



Megan

Sample Classroom Data

Subject: Reading

Grade: 1

The Assignment:

The Yopp-Singer Test of Phoneme Segmentation measures the student's ability to hear and reproduce the individual sounds of a spoken word. The test was administered to the first graders during the first week of October. The test was administered one-on-one: the tester said a word and the student repeated each sound in the word in order.

The score indicated the number of words the student segmented correctly. The maximum score on this test is twenty-two (22). To meet the standard at the end of the year the student must segment seventeen (17) words correctly.

Sample Classroom Data

<u>Name</u>	<u>Gender</u>	<u>Race/ Ethnicity</u>	<u>LEP</u>	<u>F/R Lunch</u>	<u>Score</u>
1. Adriana	F	H	X		0
2. Alejandro	M	H	X		1
3. Andy	M	H		X	8
4. Anileydy	F	H	X		--
5. Anthony	M	H			15
6. Bibiana	F	H	X		7
7. Crystal	F	H			11
8. Daniel	M	H	X		0
9. Giovanny	M	H		X	15
10. Isaias	M	H	X		1
11. Jackie	F	H	X		1
12. Jessica	F	H	X		15
13. Joaquin	M	H	X		0
14. Jose	M	H		X	5
15. Nicholas	M	W			12
16. Sandy	F	H	X		16
17. Sofia	F	H	X		0
18. Takeshi	M	H	X		5
19. Zahn	M	A	X	X	0
20. Zuleika	F	H	X		16

Yopp-Singer Test of Phoneme Segmentation

Student's Name: _____ Date: _____

Score (number correct): _____

Directions: Today we're going to play a word game. I'm going to say a word and I want you to break the word apart. You are going to tell me each sound in the word in order. For example, if I say "old," you should say "/o/ - /l/ - /d/." (*Administrator: Be sure to say the sounds, not the letters, in a word.*) Let's try a few together.

Practice Items: (*Assist the child in segmenting these items as necessary.*) ride, go, man.

Test Items: (*Circle those items that the student correctly segments; record incorrect responses on the blank line following the item.*)

- | | |
|---------------|-----------------|
| 1. dog _____ | 12. lay _____ |
| 2. keep _____ | 13. race _____ |
| 3. fine _____ | 14. zoo _____ |
| 4. no _____ | 15. three _____ |
| 5. she _____ | 16. job _____ |
| 6. wave _____ | 17. in _____ |
| 7. grew _____ | 18. ice _____ |
| 8. that _____ | 19. at _____ |
| 9. red _____ | 20. top _____ |
| 10. me _____ | 21. by _____ |
| 11. sat _____ | 22. do _____ |

Permission granted to reproduce material: Halle Kay Yopp, California State University, Fullerton. The author acknowledges the contribution to the late Harry Singer to the development of this test. *The Reading Teacher*, Vo. 49, No. 1, September 1995.

Reading Standards: Kindergarten

1. Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letter, words, and sounds. They apply this knowledge to read simple sentences.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness / difference, and order of two and three isolated phonemes (e.g., /f, s th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

Reading Standards: First Grade

1. Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t=*cat*; /f/l/a/t/=*flat*).
- 1.9 Segment single syllable words into their component (e.g., /c/a/t=*cat*; /s/p/a/a/t/=*splat*; /r/i/c/h/=*rich*).

From: *English/Language Arts Content Standards for Public Schools, Kindergarten Through Grade Twelve*, California Department of Education, 1997.

The First Step: Organizing Data

Use the space below to organize these data in a format that makes it easy to analyze student performance and promotes effective instructional decision-making.

Questions for the Principal

Descriptive Data

Standards

1. Which standard(s) was/were the focus of this particular task?
2. What did the students have to do to meet the standard for this task?

Class Data

1. How many and which students exceeded the standard?
2. How many and which students met the standard?
3. How many and which students did not meet the standard?
4. How many and which students were close to meeting the standard?
5. How many and which students are far from meeting the standard?
6. How were students distributed among the performance levels?
7. Were you surprised by any of the students' performance? Why?

Disaggregated Data

1. How did the performance of subgroups compare with one another?
2. Were you surprised by any of the subgroups' performance?

Questions for the Principal

“Thoughts” about Data

Data Analysis Tools

1. What was the distribution of the scores?
2. What did you learn from the range and distribution of scores?
3. What did you learn from determining the mean, median, and mode of the scores?

Accounting for Student Performance

1. How do you explain the students’ performance on this task?
 - * for individual students
 - * for groups of students
2. Which, if any, of the students’ performance is hard to explain? Why?

Big Picture

1. What important patterns did you find in these data?
2. How would you describe the overall performance of the class?
3. What questions do these data raise for you?
4. How do these data compare with other data you have on similar tasks and the same standard(s)?
5. How do you plan to use these data for instructional decision-making?

Questions for the Principal

“Stepping Back” from Data

1. How well is this task aligned with a specified standard(s)?
2. To what degree do these assessment data provide an accurate picture of the student’s performance, as related to standards?
3. What was your rationale in selecting this particular measure of performance for this task?
4. How well do these data communicate the student’s level of achievement, in relation to the standard(s)?
 - * to the student
 - * to the parent
 - * to the community
5. How helpful are these data in improving student achievement?
 - * to you
 - * to the student
 - * to the parent
6. How much confidence do you have in these data?
7. How do you plan to use these data to improve teaching and learning?
8. How might you revise this task or the scoring of this task to provide a more accurate picture of student achievement, as related to standards?

Analyzing Descriptive Data

What did you learn from analyzing the descriptive data? Use the blanks below to answer the questions on page 5.8.

Standards

1.

2.

Class Data

1.

2.

3.

4.

5.

6.

7.

Disaggregated Data

1.

2.

“Thinking About” and “Stepping Back” from Data

Given your analysis of these data, what questions would you raise with the teacher? Using the “Questions for the Principal” found on pages 5.9 and 5.10, select the first three questions you would pose for the teacher.

“Thoughts” about Data

1.

2.

3.

“Stepping Back” from Data

1.

2.

3.

“Accounting” for Student Performance

Given your analysis of these outcome data, what “demographic” data might be important for the teacher to consider when making instructional decisions?

1.

2.

3.

4.

5.

Given your analysis of these outcome data, what “process” data might be important for the teacher to consider when making instructional decisions?

1.

2.

3.

4.

5.

Implications for Instructional Decision Making

(What do I do Now?)

Given the students' performance on this test of phoneme segmentation, what instructional decisions might you expect to see from the teacher?

1.

2.

3.

4.

5.