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Watching a Literacy Test

The reading test that I observed was with kindergarten students. The students were not reading a story, but rather individual words. Because the test was taken with one student at a time with the teacher, the other students would work on an art activity. The reading test was also mixed with some verbal skills as well. They had learned nine letters so far this year, so the first part of the test was identifying each letter verbally. All of the students went exceedingly fast through this part and completed it with ease. Then there were three words at the bottom of the page that the students had to read. Some of the students were able to look at the words and they knew the words instinctively. Other students had to really concentrate on the word and sound out each individual letter.

Some of the students had trouble identifying the sound that each letter made. They knew what the letter was called but not what sound it was. I thought that this was interesting that the students could remember one part of the letter but not the other. To me this would mean that some sort of understanding was lost during the instruction part of the lesson. After the evaluation, I would think that the teacher would have to work one on one with the few students who could not remember the letter sounds.

Each question within a concept was worth one point. How the questions were structured was that either the students answered them right or wrong. This made it easy to evaluate the students because there was no debate on whether or not they answered it correctly. These weekly evaluations are good because then the teacher can gauge where each student is at on a regular basis.

This way the teacher will not leave any students behind and can come up with a plan to help the students who may be behind. Likewise, the teacher can also help the high achieving students and give them enrichment activities.