Jessica Williams

Assessment Tool

READING

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

was a lot easier and faster to figure out than			
looking at each letter (m-a-n).			
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			
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)			
(Also see attached word lists)			
Skill she has-she stops			
3/11/09			
When ask, "What is a picture walk? "What do you			
do during a picture walk?" She responded, "When			
you open the book and look at the pages, pictures, and words."			
"Why do we use a Picture Walk?"			
"So you know what the words look like, to get			
them correctly. You want to see if it (the book) is			
really good."			
"What do Picture Walks do for you?			
"They make me like the book."			
"How do Picture Walks help you?			
"If you go through it (a book), I can see what is happening."			
nappening.			
I asked her to look at the title and then asked her,			
"What do you think this story is about?"			
"What do you think this story is about?" "I think the gingerbread man, girl cat, and dog are			
"What do you think this story is about?" "I think the gingerbread man, girl cat, and dog are going to get eaten."			
"What do you think this story is about?" "I think the gingerbread man, girl cat, and dog are			

	"The tan man made the gingerbread man and his wife made the gingerbread cat." "Looking at the pictures, what do you think the story is about?" "A gingerbread man." (Then began to get frustrated and we stopped there. See Other Observations)
During reading	O S S C I V A C I S I S C I S

*Other observations:

3/11/09

As we were doing the Picture Walk, she started to become antsy and frustrated. I asked her what was frustrating her. She said, "I want to do the sheet everyone else is doing. I don't want to do this anymore." So I let her join the group and do the worksheet everyone else was working on.

Decodable Text – with black and white pics

Text	Miscue	Note if Self-	Graphic/aural	Semantically	Syntactically/	How does the
Word		corrected	similarity: To	corrected?	grammatically	miscue change
		(SC) and	what degree	How close is	correct: How	the of
		when or	does the	the word	does the	sentence/story?
		how	miscue look	read to the	student use	How does
			like and/or	intended	sentence	miscue impact
			sound like	meaning of	structure to	retell?
			the intended	the text	cue self	
			word?	word (gave	(substitute	
				synonym,	same part of	
				changed	speech)?	
				plural, etc)?		

Story Retell

Retell	Summarizes	Supporting	Errors	Supplies own	Impact of
	story; succinct	detail included	indicative or	information to	reading errors
	highlights	or available	difficulties or	fill in (indicates	on
		when	unawareness	awareness of	
		prompted with		story)	
		open-ended			
		question			