

Session 9

Case Study **Kindergarten**

This Kindergarten packet is based on results of word reading assessments from the end-of-units 3, 4, 5

*In the case study packet you will find:*

- a) *Guiding Questions* worksheet
- b) Planning and grouping sheet of student's end of unit assessment scores
- c) Instructions for the administration of the word reading assessment
- d) Scoring and analysis interpretation for the reading assessments
- e) Evan's actual word reading assessments and Evan's score sheets for Units 3 and 4

## Kindergarten Assessment

### Guiding Questions

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

1. How did he get to a score of 24 on the Unit 3 Word Reading? Is this score: Excellent, Good, Fair, or Poor?
2. Given Word Reading scores in Units 3 and 4, what would be some particular sound-spelling patterns to reinforce in the Pausing Point, GRAIR, and Centers to help Evan?
3. Comment on the ‘trend’ of Evan’s scores. Does he seem to be ‘catching on’ or ‘falling behind within the K instructional sequence/pace of the classroom?
4. Can Evan move into Unit 6 of instruction? (Note that there is no definite guidance in the materials. Ground your answer in the data. Consider these options: Yes, Yes but will need support, Yes, but very cautiously, No, needs to slow pacing to master certain skills and sounds).

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



## Student Performance Task Assessment

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### ⑩ Reading Assessment

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#### Part One



Worksheet 11.3

- Distribute Worksheet 11.3 and crayons or pencils.
- Display the front of Worksheet 11.3 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.
  1. cat
  2. dog
  3. mat
  4. dot
  5. dig
- Display the back of Worksheet 11.3 and continue.
  6. mom
  7. tag
  8. dad
  9. mad
  10. cot

#### Analysis and Interpretation

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##### Part One

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible

Interpret scores as follows:

9–10 points—excellent

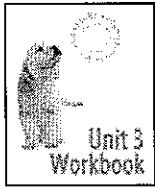
8 points—good

7 points—fair

6 points or less—poor

**Students scoring 7 or fewer points need to complete Part Two of the assessment.**

## Part Two



Worksheet 11.2

- This involves assessing students individually by having them read aloud ten words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 11.2 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word which is read correctly.
- Interpret scores as follows:
  - 26 or more points—excellent
  - 21–25 points—good
  - 15–20 points—fair
  - Less than 15 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound-spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words, e.g., does the student read the initial sound correctly, but misread either the medial and/or final sound?

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

**Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 4. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point and the *Assessment and Remediation Guide*. Students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 3 will only fall further behind if they move on to Unit 4 without remediation.**

## Take-Home Material

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### Practice Pack

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- Have students give Worksheet 11.4 to a family member.

1. cot cat mat dot

2. dog got did tag

3. at cat mad mat

4. dot tot got dog

5. gig cot dig dim

Directions: In each row, have students circle the word the teacher pronounces.

6. ~~mad~~ mom dot dim

7. ~~tot~~ dig tag dad

8. cat did dad ~~dog~~

9. mad tad mat dad

10. ~~cat~~ mat got cot



**Record Sheet for Unit 3 Word Reading**

Place a check next to each word read correctly. For words that are misread, write exactly what the student says as he sounds out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her know their first attempt was incorrect.

WORD	FIRST ATTEMPT <sup>score</sup>	SECOND ATTEMPT/ NOTES
1. cat	✓ 3	required
2. mom	✓ 3	blending cues
3. dog	✓ 3	to correct
4. tag	tog 2	mistakes.
5. mat	man 2	
6. dad	bad 2	Required sound prompts
7. dot	dat 2	for /d/ and
8. mad	✓ 3	/o/.
9. dig	big 2	
10. cot	cat 2	
TOTAL CORRECT	24 /30	

SUBTOTAL:

'c' > /k/ (1,10) 2 /2'a' > /a/ (1,4,5,6,8) 4 /5't' > /t/ (1,4,5,7,10) 4 /5'm' > /m/ (2,5,8) 4 /4'o' > /o/ (2,3,7,10) 2 /4'd' > /d/ (3,6,7,8,9) 4 /6'g' > /g/ (3,4,9) 3 /3'i' > /i/ (9) 1 /1

## Rainbow Letters

15 minutes



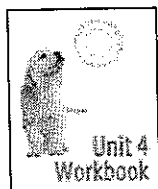
Worksheet 11.2

- Distribute Worksheet 11.2 and crayons or colored pencils.
- Display the worksheet.
- Show students how to trace the letter 'n', pointing out that you are starting at the dot and staying between the lines. Trace the 'n' several times, using a different color each time.
- Have students follow along on their worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

## Student Performance Task Assessment

### ⑩ Reading Assessment

#### Part One



Worksheet 11.4

- Distribute Worksheet 11.4 and crayons or pencils.
- Display the front of Worksheet 11.4 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.
  1. net
  2. van
  3. hen
  4. pen
  5. fin
- Display the back of Worksheet 11.4 and continue.
  6. sad
  7. pot
  8. zip
  9. fan
  10. hat

## Analysis and Interpretation

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### Part One

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible.

Interpret scores as follows:

9–10 points—excellent

8 points—good

7 points—fair

6 points or less—poor

**Students scoring 7 or fewer points need to complete Part Two of the assessment.**

### Part Two

- Part Two involves assessing students individually by having them read aloud 10 words printed on separate cards.
- The words for the assessment are printed on the next to last page of this lesson. Copy the page and cut out the words. Show the cards to the student one at a time.
- Use the individual record sheet on Worksheet 11.3 to record each word as the student reads it. Scoring is based on one point assigned for every sound in a word that is read correctly.

Interpret scores as follows:

26 or more points—excellent

21–25 points—good

15–20 points—fair

Less than 15 points—poor

Further analyze each student's errors to determine whether there are one or more individual letter-sound correspondences that are particularly problematic. The subtotals for each sound-spelling at the bottom of the record sheet should facilitate the identification of specific problem areas.

Also examine whether there are mispronunciations that occur more frequently in a given position in words, i.e., does the student read the initial sound correctly, but misread either the medial and/or final sound?

Finally, examine whether the student succeeded in reading words correctly on the second attempt. If so, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right.

**Students who score in the fair–poor range are at risk of experiencing considerable difficulty in Unit 5. If a number of students in the classroom fall into this category, it is strongly recommended that you provide substantial practice and remediation using the activities in the Pausing Point and the *Assessment and Remediation Guide*.** Students who do not understand the concept of blending or who have not mastered the eight letter-sound correspondences taught in Unit 4 will only fall further behind if they move on to Unit 5 without remediation.

## ***Take-Home Material***

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### **T-Chart Sort**

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Have students give Worksheets 11.5 and 11.6 to a family member.

Name Evan

11.4

1. net met nit ten

2. man fan ~~vet~~ van

3. din hen ham pen

4. pen fin ten pan

5. van tin fin vim

Directions: In each row, have students circle the word the teacher says aloud.

6. ~~zap~~ sad sat had

7. got ~~pat~~ pot pad

8. ~~sip~~ zip sap get

9. van ~~fan~~ pen tam

10. ~~hat~~ fat hen fin

**Record Sheet for Unit 4 Word Reading**

Place a check next to each word read correctly. For misread words, write exactly what students say as they sound out the word. If a student misreads a word, prompt him or her to try to read the word again, letting him or her know that the first attempt was incorrect.

WORD	FIRST ATTEMPT	SECOND ATTEMPT/NOTES
1. net	nat 2	
2. van	✓	
3. hen	hin 2	
4. pen	pin 2	
5. fin	✓	
6. sad	✓	
7. pot	✓	
8. zip	✓	
9. fan	✓	
10. hat	✓	
TOTAL CORRECT	27 /30	

SUBTOTAL: \_\_\_\_\_

'n' > /n/ (1,2,3,4,5,9) \_\_\_\_\_/6    'e' > /e/ (1,3,4) \_\_\_\_\_/3    'r' > /r/ (1,7,10) \_\_\_\_\_/3    'v' > /v/ (2) \_\_\_\_\_/1  
 'a' > /a/ (2,6,9,10) \_\_\_\_\_/4    'h' > /h/ (3,10) \_\_\_\_\_/2    'p' > /p/ (4,7,8) \_\_\_\_\_/3    'i' > /i/ (5,8 ) \_\_\_\_\_/2  
 's' > /s/ (6) \_\_\_\_\_/1    'd' > /d/ (6) \_\_\_\_\_/1    'o' > /o/ (7) \_\_\_\_\_/1    'z' > /z/ (8) \_\_\_\_\_/1  
 'f' > /f/ (5,9) \_\_\_\_\_/2

## Rainbow Letters

10 minutes



Worksheet 12.2

- Distribute Worksheet 12.2 and crayons or colored pencils.
- Display the worksheet.
- Show students how to trace the letter 'b', pointing out that you are starting at the dot and staying between the lines. Trace the 'b' several more times, using a different color each time.
- Have students follow along on their worksheets.
- Continue demonstrating (providing guided practice) until students are ready to work independently.

## Student Performance Task Assessment

### ⑩ Reading Assessment

#### Part One: Assessment



Worksheet 12.4

- Distribute Worksheet 12.4 and crayons or pencils.
- Display the front of Worksheet 12.4 in order to familiarize students with the format. If you wish to provide an example, create one using words other than those used in the assessment.
- Describe the activity to students by telling them they will be asked to circle one word in each row: the word you pronounce. Proceed with the assessment.

- |        |        |
|--------|--------|
| 1. leg | 4. jug |
| 2. kid | 5. yes |
| 3. rat |        |

- Display the back of Worksheet 12.4 and continue.

- |        |         |
|--------|---------|
| 6. jet | 9. web  |
| 7. log | 10. rug |
| 8. box |         |



### ***Part Two: Analysis and Interpretation***

Assign one point for each word circled correctly.

There are 10 three-letter words making a total score of 10 points possible.

Interpret scores as follows:

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## ***Take-Home Material***

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### **Practice Pack**

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- Have students give Worksheet 12.5 to a family member.

1. beg jig let leg

2. kid cap lid kin

3. fat rat rut rag

4. jug pug jig cab

5. yet pan yes jay

Directions: In each row, have the students circle the word the teacher says aloud.

6. jot yet jet wax

7. log law fog pig

8. bop box sit lox

9. ~~wet~~ rib hen web

10. rug bug rag zip