

## **Literacy Assessment**

**Evaluator: Jill M.**

**Student:**

**Date: 8/8/22**

## **Phonological Awareness**

### **Sentence Segmentation:**

- The student correctly segmented words in sentences in 3/6 practice items.
- Examples of incorrect responses: Tom ran home. (3). The student indicated there were 4 words. What are you doing? (4). The student indicated there were 5 words.

### **Rhyme Recognition:**

- The student correctly recognized rhyming words in 6/6 practice

items. **Rhyme Production:**

- The student correctly produced rhyming words in 5/6 practice items.
- Examples of correct responses: pain-vain, cake-lake, dark-lark. For the word see he said, "I don't know."

### **Syllable Blending:**

- The student correctly blended syllables in 6/6 practice items.

### **Syllable Segmentation:**

- The student correctly segmented words into syllables in 5/6 practice

items. **Syllable Deletion:**

- The student correctly deleted syllables in 4/6 practice items.

**Initial Phoneme Isolation:**

- The student correctly isolated the initial sound in a word in 6/6 practice

items. **Final Phoneme Isolation:**

- The student correctly isolated the final sound in a word in 5/6 practice

items. **Phoneme Blending:**

- The student blended phonemes correctly in 3/6 practice items.
- Examples of incorrect responses: mut for must, shelf for shop, and plast for

plant. **Phoneme Segmentation:**

- The student correctly segmented the individual phonemes (sounds) in words in 5/6 practice items.
- He said /n/ /ě/ /m/ for name.

**Initial Phoneme Deletion:**

- The student correctly deleted the first phoneme in 6/6 practice

items. **Final Phoneme Deletion:**

- The student correctly deleted the first phoneme in 3/6 practice items.
- Examples of incorrect responses: For rose he said, "I have no idea." sea/t/ - sit (sea), ba/k/e – buh (bay).

**Phoneme Deletion in 1<sup>st</sup> Sound in a Consonant Blend:**

- The student correctly deleted the first sound in a consonant blend in 2/6 practice items.
- Examples of incorrect responses: stop without /s/ is top (lop), trust without /t/ is rust (ust), black without /b/ is lack (ack), drip without /d/ is rip (ip).

**Phoneme Substitution:**

- The student correctly substituted the first sound in a word for a different sound in 4/6 practice items.
- Examples of incorrect responses: Replace first sound in man with /k/ = can (camp), replace the first sound in sack with /t/ = tack (sat).

### **Learning Goals:**

- Phonological awareness is essential for developing reading and spelling skills. The instructional plan should include some additional instruction in sentence segmentation, syllable deletion, phoneme blending and segmentation, phoneme isolation, phoneme deletion (final and 1<sup>st</sup> sound in a consonant blend), and phoneme substitution.

### **Capital Letters Assessment:**

- The student named 26/26 capital letters correctly.

### **Lowercase Letters Assessment:**

- The student named 24/26 lowercase letters correctly. The student said d for the letter b and p for the letter q.

### **Learning Goals:**

- Use strategies to differentiate between letters that are commonly confused for their similarity in shape and features (d, b, and q). Example: Sayings like balloons in the air (thumb going up to look like a b) and pigs down in the mud (thumb pointing down to look like a p).

### **Consonant Sounds:**

The student was given a list of consonants (21 letters) in random order and asked to say the sound of each letter.

- The student named the correct sounds for 18/21 letters. He said /w/ for letter y, /d/ for letter b, and /p/ for letter q. He also said that he did not know the sound for the letter t, but then said it correctly.

### **Strength:**

- The student did not add the schwa sound to any letters.

**Learning Goals:**

- Review the sounds the letters y, b, q, and t make.

**Vowel Sounds:**

- The student was asked to give the short and long sounds for each vowel. He named the short and long vowel sounds correctly for the letters e, a, o, and u. • He named the long vowel sound for the letter e correctly but said /ī/ for short e.

**Learning Goals:**

- The instructional plan should include a review of the short vowel sound the letter e makes.

**Phonics Assessment:**

<b>Short Vowels in Real CVC Words</b>	<b>Short Vowels Correct (yes/no)</b>
sip	i y
mat	a y
let	e n - lit
bun	u n - dun
hog	o y
rut	u y
fit	i y
bat	a n - dat
hot	o y
set	e n - sit
<b>Short Vowels in Pseudo CVC Words</b>	<b>Short Vowels Correct (yes/no)</b>
nop	o y

sut	u y
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dit	i y
pem	e n - pim
fap	a y

- The student read 6/10 real CVC words correctly.
- The student read 4/5 pseudo CVC words correctly.
- The student sounds out each word.

**Learning Goals:**

- Blending activities.
- Practice differentiating between short e and short i.

<b>Consonant Blends With Short Vowels (Real Words)</b>	<b>Features Correct (yes/no)</b>
stop	st n - sop
trap	tr y
quit	qu n - pit
spell	sp n - silp
plan	pl y
silk	lk y
fast	st n - fat
sank	nk n - sack
lump	mp y
held	ld n - help

<b>Consonant Blends With Short Vowels (Pseudo Words)</b>	<b>Features Correct (yes/no)</b>
nask	sk n - sack

dilt	lt n - pilk
qued	qu n - pilp
cang	ng n - cag
dran	dr n - burn

- The student read 4/10 real words with consonant blends with short vowels correctly.
- The student read 0/5 pseudo words with consonant blends with short vowels correctly.
- The phonics assessment was stopped here.

### **Learning Goals:**

- The instructional plan should include lessons on common blends at the beginning and end of words.
- The instructional plan should focus on explicit phonics instruction.

### **Spelling:**

- The student was administered the Words Their Way Elementary Spelling Inventory.
- The student spelled 4/15 words correctly. The assessment was stopped at 15 words. His approximate spelling stage is Early/Middle Letter Name – Alphabetic Stage (kindergarten).
- **Examples of misspelled words:** yat (wait), deg (dig), hop (hope), sed (sled), stic (stick),

- The student writes in mostly capital letters.
- There is confusion with short e and l as noted previously.
- He is using the letter y for a w most likely because the name for y has the same sound as the letter w.
- He reverses the letter g consistently (considered a handwriting error).  
Note: The student writes many numbers backward.

### **Learning Goals:**

- The student spelling instruction will focus on studying word families with common vowels.
- Beginning consonant blends and digraphs.
- Sort pictures and words by beginning sounds.

Reference: Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction Seventh Edition.

### **Reading:**

The QRI-6 states that a student's instructional level is between 90%-97% oral reading accuracy and 70%-88% comprehension.

The student read a **Pre-Primer 1** narrative called "I Can" with **90% accuracy** at a rate of 7 words correct per minute.

The error analysis shows that some of the student's errors show a similar letter-sound pattern. This means that he is paying attention to letter-sound patterns when he is decoding words. Other misuses changed the meaning of the passage.

The student talks about what is going on in the pictures accurately but doesn't always make a direct connection between what he says to what the print says.

There were eight comprehension questions in total. The student answered 5/5 comprehension questions correctly, giving him a **comprehension score of 100%**. Four questions were explicit that could be answered directly from the passage and four were implicit where the reader has to infer by using context clues from the passage to answer the questions. The student answered 4/4 explicit questions correctly and 4/4 implicit questions correctly.

The student's instructional reading level is **Level Pre-Primer 1 (kindergarten)**.

The QRI-6 Oral Reading Prosody Scale (1-4) indicates The student reads at 1 word-by-word.

**Strengths:**

- The student comprehended what he read.

**Learning Goals:**

- The student will be directed to notice the connection between oral language and print and look at the pictures for clues.
- The student will receive phonics instruction as previously noted to help develop his decoding ability, reading fluency, and comprehension.
  
- The student will engage in decoding and word attack activities.
  
- The student will use a variety of strategies to problem-solve unknown words. Instruction should include guiding him to ask himself: Does it look right? (visual), Does it sound right? (syntax), and Does it make sense? (meaning).
  
- The student will practice reading high-frequency words (Fry's sight word list) and locating them in texts.
  
- The student will read widely from a variety of fiction and non-fiction texts.
  
- The student will read a text multiple times to increase fluency.
  
- The student will use a reading checklist with visuals as a reading strategy guide.
  
- The student will orally retell stories to continue to improve comprehension and vocabulary.



## Handwriting:

### Strengths:

- The student writes from left to right and mostly stays within the

### lines. Learning Goals:

- The student reverses letters such as the letter g and reverses

numbers. • He writes in mostly capital letters.

- Consider using multisensory techniques to teach correct letter formation and orientation.

- Consider programs such as Handwriting Without Tears.

### Assessments Administered:

Phonological Awareness Skills Test (PAST)
CORE Phonics Survey
Words Their Way Spelling Test
Qualitative Reading Inventory – 6 (QRI-6)