

2. Tyvon – 2nd Grade

The **Beginning** and **Advanced Decoding Surveys** were administered to Tyvon because his end-of-year DIBELS scores were below benchmark. At Tyvon’s school, the **Diagnostic Decoding Surveys** are given to all students in grades K–3 who score below benchmark on the ORF screening measure or who receive an instructional recommendation of Strategic or Intensive from DIBELS.

Tyvon’s Screening Assessment Scores

DIBELS - End of Year

Instructional Recommendation: *Strategic - Needs Additional Intervention*

Measure	Score	Risk Category	Accuracy Percentage
Oral Reading Fluency (ORF)	71	Some Risk	Not Provided

Tyvon’s Diagnostic Decoding Surveys Scores

Tyvon

Beginning Decoding Survey

Words Read Correctly (out of 50 total)	Error Column Totals							
	No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend
				Initial	Final			
39	0	0	5	0	0	9	0	0

Advanced Decoding Survey

Words Read Correctly (out of 30 total)	Error Column Totals							
	No Try	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Trigraph	Blend	Ad- vanced Vowel
			Initial	Final				
16	0	4	0	0	2	1	0	5
	Multi-Syllable Words							
	Nonsense Words				Real Words			
	4				1			

Tyvon’s Instructional Recommendation

Without having an Accuracy Percentage score for the ORF, we cannot determine whether Tyvon is reading accurately in context. The WCPM shows that he reads below the DIBELS benchmark of 90 for the end of 2nd grade. The **Diagnostic Decoding Surveys** show that Tyvon has decoding weaknesses, so Tyvon’s intervention instruction should begin with phonics.

Tyvon needs phonics instruction in short vowel sounds and practice reading words with short vowels accurately. After Tyvon demonstrates that he can read single-syllable words with short vowels accurately and with confidence, he needs specific phonics instruction in advanced vowel spellings and in reading multi-syllable words.

REALLY GREAT READING'S **Phonics Boost**™ would be appropriate phonics lessons for Tyvon. His group size should be no larger than 6 so that all students in the group have ample time for oral reading practice. **Phonics Boost** lessons would give Tyvon systematic, explicit phonics and phonemic awareness instruction and extensive practice reading decodable words and sentences. In addition, **Phonics Boost** emphasizes accuracy and comprehension when reading non-decodable content area text.

Detailed Analysis of Tyvon's Decoding Survey

Exhibit 13.2 is Tyvon's **Beginning DS** and Exhibit 13.3 is Tyvon's **Advanced DS**.

Overview

Tyvon's **Beginning DS** *Words Read Correctly* score is 39, which is 9 below the benchmark of 48 (see Chapter 12 for benchmarks). His error column totals show that his two major problems are short vowels (9 errors) and adding or omitting sounds (5 marks).

Tyvon's **Advanced DS** shows us that he misread 14 of 30 words. His score of 16 is only 4 below the benchmark of 20 (see Chapter 12 for benchmarks). The error column totals show us that reading single-syllable words with advanced vowels (5 errors) and unfamiliar multi-syllable words (4 errors) are his major problems on the **Advanced DS**. He also added and omitted sounds when reading (4 marks).

Tyvon's ORF score on DIBELS shows us that he reads slowly. Unfortunately, we do not have any score for Accuracy Percentage to indicate how accurately Tyvon read the DIBELS passage.

Strengths

- **Reads sight words accurately**
- **Reads consonants, digraphs, and blends accurately**
- **Reads words in connected text (sentences) accurately (only one error)**

Weaknesses

- **Not solid with short vowel spelling patterns or short vowel letter sounds**
 - Missed the short vowels in 9 words in isolation on the **Beginning DS** and 2 words in isolation on the **Advanced DS**.
 - Misread short vowels in both real and nonsense words.
- **Not solid with advanced vowel spellings**
 - Missed the advanced vowels in 5 words on the **Advanced DS**.
- **Difficulty reading unfamiliar multi-syllable words**
 - Misread 4 of 5 nonsense multi-syllable words on the **Advanced DS**.
 - This is likely because the vowels confuse him, as shown when he misreads single-syllable words, and possibly because he does not know how to break unfamiliar words into syllables as a word attack strategy.
- **Guesses when reading words**
 - Added or omitted 5 sounds to words on the **Beginning DS** and 4 sounds to single-syllable words on the **Advanced DS**.
 - When a student adds or omits sounds in a word, it confirms he is guessing because he is not limiting himself to reading just the letters in the word.

Exhibit 13.2

2. Tyvon

Beginning Decoding Survey

Student Tyvon
 Grade 2 Date May 7, 2004
 Examiner Teacher A

BEGINNING RECORDING FORM **A**
 DECODING SURVEY


		Error Grid									
Real Words		No Try	Sight Word	Observations							
				Check the appropriate boxes:			<input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow				
				<input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal							
				Sound Added or Omitted	Consonant		Short Vowel				
					Initial	Final					
Sight Words	1 see ✓										
	2 one ✓										
	3 they ✓										
	4 you ✓										
	5 are ✓										
CVC Words	6 rag rug		NA				X				
	7 lid ✓		NA								
	8 dot ✓		NA								
	9 hum ham		NA				X				
	10 bet beet		NA				X				
Digraphs & Short Vowels	11 rich ✓		NA			NA					
	12 shop ✓		NA		NA						
	13 tack track		NA	X		NA					
	14 quit ✓		NA		NA						
	15 moth month		NA	X		NA	X			Blend	
Blends & Short Vowels	16 dust ✓		NA					NA			
	17 step ✓		NA					NA			
	18 trip ✓		NA					NA			
	19 pond pound		NA				X	NA			
	20 brag ✓		NA					NA			
Sentences (irregularly spelled sight words are in italics)											
21-26	✓ ✓ ✓ ✓ ✓ ✓ <i>The cat hid in a box.</i>								NA	NA	
27-35	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <i>The fresh fish is still on the wet grass.</i>										
36-42	✓ ✓ ✓ ✓ ✓ ✓ bathtub <i>Six flat shells were in my bath.</i>				X	X	X				
Nonsense Words											
CVC	43 vop ✓		NA					NA	NA		
	44 yud yude		NA				X	NA	NA		
	45 zin ✓		NA					NA	NA		
	46 keb keeb		NA				X	NA	NA		
Digraphs	47 shap shape		NA		NA		X		NA		
	48 thid ✓		NA		NA				NA		
	49 chut ✓		NA		NA				NA		
	50 weck week		NA			NA	X		NA		
39	Words Read Correctly (out of 50 total)	Error Column Totals		0	0	5	0	0	9	0	0
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend		

Exhibit 13.3

2. Tyvon

Advanced Decoding Survey

Student Tyvon
 Date May 7, 2004


 RECORDING FORM **A**

		Error Grid											
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch	Observations Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow					
Initial	Final												
One Syllable & One Vowel	1	fut	foot					X					
	2	shab	✓			NA							
	3	thox	✓			NA							
	4	lutch	lunch		X		NA						
	5	phim	pim			NA			X		Blend		
	6	gred	greed					X	NA				
	7	strob	✓						NA				Advanced Vowel
	8	misp	✓						NA				
VCE	9	yume	yummy		X			NA	NA	NA	NA	X	
Vowel Teams	10	weag	✓					NA	NA	NA	NA		
	11	jaib	✓					NA	NA	NA	NA		
	12	soam	✓					NA	NA	NA	NA		
	13	foom	foam					NA	NA	NA	NA	X	
	14	vawk	văk					NA	NA	NA	NA	X	
	15	soid	sold		X			NA	NA	NA	NA	X	
	16	zout	✓					NA	NA	NA	NA		
Vowel + R	17	foy	✓				NA	NA	NA	NA	NA		
	18	fird	fried		X			NA	NA	NA	NA	X	
	19	gorf	✓					NA	NA	NA	NA		
	20	lerm	✓					NA	NA	NA	NA		
Error Column Totals				0	4	0	0	2	1	0	5		
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel				

Multi-Syllable Words			
Nonsense Words		Real Words	
	Incorrect or No Try		Incorrect or No Try
21	kimplut ✓	26	fantastic ✓
22	gruckle grumble X	27	several ✓
23	slafnode slanted X	28	attached attack X
24	dirper dripper X	29	recognize ✓
25	panventic panic X	30	lotion ✓
Multi-Syllable Nonsense Word Errors		Multi-Syllable Real Word Errors	
4		1	

16 Words Read Correctly (out of 30 total)

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