

Session 9

Case Study **Grade 2**

This Grade 2 packet is based on placement assessments administered during Skills, Grade 2, **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) Flowchart for Students Performance Task Assessments
- d) Enrique's Story Comprehension tests and answer sheets
- e) Enrique's word reading assessment with instructions and word reading evaluation guidelines
- f) Placing and grouping guidelines

Second Grade Assessment

Guiding Questions

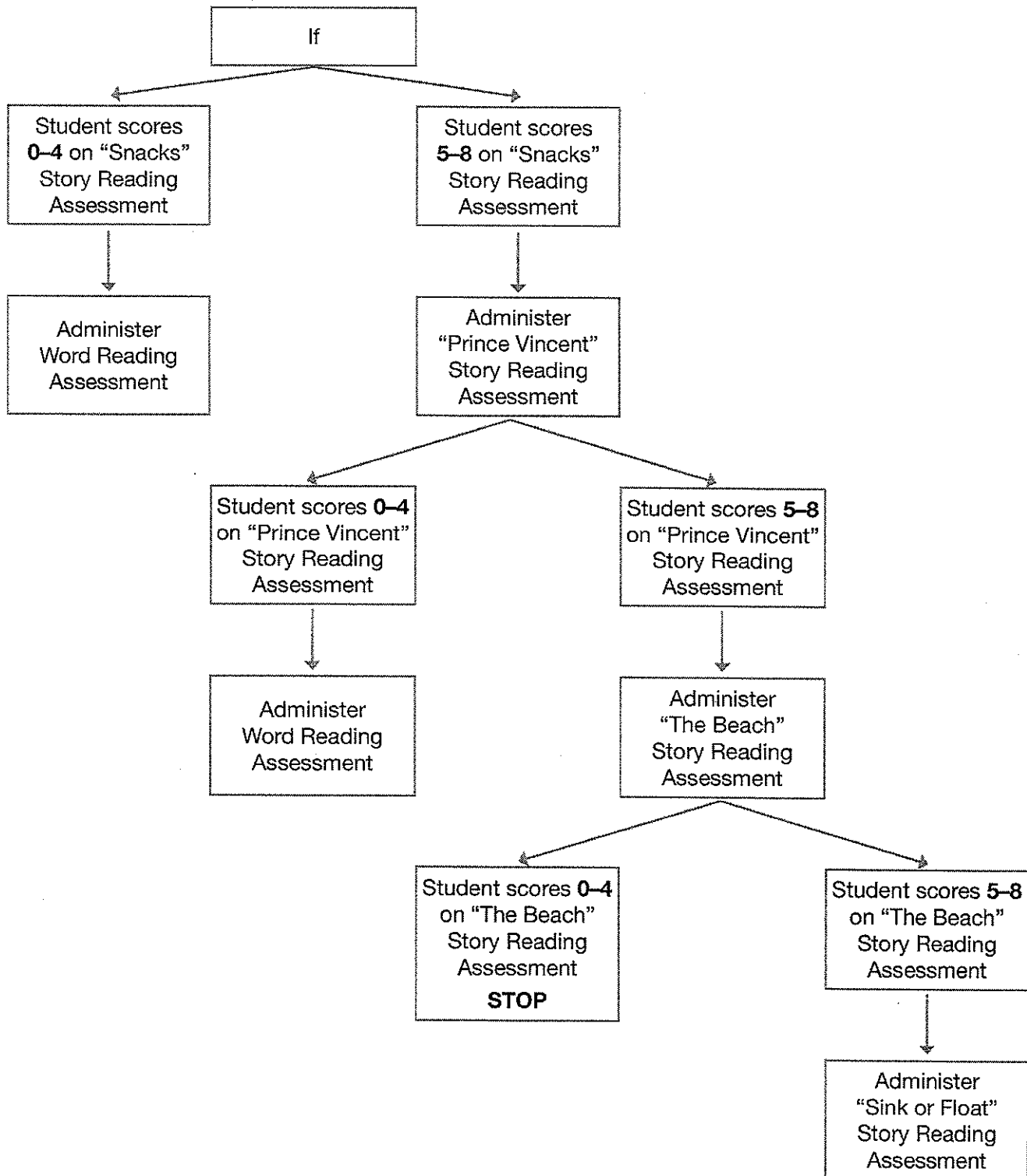
Examine the data forms for “Enrique” and answer the following questions:

1. Why was the Word Reading test given? Why did administration of the Word Reading test stop at line 17?
2. What are some specific areas of difficulty, given Word Reading performance? (Hint: Use the scoring chart).
3. Using the Word Reading Chart, what is Enrique’s instructional Level? Synthesizing Story Reading and Word Reading, what is Enrique’s group/placement? (HINT: Use the chart that supports placement/grouping).

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

Flow Chart for Student Performance Task Assessment

Administer "Snacks" Story Reading Assessment to entire class.



Snacks



Six kids sat and had a snack.

Rob had six fish sticks.

Bud had ham.

Beth had a bag of chips and a glass of milk.

Rich had fish sticks and figs.

Jill had a hot dog.

Sam had six eggs.

Sam got sick.

The rest of the kids did not.

Snacks

1. What was Bud's snack?

- A. fish sticks
- B. chips and milk
- ☒ C. ham

2. What was Sam's snack?

- ☒ A. eggs
- B. fish sticks
- C. ham

3. What was Beth's snack?

- A. chips and milk
- B. fish sticks and figs
- ☒ C. a hot dog

4. Which kid had chips?

- A. Beth
- ☒ B. Rob
- C. Bud

5. Which kid had milk?

A. Sam

☒ B. Beth

C. Jill

6. Which kid had figs?

A. Beth

B. Jill

☒ C. Rich

7. Which kids had fish sticks?

A. Rich and Beth

☒ B. Rob and Rich

C. Rob and Bud

8. Which kid got sick?

A. Rich

B. Beth

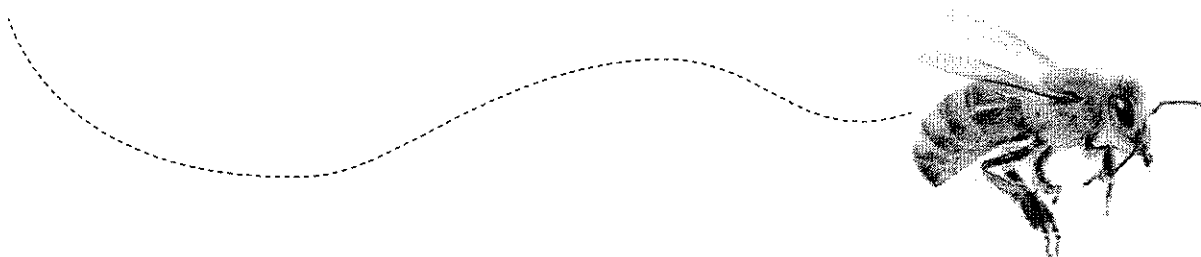
☒ C. Sam

Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”



The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

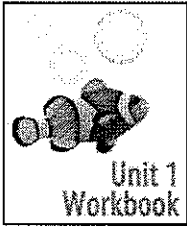
But he never found the bee.

Prince Vincent

1. What was Vincent?
☒ A. a prince
B. a king
C. a princess
2. Where was Vincent from?
☒ A. Rome
B. Greece
C. France
3. What sort of voice did Vincent have?
☒ A. a loud voice
B. a soft voice
C. a bee-like voice
4. Which part of Vincent did the bee sting?
A. his leg
☒ B. his nose
C. his cheek

5. What sound did the bee make?
- A. whoosh
 - ☒ B. hum
 - C. buzz
6. What did Vincent tell the bee?
- A. Sting me again!
 - ☒ B. Buzz off!
 - C. Look at me!
7. Where did Vincent look for the bee?
- A. in houses and on farms
 - ☒ B. under a rock
 - C. in an insect shop
8. What happened in the end?
- A. Vincent killed the bee.
 - ☒ B. The bee killed Vincent.
 - C. Vincent never found the bee.

Word Reading Assessment



Worksheet 7.5

You will begin the Word Reading Assessment with students who scored fewer than five correct on "Snacks." This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.

This is a single-word reading assessment that needs to be administered individually. It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the CKLA program: the first 15 words are CVC words students read in Units 3–5 of Kindergarten; the next 15 words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.

Assess one student at a time, asking him or her to bring the Word Reading Record Sheet (Worksheet 7.5) to the assessment area. You will use this sheet to record the student's answers while the student reads the words located at the end of this lesson.

You may place a marker under each row of words in order to eliminate student confusion when reading.

Ask the student to read the words aloud to you.

Place an 'X' on the record sheet next to any word the student gets wrong or fails to read. If you have time, write the word the student says instead so you can further analyze errors.

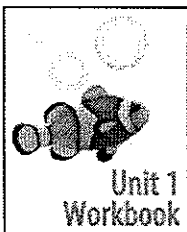
Do not coach or correct the student.

Have the student move to the next word if he/she cannot read it quickly.

If the student fails to read six words in a row and becomes frustrated, you may discontinue the assessment. **Exception:** If the student misses a run of six Tricky Words in lines 9–12, jump to line 13 to see if the student can read regular words.

Independent Work

Worksheets



Worksheets 7.3, 7.4

Students may work on Worksheets 7.3 and 7.4, as well as the additional independent activities you have planned.

WORD READING ASSESSMENT

- | | | | | | |
|----|------|-------------------------|-------------------------|-------|------------------------|
| 1. | cat | hot | run | jet | wax |
| 2. | zip | kid | bad | fog | hum |
| 3. | man | vet | fog
fig | yes | lip
lid |
| 4. | brag | grab | stop | spit | flap
fap |
| 5. | drip | clap
clip | dust | send | left |
| 6. | taps | dogs | crust
cot | print | crabs |

7. ~~that~~^{than} song ~~thin~~^{then} fill shed

8. chop sack mess stuff ~~quiz~~

9. the to a of was

10. you said they ~~would~~^{will} are

11. have ~~who~~^{how} one from ~~there~~^{three}

12. were two ~~your~~^{you} ~~their~~^{they} any

- | | | | | | |
|-----|------------------|--------------------------------|------------------|--------------------------------|-------------------------------|
| 13. | name | fine ^{fin} | cheek | home | cute |
| 14. | loud | book | oil | soon ^{son} | low ^{law} |
| 15. | her | fork | card | filled | helped |
| 16. | whip | cent | honk | germ | dance |
| 17. | large | knot | rinse | serve | itch |
| 18. | sold | we | snow | aim | fight |

- | | | | | | |
|-----|---------|--------|--------|--------|---------|
| 19. | funny | reach | fry | may | ski |
| 20. | bunnies | making | blind | Pete | road |
| 21. | along | work | mother | more | done |
| 22. | apple | action | hurt | animal | bird |
| 23. | wall | now | push | head | fault |
| 24. | new | unit | boy | early | student |

WORD READING ASSESSMENT CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Suggestion
1–3	<ul style="list-style-type: none"> CVC words with single-letter spellings, e.g., <i>cat</i>, <i>dog</i>, <i>pig</i> Taught in Units 2–5 of Kindergarten 	11 or fewer	<ul style="list-style-type: none"> Kindergarten, Unit 1
4–6	<ul style="list-style-type: none"> Initial and final consonant clusters (CCVC, CVCC, CCVCC) Taught in Unit 6 of Kindergarten 	11 or fewer	<ul style="list-style-type: none"> Kindergarten, Unit 6
7–8	<ul style="list-style-type: none"> Consonant digraphs, e.g., <i>thin</i>, <i>song</i> Double-letter spellings for consonant sounds, e.g., <i>stuff</i>, <i>rock</i> Taught in Units 7 and 8 of Kindergarten 	6 or fewer	<ul style="list-style-type: none"> Kindergarten, Unit 6
9–12	<ul style="list-style-type: none"> 20 high-frequency Tricky Words Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1 	12 or fewer	<ul style="list-style-type: none"> Targeted Remediation Within Grade Placement
13–15	<ul style="list-style-type: none"> Basic code spellings for “long” vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (<i>sweet</i>, <i>shout</i>) and split digraphs (<i>hope</i>, <i>bike</i>) Taught in Units 2–4 of Grade 1 	10 or fewer	<ul style="list-style-type: none"> Grade 1, Unit 1
16–17	<ul style="list-style-type: none"> Spelling alternatives for consonant sounds, including ‘tch’ for /ch/, ‘c’ for /s/, ‘g’ for /j/ Taught in Units 5 and 6 of Grade 1 	7 or fewer	<ul style="list-style-type: none"> Preparation for Grade 2 is WEAK Closely monitor student progress during Units 1–3 of Grade 2

18–20	<ul style="list-style-type: none"> Spelling alternatives for the “long” vowel sounds /ae/, /oe/, /ie/, and /ee/ Taught in Units 7 and 8 of Grade 1 	10 or fewer	<ul style="list-style-type: none"> Preparation for Grade 2 is ADEQUATE
21–22	<ul style="list-style-type: none"> More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/ Taught in Units 9 and 10 of Grade 1 	11 or more	<ul style="list-style-type: none"> Preparation for Grade 2 is STRONG
23–24	<ul style="list-style-type: none"> More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1 	6 or fewer	<ul style="list-style-type: none"> Preparation for Grade 2 is STRONG
		7 or more	<ul style="list-style-type: none"> Preparation for Grade 2 is OUTSTANDING
		6 or fewer	<ul style="list-style-type: none"> Preparation for Grade 2 is STRONG
		7 or more	<ul style="list-style-type: none"> Preparation for Grade 2 is OUTSTANDING

Placing Students in Leveled Groups

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on "Sink or Float" and 105 or more correct on Word Reading Assessment	Grade 2 Unit 2 This student has OUTSTANDING preparation for Grade 2 Skills.	1
0–4 correct on "Sink or Float;" 6 or more correct on "The Beach," and 100 or more correct on Word Reading Assessment	Grade 2 Unit 2 This student has STRONG preparation for Grade 2 Skills.	1
6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and 80–100 correct on Word Reading Assessment	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2
0–4 correct on "The Beach" and 6 or more correct on "Prince Vincent," and 60–80 correct on Word Reading Assessment	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	1 or 2
5 or more correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3
0–4 correct on "Prince Vincent" and 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3
5 or more correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has QUESTIONABLE preparation for Grade 2 Skills. <u>S/he first needs a comprehensive review of all material from the Grade 2 Unit 1 <i>Assessment and Remediation Guide</i>, before starting CKLA Grade 2 Unit 2.</u> If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	3
0–4 Correct on "Snacks" and 30 or less correct on Word Reading Assessment	This student has QUESTIONABLE preparation for Grade 2 Skills. <u>S/he first needs a comprehensive review of all material from the Grade 1 <i>Assessment and Remediation Guide</i>.</u> If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	There is no group number indicated here as this student is in serious need of rigorous remediation.

Placement and Grouping Guidelines

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student's name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

If there is only one classroom teacher per grade levelthe teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2.
If there are two classroom teachers per grade levelone teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> . OR . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention.
If there are three classroom teachers per grade levelone teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> .
If there are four classroom teachers per grade level...	...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i> .

Note to Teacher

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*.