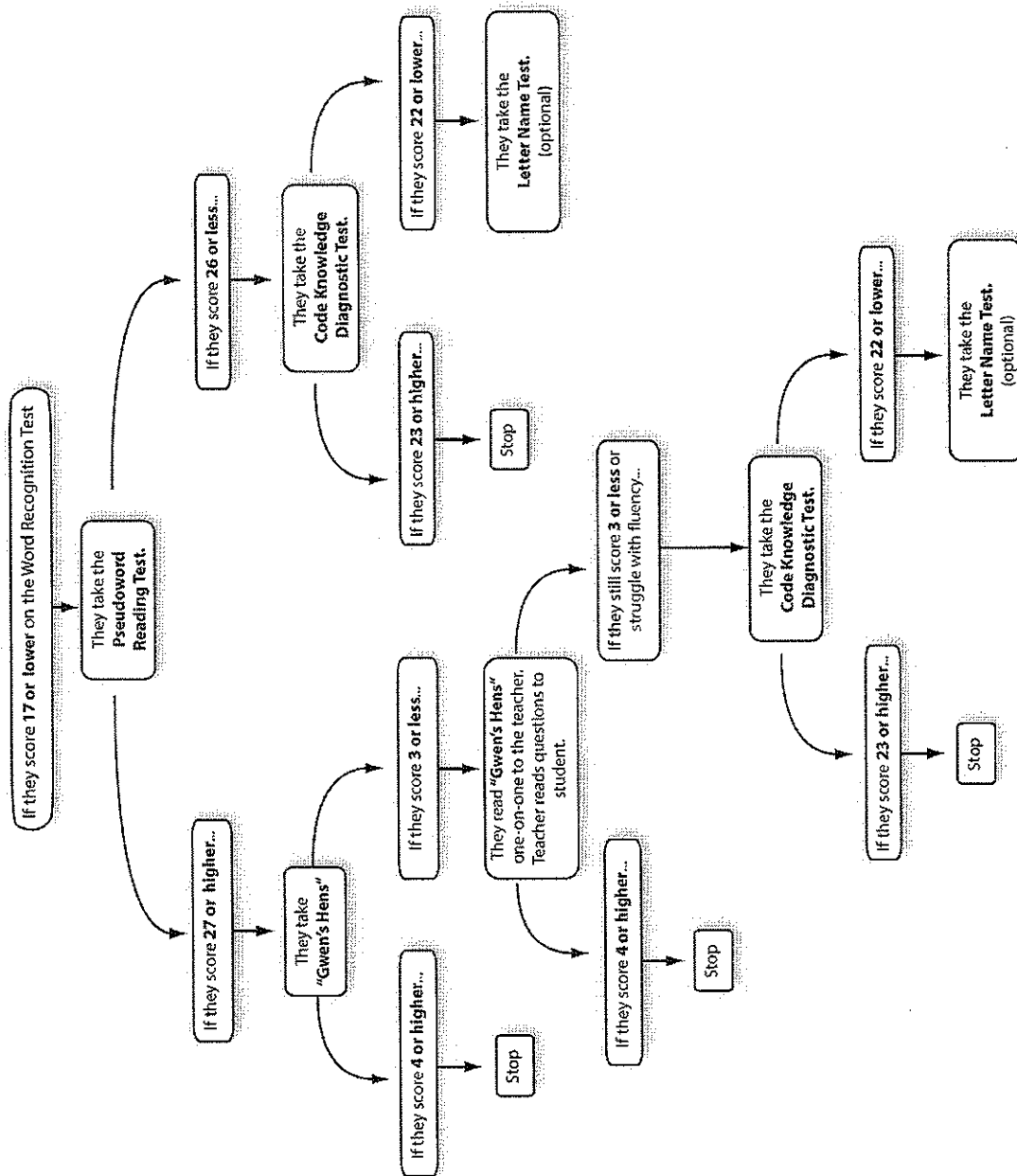
Placement Planning Sheet of Students' Unit Scores

[illegible]

Order of Assessments Flowchart if Students Score 18 or Higher on Word Recognition



Order of Assessments Flowchart if Students Score 17 or Lower on Word Recognition



Name Ella

6.1

| | | | | |
|-----|-----------------|-----------------|-------|-------|
| 1. | met | man | mat | bat |
| 2. | zip | zap | sip | vat |
| 3. | cut | cot | got | gut |
| 4. | pet | vet | vat | fat |
| 5. | rot | rob | rod | red |
| 6. | fox | fix | fax | fan |
| 7. | spill | grab | stop | spit |
| 8. | clip | drip | drop | drum |
| 9. | cabs | dogs | crabs | crust |
| 10. | flint | flag | print | flap |
| 11. | mess | mass | miss | muss |

12. kong king kin ken

13. wack wax wick wicks

14. ships chops chips chaps

15. chin shin shun sin

16. that fin this thin

17. chin jill chill spill

18. quest chest quill best

19. bus buzz boss buff

20. ebb edd odd bibb

Name Ella

6.1

Continued

21. the was of to

22. a from your are

23. have one who their

24. you said were says

25. here I is no

Name Ella
6.1
Continued

Scoring Sheet for Word Recognition Test

| Lines | Code Knowledge Tested | Items Correct | Specific Errors |
|-------|--|---------------|---|
| 1–6 | CVC word with single-letter spellings, e.g., <i>fax</i> , <i>fat</i> | <u>6</u> / 6 | Sound spellings missed and/or confusion, e.g., 'b' and 'd', 's' and 'z', 'a', and 'o' |
| 7–13 | Consonant clusters, e.g., 'dr' in <i>drip</i> | <u>5</u> / 7 | Clusters missed: 'cr' |
| 14–20 | Consonant digraphs and double-letter spellings, e.g., 'ss' and 'th' | <u>7</u> / 7 | Consonant digraphs/double-letter spellings missed: |
| 21–25 | Tricky Words, e.g., <i>the</i> and <i>I</i> | <u>4</u> / 5 | Tricky Words missed: <i>said</i> |

Total Score: 18 / 20

- Students who scored **18 out of 20 (90%)** or above have strong word recognition skills and are making good progress. They will next take the **Story Reading Test, "Gwen's Hens."**
- Students who scored **17 or less** should be assessed one-on-one. They will first receive the **Pseudoword Reading Test.**

Gwen's Hens

Gwen had a red hen.

Gwen kept the hen in a pen.

The hen sat on its eggs.

It sat and sat and sat.

When Gwen got up, the hen was still on
its eggs.

When Gwen went to bed, the hen was
still there.

Then the hen was a mom!

1. Gwen had a:

- ☐ dog
- ☐ cat
- ☒ hen

2. The hen was:

- ☐ wet
- ☒ red
- ☐ mad

3. Gwen kept the hen in a:

- ☐ box
- ☒ pen
- ☐ pet

4. The hen sat on:

- ☐ a bed
- ☐ a mat
- ☒ its eggs

5. When Gwen went to bed, the hen:

- ☒ sat and sat
- ☐ had a snack
- ☐ went with Gwen

6. The hen sat and sat and was a:

- ☐ kid
- ☐ dad
- ☒ mom

Pseudoword Reading Test

1. wug rab sep zat het

2. kem jid pog lum yod

3. lin fod cax ved mip

4. nist brin clup stent glosp

5. thock shup chim quib ling

6. muzz vell tass beff dagg

Name _____

7.3

Pseudoword Scoring Sheet

Directions: If a student misreads a word, write the letter for the sound that is misread above the corresponding letter in the word. If student reads "wug" as /wag/, mark "wug" as follows:

a
w/g

| | |
|-------------------------|-------------------------------|
| CVC Words | 1. wug rab sep zat het |
| CVC Words | 2. kem jid pog lum yod |
| CVC Words | 3. lin fod cax ved mip |
| Consonant Cluster | 4. nist brin clup stent glosp |
| Consonant Digraphs | 5. thock shup chim quib ling |
| Double-Letter Spellings | 6. muzz vell tass beff dagg |

Words correct _____ / 30

Error Analysis

Short Vowel Letter-Sound Errors:

Consonant Letter-Sound Errors:

Consonant Cluster Errors:

Consonant Digraph Errors:

Double-Letter Spellings

Interpreting Assessment Scores

| If a student scores ... | s/he should start instruction after Unit 1 with | Group |
|--|---|-------|
| 18 or more on Word Recognition <u>and</u> 4 or more on "Gwen's Hens" | CKLA Grade 1 Unit 2 This student has OUTSTANDING preparation for Grade 1 Skills. | 1 |
| 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 26 or more on the Pseudoword Test | CKLA Grade 1 Unit 2 This student has STRONG preparation for Grade 1 Skills, with good decoding of individual words. Additional practice reading continuous text fluently is indicated; encourage rereading of Unit 2 reader stories. | 1 |
| 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 21 or more on the Pseudoword Test <u>and</u> 28 or more on the Code Knowledge Test | CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2. | 2 |
| 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 20 or less on the Pseudoword Test <u>and</u> 28 or more on the Code Knowledge Test | CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, as well as blending, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2. | 2 |
| 18 or more on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 20 or less on the Pseudoword Test <u>and</u> 27 or less on the Code Knowledge Test | This student has QUESTIONABLE preparation for Grade 1 Skills. The strong Word Recognition score may reveal a tendency to memorize words, rather than apply code knowledge. While this student could start CKLA Grade 1 Unit 2, s/he would benefit from a <u>comprehensive review first of all material from the Unit 1 <i>Assessment and Remediation Guide</i></u> before starting CKLA Grade 1 Unit 2. If CKLA Kindergarten materials are available, another option may be to use Kindergarten Units 6–9 materials before starting CKLA Grade 1 Unit 2. | 3 |
| 17 or less on Word Recognition <u>and</u> 3 or less on "Gwen's Hens" <u>and</u> 26 or more on the Pseudoword Test | CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2. | 2 |

| | | |
|--|---|---|
| 17 or less on Word Recognition <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 21 or more on the Pseudoword Test <u>and</u> 28 or more on the Code Knowledge Test | CKLA Grade 1 Unit 2 This student has ADEQUATE preparation for Grade 1 Skills. Provide targeted small group remediation in the specific letter-sound correspondences misread on the Pseudoword Test, using selected materials from the Unit 1 <i>Assessment and Remediation Guide</i> . Monitor progress in Unit 2. | 2 |
| 17 or less on Word Recognition <u>and</u> 3 or less on “Gwen’s Hens” <u>and</u> 20 or less on the Pseudoword Test <u>and</u> 27 or less on the Code Knowledge Test | This student has QUESTIONABLE preparation for Grade 1 Skills. S/he needs a <u>comprehensive review first of all material from the Unit 1 <i>Assessment and Remediation Guide</i></u> before starting CKLA Grade 1 Unit 2. If CKLA Kindergarten materials are available, another option may be to use Kindergarten Units 6–9 materials before starting CKLA Grade 1 Unit 2. | 3 |

Note: Scores on the Code Knowledge Diagnostic Test need to be interpreted with care. If a student makes errors in indicating the correct short vowel sounds for three or more of the letters representing the short vowel sounds, i.e., ‘a’, ‘e’, ‘i’, ‘o’ or ‘u’, s/he may require intensive remediation, regardless of the overall Code Knowledge Diagnostic Test score. Even if the description for such a student indicates adequate preparation for Grade 1 Unit 2 based on the overall score, it may be wiser to view this student’s preparation as questionable and first start with a comprehensive review of all material from the Unit 1 *Assessment and Remediation Guide*. Strong mastery of the short vowel letter-sound correspondences is a prerequisite before starting Grade 1 Unit 2.