

Marie Clay Observation Survey Report
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EDS 412: Teaching Language and Literature
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Summary Narrative

Letter Identification

The Letter Identification portion of the Marie Clay assessment determines what letters the student knows and can identify. A list of letters, which includes every letter, both capital and lowercase, is set in front of the student. The student is to identify the letters as the administrator points to them across the page, in a non-alphabetic order.

To introduce the task, the administrator sets the list of letters in front of the student and asks what they are (collectively) called and if they can find some that they know. Then the administrator points to the letters one at a time, asking the student what each is called. The administrator works across the page, starting at the top left, and may use blank note cards to block the rows of letters that are not in question. If the student does not respond, the administrator can prompt the student by asking if he or she knows the name of the letter, the sound it makes, or a word that starts like the letter. Also, if the student does not respond to the first letter, the administrator may start with the first letter of the student's name, and then go back to the initial starting point in the top left.

The scoring sheet has each letter followed by four columns—'A', 'S', 'Word', and 'I.R.'. A check is placed in the 'A' column next to each letter when the student correctly identifies its alphabet name. A check is placed in the 'S' column when the student's response is a sound that the letter makes. If a student provides a word that is started by the letter in question, then the word that the student said is placed in the 'Word' column. If the student answers incorrectly, the incorrect response is recorded in the 'I.R.' column of the corresponding letter.

The results of this portion of the assessment help to figure out the student's primary mode of identifying letters, which letters the child confuses, and letters that they do not yet know. There are a total of fifty-four points, one for each letter on the test. The number of letters the student correctly identifies by either calling it by its name, saying the sound it makes, or providing a word that starts with that letter, counts as a point toward the student's raw score. The student's raw score can then be used to discover his or her Stanine group using a Stanine chart. Stanine groups range from one to nine (one, two, and three are below average; four, five, and six are average; seven, eight, and nine are above average).

The student's whose tests results which I am examining in this report, whom I will refer to as 'Student A', received fifty-four points on Letter Identification. This places him in the Stanine group of seven for this task. According to the score sheet, Student A called the letter 'q' as 'p', but self-corrected himself and correctly identified the letter as 'q' before continuing the test. No other mistakes were made.

Concepts About Print

The Concepts About Print task addresses a number of questions regarding reading and reading readiness skills and concepts. These skills and concepts include: finding the front of the book; knowing the difference between a picture and text; reading from left to right and making a return sweep at the end of a line, pointing to each word as it is read; identifying the beginning and end of a story; acknowledging when print and pictures are upside-down, recognizing letters, words, and lines and the order in which they belong; and the roles that different punctuation marks make (period, comma, quotations). Students are presented with a specially-designed book

and are asked questions by the administrator throughout the task. Four different books have been developed for the purpose of this assessment.

This task contains twenty-four items that require a student response. Like the Letter Identification task, the raw score the student receives on this test can be translated into a Stanine group number according to a specified Stanine chart. The twenty-four specific concepts that are tested are explained while referencing Student A's performance.

Student A scored seventeen out of twenty-four possible points on this portion of the assessment, placing him in Stanine group five for this task. Student A correctly identified the front of the book. The student also identified where to start (text), which way to go (left to right, return sweep), and pointed to the text word-by-word while the administrator read the text aloud. He pointed to the beginning and end of the text when asked where the first and last parts of the story were. When asked to point to the bottom of an inverted picture, he pointed to the bottom of the page (incorrect response). Student A also seemed to be confused about inverted text, saying that it was "backwards", but could not show how to read the lines or attempt to turn the book so that the print was right-side up. He also did not mention anything when lines of text were in the correct order. However, he did indicate, when asked, that two words were out of order and, in one instance out of two, that one word contained letters that were out of order. Student A recognized that text on the left is read before text on the right. He correctly identified the period but not the comma or quotation marks. Student A correctly identified letters and words when asked, including reversible words ('was' and 'on'). Finally, the student identified one and two words, the first and last letter of a word, and a capital letter; however, he did not correctly identify one and two letters within the text.

Word Test

The Word Test section of the assessment has the student identify a sample of the most frequent words found in text. The results indicate to what extent the student is familiar with common words and, along with the teacher's observations, determine the student's reading level. In the traditional Marie Clay Observation, the administrator chooses from one of three lists of fifteen words each for the student to identify. A practice word can be used to show the student the process of the assessment. Starting at the top of the page, the student reads each word, one at a time, as the administrator points to them. A different series of words may be created to tailor to classroom instruction, in which the student is tested on.

The traditional Marie Clay Assessment is then scored out of fifteen points and a Stanine group can be determined based on student results. Student A was given an alternative format of the test, which contained thirty words for the student to identify. Student A correctly identified twenty-eight out of the thirty words. He responded to 'no' as 'on' and 'big' as 'dig', two attempts that had close visual similarity. These results do not have a chart available to determine a Stanine score.

Writing Vocabulary

The Writing Vocabulary portion of the test asks the student to write down all of the words he or she knows. The student is limited to a maximum of ten minutes. This task is the most useful when it is administered the first two years of the student's formal schooling. It provides the student with an opportunity to show what he or she knows about the world. The results of this part of the assessment vary greatly; some students may not even be able to write their complete name, whereas others may write over forty different words.

The administrator introduces the task by explaining to the student that they would like them to write all of the words they know. They are then asked to write their name as their first word. Then, the administrator may prompt the student to write down common words such as 'the' or 'is' if the child appears to be struggling to think of words. It is important for the administrator to give enough time for the student to think about the words he or she knows.

This part of the assessment has no maximum score associated with it; however, a Stanine group can still be determined based on individual results. One point is scored for each word. The word must be spelled correctly as the child indicates its oral pronunciation. The child must also actually know the word and it should not count if it was taken from somewhere in the surrounding environment (for example, a poster on the wall) that the child would not have written down if it were absent. The word can be counted if it is readable from right to left, only if the child wrote the word from right to left. Also, each word is counted as a point, even if they are in the same word family or if they are derived from a series (look, looks, looking). Capital letters are also acceptable and may be substituted for lower case letters.

Student A received a score of twenty-seven. He initially wrote thirty-seven words, but ten of them were spelled incorrectly and were not included in his final score. The majority of words spelled incorrectly had close visual similarity, such as 'uq' (up), 'com' (come), and 'Bisball' (baseball). His score places him in Stanine group three.

Marie clay
Observation Survey
Data Set 4

OBSERVATION SURVEY SUMMARY SHEET

Name: _____ Date: 2/12/09 D. of B.: _____ Age: 6 yrs _____ mths
 School: Eagle Bluff Elementary 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	Easy Instructional Hard				
Letter identification	<p>During this part of Marie Clay's observation survey, _____ gave me the alphabet response for the letters. He self-corrected his confusion of p for q.</p> <table border="1"> <tr> <td>Raw Score</td> <td>Stanine</td> </tr> <tr> <td><u>54/54</u></td> <td></td> </tr> </table>	Raw Score	Stanine	<u>54/54</u>	
Raw Score	Stanine				
<u>54/54</u>					
Concepts About Print	<p>* Sand Stones Shoes <u>Moon</u></p> <p>He did not appear to notice the inversion on number eight, the backwards text on number nine, or the line alteration on number ten.</p> <table border="1"> <tr> <td>Raw Score</td> <td>Stanine</td> </tr> <tr> <td><u>17/24</u></td> <td></td> </tr> </table>	Raw Score	Stanine	<u>17/24</u>	
Raw Score	Stanine				
<u>17/24</u>					
Word Reading	<p>* List A List B List C Other</p> <p>He made two attempts that had close visual similarity: <u>dig</u> and <u>on</u> <u>no</u></p> <p><u>Eagle Bluff Elementary's Word List</u> (Enter test name)</p>				
Writing Vocabulary	<p>wrote twenty seven words correctly. <u>27</u></p> <p>Words that had close visual similarity:</p> <p><u>up</u>, <u>reb</u>, <u>glay</u>, <u>bid</u>, <u>san</u>, <u>com</u>, <u>yolle</u>, <u>Bisball</u> <u>up</u>, <u>red</u>, <u>play</u>, <u>bed</u>, <u>sun</u>, <u>come</u>, <u>yellow</u>, <u>baseball</u></p>				
Hearing and Recording Sounds in Words	<p>* A B C D E</p>				
Other tasks	<p>Writing sample Story Spelling</p>				

* Circle whatever was used

Useful strategic activity on text:

- moves across print from left to right with return sweep
- is familiar with books and stories
- appears to have a positive attitude toward books and reading
- exhibits voice - print match
- enjoys being read to

Problem strategic activity on text:

- ^(appeared to be) was distracted only for a moment when his mom walked by (otherwise he was very attentive)

Useful strategic activity with words:

- recognized words (list) in isolation
- wrote 27 words
- can articulate words slowly

Problem strategic activity with words:

- on CAP test he does not recognize picture inversion or line alteration.

Useful strategic activity with letters:

- identified 54 letters (capital and lower case letters) by letter name

Problem strategic activity with letters:

- confused one letter on Letter Identification p, but he self-corrected his confusion

Summary statement:

- on ⁹ the CAP test, he failed to locate the example of the one letter: two letters correspondence.

During the Marie Clay Observation Survey, demonstrated his knowledge of books, print, words, and letters. During the informal interview, appeared to understand that reading involves comprehension of a story an author wrote. was attentive throughout the survey. →

Signature:

OBSERVATION SURVEY SUMMARY SHEET

Recommended for survey checks after one year of instruction

me: _____ Date: _____ D. of B. _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Running words Error	Error rate	Accuracy	Self-correction rate
1. Easy _____	_____	1: _____	_____ %	1: _____
2. Instructional _____	_____	1: _____	_____ %	1: _____
3. Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

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

Easy _____

Instructional _____

Hard _____

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

LETTER IDENTIFICATION

54

CONCEPTS ABOUT PRINT

MOON ~~SAND~~ ~~STONES~~

24

WORD TEST (CLAY)

LIST A _____ LIST B _____ LIST C _____

15

OTHER READING TEST _____

<p>WRITING SAMPLE</p> <p>Language: _____</p> <p>Message: _____</p> <p>Direction: _____</p>	<p>WRITING VOCABULARY</p>	<p>HEARING SOUNDS IN WORDS (DICTATION)</p> <p style="text-align: center;">A B C D E</p>	<p>STORY</p>	<p>SPELLING</p>
<p>37</p>				

LETTER IDENTIFICATION SCORE SHEET

Date: 2/12/09

Name: _____ Age: 6

TEST SCORE: 54/54

Recorder: _____ Date of Birth: _____

STANINE GROUP:

	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	✓			
M	✓				m	✓			
D	✓				d	✓			
N	✓				n	✓			
S	✓				s	✓			
X	✓				x	✓			
I	✓				i	✓			
E	✓				e	✓			
G	✓				g	✓			
R	✓				r	✓			
V	✓				v	✓			
T	✓				t	✓			
					g	✓			

Confusions:
P - he made
q a self
 correction

Letters Unknown:
 He knew all the
 letters!

Comment:

p sc q

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

TOTALS

TOTAL SCORE

CONCEPTS ABOUT PRINT SCORE SHEET

- Sand
- Stones
- Moon
- Shoes

Date: 2/12/09

Name: _____ Age: 6

TEST SCORE: 17 /24

Recorder: _____ Date of Birth: _____

STANINE GROUP:

PAGE	SCORE	ITEM	COMMENT
Cover	1	1. Front of book	1. pointed to the cover
2/3	1	2. Print contains message	2. pointed to beginning of the sentence
4/5	1	3. Where to start	3. pointed to I, moved
4/5	1	4. Which way to go	4. left +, then return
4/5	1	5. Return sweep to left	5. sweep to left +
4/5	1	6. Word-by-word matching	6. pointed to words as I read
6	1	7. First and last concept	7. pointed to I pointed to me
7	0	8. Bottom of picture	8. - did not mention or seem to notice inversion pointed to bottom of the upside down page
8/9	0	9. Begins 'The' (Sand) Begins 'I' (Stones) Begins 'I' (Moon) Begins 'Leaves' (Shoes) bottom line, then top, OR turns book	9. pointed to end of the sentence, but mentioned the text was backwards
10/11	0	10. Line order altered	10. did not mention line alteration
12/13	1	11. Left page before right	11. he pointed to left page
12/13	1	12. One change in word order	12. he said moon should be before had
12/13	1	13. One change in letter order	13. said eth is spelled the
14/15	0	14. One change in letter order	14. did not mention letter order - did not find anything wrong
14/15	1	15. Meaning of a question mark	15. said it was a question
16/17	1	16. Meaning of full stop (period)	16. said it was a period
16/17	0	17. Meaning of comma	17. said it was an equation
16/17	0	18. Meaning of quotation marks	18. no comment
16/17	0	19. Locate: m h (Sand); t b (Stones); m i (Moon); m i (Shoes)	19. located p in path and m in my
18/19	1	20. Reversible words 'was', 'on'	20. pointed to correct words
20	0	21. One letter: two letters	21. showed two l's : ll
20	1	22. One word: two words	22. showed ll o
20	1	23. First and last letter of word	23. followed; followed me
20	1	24. Capital letter	24. T (The); e (home)

cat ✓

I ✓

it ✓

red ✓

can ✓

not ✓

look ✓

at ✓

to ✓

my ✓

mom ✓

big · dig

and ✓

the ✓

go ✓

dog ✓

no · on

love ✓

me ✓

yes ✓

stop ✓

we ✓

see ✓

are ✓

dad ✓

you ✓

a ✓

is ✓

has ✓

have ✓

name

date 2/12/09 #correct 28/30

Two attempts had close visual similarity:

dig
big

on
no

WRITING VOCABULARY OBSERVATION SHEET

375 MWL

Name: . . .

Age: 6

Date: 2/12/09

Recorder: . . .

Date of Birth: _____

TEST SCORE: 27

(Fold heading under before child uses sheet)

STANINE GROUP:

Mom Dad dog
 Book Albert ~~cam~~
Yellow Big is to
 in Fish I a
 like see my and
 me we
 here up at
Green look go
 COMMENTS: these is it can Baseball
 baseball

Nike
Nick

reb
red

Bid
bed

Tap
jump

glay
play

San
sun

Do not use

320 urban children aged 5:0-7:0 in 1968	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	— 0 —	1	2-5	6-12	13-14	— 15 —			

282 urban children aged 6:0-7:3 in 1978	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	0-1	2-5	6-9	10-12	13-14	— 15 —			

Letter Identification

320 urban children aged 5:0-7:0 in 1968	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	— 0 —	2-7	8-25	26-47	48-52	53	— 54 —		

282 urban children aged 6:0-7:3 in 1978	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	0-13	14-28	29-43	44-49	50-52	53	— 54 —		

Concepts About Print

320 urban children aged 5:0-7:0 in 1968	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	0	1-4	5-7	8-11	12-14	15-17	18-20	21-22	23-24

282 urban children aged 6:0-7:3 in 1978	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	0-9	10-11	12-13	14-16	17-18	19	20-21	22	23-24

Writing Vocabulary

282 urban children aged 6:0-7:3 in 1978	Stanine group	1	2	3	4	5	6	7	8	9
	Test score	0-13	14-19	20-28	29-35	36-45	46-55	56-70	71-80	81-

use 1978 charts