

Jessica Williams

Assessment Tool

READING

Phonics	
Word families	<p>3/4/09 First looked at the word and said the word <i>an</i>, then when she slide the word slide through she said "<i>can</i>". Then repeated this, but said the word "<i>for</i>", instead of fan. After some guidance she understood that the only thing that was changing was the first letter so the word is "<i>fan</i>".</p> <p>3/11/09 Reviewed the –an word family. She said the ending correctly, but had difficulty with the first letter on two of them; pan and ran (See Rhyming).</p>
Rhyming	<p>3/4/09 When asked to think of words that rhyme, she thought of the words: fish and dish. After we talked about the –an word families and talked about what was alike and what was different she said "they all rhyme."</p> <p>3/11/09 When doing the word slide she said "<i>ban</i>" instead of "<i>pan</i>" and "<i>van</i>" instead of "<i>ran</i>"</p>
Sounds	<p>3/4/09 When asked what do all these words have in common, "<i>They all sound alike</i>" "<i>They all rhyme.</i>" (This happened when talking about the –an word family).</p>
Blends	
CVC words	<p>3/4/09 and 3/11/09 Going over the –an word family using just one consonant in front of the word family.</p>
Decoding	<p>3/4/09 She saw that an and can sounded alike (rhymed) so when the first letter changed to an "<i>f</i>" she used her prior knowledge of the word "<i>an</i>" to decode the word as fan. When looking at m-a-n vs m-an, she said <i>that m-an</i></p>



	<i>was a lot easier and faster to figure out than looking at each letter (m-a-n).</i>
Sight Words	<p>Words that she can spell:  2/11/09  I, see, no, yes, me , to, the, a, my, go  3/3/09  in  3/9/09  my, is</p> <p>Words that she can read:  2/11/09  we, look  3/3/09  my, is like, me, am, to, love, the, in, can, run, too, I,  play, said, no, yes, in  3/9/09  big, ball, us  (See attached)</p> <p>(Also see attached word lists)</p>
Word Solving	Skill she has-she stops
Comprehension	
Picture Walk	<p>3/11/09  When ask, "What is a picture walk? "What do you do during a picture walk?" She responded, <i>"When you open the book and look at the pages, pictures, and words."</i></p> <p>"Why do we use a Picture Walk?"  <i>"So you know what the words look like, to get them correctly. You want to see if it (the book) is really good."</i></p> <p>"What do Picture Walks do for you?"  <i>"They make me like the book."</i></p> <p>"How do Picture Walks help you?"  <i>"If you go through it (a book), I can see what is happening."</i></p>
Predictions	<p>I asked her to look at the title and then asked her, "What do you think this story is about?"  <i>"I think the gingerbread man, girl cat, and dog are going to get eaten."</i></p> <p>"Look at the title and point to words that you know. Now, after looking at the words you know, what do you think the story it about?"</p>







## Story Retell

[illegible]