

## Appendix 1: Individual Assessment Analysis

Student Name: Hailey
I Can statements for this student:  I can write a complete sentence by beginning with a capital letter, spacing between words, end with proper punctuation, and write my upper and lower case letters legibly.
Progress reported on I Can statements (have data available):  On the pre-assessment she received full points in that she wrote a sentence with a capital letter at the beginning, used spaces between all of her words, used lower case letters throughout the rest of the sentence, and ended it with a period. The sentence that she used was, <i>I like my dogs</i> . For the post-assessment she received the full points again, because she fulfilled all the requirements from before. She wrote the same sentence that she did in the pre-assessment. The progress on Hannah is that she remained the same with the mechanics of her sentence writing. This shows me that she does have the concept of it and can complete it independently. It also shows me that neither of the tests were a fluke and that she does have the skills to write a complete sentence on her own.
Other observations about this student relevant to literacy learning:  Hailey is a great reader and a careful reader. She is very focused and concentrated in anything that she does throughout the day. Also, she is a great listener and follows directions the first time through, which means that she can listen to a story or read a story and be able to talk about it. Hailey is an all around great student. She is pretty quick to pick up on things that we do in class and is always the first one to participate in something new. This is relevant to literacy, because whenever we work in our reader's workshop and writer's workshop we do a lot of discussing and reading of different types of books. With her outgoing personality, she is very open to reading new things or writing down new ideas. Many of the other students have a difficult time coming up with ideas to write about, whereas she always has something in mind that she wants to do.
Instructional adaptations or differentiation recommendations (be able to support these with your data):  In order to differentiate for Hailey I had her write sentences on her own when other students were copying sentences from the overhead. This gave her the extra practice of creating her own sentence and writing it out. Also, when the class was working independently on sentence writing, I pulled her aside and taught her a little bit about paragraphs. I asked her to try to write a paragraph, but each time she did, she had a

difficult time writing about only one topic. She would write two sentences on the same topic, but then she would start writing about something else. After I would talk to her about her writing, she would say that she knew it was supposed to be at least three sentences on the same topic, but that she couldn't think of anything else to write about. At that point we discussed writing topics that were general enough to write a few things about.

Next steps in literacy learning for this student/future planning recommendations:

This student is ready to write independently. I would recommend maybe writing in a journal so that she can write about anything she wants, but then to also have structured writing time in order to help her narrow her focus of her writing. I think she wants to write about so many different things that she is not sure what to stick to. I have her write in a journal when she gets done with her work early as a quiet activity.

Student Name: Myren

I Can statements for this student:

I can write a complete sentence by beginning with a capital letter, spacing between words, end with proper punctuation, and write my upper and lower case letters legibly.

Progress reported on I Can statements (have data available):

In the pre-assessment Myren did start his sentence with a capital letter, however, he did not use any spaces between his words and did not end it with any punctuation.

With his lower case letters he received a score of one, because he made the lower case letter form, but did not have the correct line use. For his sentence he wrote, *I lukTogoMomsppo (I like to go to my mom's to drink pop.)*

In the post-assessment Myren did improve in all areas. He started his sentence with a capital letter, put spaces between his words, and ended his sentence with a period.

With his lower case letters he did increase his score from a one to a two, because he used mostly lower case letters with some random capitals. Also, he still struggled with the line use with some of his lower case letters. His post-assessment sentence was, *I Luk Ashleyyn. (I like Ashleyyn.)* This is a huge improvement for him, because he used his space man to help him put spaces between his words and made his writing much easier to read. Also, even though he capitalized the "L" in 'like', the rest of the letters were lower case like they were supposed to be.

Other observations about this student relevant to literacy learning:

Myren is a very sociable student. He does like to talk and interact with other students, which is very good for when we are discussing stories and other types of writing, because I can always count on him to participate with an answer. Also, Myren is a very good listener, which is helpful for have for reading comprehension. He likes to talk a lot about his personal experiences or stories that he has. Whenever we read a story or someone else shares something they write, he always has something to relate to it. Myren is a great student in the fact that he knows when it is work time and when it is time for him to talk with his friends. This is relevant to learning literacy, because there is a time when you need to be a listener and a time you need to talk about the stories you are reading or writing.

Instructional adaptations or differentiation recommendations (be able to support these with your data):

For adaptations for Myren I made sure to emphasize to him that when he writes he does not have to worry about spelling. He gets very concerned about doing everything the correct way that he spends too much time focusing on spelling when he should be practicing the mechanics right now. Our students are currently sound spelling the words right now and we are just trying to get them comfortable with writing and coming up with ideas. Myren also has a hard time finding ideas of what to write about, in which case I made sure to go over to him first to help him come up with an idea to

write about. I would ask him what he was thinking or what he did over the weekend, in order to get him thinking about things. This helped most of the time, where he would end up telling me a story about his weekend and I would tell him to write about it.

Next steps in literacy learning for this student/future planning recommendations:

For Myren I would say that he is definitely on the right track to becoming a great reader and writer. He does need assistance in coming up with ideas, so I would maybe have him brainstorm for about five minutes or so before he starts his writing process. Also, I would keep reinforcing the idea that right now he does not have to spell everything the right way and that he just needs to write the sounds he hears in the words. I would be sure to keep reminding him to stay focused on the task and not get distracted by spelling or making sure that his letters are perfect.

Student Name: John

I Can statements for this student:

I can write a complete sentence by beginning with a capital letter, spacing between words, end with proper punctuation, and write my upper and lower case letters legibly.

Progress reported on I Can statements (have data available):

For the pre-assessment John received a two for beginning his sentence with a capital letter, because he had the correct letter form, but did not use the entire line like a capital letter looks. Also, he did receive a two for his lower case letters, because he had the correct line use, but he did not always use the lower case form. I was very pleased to see that he did use a lot of lower case letters though, because before all he would write were capital letters. In his pre-assessment sentence John did not use any spaces or any punctuation at the end. The sentence John wrote was, *IKemYcAt (I like my cat.)*

For the post-assessment John did improve in the fact that he did start his sentence with a capital letter that used the line correctly and received full points for it. His lower case letter usage remained the same in that he used the line correctly, but wrote a capital form of the letter. Also, in the post-assessment he did not use any spaces and did not have any punctuation at the end. His sentence for the post-assessment was, *ISeeDeSpW (I see Despereaux.)* I was very pleased that I could read most of his letters, because he does have a difficult time writing. Also, I was very excited to see that he was writing about the book, *The Tale of Despereaux*, that we are reading as a school. This shows me that he is very interested in the story.

Other observations about this student relevant to literacy learning:

My other observations about John are the fact that he does love books and reading. Whenever we read a story aloud, he is usually attentive and participates. He has talked about the book we are reading as a school and always asks me if we can read more of it in the day. When it comes to writing, John does struggle with writing letters, because he lacks some of the fine motor skills. It usually takes him a very long time to write his name on his papers, which he used to get very frustrated with. I usually make sure I give him his paper first in order to give him a head start on writing his name and make sure to provide extra time when we do writing activities to make sure that he is caught up with the group.

John is a very sweet little boy and works well with anyone. This is important when we work with partners to share our ideas and thoughts about different stories we read as a class. Also, he is a kind boy in the fact that he does not say anything that could possibly be hurtful to anyone.

Behaviorally John has a difficult time focusing during various parts of the day. He is very interested in what others are doing and is concerned about keeping pace with them. This is important for when we start writer's workshop, because the students will be working on different pieces of writing and working at a different pace, which might make him think he has to rush through things.

Instructional adaptations or differentiation recommendations (be able to support these with your data):

My adaptation to him during my unit was making sure to place him in a smaller group environment in order to give him more individualized attention. This has helped him a lot, because he does not get as distracted to what others are doing since there are fewer people around. Also, I would differentiate my assessments for him in the fact that when I was looking for the class to include all components of sentence writing, I would just focus on one or two components for John. Working with just a couple components was easier for him to focus on, because he does use a lot of his attention on forming the letters. Also, when we worked on the carpet, I was conscious to sit him near the front by me so I could make sure he was staying on task and focusing on what we were doing.

Next steps in literacy learning for this student/future planning recommendations:

John is making progress in his writing. He can write his name much faster now and I would recommend continuing practice writing his letters. My other recommendation would be not to have him do several things at one time. He can only focus on one thing at a time. He needs to continue practicing using spaces between his words when he is writing and to end his sentences with punctuation. He has the ideas to write about, but he just needs the support to get them down on paper.