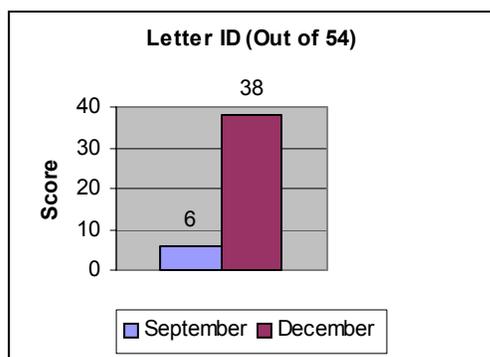
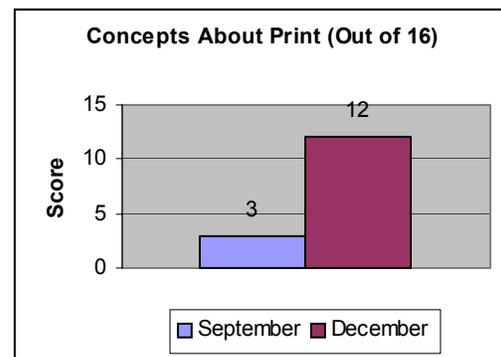


I collected Reading data on one Kindergarten student. For the sake of this report he will be referred to as JC. JC is five years old. This is his first year of school; he did not attend Pre-kindergarten. The predominant language of JC is Spanish, although he does speak English but not proficiently. He is one of five ESOL students in the class. Aside from ESOL, JC has no documented special needs. He is a quiet, soft-spoken, rather shy child. I choose to analyze Reading data on JC because his case is interesting and there are obvious areas of positive and negative growth.

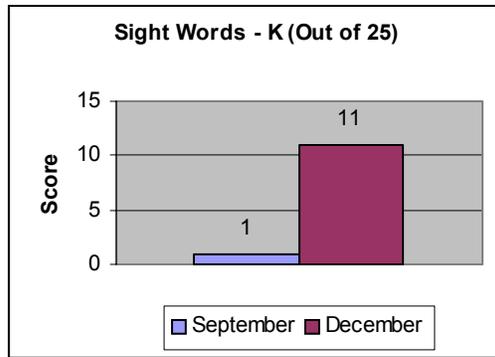
JC is currently at a level 2 in Reading. There are three guided reading groups in the class and he is part of the lowest group. He is also in the lowest ESOL group. When JC arrived to Weller Road in the end of August he had almost no Reading skills. The first formal tests, done in September, give a general idea of where he stood when he entered school. The next sets of formal tests were just completed, in December. Following you will see numerous graphs of JC's growth from the beginning of the school year to now. The source of the data represented in the graphs is from JC's teacher's grade book. The following is the data that she has collected on him so far this year.



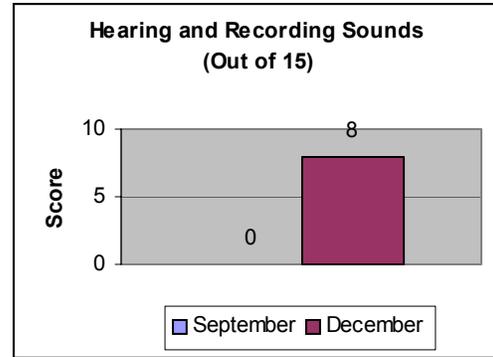
Graph#1



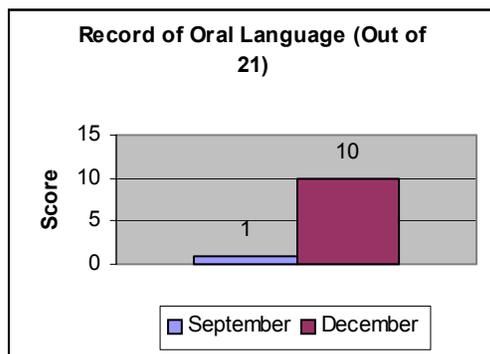
Graph #2



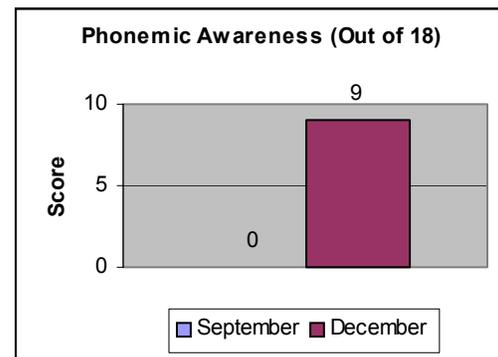
Graph #3



Graph #4



Graph #5



Graph #6

As you can see from the graphs, there have been dramatic improvements from September to December in most Reading areas for JC. By taking the information presented here, we can analyze the Reading data on JC and use it to modify instruction for him. Let us begin with Letter ID. It is obvious that JC is quickly learning to identify both his upper and lower case letters. Since I have observed him in class, I know that the letters he still is not getting are ones that are easily confused, such as lower case b and d. This area is not of much concern at this point in the year. However, if he does not continue to show improvement, then there would be a need for more intense letter identification instruction for JC. Graph #2 represents JC's growth in Concepts about Print. Concepts of print include being able to identify the title of a book, the front of the book, where to start reading, return sweep, distinguishing between letters and words, etc. JC has grown dramatically in this area, probably due to the massive amount of literature

exposure there is in his classroom. There are a few concepts of print that JC and some of his peers still do not understand. These tend to be concepts about identifying single and multiple words and letters. Most Kindergarten children do not understand the difference between letters and words until later in Kindergarten, therefore, I am not too concerned that JC has not mastered all 16 concepts yet. JC has also shown growth in the area of Kindergarten sight words, graph 3. I have observed that JC can identify multiple sight words when presented to him on index cards, but when he is at his desk writing, he will frequently misspell these same sight words. Therefore, if I were his teacher, I would take this data and my observations and play some games with JC on the spelling of the sight words, so that he can not only identify them correctly, but also be able to spell them correctly in his writing. Although JC has shown growth in sight words, he is still slightly behind his peers and could use some extra time working on them.

Since JC is an ESOL student, a lot of focus is put on phonemic awareness and oral language during the ESOL pull out time. These are things that ESOL students of all grades and levels struggle with all the time. As you can see in graphs 5 and 6, JC has developed some in the areas of phonemic awareness and oral language. He has also developed in the area of hearing and recording sounds, graph 4. Unfortunately the growth we see in JC is not comparable to that of his peers. These are some areas of concern. From the data presented, the teacher could analyze the data and focus more individualized instruction for JC on phonemic awareness, oral language, and hearing and recording sounds. The teacher has more detailed data about the specifics of each of these areas and therefore could zero in on specific difficulties JC is having with phonemic awareness, oral language, and hearing and recording sounds. Additionally, the teacher

should share this data with the ESOL teacher and instructional assistant so that they can all work together to benefit the growth of JC in these areas. Overall, JC has shown significant growth in most areas, but through intensive data analysis, JC's teachers could help him move forward even more.