Campbellsville University School of Education

Overview: You will collaborate with one or more other professionals to design and implement a plan for a student whose learning could be enhanced by collaboration. Be sure to review carefully the appropriate guidelines before completing this form.

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| Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected (use first name only).   * Owen was selected by Mrs. Graves as the student who would benefit most from this collaboration project. This student was selected due to his low performance in the area of reading. Owen often confuses short vowel sounds with long vowel sounds. He has a habit of guessing instead of actually reading words. As a result, Owen often misreads words. This student struggles to read words from repeatedly practiced word families. Even after excessive teaching and practice, Mrs. Graves stated that Owen still sounds out each word from the word families in order to correctly pronounce the word. Therefore, Owen specifically struggles with fluency. So, Owen was selected because of his confusion with short and long vowel sounds, his habit of guessing before actively reading, and his inability to automatically read words from practiced word families.   Collaboration Plan   1. Objective – what you plan to accomplish (in terms of student learning):  * Although this collaboration project could include several objectives, I have decided to focus on two key objectives due to limited time and the age of my learner. The entirety of this project will focus on improving Owen’s fluency. Although Owen can read the majority of words from specific word families, he greatly struggles to read any of them without sounding out each letter and then combining the sounds to form a word. The goal is for Owen to decrease the number of words he must sound out and increase the number of words he can read automatically. I will be measuring the length of time it takes for Owen to read each given word. A great gain in word family fluency is what I hope to accomplish. The specific word families I will be focusing on include the following: -at, -en, -ip, -og, and -ust. My second objective for this project, which coincides with my first objective, will be to improve Owen’s attitude and confidence towards reading. I hope that by the end of this project, Owen feels fully capable of fluently reading all words found within the studied word families. My goal is for him to feel less intimidated and self-conscious when it comes to reading. I want him to gain confidence in his own reading skills.  1. Assessment plan – how you will measure the impact of the collaborative effort on student learning?  * I will measure the impact of my collaborative effort on Owen’s learning by using two methods. First, I will compare Owen’s pre-assessment to his post-assessment. The assessments both include five individual parts. Each part focuses on a specific word family. By implementing these individual parts, I will be able to determine which word families come easier to Owen and which ones still present a struggle. Through the comparison of the assessments, I will be able to determine the change in the number of words sounded out and the change in the number of words read automatically. I will be able to compare the length of time it took Owen to read the given words before and after this collaboration project. Second, I will compare Owen’s responses to the attitude survey given at the beginning of the collaborative project to his survey responses at the end of the project. This will allow me to determine whether or not my collaborative efforts brought Owen greater reading confidence. As I work with Owen, various formative assessments will be used in order to measure the progress being made throughout the collaborative project.  1. Report activities, timeline, persons involved, resources needed below:  |  |  |  |  | | --- | --- | --- | --- | | Activities | Timeline | Persons Involved & Their Roles | Resources Needed | | Planning Meeting with Mrs. Graves (lead teacher) | March 22, 2016  (1:30 pm) | Mrs. Graves – identify student, schedule days and times, determine objective, create pre-assessment | Pre-Assessment (created by Mrs. Graves prior to implementation) | | Administered  Pre-Assessment  (2 of 5 parts) | March 30, 2016  (10:00 am) | Mrs. Graves – designed pre-assessment, provided materials, explained how to administer and score the pre-assessment | Pre-Assessment (x2)  Scoring Sheets (x4)  Testing Board  Testing Area  Additional Pre-Assessment Parts (created by Mrs. Graves prior to implementation) | | Administered Pre-Assessment  (3 of 5 parts) and Reading Attitude Survey  Implemented Word Family Activity (Owen practiced reading the words in the \_at and \_en family using my handmade word family sliders. The word family practice PowerPoint included sample sentences for the two word families. Owen received a stacking cube whenever he read a word without sounding out the individual letters. Then, he combined the cubes to build towers and other creations. | April 1, 2016  (9:00 am) | Mrs. Graves – designed pre-assessment, provided materials, planned future dates for me to assist Owen | Pre-Assessment (x3)  Scoring Sheets (x6)  Testing Board  Testing Area  Reading Attitude Survey  Handmade Word Family Sliders  Word Family Practice PowerPoint  Stacking Cubes | | Implemented Word Family Activity (We reviewed the \_at and \_en families using the sliders and PowerPoint. Then, I introduced the \_ip family using the sliders. Next, the PowerPoint was used to practice reading sentences with \_ip words. Owen received a puzzle piece for each \_ip word he read quickly. Once he collected all the puzzle pieces, he was given time to complete the puzzle. The pattern blocks were also used in a similar manner as a motivator. | April 11, 2016  (9:30 am) | Mrs. Graves –  provided materials | Handmade Word Family Sliders  Word Family Practice PowerPoint  Puzzles  Pattern Blocks | | Implemented Word Family Activity (We reviewed the \_ip family using the sliders and PowerPoint. Then, I introduced the \_og and \_ust word families using the sliders. The PowerPoint was used to practice reading sentences with \_og words and \_ust words. Owen was allowed to choose one Lego piece for each specified word he read quickly. After practicing a word family, Owen was given the opportunity to build something with his collected Legos. | April 13, 2016  (9:30 am) | Mrs. Graves – provided materials | Handmade Word Family Sliders  Word Family Practice PowerPoint  Legos | | Implemented Word Family Activity (We reviewed all five word families that have been practiced. Instead of using the sliders or PowerPoint, I created flashcards for practice. Owen was expected to read the word on each card as quickly as possible. He was continuously reminded to sound the letters out in his head instead of aloud. After correctly and quickly reading a set of the flashcards, Owen was allowed to build with Legos for a few minutes as a brain break. | April 15, 2016  (9:00 am) | Mrs. Graves – provided materials | Handmade Word Family Flashcards  Legos | | Follow-Up Meeting with Mrs. Graves | April 15, 2016  (1:30 am) | Mrs. Graves –  explained final strategies to implement, scheduled post-assessment dates, prepare post-assessment materials | Post-Assessment (prepared by Mrs. Graves for future assessment date) | | Implemented Word Family Activity (We reviewed all five word families with the handmade word family flashcards. Then, Owen practiced reading several sentences using the word family practice PowerPoint. After correctly and quickly reading a set of the sentences, Owen was allowed to build with Legos for a few minutes as a brain break. | April 18, 2015  (10:00 am) | Mrs. Graves – provided materials | Handmade Word Family Flashcards  Word Family Practice PowerPoint  Legos |  | | Administered Post-Assessment (3 of 5 parts) | April 19, 2016  (8:45 am) | Mrs. Graves –  designed post-assessment, provided materials | Post-Assessment (x3)  Scoring Sheets (x6)  Testing Board  Testing Area | | Administered Post-Assessment (2 of 5 parts) and Reading Attitude Survey | April 20, 2016  (9:30 am) | Mrs. Graves –  designed post-assessment, provided materials | Post-Assessment (x2)  Scoring Sheets (x4)  Testing Board  Testing Area  Reading Attitude Survey |  1. Provide documentation of at least one meeting with your cooperating teacher and/or colleagues to check the progress of your plan.  * I met with Mrs. Graves on Friday, April 15 to discuss the progress of this collaboration project. I detailed the great improvement that has been made by Owen. Final activity ideas were considered. I asked Mrs. Graves for advice on how to address Owen’s confusion between the letters “b” and “d.” She explained one strategy she often uses in the classroom which involves hand motions. I plan on implementing this strategy during our final activity next week. I informed Mrs. Graves that I believed Owen needed one more day of practice with me. Originally, we planned on post-assessing at this point. She trusted my opinion. Therefore, we scheduled one more activity time and the post-assessment dates. Mrs. Graves also informed me that she has noticed a recent positive difference in Owen’s reading ability due to the increased involvement of his parents. Owen is now receiving practice time at home and at school. This meeting with Mrs. Graves allowed me to share Owen’s learning gains, discuss my concerns, and prepare for the final project steps.  1. Using the assessment data collected, describe the impact of the collaboration plan on this student’s learning and describe possible next steps.  * This collaboration plan made a significantly positive impact on Owen’s reading ability. For all five word families, Owen’s fluency improved.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Pre-Assessment Sounded Out** | **Post-Assessment**  **Sounded Out** | **Pre-Assessment**  **Read Quickly** | **Post-Assessment Read Quickly** | | **\_at word family** | 5 | -4 | 0 | +5 | | **\_en word family** | 4 | -3 | 0 | +5 | | **\_ip word family** | 5 | -4 | 0 | +5 | | **\_og word family** | 4 | -2 | 1 | +3 | | **\_ust word family** | 4 | -1 | 0 | +3 |  * Owen responded to all five reading survey statements in the same way. This did not surprise me since Owen positively responded to the majority of the statements initially. Although the survey does not reveal an increase in confidence, I know that Owen feels more capable when it comes to reading now. It is evident by his change in attitude and demeanor. He tackles the challenge of reading in a new and powerful way. * There are a few possible next steps that I believe would greatly benefit Owen. Owen needs to continue practicing how to recognize the difference between the letters “b” and “d.” He still misidentifies these two letters. Mrs. Graves needs to review the \_ust word family with Owen on a few more occasions. This word family showed the least amount of improvement. I would also encourage Owen to read books including words from the specific word families he has practiced. This should build his confidence. Lastly, I would begin to introduce Owen to more complex word families and provide him one-on-one attention if possible. Owen’s parents should be informed about the addition of new word families so they can continue practice at home. |