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EDHD 435

I collected data in a kindergarten classroom of 16 students. In the class there are six African American students, one East Indian, one Hispanic, one Somalian, six White students, and one student of mixed Hispanic and Caucasian descent. I used the classroom data from the beginning of the year assessments, which looked at the students' literacy and phonemic skills. The tests assessed the students' record of oral language, which is their ability to hear and repeat sentences. The assessment also looked at their ability to identify letters, their concepts of print, their phonemic awareness, their ability to hear and record the sounds in a sentence, and finally, for some students, their word recognition.

In the area of letter identification, most of the students did very well. The main concern in this area was the ESOL students. Art, a beginning ESOL students, was only
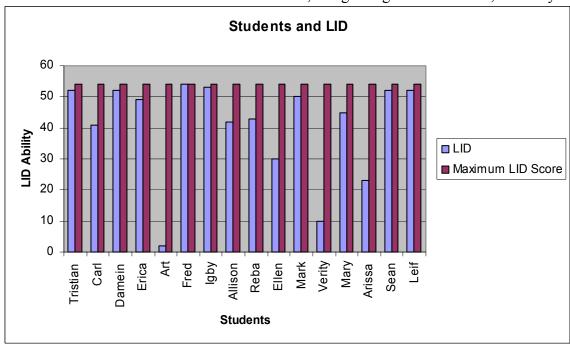

Figure 1- Students ability to recognize the letters in the alphabet.

able to recognize two of the 54 letters in the assessment. Another ESOL student, Verity, was able to identify 10 of the 54. Ellen, who is an advanced ESOL student, successfully named 30 letters. Interestingly, Arissa, who is a student with a significant amount of language, also had some difficulties in this area. She identified less than half of the letters in the assessment. To address these scores, we are starting to create alphabet books in the classroom. Each day the child adds a new letter and works at the letter sound and identification. I anticipate that by the end of the year there will be some progress in this area.

Another part of the assessment is called the record of oral language. In this part of the test the students must listen to and repeat a sentence.
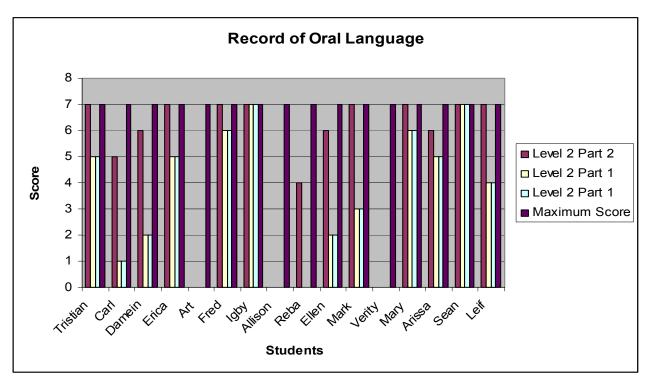

Figure 2. Student score on the record of oral language.

The data suggests that some of the students had some difficulty with some or all of this activity. Art, Allison, and Verity all scored zeros in this area. Once again, this

causes some concern for the ESOL students who entered the classroom with little to no language. Other students such as Reba, Mark, and Fred were able to correctly complete the level 1 sentence, and then exhibited difficulty as the task progressed. The kindergarten classroom is a very language rich environment. As these children are exposed to more vocabulary and conversation, or in the case of the ESOL students, as they receive more instruction, I believe that they will be better able to hear and repeat the words that they hear in sentences. If by the next assessment they are still struggling, a meeting will be conducted with the school language specialist to ensure that these students receive the best instruction possible.

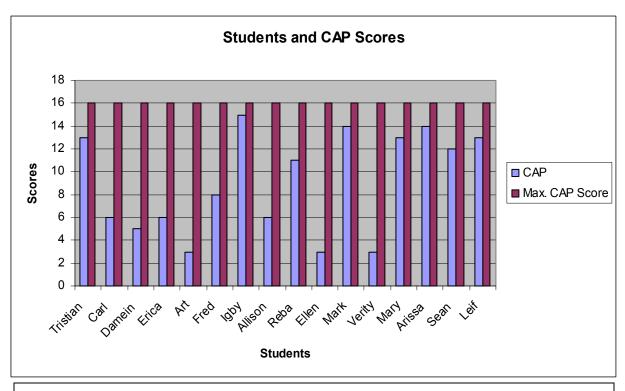The third area of the assessment measures the children's concepts about print. It

Figure 3. Student concepts about print.

asks children to identify the cover of a book, the title, and other facets. As is illustrated in Figure 3, there were varying levels of ability in this section. None of the students reached the maximum of 16. There are some children that I would like to focus on in this area. Carl, Damein, Erica, Fred, and Allison are students who knew less than half of these concepts. Ellen, Verity, and Art managed little more than 1/8 of the total concepts with scores of 3 or lower. As a result, the concepts of print are constantly covered during shared reading and guided reading groups. The students all get an opportunity to identify the parts of the book, and it is something that will be integrated through different units throughout the year.

The assessment also evaluated the students' phonemic awareness. It asked the student to generate rhyme, identify the beginning sounds of words, and blend different sounds to make words. Art and Verity were not assessed in this area because of their low
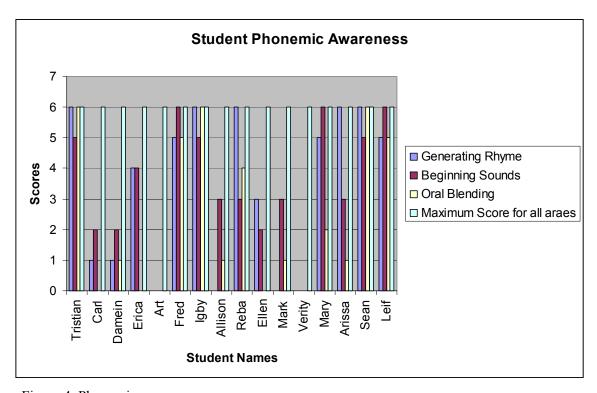

Figure 4. Phonemic awareness scores.

scores in other areas.

This is another area with varied scores, as seen in Figure 4. Carl, Damein, and Ellen will need more help generating rhyme, as they have the three lowest scores of 1,1, and 3 respectively. Oral blending was another area of difficulty for the students. Half of the class, including Leif, Arissa, Sean, Reba, Igby, Fred, and Tristan did well in this area. Beginning sounds also yielded a plethora of scores. Once again, Damein, Carl, and Ellen had the lowest scores of 2 out of a high of 7. These areas will be addressed throughout the language instruction of the year.

The penultimate area of assessment is hearing and recording sounds. For this assessment, students must listen to a sentence and write down the letter sounds that they hear.
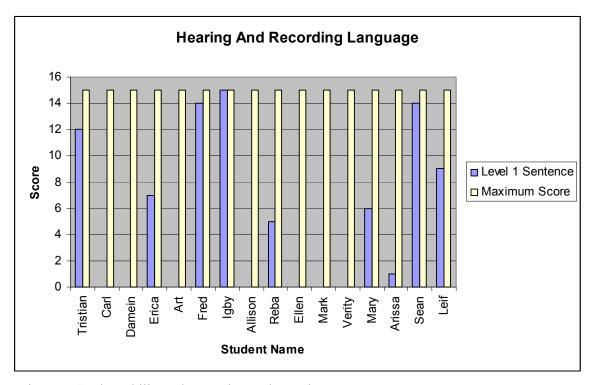

Figure 5. Student ability to hear and record sounds.

Only a select group of students had scores high enough to participate in this part of the assessment. Most did fairly well, with scores higher than 8, out of a maximum of 15. Arissa, Erica, Reba, and Mary are students who scored below 8. Arissa had the lowest score of 1. As we continue throughout the year learning our phonemic awareness skills and working on letter identification, these scores will hopefully rise. These skills can be integrated into interactive writing activities as the students sound out words as we write.

The final piece of the assessment required the students to identify words from the three kindergarten lists which each consist of 25 words. These are the words that the students must know by the end of the year.
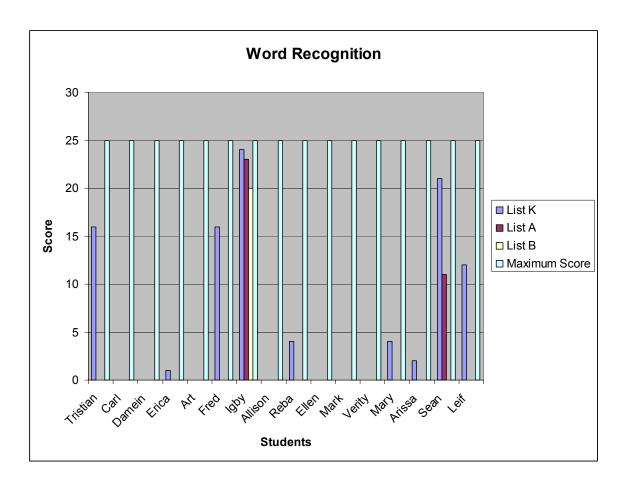

Figure 6. Students recognized words on the kindergarten word lists.

As illustrated in Figure 6, the student who performed the best on this section of the evaluation was Igby. He knew almost all the words on list K and A. He missed 5 words on list B. Also performing well were Leif, Tristan, Fred, and Sean. The other students will learn these words and more as we cover them throughout the remainder of the year. Erica, Reba, Mary, and Arissa were also able to identify 4 or less words on the word list.