

Lesson 16

Student Performance Task Assessment

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Dictation Identification Assessment	Worksheet 16.1	10
	Comprehension Assessment	Worksheet 16.2; <i>Bedtime Tales</i>	20
	Words Correct Per Minute Assessment	Worksheets 16.3, 16.4; stopwatch	30

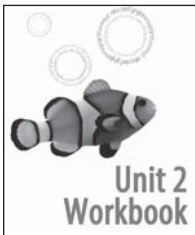
Note to Teacher

Today you will begin the Unit 2 Student Performance Task Assessment. The first assessment is a dictation identification exercise targeting each of the letter-sound correspondences reviewed in Unit 2. The next assessment measures students' ability to read a story independently and answer comprehension questions. Once students have finished reading the story, you will begin administering the third assessment, a Words Correct Per Minute (WCPM) Assessment. You will work one-on-one with students to complete the WCPM Assessment. You will most likely need more than one day to test each student; you may plan on using time during the Pausing Point to finish the WCPM Assessment.

Student Performance Task Assessment

10 minutes

10 Dictation Identification Assessment



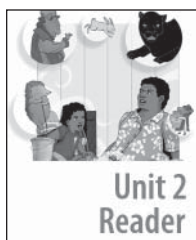
Worksheet 16.1

- Have students turn to Worksheet 16.1.
- Tell students for each row, you will say one word. Tell students to circle the word they hear you say.
- Read each word provided in the box, calling out each number to indicate the row where students should point and look as you read the word.

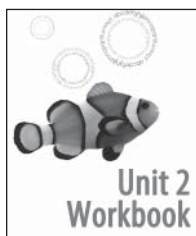
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|-----------|----------|-----------|
| 1. sister | 7. joint | 13. jerk |
| 2. rate | 8. pork | 14. enjoy |
| 3. beet | 9. fine | 15. beach |
| 4. book | 10. part | 16. clown |
| 5. theme | 11. cute | 17. steam |
| 6. foul | 12. hope | 18. toot |

10 Comprehension Assessment

20 minutes



Chapter 10



Worksheet 16.2

- Ask students to turn to Worksheet 16.2 and open *Bedtime Tales* to “Cat and Mouse Keep House” on page 89.
- Note the title has the phrase *keep house*; to keep house means the cat and mouse live together and take care of their house.
- Students should read the story completely first and then answer the comprehension questions on Worksheet 16.2.
- Encourage students who finish quickly to check over their papers. After checking their papers, they may reread stories from *Bedtime Tales*.

10 Words Correct Per Minute (WCPM) Assessment

30 minutes



Worksheets 16.3, 16.4

You will work individually with each student and take a running record of the student’s oral reading of the story. This is an opportunity to look for specific problems any students are having. In addition, you will take a simple, easily calculated measure of the student’s fluency by seeing how long it takes the student to read the story. Allow each student approximately three minutes to read the story. If the student cannot read the story in three minutes, this is a clear indication he or she is struggling and needs to work on fluency.

Note: You may allow more time (up to six minutes) for a student to finish reading the story. Three minutes is a sufficient amount of time to conduct the WCPM, but some students may be frustrated if they do not have the opportunity to finish reading the story.

If time is an issue, you may choose to assess only students who have struggled throughout the unit. You may refer to your anecdotal notes to guide you in choosing which students to assess. If you do decide to work with each student, you will most likely need more instructional days to complete the WCPM Assessment.

- As students complete the Comprehension Assessment, ask them to join you in a quiet area of the classroom.
- Ask each student to bring Worksheet 16.3, “The Fox and the Cat,” on which you’ll take your running record.
- Write the student’s name on the worksheet. Explain that you are going to ask the student to read aloud to you.
- Place a copy of “The Fox and the Cat,” found at the end of this lesson, in front of the student.

- Start a stopwatch or jot down a start time when the student reads the first word in the story.
- As the student reads, take a running record, using the following marking guidelines. Focus specifically on what a child's errors reveal about his or her knowledge of letter-sound correspondences, recording what the student says.

Note: These guidelines for taking running records represent a simplified version of the process. If you have mastered a different process of annotating running records, please use the system you know.

Words read correctly	no mark required
Omissions	draw a long dash above the word omitted
Insertions	write a carat (^) at the point where the insertion was made
Words read incorrectly	write an "x" above the word and if possible the word the student says
Self-corrected errors	replace original error mark with an "SC"
Teacher supplied word	write a "T" above the word (counts as an error); provide only if the child hesitates for five or more seconds or says he/she does not know the word

- When the student completes the reading, jot down the elapsed time or the finish time.
- Ask the student a few questions about the story to quickly assess comprehension. Note the student's answers on the back of Worksheet 16.3.

Discussion Questions on "The Fox and the Cat"

1. *Literal* Who are the characters of the story? (The characters in the story are a fox and a cat.)
2. *Inferential* Where were the characters when they were talking? (The characters were talking at the river.)
3. *Literal* The fox brags that he has many tricks. Can you name some of his tricks? (He can run, swim, dig a hole and hide.)
4. *Literal* How many tricks did the cat have? (The cat had one trick.)
5. *Inferential* When the cat heard hunting dogs, it ran up the tree. What did the fox do? What happened? (It could not decide what to do; the dogs got the fox.)
6. *Literal* What is the moral of the story? (It's better to have one trick you can count on than a hundred you can't.)

- Calculate WCPM on Worksheet 16.4. You may wish to keep both Worksheet 16.3 and 16.4 in the student's portfolio for use during family conferences or for report cards.

Analysis of End of Unit Assessment

Dictation Identification Analysis

- If a student misses three or more items on the Dictation Identification Assessment, take time to work with the student one-on-one.
- Place Worksheet 16.1 in front of the student. Have the student read the line(s) that contained the error. Then ask the student to point and read the correct word for that line.
- The student's oral response will indicate whether the mistake was a careless error or if the student needs additional instruction in specific letter-sound correspondences.
- Use the following chart to assist in pinpointing the remediation needed.

Line	Feature	Source
1.	'er'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
2.	'a_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
3.	'ee'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
4.	'oo' > /oo/	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
5.	'e_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
6.	'ou'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
7.	'oi'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
8.	'or'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
9.	'i_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
10.	'ar'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
11.	'u_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
12.	'o_e'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Separated Digraphs; Pausing Point Unit 2
13.	'er'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
14.	'oy'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
15.	'ea'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
16.	'ow'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Spelling Alternatives; Pausing Point Unit 2
17.	'ea'	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2
18.	'oo' > /oo/	<i>Assessment and Remediation Guide</i> , Unit 2, Section Basic Code Spellings; Pausing Point Unit 2

“Cat and Mouse Keep House” Comprehension Analysis

- A student who correctly answers **seven or more** of the comprehension questions is reading Unit 2 text with understanding. A student who correctly answers **six** questions is borderline; a student who correctly answers **five or less** questions is experiencing difficulty.
- For borderline and struggling students, carefully analyze performance on the Dictation Identification Assessment and “The Fox and the Cat” WCPM Assessment to determine if there are specific sound/spellings in need of remediation.

“The Fox and the Cat” Comprehension and WCPM Analysis

- **Comprehension:** A student who is able to answer **five or more** of the comprehension questions adequately has the ability to make sense of the stories at this point in CKLA. A student who answers **four or less** of the six comprehension questions correctly is experiencing difficulty in fully understanding what he or she is reading. The student may be expending so much mental energy on the decoding process that there is not enough left over to focus on comprehension. In such cases, additional work on fluency, especially repeated oral readings, is warranted.
- **Decoding Accuracy:** If the student makes more than **six uncorrected mistakes**, he or she is having problems with word recognition and may need additional practice decoding specific spellings. Look at specific errors on the Dictation Identification Assessment and other past assignments to pinpoint weaknesses. During the Pausing Point, provide this student with practice to remediate any identified weaknesses.
- **Fluency:** Assess fluency by comparing the student’s reading time with the times listed in the following table. Students struggling with fluency need more practice rereading stories, and may benefit from previewing of vocabulary before reading as well. A score **below the 50th percentile** may be cause for concern; a score **below the 25th percentile** is definite cause for concern.

WCPM Calculation Worksheet

Student: _____

Date: _____

Story: *The Fox and the Cat*

Total words in story: 236

<p>Words</p> <div style="margin-top: 20px;"><div style="border: 1px solid black; width: 80px; height: 40px; margin-bottom: 5px;"></div>Words Read</div> <div style="margin-top: 5px;"><div style="border: 1px solid black; width: 80px; height: 40px; margin-bottom: 5px;"></div>Uncorrected Mistakes</div> <div style="border-top: 1px solid black; margin-top: 5px;"><div style="border: 1px solid black; width: 80px; height: 40px; margin-bottom: 5px;"></div>Words Correct</div>
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Compare the student's WCPM score to national norms for Fall of Grade 2 (Hasbrouck and Tindal, 2006):

90th percentile: 106 WCPM

75th percentile: 79 WCPM

50th percentile: 51 WCPM

25th percentile: 25 WCPM

10th percentile: 11 WCPM

The Fox and the Cat

Once a fox and a cat were drinking from a river.

The fox started bragging.

“I am a clever one,” said the fox. “There are lots of beasts out there that would like to eat me, but they can’t catch me. I have lots of tricks that help me escape from them. I can run. I can swim. I can dig a hole and hide. Why, I must have a hundred clever tricks!”

“I have just one trick,” said the cat. “But it is a good one.”

“Just one?” said the fox. “That’s all? Well, that is too bad for you!”

Just then there was a loud sound. It was the sound of barking dogs. A hunter was leading a pack of hunting dogs by the side of the river.

The cat scampered up a tree and hid in the leaves.

“This my plan,” said the cat. “What are you going to do?”

The fox started thinking which of his tricks he should use. Should he run? Should he swim? Should he dig a hole and hide? He had such a long list of tricks. It was hard to pick just one. But while he was thinking, the hunter and his dogs were getting nearer and nearer. Soon they spotted the fox and then it was too late.

The cat said, “It’s better to have one trick you can count on than a hundred you can’t.”