

Phase II: Administration and Interpretation of Assessments:

Plan of Action

Part D: Administration of Screening Assessment

For the initial screening, the researcher decided to conduct a Phonics Assessment on the third grade candidate. The researcher asked the candidate to read a story with him during Reader's Workshop and then **begun** the initial meeting by making the candidate feel comfortable with the researcher. After reading a story, the researcher explained the purpose of the Phonic Assessment and gave the candidate instructions for completing the assessment. The candidate used a bookmark to section of his assessment so he did not become distracted by the other subtest found within the assessment. While the candidate completed the assessment the researcher assisted the candidate with any questions that he **made** have had about the instructions and the researcher recorded information needed for the results of the assessment. This assessment can be seen below.

Comment [MC2]: Wrong form of word

A Job at the Zoo

Ron has a job. He will make the ^afur of the cat shine. He will use a brush. Ron can fix a cage. He can pat a wet nose. He may hug a cute cub.

Ron may perk up a sad white bird with a nice word. ^{This} Then Ron will clean ^{the} dirt from the ground in the owl barn. He can see a fawn rest by a tree. He may bring a toy on a chain to a girl cub. The cub will make a strange noise. Ron will smile. He likes all the things he can do to work and play at the zoo.

Subtest 2: Initial Consonants

- | | | | | | | | | | |
|------|---|---|---|---|-------|---|---|---|---|
| 1. l | w | h | t | b | 6. h | b | f | k | t |
| 2. c | b | k | q | d | 7. t | f | a | j | k |
| 3. m | l | t | n | b | 8. d | b | p | r | t |
| 4. c | k | g | b | d | 9. k | c | f | s | r |
| 5. b | d | p | k | g | 10. t | h | g | i | k |

Subtest 3: Initial Blends and Digraphs

- | | | | | | | | | | |
|-------|----|----|----|----|--------|----|----|----|----|
| 1. cr | gl | gr | tr | dr | 6. sh | cr | bl | ch | sl |
| 2. bl | tr | br | gl | fr | 7. dr | th | tl | fl | ch |
| 3. sp | sn | sm | st | sc | 8. dr | bl | cr | pr | br |
| 4. sh | st | ch | sl | cn | 9. sm | sp | ch | sh | cr |
| 5. bl | pr | gl | pl | sl | 10. tr | dr | th | ch | tw |

Subtest 4: Ending Sounds

- | | | | | | | | | | |
|------|---|---|---|---|--------|----|----|----|----|
| 1. q | r | t | k | d | 6. nt | nk | st | ng | rk |
| 2. k | b | q | d | t | 7. st | ch | ss | ck | sh |
| 3. b | p | t | k | d | 8. sk | st | sh | ss | ck |
| 4. r | u | o | l | k | 9. st | nk | ng | nt | rd |
| 5. d | b | k | t | p | 10. nd | rd | pt | ld | rt |

Subtest 5: Vowels

- | | |
|--------------------------------|----------------------|
| 1. a e <u>i</u> o u | 6. <u>a</u> e i o u |
| 2. e i <u>o</u> u a | 7. <u>e</u> i o u a |
| 3. i o u <u>a</u> e | 8. <u>i</u> o u a e |
| 4. <u>o</u> u a e i | 9. o <u>u</u> a e i |
| 5. u a e i <u>o</u> | 10. u o a <u>e</u> i |

Subtest 6: Phonograms

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|--|
| 1. ang and ime ing <u>ame</u> |
| 2. in <u>ime</u> ame ind ain |
| 3. ite ipe <u>ike</u> ice eek |
| 4. ick og uck <u>ock</u> eep |
| 5. up eek ipe <u>eep</u> ime |
| 6. it <u>ate</u> ight ipe ice |
| 7. ung ine ang <u>ing</u> ind |
| 8. ad <u>ade</u> age and ape |
| 9. ean ime ad <u>ang</u> ame |
| 10. elp in <u>ill</u> all ell |

Subtest 7: Blending

- | | | |
|---------|--------|----------|
| | at in | |
| | t + in | |
| h + at | | m + at |
| ch + in | | sh + in |
| tr + in | | str + at |
| bl + at | | f + in |
| th + at | | d + in |

Subtest 8: Substitution

fan	track	hat	rade	bib
ran	shack	hit	rode	bif
tan	spack	hot	ride	bid
ban	frack	het	rude	big
jan	chack	hut		bim
lan	plack			
van	stack			
can	whack			

Subtest 9: Vowel Pronunciation

boat	crown	serve
paint	trout	stir
own	hawk	born
soil	haul	word
coy	card	burn

	Pretest	Posttest
<p>Subtest 2: Initial Consonants (Symbol-Sound) Place Subtest 2 in front of the student. Say: "Look at number 1 and point to the letter you hear at the beginning of <i>water . . . , dog . . .</i>" Continue for each word listed.</p> <p>1. water 5. book 9. sit 2. dog 6. kite 10. hide 3. nice 7. fat 4. goat 8. put</p>	<p>10 /10</p>	<p>/10 9 = Mastery</p>
<p>Subtest 3: Initial Blends & Digraphs (Symbol-Sound) Place Subtest 3 in front of the student. Say: "Look at number 1 and point to the letters you hear at the beginning of <i>great . . . , blue . . .</i>" Continue for each word listed.</p> <p>1. great 5. plum 9. spell 2. blue 6. church 10. those 3. small 7. thumb 4. short 8. bring</p>	<p>10 /10</p>	<p>/10 9 = Mastery</p>
<p>Subtest 4: Ending Sounds (Symbol-Sound) Place Subtest 4 in front of the student. Say: "Look at number 1 and point to the letter or letters you hear at the end of <i>bat . . . , bed . . .</i>" Continue for each word listed.</p> <p>1. bat 5. tab 9. pant 2. bed 6. sing 10. card 3. drop 7. bush 4. cool 8. mask</p>	<p>10 /10</p>	<p>/10 8 = Mastery</p>
<p>Subtest 5: Vowels (Symbol-Sound) Place Subtest 5 in front of the student. Say: "Look at number 1 and point to the vowel you hear in <i>tip . . . , mule . . .</i>" Continue for each word listed.</p> <p>1. tip 5. mope 9. cup 2. mule 6. tape 10. keep 3. snap 7. pet 4. dot 8. fine</p>	<p>9 /10</p>	<p>/10 9 = Mastery</p>

<p>Subtest 6: Phonograms (Symbol-Sound) Place Subtest 6 in front of the student. Say: "Look at number 1 and point to the ending part you hear: <i>ame</i> . . . , <i>ime</i> . . ." Continue for each part listed.</p>	<p>1. ame 5. eep 9. ang 2. ime 6. ight 10. ill 3. ike 7. ing 4. ock 8. ade</p>	<p>Pretest 9 10 /10 9 = Mastery</p>	<p>Posttest /10</p>
<p>Subtest 7: Blending (Symbol-Sound) Place Subtest 7 in front of the student. Make sure the student can pronounce the two phonograms <i>at</i> and <i>in</i>. Say: "You are going to blend letters with <i>at</i> and <i>in</i>. The first one is <i>t</i> plus <i>in</i> or <i>tin</i>. Now you blend the rest.</p>	<p>1. h + at 5. th + at 9. f + in 2. ch + in 6. m + at 10. d + in 3. tr + in 7. sh + in 4. bl + at 8. str + at</p>	<p>9 /10 9 = Mastery</p>	<p>/10</p>
<p>Subtest 8: Substitution (Symbol-Sound) Place Subtest 8 in front of the student. Say: "Read these words. I will tell you the first one in each column in case you don't know it, some of these are real words, some are not."</p>	<p>fan track hat rade bib x ✓ sk ✓ i ✓ o ✓ i ✓ ✓ sp ✓ e ✓ i ✓ d ✓ h ✓ fr ✓ e (hit) u g bing y ✓ ck ✓ u ✓ ruda m y ✓ pl ✓ v ✓ st ✓ e ✓ vt ✓</p>	<p>22 /25 22 = Mastery</p>	<p>/25</p>
<p>Subtest 9: Vowel Pronunciation (Symbol-Sound) Place Subtest 9 in front of the student. Say: "Read as many of these words as you can."</p>	<p>bbat crown serve paint trout stir own hawk boat soil haul word cay card burn</p>	<p>11 /15 13 = Mastery</p>	<p>/15</p>

Part E: Interpretations of Assessments

The researcher chose to conduct a Phonics Assessment on the candidate during the screening process because he wanted to determine the candidate's **current phonics skills**. The researcher conducted this type of assessment because he was unable to obtain the candidate's information before first meeting with him. Since the candidate is a newer student to the school corporation, some of his test scores were not sent from his previous school. The researcher determined that the best location to hold all future tutoring sessions is the common area to the third grade pod because it is a rather quiet, unused location. It is also fairly familiar to the candidate because his classroom teacher often holds teacher-student conferences **there**.

Comment [MC3]: Insightful justification

The researcher conducted the initial screening assessment before beginning any of the tutoring sessions. The screening assessment evaluated the student's knowledge of all critical phonic skills. The layout of the assessment also provided the researcher with necessary information in a user-friendly format. The assessment includes nine subtests that look at all different aspects of several phonic skills. They are broken down into categories with the following titles: Initial Consonants, Initial Blends and Digraphs, Ending Sounds, Vowels, Phonograms, Blending, Substitution, and Vowel Pronunciation. After conducting the screening, the researcher discovered the candidate was able to master all but the **vowel pronunciation** subtest. This indicates to the researcher that the candidate has some difficulty with complex vowel patterns. Some of the words the student was unable to pronounce correctly are haul, own, and serve. Seeing that the candidate mastered the majority of the phonics subtests, the researcher has decided to design his future tutoring lessons around working with **prefixes, suffixes, and words containing more than one syllable**. During the first tutoring session, the researcher will conduct another pre-assessment to determine to the student's knowledge of prefixes and suffixes.

This pre-assessment can be viewed below under tutoring session number one. The researcher determined that these three areas would be a large part of the candidate's time with him since they meet the following academic state standards: 3.1.8 and 3.1.2. During the future tutoring sessions, the researcher would like the candidate to eventually be able to identify the prefixes 'un' and 'pre,' the suffixes 'er,' 'ful,' and 'less,' and be able to read words containing more than one syllable.

Part F: Plan of Action

The researcher designed a plan of action geared toward improving the candidate's skills centered around prefixes and suffixes as he reads books on his current reading level. Near the end of the tutoring sessions, the researcher's plan is that the candidate has mastering using the following prefixes and suffixes: 'un,' 'pre,' 'er,' 'ful,' and 'less' to expand the reader's skills and development in being able to read more complex words and understand their meaning. As mentioned above, all tutoring lessons will be given to the candidate in the common area of the third grade pod between the hours of ten and eleven in the morning.

Lesson #1: Introduction to Prefixes and Suffixes through a think aloud:

During the first lesson, the researcher will begin by asking the candidate to bring a book from his book box along with them to the designated common area. Before beginning this lesson, the researcher will verbally ask the student if he can identify the prefixes and suffixes in a list of ten words. Then the researcher will provide a practice **think aloud** for the candidate using his familiar text to sound out words with multiple syllables. The researcher will also use a piece of paper to identify various **prefixes and suffixes** found in the story along with helping the candidate recognize the root words of the prefixes and suffixes. After identifying several examples of each, the researcher will then discuss with the student what a proper definition could