



An Observation Survey of Early Literacy Achievement

You will need the book, *An Observation Survey of Early Literacy Achievement*, preferably the 2013 third edition, to engage in this learning activity.

Reference:
Clay, M. M. (2013). *An observation survey of early literacy achievement* (3rd ed.). Portsmouth, NH: Heinemann. (U.S. imprint)

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Participant Guide

An Observation Survey of Early Literacy Achievement Professional Learning Module

INTRODUCTION

This professional learning module is designed to supplement, *not replace*, a careful reading of Marie M. Clay's book, *An Observation Survey of Early Literacy Achievement*, third edition published in 2013. Marie Clay, a New Zealand developmental psychologist, constructed the tasks in research studies that established their initial reliability and validity. The Observation Survey is a tool for planned systematic observation to capture evidence of *early* progress in literacy learning.

All tasks of the Observation Survey are based on sensitive and systematic observations that require objective recording of exactly what a child does on each task. The individual tasks are not designed to predict literacy performance or establish some arbitrary criteria for whether a child is ready to begin literacy learning. Unlike standardized tests that assess the *outcomes* of instruction, Observation Survey tasks provide information about a child's *current performance* — information needed to design effective instruction.

The Observation Survey is particularly useful for observing young children up to 8 years of age. Because each child begins literacy learning with unique personal knowledge, teachers must assess literacy behaviors across several dimensions of learning.

The tasks are like the ones a child is actually undertaking in the classroom and uncover what a child already knows and can do — and what he or she might need to learn next. Survey tasks yield rich information for screening, intervening, and monitoring a child's progress over time.

Training should precede use of the Observation Survey in order to ensure standard administrations by teachers, pre-service teachers, administrators, and researchers. Collectively, the six tasks of the survey provide comprehensive information about what a child *can* do.

- Concepts About Print
- Letter Identification
- Word Reading
- Writing Vocabulary
- Hearing and Recording Sounds in Words
- Running Records of Text Reading (see note at end of page 2)

Individual tasks typically assess only one aspect of literacy learning and should not be used in isolation. Running records of text reading are an exception and can be used on a regular basis to monitor changes in the ways that children use information while reading.

About the Learning Module

This leader-directed professional learning module begins with a brief overview of each task followed by videos of two administrations. The module also includes a brief discussion of scoring and analyzing the results in order to write an Observation Survey Summary. Suggested opportunities for discussion with colleagues and follow-up experiences further extend the module.

You will enhance your experience with the module by first reading the Introduction and Chapters 1, 2, and 3 of the 2013 Observation Survey book. The DVD videos will be helpful as you explore Chapters 4–11.

As you give the Observation Survey to more children and discuss the results with colleagues, you will become proficient in observing the rapid changes in early literacy learning reflected in these tasks. You can observe how children differ from one another and how individuals transition into literacy learning in different ways. You will observe change over time in a child's literacy learning. These tasks may also reveal strengths in classroom programs and areas that may need additional attention.

About the Participant Guide

This Participant Guide supplements your experience with the professional learning module.

- Introduction
- Brief overview of each task with comments about administrations with Mironna and Candra
- Mironna's score sheets for each task
- Mironna's Observation Survey Summary Sheet
- Candra's score sheets for each task
- Candra's Observation Survey Summary Sheet

Your leader will support your use of this guide and encourage discussions among participants.

Please keep in mind that no administration is perfect, but can stimulate discussion and careful study of the procedures in the book.

Resources

Clay, M. M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.

Concepts About Print testing booklets

Clay, M. M. (1985) *Sand*.
Portsmouth, NH: Heinemann.

Clay, M. M. (1985). *Stones*.
Portsmouth, NH: Heinemann.

Clay, M. M. (2000). *Follow me, moon*.
Portsmouth, NH: Heinemann.

Clay, M. M. (2000). *No shoes*.
Portsmouth, NH: Heinemann.

Note: Detailed procedures for taking Running Records of Text Reading are beyond the scope of this module. A three-part professional learning package is available from the Reading Recovery Council of North America to accompany Marie Clay's book, *Running Records for Classroom Teachers*, and the 2005 edition of *An Observation Survey of Early Literacy Achievement*. The learning package may also be used with the 2013 edition of the Observation Survey book, although page references may not match. The package focuses on procedures for taking and scoring running records, analyzing the records, and using running records to make teaching decisions. A minimum of three training sessions are recommended before beginning to use running records for assessment purposes.

Concepts About Print

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 39–50

Purpose:

*to observe what a child has
learned about the way we
print language*

General comments about administering and scoring

Choose any one of four Concepts About Print story booklets as a test booklet to learn what children already know about print. Become very familiar with the story, the Concepts About Print score sheet (page 46), and the administration procedures (pages 44–45). This task requires prior practice because there is much to coordinate during administration.

Always read precisely from the administration procedures on pages 44–45. Read the text with continuity so the child gets the meaning and flow of the text. Avoid additional comments. Use instructions for recording and scoring on pages 44–48 and the score sheet on page 46 to record the child's responses. Record the raw score and stanine at the top of the score sheet after referring to the appropriate table for either U.S. stanines (page 160) or Canadian stanines (page 155) and locating the appropriate testing period: fall, mid-year, or year-end.

Tina and Mironna

Tina read the book as naturally as possible to maintain the meaning and the flow while she recorded Mironna's responses on the score sheet. It would have been helpful if Tina had kept the book out of sight before asking the first question about the front of the book. If you listen carefully, you will notice a few minor variations in Tina's instructions to Mironna. Try to avoid deviations from the instructions. Even though Mironna did not respond appropriately to item 10, Tina chose the option to administer items 12, 13, and 14 to see if Mironna noticed changes in word or letter order.

Betsy and Candra

Betsy did not reveal the booklet before she began in order to avoid influencing Candra's decision about item 1. She read with expression and recorded Candra's responses on the score sheet. One or two minor alterations were made to the instructions. Take care to avoid varying the language. Betsy chose not to include questions for items 12, 13, and 14 after Candra did not respond appropriately to item 10 about line sequence — an administration option on page 43. Observation of Candra's responses on the last page of the booklet was limited in the video; she demonstrated correct responses to all instructions with the exception of locating the capital letter.

Letter Identification

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 84–92

Purpose:

*to discover what letters
a child knows and the
preferred mode of
identification (letter name,
letter sound, or a word
beginning with the letter)*

General comments about administering and scoring

Using the large print alphabet on page 87 in the book, assess all upper case and lower case letters as the child reads across the lines. Follow the administration procedures beginning on page 85 while recording responses on the Letter Identification score sheet on page 88. If a child does not respond, use the questions on page 86, avoiding bias toward any one of them. Acceptable responses include letter name, sound, or word beginning. Record the raw score and stanine at the top of the score sheet after referring to the appropriate table for either U.S. stanines (page 160) or Canadian stanines (page 155) and locating the appropriate testing period: fall, mid-year, or year-end.

Tina and Mironna

Mironna did not respond to the question “What do you call these?” She nodded after the question “Can you find some that you know?” Tina then proceeded to point to the first letter and asked, “What is this one?” Mironna responded quickly to the task, identifying the letters by name. She self-corrected one error quickly. When Mironna failed to give a response for the print *g*, Tina asked, “Do you know its name?”

Betsy and Candra

When asked, “What do you call these?” (page 87), Candra said “letters.” When Candra did not respond to a letter, Betsy asked one or more of these questions:

- Do you know its name?
- What sound does it make?
- Do you know a word that starts like that?

On the score sheet, Betsy indicated which question(s) she asked in the appropriate column.

Word Reading

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 93–100

Purpose:

*to discover the extent
to which a child is
accumulating a
reading vocabulary of
high-frequency words*

General comments about administering and scoring

The Clay Word Reading Test (pages 95–96) is used in Canada and the Ohio Word Test (pages 195–196) in the U.S. Administration and scoring procedures are the same for each test (see pages 93–94). Record the raw score and stanine at the top of the score sheet after referring to the appropriate table for either U.S. stanines (page 160) or Canadian stanines (page 155) and locating the appropriate testing period: fall, mid-year, or year-end. Other word reading tests are described on pages 98–100.

NOTE: This test was administered prior to the final revision of the 2013 edition of the Observation Survey. In previous editions, no language was provided for teacher instructions. Read the administration instructions beginning on page 93 in the 2013 edition for specific language.

Tina and Mironna

Tina used List A of the Ohio Word Test. Mironna responded quickly to known words and did not attempt unknown words. For children who do make attempts, responses should be carefully recorded beside the word.

Betsy and Candra

Betsy also used List A of the Ohio Word Test. It was necessary to tell Candra the practice word. Candra made no attempts for unknown words. She was able to read some words at the end of the list, demonstrating the importance of continuing the task to the last word.

Writing Vocabulary

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 101–115

Purpose:

to provide 'a screen upon which a child can project what he knows' when encouraged to write all the words he knows how to write

General comments about administering and scoring

The child is given 10 minutes to write as many words as he knows how to write using the Writing Vocabulary Observation Sheet on page 111. Follow the administration directions on pages 107–108. Read the scoring procedures on page 108 carefully and add comments to capture writing strengths. Add comments about observed behaviors. Record the raw score and stanine at the top of the score sheet after referring to the appropriate table for either U.S. stanines (page 160) or Canadian stanines (page 155) and locating the appropriate testing period: fall, mid-year, or year-end.

NOTE: This task was administered prior to the final revision of the 2013 edition of the Observation Survey. You may, therefore, notice some slight variations in the teachers' language of administration beginning on page 107 in the 2013 edition.

Tina and Mironna

Mironna began the task by writing her name and six high frequency words before pausing. Tina then prompted for specific words that Mironna may know and for categories of words. Mironna responded to categories when Tina suggested examples. Tina sometimes prompted for words that Mironna had already written; this is easy to do but should be avoided as much as possible. Mironna seemed to know she had already written the words and proceeded to write her own choices. She also showed some understanding of generating when she wrote, *is*, *it*, and *in*.

Betsy and Candra

Candra wrote her name and a few words before Betsy began to prompt. Betsy was making notes on a separate sheet of paper to help with later analysis. Although Candra thought of only a few words on her own, Betsy repeatedly referred to the Observation Survey book to assist with prompting as she thought about words Candra might know how to write. This action demonstrates the value of encouraging a child to write all the words he or she might know.

Hearing and Recording Sounds in Words

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 116–125

Purpose:

*to capture a child's
control of sound-to-letter
links*

General comments about administering and scoring

Select one of five alternative forms on page 118. After telling the child the short one- or two-sentence story to be written, dictate the story word-by-word as the child writes the words using the Hearing and Recording Sounds in Words Observation Sheet on page 124. Carefully follow the administration procedures on page 118. Use the directions for recording and scoring the child's responses on pages 119–125. Although no set of rules for scoring will cover the possible attempts, be conservative when applying the scoring criteria. Record the raw score and stanine at the top of the score sheet after referring to the appropriate table for either U.S. stanines (page 160) or Canadian stanines (page 155) and locating the appropriate testing period: fall, mid-year, or year-end. Add comments about observed behaviors.

Tina and Mironna

Tina chose Form D for Mironna. Mironna approached the task independently, silently moving her mouth to subvocalize the sounds without prompting from Tina. Tina took notes on a separate sheet of paper; she added comments at the bottom of the Observation Sheet about what Mironna was able to do on this task.

Betsy and Candra

Betsy also selected Form D for Candra to write. When she prompted Candra to say a word slowly, Candra simply repeated the word. Betsy supported Candra with questions and comments from page 118 to keep her working at the task. Betsy carefully used the scoring procedures beginning on page 119 to arrive at a score on this task, remembering there can be no set of rules "to cover the ingenuity found in children's attempts."

Running Records of Text Reading

An Observation Survey of Early Literacy Achievement
Third edition 2013, pages 51–83

Purpose:

to capture what a child says and does while reading continuous text, to assess text difficulty, to monitor progress (including analysis of errors and self corrections, fluent reading, and patterns of responses)

General comments about administering and scoring

Learning to administer, score, and interpret running records takes days of training and practice with students. This is beyond the scope of this learning module. A three-part professional learning package is available from the Reading Recovery Council of North America to accompany Marie Clay's book, *Running Records for Classroom Teachers*, and the 2005 edition of *An Observation Survey of Early Literacy Achievement*. The learning package may also be used with the 2013 edition of the Observation Survey book, although page references may not match. The package focuses on procedures for taking and scoring running records, analyzing the records, and using running records to make teaching decisions.

NOTE: In Reading Recovery, teacher leaders provide extensive training to ensure reliable administration, scoring, and interpretation of running records for assessment purposes and for daily records to monitor each child's progress over time. When running records are used to assess text reading in Reading Recovery, the texts used and some administration procedures differ in the U.S. and Canada. Reading Recovery teacher leaders will provide procedural guidance in areas such as introducing books and reading seen or unseen texts.

Tina and Mironna

Tina selected a book that she thought Mironna could read well, and Mironna read the text with 100% accuracy. Tina then asked Mironna to read more-complex texts moving up a gradient of difficulty as she used the conventions in *An Observation Survey of Early Literacy Achievement* to record Mironna's reading of each text. Although the DVD does not include the reading of each text, the running record sheets for Mironna are included in the Participant Guide for you and your colleagues to discuss. Notice that Tina provided the text level beside the title of the book. She used the Reading Recovery level and guided reading level. Use levels that correspond to those used in your school or district.

Betsy and Candra

Betsy began by asking Candra to read a book she expected her to read well. She continued by selecting texts moving up a gradient of difficulty. Again, the DVD does not show the subsequent readings, but Candra's running record sheets are included at the end of this Participant Guide for you to use in preparing an Observation Survey Summary Sheet. Betsy also provided the text level beside the title of the book. She used the Reading Recovery level and guided reading level. You will want to use a book leveling system appropriate to your context such as Reading Recovery, guided reading, or district benchmark levels. Because there was no evidence of directional movement on earlier records, Betsy used a procedure on page 62 (#12) in the Observation Survey book and asked Candra to point on a few pages to get more information. [SPECIAL NOTE: On the video, Candra's reading of the first two pages of *Zoo Animals* is missing. Use the running record sheet for analysis of the complete record.]

☐ Sand
☐ Stones
☒ Moon
☐ Shoes

CONCEPTS ABOUT PRINT SCORE SHEET

Date: Sept. 7

Name: Mironna Age: 6 $\frac{1}{2}$ TEST SCORE: 17 /24

Recorder: Tina Date of Birth: _____ STANINE GROUP: 6

PAGE	SCORE	ITEM	COMMENT
Cover	✓	1. Front of book	
2/3	✓	2. Print contains message	
4/5	✓	3. Where to start	
4/5	✓	4. Which way to go	
4/5	✓	5. Return sweep to left	
4/5	✓	6. Word-by-word matching	5 - showed sweep on item #6
6	✓	7. First and last concept	
7	✓	8. Bottom of picture	
8/9	✓	9. Begins 'The' (Sand) Begins 'I' (Stones) Begins 'I' (Moon) Begins 'Leaves' (Shoes) bottom line, then top, OR turns book	
10/11	•	10. Line order altered	shook head - no response
12/13	✓	11. Left page before right	
12/13	•	12. One change in word order	
12/13	•	13. One change in letter order	
14/15	•	14. One change in letter order	
14/15	✓	15. Meaning of a question mark	
16/17	✓	16. Meaning of full stop (period)	
16/17	✓	17. Meaning of comma	17 "take a break"
16/17	✓	18. Meaning of quotation marks	18 "talking marks"
16/17	✓	19. Locate: m h (Sand); t b (Stones); m i (Moon); m i (Shoes)	
18/19	•	20. Reversible words 'was', 'no'	<u>no response</u> <u>on</u> <u>was</u> <u>no</u>
20	•	21. One letter: two letters	21 /followed/ /followed me/
20	✓	22. One word: two words	22 /m/ /me/
20	✓	23. First and last letter of word	23 /The home/
20	✓	24. Capital letter	

LETTER IDENTIFICATION SCORE SHEET

Name: Mironna

Age: 6½

Date: Sept. 7

TEST SCORE: 53 / 54

Recorder: Tina

Date of Birth: _____

STANINE GROUP: 7

	A	S	Word	I.R.		A	S	Word	I.R.
A	✓				a	✓			
F	✓				f	✓			
K	✓				k	✓			
P	✓				p	✓			
W	✓				w	✓			
Z	✓				z	✓			
B	✓				b	✓			
H	✓				h	✓			
O	✓				o	✓			
J	✓				j	✓			
U	✓				u	✓			
					a	✓			
C	✓				c	✓			
Y	✓				y	✓			
L	✓				l	✓			
Q	✓				q	✓			P/sc
M	✓				m	✓			
D	✓				d	✓			
N	✓				n	✓			
S	✓				s	✓			
X	✓				x	✓			
I	✓				i	✓			
E	✓				e	✓			
G	✓				g	•			q
R	✓				r	✓			
V	✓				v	✓			
T	✓				t	✓			
					g	✓			
26 - -				TOTALS	27 - -				

Confusions:

q
g

Letters Unknown:

Comment:

- Did not call them letters
- Quick response by letter

Recording:

- A Alphabet response:
tick (check)
- S Letter-sound response:
tick (check)
- Word Record the word the
child gives
- I.R. Incorrect response:
Record what the child
says

TOTAL SCORE 53

OHIO WORD TEST SCORE SHEET

TEST SCORE:

9 /20

STANINE GROUP:

5

Date: Sept. 7

Name: Mironna

School: Central

Recorder: Tina

Classroom Teacher: _____

Record incorrect responses. Choose appropriate list of words.

✓ (Checkmark) Correct Response

• (Dot) No Response

LIST A	LIST B	LIST C
and ✓	ran	big
the ✓	it	to
pretty •	said	ride
has •	her	him
down ✓	find	for
where •	we	you
after •	they	this
let •	live	may
here ✓	away	in
am ✓	are	at
there •	no	with
over •	put	some
little ✓	look	make
did •	do	eat
what •	who	an
them •	then	walk
one ✓	play	red
like ✓	again	now
could •	give	from
yes ✓	saw	have

read known words quickly; no attempt for unknown words

WRITING VOCABULARY OBSERVATION SHEET

Name: Mironna

Age: 6 1/2

Date: Sept. 7

Recorder: Tina

Date of Birth: _____

TEST SCORE: 26

STANINE GROUP: 6

(Fold heading under before child uses sheet)

Mironna here
 1 2
 4P dog
 3 4
 he took cat
 5 6
 I like food 7
 8 9
 love we
 10 11
 hso on the can
 12 13
 14 15
 16 17
 my go
 me
 COMMENTS: A be look Book
 18 19 20 21
 Mom DAD it is in
 22 23 24 25 26

wrote 14 words without prompts; wrote words fairly quickly and with ease

HEARING AND RECORDING SOUNDS IN WORDS
OBSERVATION SHEET

Date: Sept. 7

Name: Mironna Age: 6½

Recorder: Tina Date of Birth: _____

TEST SCORE: 32/37

STANINE GROUP: 6

(Fold heading under before child uses sheet)

1 2 3 4 5 6 7 8 9 10 11 12 13
t h e B u s i s k u m i n g
14 15 16 17 18 19 20 21 22 23
I t w i l l S o a h e r e
24 25 26 27 28 29 30 31 32
t o l a n m e p i t o n .
l e t g e t

COMMENTS:

- Recorded words quickly
- Was sub-vocalizing sounds as she wrote
- Wrote left-to-right leaving spaces to indicate word boundaries

RUNNING RECORD SHEET

Name: Miranna Date: Sept. 7 D. of B.: _____ Age: 6 yrs 6 mths
 School: Central Recorder: Tina

Text Titles

	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Climbing (2;8)</u>	<u>0/48</u>	1: <u>-</u>	<u>100</u> %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement used finger to match text

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy no errors

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

No evidence

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	✓✓✓ ✓✓✓				
4	✓✓✓ ✓✓✓				
6	✓✓✓ ✓✓✓				
8	✓✓✓ ✓✓✓				
10	✓✓✓ ✓✓✓				
12	✓✓✓ ✓✓✓				
14	✓✓✓ ✓✓✓				
16	✓✓✓ ✓✓✓				
	read word-by-word				

RUNNING RECORD SHEET

Name: Mironna Date: Sept. 7 D. of B.: _____ Age: 6 yrs 6 mths
 School: Central Recorder: Tina

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	1: _____	_____ %	1: _____	_____ %
Instructional <u>Princess Pig and Marvin</u> <u>4/45</u> <u>(3;C)</u>	1: <u>11</u>	<u>91</u> %	1: <u>5</u>	_____ %
Hard _____	1: _____	_____ %	1: _____	_____ %
Directional movement <u>✓ intermittent pointing</u>				

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional used meaning, structure, and visual information;
used visual information to self-correct
 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

used visual information to cross-check meaning and structure

Page	Title	Count		Information used	
		E	SC	E MSV	SC MSV
2	<u>Princess Pig and Marvin</u> <u>vv - R</u> <u>Princess T </u> <u>vvvv</u>	1			
4	<u>Here SC</u> <u>✓ - R</u> <u>Look Marvin T </u> <u>vvvvvv</u>	1	1	(MSV)	MSV
6	<u>vvv</u> <u>vvvvv waves</u> <u>water</u>	1		(MSV)	
8	<u>vvv</u> <u>vvv</u>				
10	<u>vvv</u> <u>vvv</u>				
12	<u>vvv</u> <u>vvv in vv</u> <u>into</u>	1		(MSV)	
	Read mostly word by word; grouped 'Princess and Marvin on pages 10 and 12; dropped voice at periods	4	1	332	--1

RUNNING RECORD SHEET

Name: Mironna Date: Sept. 7. D. of B.: _____ Age: 6 yrs 6 mths
 School: Central Recorder: Tina

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard <u>The Bumper Cars (4/C) 11/94</u>	1: <u>9</u>	<u>89</u> %	1: <u>12</u>	
Directional movement <u>✓ intermittent pointing</u>				

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____

Hard used meaning and structure and some visual information in attempts; used visual information in self-correction

Cross-checking on information (Note that this behaviour changes over time)

used visual information to cross check with meaning and structure

Analysis of Errors and Self-corrections

Page	Title	Count		Information used	
		E	SC	E MSV	SC MSV
2	<u>vvv</u>				
	<u>v - T R</u> <u>James</u>	1			
4	<u>vvvvvv</u>				
	<u>vvv</u> <u>look</u> <u>vvvv</u>	1		(MSV)	
	<u>looked</u>				
	<u>- T R</u> <u>vv</u> <u>Nick</u>	1			
6	<u>look</u> <u>vvvv</u>	1		(MSV)	
	<u>looked</u>				
	<u>vvvvvvvv</u>				
	<u>vv</u>				
	<u>vvvvvv bumper</u> <u>✓</u>	1		(MSV)	
	<u>red</u>				
	<u>vv</u>				
	<u>vvvv</u>				

The Bumper Cars - p.2

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
8	v v v <u>went</u> v v v v are	1		MSV	
10	v v v v v <u>bumper</u> v blue	1		MSV	
	v <u>here</u> / SC v on		1	MSV	MSV
	<u>Come</u> v v Can	1		MSV	
	v v <u>bumper</u> v blue	1		MSV	
12	v v v v v v v <u>said</u> v shouted v v v	1		MSV	
14	v v v <u>said</u> v shouted v v v	1		MSV	
16	v				
	Slow word-by-word reading Expressive on last line of p.14 and on p.16 "Bump!"	11	1	10 10 7	-- 1

OBSERVATION SURVEY SUMMARY SHEETS

Name: Mironna Date: Sept. 8 D. of B.: _____ Age: 6 yrs 6 mths
 School: Central Recorder: Tina

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self Correction Ratio
Easy <u>Climbing (2; B)</u>	<u>0 / 48</u>	1: <u>--</u>	<u>100</u> %	1: <u>--</u>
Instructional <u>Princess Pig and Marvin (3; C)</u>	<u>4 / 45</u>	1: <u>11</u>	<u>91</u> %	1: <u>5</u>
Hard <u>The Bumper Cars (4; C)</u>	<u>11 / 94</u>	1: <u>9</u>	<u>89</u> %	1: <u>12</u>

Directional Movement intermittent pointing gave evidence of correct directional movement

Analysis of Errors and Self-Corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy no errors

Instructional on errors used meaning, structure, and visual information; used visual information to self-correct

Hard errors show use of meaning, structure, and frequently visual information; one self-correction using visual information

Cross-checking on information (Note that this behaviour changes over time)

evidence of use of visual information to cross-check with meaning and structure

How the reading sounds	Easy <u>word-by-word reading</u> Instructional <u>mostly word-by-word; some grouping; dropped voice at end of sentences</u> Hard <u>slow word-by-word reading; expressive at end of pages 14 and 16</u>		
Letter Identification	<u>quick responses for letter names; one rapid self-correction</u> <u>Confusion: 'q' for print 'g'</u>	Raw Score <u>53</u>	Stanine <u>7</u>
Concepts About Print	* Sand Stones Shoes Moon <u>controls early behaviors, first/last, left before right, punctuation, capital and lower case letters</u> <u>does not control: line, word, letter order; reversible words; concept of word & letter</u>	<u>17</u>	<u>6</u>
Word Reading	* List A List B List C <u>Other</u> <u>Ohio Word Test</u> <u>responses to known were fast; did not attempt unknown words</u> <u>KNOWN: and, the, down, here, am, little, one, like, yes</u> (Enter test name)	<u>9</u>	<u>5</u>
Writing Vocabulary	<u>wrote her name and 25 high-frequency words fairly quickly, many without prompting; KNOWN: Mironna, here, up, do, Dog, he, cat, I, like, love, we, the, can, am, on, no, go, A, look, Book, mom, DAD, it, is, in</u>	<u>26</u>	<u>6</u>
Hearing and Recording Sounds in Words	* A B C D E <u>recorded responses fairly quickly; articulated words slowly, sub-vocalizing sounds as she wrote; attending to the sequence of sounds in words; recorded almost all consonants and most vowels</u>	<u>32</u>	<u>6</u>
Other tasks	<u>Writing sample</u> <u>Story</u>		

*Circle whatever was used

An Analysis of the Child's Strategic Activity

Useful strategic activity on text: Mironna controls early reading behaviors. She appears to be using the meaning of the text, language structures, known words, and some visual information as she reads. At the point of errors, she uses meaning and structure consistently; some substitutions also make use of initial letters. Some cross-checking behavior is evident when she uses visual information to check with meaning and structure. There is evidence that self-correcting behavior may be emerging.

Problem strategic activity on text: Mironna sometimes stops at difficulty, specifically with proper names, without making an attempt and waits for the teacher to tell her the word. Slow, word-by-word reading limits Mironna's use of phrasing in fast and fluent reading.

Useful strategic activity with words: Mironna is building a core of useful reading vocabulary and writing vocabulary, including a number of high-frequency words. During text reading, most of her substitutions indicate the use of initial letters. When writing, Mironna articulates words slowly and records sounds in sequence. She showed some evidence of writing words based on other known words (it, is, in; look, Book). Spacing in Mironna's writing indicates attention to word boundaries.

Problem strategic activity with words: On C.A.P., Mironna did not recognize line, word, or letter rearrangement. Her difficulty in identifying reversible words (e.g., 'on' for 'no') suggests confusion with appropriate directional scanning when reading words. Although responses were inconsistent, she had some difficulty with the concept of word.

Useful strategic activity with letters: Mironna can identify all but one letter by name and writes letters easily. She often uses initial letters in text reading attempts. Mironna uses sound analysis when writing and is generally successful in producing letters to match the sounds she hears.

Problem strategic activity with letters: On C.A.P., Mironna revealed confusion with the concepts of letter and word. She had one letter confusion ('q' for print 'g') and reversed the letter 'g' in writing.

Summary statement: Mironna read a Reading Recovery text level 3 (guided reading level C) at the instructional level. She consistently uses meaning, language structures, and known reading vocabulary words when reading continuous text. Errors indicate that she also frequently attends to visual information, generally the initial letter(s). She is beginning to cross-check on information, checking meaning and structure with visual information. Mironna's reading is slow and usually word-by-word. She knows almost all letters by name and is building a reading and writing vocabulary of high frequency words that she can read and write fairly quickly. She uses sound analysis to write new words in messages, saying words slowly and attending to sounds in sequence.

Signature

A handwritten signature in cursive script that reads "Tina Jordan Greenwood". The signature is written in dark ink on a white background.

☐ Sand
☐ Stones
☒ Moon
☐ Shoes

CONCEPTS ABOUT PRINT SCORE SHEET

Date: Sept. 3

Name: Candra Age: 6.0 TEST SCORE: 13 /24

Recorder: Betsy Date of Birth: _____ STANINE GROUP: 4

PAGE	SCORE	ITEM	COMMENT
Cover	✓	1. Front of book	
2/3	✓	2. Print contains message	
4/5	✓	3. Where to start	5- showed sweep when pointing on item 6
4/5	✓	4. Which way to go	
4/5	✓	5. Return sweep to left	
4/5	•	6. Word-by-word matching	
6	✓	7. First and last concept	
7	•	8. Bottom of picture	bottom of page
8/9	•	9. Begins 'The' (Sand) Begins 'I' (Stones) Begins 'I' (Moon) Begins 'Leaves' (Shoes) bottom line, then top, OR turns book	pointed to top line (first word, then next word, next word)
10/11	•	10. Line order altered	"nothing"
12/13	✓	11. Left page before right	12 not administered 13 not administered
12/13	•	12. One change in word order	
12/13	•	13. One change in letter order	
14/15	•	14. One change in letter order	14 not administered 15 "I don't know."
14/15	•	15. Meaning of a question mark	
16/17	✓	16. Meaning of full stop (period)	16 "the ending"
16/17	•	17. Meaning of comma	17 "talking mark" 18 "talking mark"
16/17	✓	18. Meaning of quotation marks	
16/17	✓	19. Locate: m h (Sand); t b (Stones); m i (Moon); m i (Shoes) ✓✓	
18/19	•	20. Reversible words 'was', 'no'	was: "I don't know"
20	✓	21. One letter: two letters	23 the the 24 located lower case f
20	✓	22. One word: two words	
20	✓	23. First and last letter of word	
20	•	24. Capital letter	

LETTER IDENTIFICATION SCORE SHEET

Name: Candra

Age: 6.0

Date: Sept. 3

TEST SCORE: 38/54

Recorder: Betsy

Date of Birth: _____

STANINE GROUP: 1

	A	S	Word	I.R.		A	S	Word	I.R.
A	✓				a	✓			
F	✓				f	•			r
K	✓				k	✓			
P	✓				p	✓			
W	✓				w	✓			
Z	✓				z	•			v
B	✓				b	✓			
H	✓				h	✓			
O	✓				o	✓			
J	✓				j		•	•	
U			•		u	•			
					a	✓			
C	✓				c	✓			
Y	✓				y	✓			
L	✓				l	•			i
Q	✓				q	•			d
M	✓				m	•			n
D	✓				d	✓			
N	✓				n	✓			
S	✓				s	✓			
X	✓				x	•			k
I	•			L	i	✓			
E	✓				e	✓			
G	•			D	g	•			/
R	✓				r	✓			
V	•			Y	v	•			w
T	✓				t		•	•	
					g	•			d
22	0	0		TOTALS	16	0	0		

Confusions:

L D Y r v
I G V f z
i d n k l w d
/ q m x g v g

Letters Unknown:

U u j t

Comment:

called them "letters"

Some confusions visually similar

Recording:

A Alphabet response:

tick (check)

S Letter-sound response:

tick (check)

Word Record the word the child gives

I.R. Incorrect response:

Record what the child says

TOTAL SCORE 38

OHIO WORD TEST SCORE SHEET

TEST SCORE:

4 /20

STANINE GROUP:

4

Date: Sept. 3

Name: Candra

School: Hamilton

Recorder: Betsy

Classroom Teacher: _____

Record incorrect responses. Choose appropriate list of words.

✓ (Checkmark) Correct Response

• (Dot) No Response

LIST A

LIST B

LIST C

and ✓

ran

big

the ✓

it

to

pretty •

said

ride

has •

her

him

down •

find

for

where •

we

you

after •

they

this

let •

live

may

here •

away

in

am •

are

at

there •

no

with

over •

put

some

little •

look

make

did •

do

eat

what •

who

an

them •

then

walk

one •

play

red

like ✓

again

now

could •

give

from

yes ✓

saw

have

no attempts for unknown words

WRITING VOCABULARY OBSERVATION SHEET

Name: Candra Age: 6.0

Date: Sept. 3

Recorder: Betsy Date of Birth: _____

TEST SCORE: 10

(Fold heading under before child uses sheet)

STANINE GROUP: 4

1 candra

2 [last name removed]

3 on 4 no 5 my
6 mom

7 go

8 to
9 can
10

11 up

12 3

↑ trying to write friends' names

13 Dad

dog

↓
14 sis

COMMENTS:

able to write some high frequency words

HEARING AND RECORDING SOUNDS IN WORDS OBSERVATION SHEET

Date: Sept. 3

Name: Candra Age: 6.0

Recorder: Betsy Date of Birth: _____

TEST SCORE: 13/37

STANINE GROUP: 2

(Fold heading under before child uses sheet)

¹ + ² ne ³ B ⁴ 12 ⁵ K ⁶ M

bus is coming

⁷ H ⁸ 3

it

⁹ X

will

¹⁰ 3 ¹¹ H

stop

¹² H

here

¹³ 10

COMMENTS:

¹⁴ L ¹⁵ H ¹⁶ S ¹⁷ O ¹⁸ N

get let

¹⁹ M ²⁰ H

me

no slow articulation; unusual use of space at end

RUNNING RECORD SHEET

Name: Candra Date: Sept. 3 D. of B.: _____ Age: 6 yrs 0 mths
 School: Hamilton Recorder: Betsy

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy <u>Zoo Animals (1;A)</u>	<u>0/24</u>	1: <u>-</u>	<u>100</u> %	1: <u>-</u>
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement insufficient evidence

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy No errors

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Count		Analysis of Errors and Self-corrections	
no evidence		Information used	
Page	Title	E	SC
2	<u>Zoo Animals</u>		
3	<u>✓ ✓ ✓ ✓</u>		
4	<u>✓ ✓ ✓ ✓</u>		
5	<u>✓ ✓ ✓ ✓</u>		
6	<u>✓ ✓ ✓ ✓</u>		
7	<u>✓ ✓ ✓ ✓</u>		
<u>Word by word reading</u>			

RUNNING RECORD SHEET

Name: Candra Date: Sept. 3 D. of B.: _____ Age: 6 yrs 0 mths
 School: Hamilton Recorder: Betsy

Text Titles

	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy		1: _____	% _____	1: _____
Instructional <u>Climbing (2; B)</u>	<u>3/45</u>	1: <u>16</u>	<u>93</u> %	1: <u>nil</u>
Hard		1: _____	% _____	1: _____
Directional movement	<u>inconclusive; seldom looked at print</u>			

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional Consistently used meaning and structure; often
neglected visual information or substitutions; no self-
 Hard _____ corrections

Cross-checking on information (Note that this behaviour changes over time)

no evidence

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
2	<u>✓✓✓</u> <u>✓✓✓</u>				
4	<u>✓✓✓</u> <u>✓✓✓</u>				
6	<u>✓✓✓</u> <u>treehouse</u> <u>✓✓</u> <u>fort</u>	1		(MSV)	
8	<u>✓✓✓</u> <u>✓✓✓</u>				
10	<u>✓✓✓</u> <u>✓✓✓</u>				
12	<u>✓✓✓</u> <u>chair</u> <u>✓✓</u> <u>stool</u>	1		(MSV)	
14	<u>✓✓✓</u> <u>✓✓✓</u>				
16	<u>✓✓✓</u> <u>bed</u> <u>✓✓</u> <u>bunk</u>	1		(MSV)	
	<u>Read slowly on page 2;</u> <u>rest was smoothly paced</u>	3	-	331	

RUNNING RECORD SHEET

Name: Candra Date: Sept. 3 D. of B.: _____ Age: 6 yrs 0 mths
 School: Hamilton Recorder: Betsy

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard <u>Tiger, Tiger (3, C)</u>	<u>9/55</u>	1: <u>6</u>	<u>83</u> %	1: <u>nil</u>
Directional movement <u>evidence of L→R movement and return sweep</u> <u>after prompted to point</u>				

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____
 Instructional _____

Hard consistently used meaning and structure and possibly
some visual information; no self-corrections

Cross-checking on information (Note that this behaviour changes over time)

no evidence

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
	<u>Tiger, Tiger</u>				
3	<u>vv sleeping</u> <u>asleep</u>	1		<u>MSV</u>	
5	<u>Monkey</u> - <u>R</u> <u>vv sleeping</u> <u>Mather</u> <u>T</u> <u>asleep</u>	2		<u>MSV</u> <u>MSV</u>	
	<u>vvv sleeping</u> <u>asleep</u>	1		<u>MSV</u>	
6	<u>vvvv</u>				
7	<u>v is</u> <u>vv</u> <u>comes</u>	1		<u>MSV</u>	
9	<u>vvv eating</u> <u>hungry</u>	1		<u>MSV</u>	
11	<u>vvv</u> <u>vv growling</u> <u>hungry</u>	1		<u>MSV</u>	

Page	Title	Count		Analysis of Errors and Self-corrections	
		E	SC	Information used	
				E MSV	SC MSV
13	<i>Tiger, Tiger</i> <i>wakes</i> <i>T</i> <i>R</i>	1			
15	<i>vv</i> <i>vvv</i> <i>vvv</i>				
16	<i>vv</i> <i>vv</i> <i>vvv</i> <i>vv</i> <i>v</i> <i>home</i> <i>safe</i>	1		(MSV)	
Reading was word-by-word through most of the book.		9	-	884	

OBSERVATION SURVEY SUMMARY SHEETS

Name: _____ Date: _____ D. of B.: _____ Age: ____ yrs ____ mths

School: _____ Recorder: _____

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self Correction Ratio
Easy _____	/ _____	1: _____	____ %	1: _____
Instructional _____	/ _____	1: _____	____ %	1: _____
Hard _____	/ _____	1: _____	____ %	1: _____

Directional Movement

Analysis of Errors and Self-Corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

How the reading sounds	<p>Easy</p> <p>Instructional</p> <p>Hard</p>				
Letter Identification	<table border="1" style="float: right; width: 150px;"> <tr> <th style="width: 50%;">Raw Score</th> <th style="width: 50%;">Stanine</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> </tr> </table>	Raw Score	Stanine		
Raw Score	Stanine				
Concepts About Print	<p>* Sand</p> <p>Stones</p> <p>Shoes</p> <p>Moon</p> <table border="1" style="float: right; width: 150px;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>				
Word Reading	<p>* List A</p> <p>List B</p> <p>List C</p> <p>Other _____ (Enter test name)</p> <table border="1" style="float: right; width: 150px;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>				
Writing Vocabulary	<table border="1" style="float: right; width: 150px;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>				
Hearing and Recording Sounds in Words	<p>* A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p> <table border="1" style="float: right; width: 150px;"> <tr> <td style="width: 50%; height: 20px;"></td> <td style="width: 50%;"></td> </tr> </table>				
Other tasks	<p>Writing sample</p> <p>Story</p>				

*Circle whatever was used

An Analysis of the Child's Strategic Activity

Useful strategic activity on text:

Problem strategic activity on text:

Useful strategic activity with words:

Problem strategic activity with words:

Useful strategic activity with letters:

Problem strategic activity with letters:

Summary statement:

Signature

OBSERVATION SURVEY SUMMARY SHEETS

Name: Candra Date: Sept. 3 D. of B.: _____ Age: 6 yrs 0 mths
 School: Hamilton Recorder: Betsy

Text Titles	Errors Running Words	Error Ratio	Accuracy Rate	Self Correction Ratio
Easy <u>Zoo Animals (1; A)</u>	<u>0 / 24</u>	1: <u>--</u>	<u>100</u> %	1: <u>--</u>
Instructional <u>Climbing (2; B)</u>	<u>3 / 48</u>	1: <u>16</u>	<u>93</u> %	1: <u>--</u>
Hard <u>Tiger, Tiger (3; C)</u>	<u>9 / 55</u>	1: <u>6</u>	<u>83</u> %	1: <u>--</u>

Directional Movement insufficient evidence; did not seem to look at print consistently

Analysis of Errors and Self-Corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy no errors

Instructional all substitutions reflect use of meaning and structure; one also reflects use of first letter; no self-corrections

Hard all substitutions indicate use of meaning and structure; some indicate the possible use of visual information (first letter or part of the word); no self-corrections

Cross-checking on information (Note that this behaviour changes over time)

no evidence of cross-checking on information

How the reading sounds	Easy <u>word-by-word reading</u> Instructional <u>slow at first, then smoothly paced</u> Hard <u>word-by-word through most of the book</u>				
Letter Identification	<u>identified letters by name; most confusions were visually similar</u> UNKNOWN: U, u, j, t CONFUSIONS: L/I, D/G, Y/V, r/f, v/z, i/l, d/q, n/m, k/x, l/print g, w/v, d/g <table border="1" style="float: right;"> <tr> <th>Raw Score</th> <th>Stanine</th> </tr> <tr> <td><u>38</u></td> <td><u>1</u></td> </tr> </table>	Raw Score	Stanine	<u>38</u>	<u>1</u>
Raw Score	Stanine				
<u>38</u>	<u>1</u>				
Concepts About Print	* Sand Stones Shoes Moon <u>knows print contains message, left-to-right movement on one line of print, first and last, left page before right, meaning of period and quotation marks, locates lower case letters, concept of letter and word</u> <table border="1" style="float: right;"> <tr> <td><u>13</u></td> <td><u>3</u></td> </tr> </table>	<u>13</u>	<u>3</u>		
<u>13</u>	<u>3</u>				
Word Reading	* List A List B List C Other <u>Ohio Word Test</u> <u>made 4 attempts; each was correct; and, the, like, yes</u> <table border="1" style="float: right;"> <tr> <td><u>4</u></td> <td><u>4</u></td> </tr> </table>	<u>4</u>	<u>4</u>		
<u>4</u>	<u>4</u>				
Writing Vocabulary	<u>wrote first and last name and several high-frequency words: on, no, my, Mom, to, is, up, can</u> <table border="1" style="float: right;"> <tr> <td><u>10</u></td> <td><u>4</u></td> </tr> </table>	<u>10</u>	<u>4</u>		
<u>10</u>	<u>4</u>				
Hearing and Recording Sounds in Words	* A <u>recorded some words in full: the, to, on</u> B <u>heard and recorded dominant consonants in some words: <u>B</u> <u>K,M</u> <u>H</u> <u>L</u></u> C <u>no evidence of slow articulation</u> D <u>mix of upper and lower case letters</u> E <table border="1" style="float: right;"> <tr> <td><u>13</u></td> <td><u>2</u></td> </tr> </table>	<u>13</u>	<u>2</u>		
<u>13</u>	<u>2</u>				
Other tasks	Writing sample Story				

*Circle whatever was used

An Analysis of the Child's Strategic Activity

Useful strategic activity on text: Candra seems to control left-to-right movement across text and demonstrates some control of return sweep. She appears to be using language structures, meaning, and her memory for patterned text as she reads. At difficulty, she quickly provides substitutions that indicate use of meaning and structure.

Problem strategic activity on text: Candra does not consistently attend to the print, often looking at the pictures rather than words on simple, patterned text. She is inconsistent with one-to-one matching. There is little evidence of her use of visual information and no use of cross-checking on information or self-correcting.

Useful strategic activity with words: Candra can identify some high-frequency words and can write a few words that are correct in every detail. She understands the concept of word. She can hear and record some dominant consonant sounds in new words she attempts to write.

Problem strategic activity with words: Candra does not notice a mismatch between what she says and the visual information in the printed word. She seems unable to use letter detail to help solve new words. On writing tasks, she does not articulate words slowly in order to hear and record sounds. On reading and writing tasks, her reading and writing vocabularies are limited.

Useful strategic activity with letters: Candra knows the concept of letter and can identify 38 letters by name; several confusions are visually similar. In writing, she was able to identify and record several dominant consonants.

Problem strategic activity with letters: Candra confuses several letters that are visually similar. She has difficulty producing several letters -- formation is difficult or the letter is reversed. She does not appear to attend to letters when reading and has some difficulty articulating and isolating sounds in words.

Summary statement: Candra reads simple patterned texts and appears to draw primarily on meaning and structure. She rarely attends to visual information which hinders her ability to check on herself. Candra's reading is generally slow and frequently word-by-word. She is beginning to build a core of reading and writing vocabulary. Candra writes a small number of high-frequency words. She can hear and record some dominant consonants sounds in new words. Although she does not appear to say words slowly, there is evidence of sequential sound analysis in several written attempts.

Signature

