

End-of-the-Year Assessment Samples

Look at each of the assessments you have administered and compare your student's results to where he was at the beginning of the year. Following are two examples of what an assessment might look like when comparing the Beginning-of-the-Year (B-O-Y) with the End-of-the-Year (E-O-Y). In the first example, the beginning student is around 6 years of age and started as a complete beginner to the process of reading and writing.

Beginning Student	B-O-Y	E-O-Y	Notes
Phonogram reading with dialogue	0%	75%	Student is now able to easily and correctly read 75% of the 70 phonograms (53/70) that have been presented. Most of the ones that he struggles with are merely a matter of getting the sequence of sounds correct or remembering all of the dialogue.
Phonogram reading with sounds only	0	85%	We didn't practice this much this year as we were working on learning the phonograms with the dialogue. He was able to read the sounds alone much better than when having to remember the dialogue. We'll want to be sure to include this kind of review once a week in our practice next year.
	0	75 sec	The student was able to read the phonograms with confidence. Practicing this way next year will help him improve his speed.
Quiz Phonograms	0%	65%	The student did not know how to write any phonograms when we started. This year he's learned cursive penmanship and can now write 65% of the 70 phonograms (46/70) with dictation alone. He needs more practice with his penmanship and with daily quizzes. This will help him improve his ability to follow spelling dictation as well.
Diagnostic Test	5/10 1.9 GR	12/20 2.6 GR	We gave the first diagnostic test when we reached List H-1, per the Wise Guide instructions. The student was able to correctly spell 5 of the 10 words he wrote. At the end of the year he spelled 12 of 20 words correctly. He went from end of first grade to mid-second grade in skill level.
Reading Comprehension			We haven't started reading comprehension tasks yet. He's still gaining confidence and fluency when reading his own writing.
Writing Sample			The student wrote three sentences independently. Of the 15 words he wrote, 12 were spelled correctly. He used a capital letter correctly 2/4 of the required times, and used proper end punctuation. He was hesitant about his abilities to write without help at the beginning of the task, but he gained confidence after writing his first sentence. He needs more practice on this next year.
Reading Sample			The student was not reading at the beginning of this year. He was able to read with enthusiasm the entire book <i>Play by the Sea</i> . He only needed help on four words. While he is not a fast reader yet, his confidence has grown a lot. More practice will help.

In this second example, this third grader is finishing his second year with SWR.

Advanced Student	B-O-Y	E-O-Y	Notes
Phonogram reading with dialogue	75%	98% basic 50% advanced	The student improved 23% in his ability to read the 70 basic phonograms (69/70). He had only been introduced to two of the advanced phonograms last year, and now he can identify 50%(6/12) of the ones that have been presented this year. We obviously need to practice the advanced phonograms more often.
Phonogram reading with sounds only	95 sec	75 sec	The student was able to read the phonograms accurately and quickly. If I can flip the cards faster, he'll be able to meet his goal of 70 seconds.
Quiz Phonograms	65%	92%	The student progressed this year from 65%-92% accuracy on the basic phonograms. Improving our consistency on daily quizzes will help him get to 100%.
Diagnostic Test	12/25 2.6 GR	26/50 4.9 GR	The student started the year at mid-second grade level on his diagnostic test. At the end of the year, he had more confidence and wanted to finish all 50 words, even though his accuracy was spotty in the higher level vocabulary. His final score put him at the end of fourth grade level. He is almost an entire year above grade level! Some of the words were <i>almost</i> correct, so giving him more review activities each week should help improve his accuracy.
Reading Comprehension	2.5 GR	3.6 GR	The student grew over a year in his reading comprehension averages. He's reading more fluently and making better connections with the content. He breezes through literal comprehension questions, but inferential questions stump him.
Writing Sample			The student was able to write three unrelated sentences at the beginning of the year with some spelling and grammar errors. At the end of the year he was able to independently write a short paragraph with both a topic and a conclusion sentence. All body sentences were on topic, and only six of his words were spelled incorrectly. He needs more work on commas, but all other punctuation was correct.
Reading Sample			The student was not confident with reading aloud at the beginning of the year. His comprehension is better with silent reading. By the end of the year he could read grade level material fluently, stopping now and then to comment on something he'd read or to laugh about something funny. He's now picking up chapter books on his own and asks to go to the library. He also seems excited about his history and science texts, asking for help much less often than this time last year.