

Learning Segment

The learning segment for this assessment was glued “-ng” sounds: ang, ong, ing, ung. The three lessons provide an introduction to combining a consonant with an “-ng” (vcc) glued sounds to make a new cvcc word.

Learning Objective	Assessment and rationale
<p>Lesson 1: Students will be able to identify “-ng” (vcc) glued sounds and combine them with a given consonant to form new cvcc words.</p>	<p>Students will use magnetic letter boards to build words that are dictated to them — building the consonants and “-ng” glued sounds on their magnetic letter boards (making cvcc words).</p> <p><i>This magnetic letter activity is a great way to introduce this concept and it also allows the teacher to observe the students’ understanding as the teacher moves about the room.</i></p> <p><i>There is a second opportunity for assessment when the teacher asks the students how to write the previously dictated cvcc words. The teacher will use a digital version of the magnetic tiles on the SMARTboard.</i></p>
<p>Lesson 2: Students will be able to identify and write “-ng” (vcc) glued sounds and combine them with a given consonant to form new cvcc words.</p>	<p>Students will write blends of dictated consonants and “-ng” glued sounds (making cvcc words) on dry erase boards. At the conclusion of the lesson, students will write the word “sang” on a sticky note as their exit ticket to post on a large chart paper.</p> <p><i>This assessment is a quick way for the teacher to evaluate the students’ level of understanding and where the teacher may need to re-teach or clarify in the following lesson through both the dry erase board writing and the exit slip.</i></p>
<p>Lesson 3: Students will be able to identify and write a dictated sentence containing cvcc words with “-ng” glued sounds.</p>	<p>Students will write a sentence that is dictated to them on their dry erase boards that contains two different words that use “-ng” glued sounds.</p> <p><i>This assessment is a bit more challenging and shows a deeper level of understanding.</i></p>

	<i>There is less guidance on the teacher's behalf. The students need to focus on listening to the words being dictated and differentiate between the ang, ing, ong, and ung sounds.</i>
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Description

Over the course of three lessons, the majority of the students in the class had a good grasp on the concept of the cvcc “-ng” glued sounds. In the third assessment from Lesson 3, I conducted an informal assessment by observing what the students wrote when I dictated a sentence to them. This assessment was meant to check for understanding of the “-ng” (ang, ing, ong, ung) cvcc glued sounds concept. In the assessment, I dictated the following sentence to the students for them to write:

"Tom sang my song to the kids."

Prior to dictating the sentence, I reviewed different cvcc “-ng” glued sounds with the students. I encouraged them to sound out and tap out each of the words on their fingers before writing the word—especially when blending the consonant with the glued sounds. I continued this through dictating the sentence. First, I said aloud all seven words from the sentence and had the class count the number of words in the sentence with me. Next, I broke down each word of the sentence for the students—encouraging them to say aloud and tap out each word if needed. I modeled this technique several times. To help students differentiate between the “-ong” and “-ung” sounds I elongated the vowel o~ and emphasized the ending /g/ sounds.

Qualitative Evidence

Below are the students' sentences as written on their dry erase boards:

1. "Tom s my" (*this student has recently finished learning their letters and has begun reading/writing at an "A" level or lower*)
2. "To m sagdmy zongToTheCIDS"
3. "Tom s i ng my song to the kibs."
4. "Tom sang my sang To The kibs!"
5. "Tom sang my song To den ciDS"
6. "Tom sang mi song"
7. "Tom sang my song To The KiDS"

8. "Tom sang my song to the kids"
9. "Tom sang my song to the Kibs"
10. "Tom sang my Song To The KidS"

Rubric – Lesson 3

Advanced	Proficient	Basic
Included all 7 words of the sentence (3)	Included 5 words from the sentence (2)	Included 3 words or less from the sentence (1)
Used 2 correct "-ng" glued sounds (2)	Used 1 correct "-ng" glued sound (1)	Did not include any "-ng" glued sounds (0)
Spelled all 7 words correctly (2)	Spelled 5 or more words correctly (1)	Spelled 3 or more words correctly (.5)
Correct punctuation (1)	Used incorrect or no punctuation (0)	
No spacing errors (1)	1 incorrect spacing error (.5)	Multiple spacing errors (0)
Correct case (1)	One case error (.5)	Multiple case errors (0)

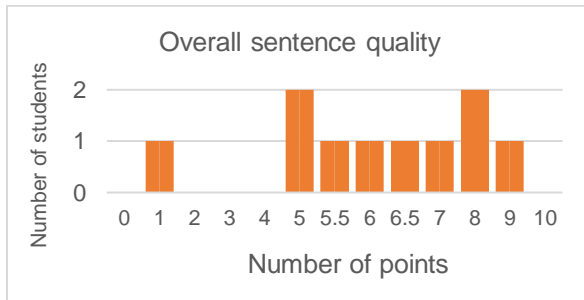
Quantitative Analysis

Overall sentence quality

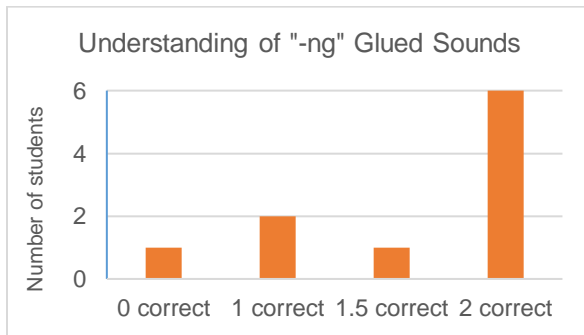
Student	Score
1	1
2	5.5
3	6.5
4	5
5	6
6	5
7	7
8	9
9	8
10	8

"-ng" glued sounds

Number of students	Number of points
1	0
2	1.5
3	1
4	1
5	2
6	2
7	2
8	2
9	2
10	2



Mean: 6.1
 Median: 6.25
 Mode: 5



Mean: 1.55
 Median: 2
 Mode: 2

Based on the rubric I designed, the average score for overall sentence quality was a 6.1 out of 10 or 61%. Most students were able to both write the seven words correctly and differentiate the different the sounds of the vowels in the words containing vcc “-ng” glued sounds. Many points were lost on incorrect print concepts like spacing, capitalization, and punctuation. Additional points were lost on misspellings of words. The average score for correctly understanding and writing the correct cvcc word is 1.55 out of 2 or 78% correct.

Based on the data I collected, I felt confident that my students had a good understanding of the concept with the exception of 3 students. Students #4 often makes careless errors. If the student is told to check their work, they are typically able to correct it. I do not believe student #3 has a firm grasp on differentiating the vowel sounds found in the cvcc glued words. I will give this student a worksheet to practice on during their morning bell work. I feel student #1 needs more time and practice. This student has reportedly come a long way this year. This is the student’s first school experience, and the student has only recently finished learning to read and write their letters of the alphabet. I will give them a shorter worksheet to practice their “-ng” glued sounds.

Reflection

The data from all three of my assessments helped me gauge my students' understanding. The first assessment was helpful because the activity with the magnetic letters was fun, somewhat new, and engaging and it allowed me to quickly see if the students were able to understand what I had just taught them without them having to actually write anything.

The second lesson had an exit ticket, which allowed me to take a random assessment on them to test their understanding so far. The assessments used in the three lessons provided enough evidence to inform my instruction. All three of the assessments were helpful in gauging my students' level of understanding. However, assessment three was most revealing as it showed me that my students also need further practice with concepts of print. There were errors with capitalization and punctuation. It would seem that my students do not have a firm grasp on when and where to use capital letters. I also discovered that several students are having trouble differentiating between the letters "d" and "b" and using uppercase letters in place of lowercase letters. The third assessment told me the most information about not only where they are at with their understanding of the glued sounds concept but about where they are with their phonics development.

I feel confident that after practicing a handful of different cvcc "-ng" glued sounds in the next lesson, we will be proficient enough and comfortable transitioning to our next segment featuring "-nk" glued sounds (ank, ink, onk, and unk). The majority of the students in this class are able to differentiate the different sounds that the vowels make and most all of the students in this class are comfortable enough with the sounds that consonants make at the beginning of a word.

I believe a "four in a row" welded sounds activity would be a fun and engaging way to ensure that students fully understand the subtle differences between the vowel sounds in the ang, ing, ong, and ung glued sounds. In the game, a group of 2–3 players will each roll a die. The player that rolled will read any word that is in the column of the number that was rolled. Once the word has been read, it may be covered up. Whichever student gets four in a row will win. The assessment would occur through aural observation and the winner will have to read the winning four words aloud for myself and the group. I can listen and observe for accuracy. This may help the students practice listening to the subtle difference between the cvcc glued sounds. While the majority of the students were able to grasp the concept, it was a challenge for them. A few of the students had trouble during my assessments. This activity and assessment will help them practice and learn from each other and it would help me get a more accurate read about their understanding.