Marie Clay Observation Survey Report
Written By Kimberly Frazier
Summary Narrative

Letter Identification

The Letter Identification portion of the Marie Clay assessment determines what letters the student knows and can identify. A list of letters, which includes every letter, both capital and lowercase, is set in front of the student. The student is to identify the letters as the administrator points to them across the page, in a non-alphabetic order.

To introduce the task, the administrator sets the list of letters in front of the student and asks what they are (collectively) called and if they can find some that they know. Then the administrator points to the letters one at a time, asking the student what each is called. The administrator works across the page, starting at the top left, and may use blank note cards to block the rows of letters that are not in question. If the student does not respond, the administrator can prompt the student by asking if he or she knows the name of the letter, the sound it makes, or a word that starts like the letter. Also, if the student does not respond to the first letter, the administrator may start with the first letter of the student’s name, and then go back to the initial starting point in the top left.

The scoring sheet has each letter followed by four columns—‘A’, ‘S’, ‘Word’, and ‘I.R.’. A check is placed in the ‘A’ column next to each letter when the student correctly identifies its alphabet name. A check is placed in the ‘S’ column when the student’s response is a sound that the letter makes. If a student provides a word that is started by the letter in question, then the word that the student said is placed in the ‘Word’ column. If the student answers incorrectly, the incorrect response is recorded in the ‘I.R.’ column of the corresponding letter.
The results of this portion of the assessment help to figure out the student’s primary mode of identifying letters, which letters the child confuses, and letters that they do not yet know. There are a total of fifty-four points, one for each letter on the test. The number of letters the student correctly identifies by either calling it by its name, saying the sound it makes, or providing a word that starts with that letter, counts as a point toward the student’s raw score. The student’s raw score can then be used to discover his or her Stanine group using a Stanine chart. Stanine groups range from one to nine (one, two, and three are below average; four, five, and six are average; seven, eight, and nine are above average).

The student’s whose tests results which I am examining in this report, whom I will refer to as ‘Student A’, received fifty-four points on Letter Identification. This places him in the Stanine group of seven for this task. According to the score sheet, Student A called the letter ‘q’ as ‘p’, but self-corrected himself and correctly identified the letter as ‘q’ before continuing the test. No other mistakes were made.

**Concepts About Print**

The Concepts About Print task addresses a number of questions regarding reading and reading readiness skills and concepts. These skills and concepts include: finding the front of the book; knowing the difference between a picture and text; reading from left to right and making a return sweep at the end of a line, pointing to each word as it is read; identifying the beginning and end of a story; acknowledging when print and pictures are upside-down, recognizing letters, words, and lines and the order in which they belong; and the roles that different punctuation marks make (period, comma, quotations). Students are presented with a specially-designed book
and are asked questions by the administrator throughout the task. Four different books have been developed for the purpose of this assessment.

This task contains twenty-four items that require a student response. Like the Letter Identification task, the raw score the student receives on this test can be translated into a Stanine group number according to a specified Stanine chart. The twenty-four specific concepts that are tested are explained while referencing Student A’s performance.

Student A scored seventeen out of twenty-four possible points on this portion of the assessment, placing him in Stanine group five for this task. Student A correctly identified the front of the book. The student also identified where to start (text), which way to go (left to right, return sweep), and pointed to the text word-by-word while the administrator read the text aloud. He pointed to the beginning and end of the text when asked where the first and last parts of the story were. When asked to point to the bottom of an inverted picture, he pointed to the bottom of the page (incorrect response). Student A also seemed to be confused about inverted text, saying that it was “backwards”, but could not show how to read the lines or attempt to turn the book so that the print was right-side up. He also did not mention anything when lines of text were in the correct order. However, he did indicate, when asked, that two words were out of order and, in one instance out of two, that one word contained letters that were out of order. Student A recognized that text on the left is read before text on the right. He correctly identified the period but not the comma or quotation marks. Student A correctly identified letters and words when asked, including reversible words (‘was’ and ‘on’). Finally, the student identified one and two words, the first and last letter of a word, and a capital letter; however, he did not correctly identify one and two letters within the text.
**Word Test**

The Word Test section of the assessment has the student identify a sample of the most frequent words found in text. The results indicate to what extent the student is familiar with common words and, along with the teacher’s observations, determine the student’s reading level. In the traditional Marie Clay Observation, the administrator chooses from one of three lists of fifteen words each for the student to identify. A practice word can be used to show the student the process of the assessment. Starting at the top of the page, the student reads each word, one at a time, as the administrator points to them. A different series of words may be created to tailor to classroom instruction, in which the student is tested on.

The traditional Marie Clay Assessment is then scored out of fifteen points and a Stanine group can be determined based on student results. Student A was given an alternative format of the test, which contained thirty words for the student to identify. Student A correctly identified twenty-eight out of the thirty words. He responded to ‘no’ as ‘on’ and ‘big’ as ‘dig’, two attempts that had close visual similarity. These results do not have a chart available to determine a Stanine score.

**Writing Vocabulary**

The Writing Vocabulary portion of the test asks the student to write down all of the words he or she knows. The student is limited to a maximum of ten minutes. This task is the most useful when it is administered the first two years of the student’s formal schooling. It provides the student with an opportunity to show what he or she knows about the world. The results of this part of the assessment vary greatly; some students may not even be able to write their complete name, whereas others may write over forty different words.
The administrator introduces the task by explaining to the student that they would like them to write all of the words they know. They are then asked to write their name as their first word. Then, the administrator may prompt the student to write down common words such as ‘the’ or ‘is’ if the child appears to be struggling to think of words. It is important for the administrator to give enough time for the student to think about the words he or she knows.

This part of the assessment has no maximum score associated with it; however, a Stanine group can still be determined based on individual results. One point is scored for each word. The word must be spelled correctly as the child indicates its oral pronunciation. The child must also actually know the word and it should not count if it was taken from somewhere in the surrounding environment (for example, a poster on the wall) that the child would not have written down if it were absent. The word can be counted if it is readable from right to left, only if the child wrote the word from right to left. Also, each word is counted as a point, even if they are in the same word family or if they are derived from a series (look, looks, looking). Capital letters are also acceptable and may be substituted for lower case letters.

Student A received a score of twenty-seven. He initially wrote thirty-seven words, but ten of them were spelled incorrectly and were not included in his final score. The majority of words spelled incorrectly had close visual similarity, such as ‘uq’ (up), ‘com’ (come), and ‘Bisball’ (baseball). His score places him in Stanine group three.
Marie Clay Observation Survey Data Set 4
**OBSERVATION SURVEY SUMMARY SHEET**

Name: [Handwritten Name]
Date: 12/10/09
School: Eagle Bluff Elementary
Recorder: [Handwritten Name]
D. of B.: ______ Age: ______ yrs ______ mths

### Text Titles

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<tr>
<th>Easy</th>
<th>Running Words</th>
<th>Error Ratio</th>
<th>Accuracy Rate</th>
<th>Self-correction Ratio</th>
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### Directional Movement


### Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

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### Cross-checking on information (Note that this behaviour changes over time)

### How the reading sounds

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<th>Hard</th>
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### Letter Identification

During this part of Marie Clay's observation survey, he gave me the alphabet response for the letters. He self-corrected his confusion of a for g.

### Concepts About Print

- Sand
- Stones
- Shoes (Moon)

He did not appear to notice the inversion of number eight, the backwards text on number nine, or the line alteration on number ten.

### Word Reading

He made two attempts that had close visual similarity: dig and on.

Eagle Bluff Elementary's Word List

Wrote twenty seven words correctly:

- big
- red
- play
- bed
- sun
- come
- yellow
- baseball

### Writing Vocabulary

Words that had close visual similarity:

up, rob, glay, bid, san, com, volle, Bisball, volle

### Hearing and Recording Sounds in Words

- A
- B
- C
- D
- E

### Other tasks

- Writing sample
- Story
- Spelling

* Circle whatever was used

An Analysis of the Child's Strategic Activity

Useful strategic activity on text:
- moves across print from left to right with return sweep
- is familiar with books and stories
- appears to have a positive attitude toward books and reading
- exhibits voice-print match
- enjoys being read to

Problem strategic activity on text:
- was distracted only for a moment when his mom walked by (otherwise he was very attentive)

Useful strategic activity with words:
- recognized words (list) in isolation
- wrote 27 words
- can articulate words slowly

Problem strategic activity with words:
- on CAP test he does not recognize picture inversion or line alteration

Useful strategic activity with letters:
- identified 54 letters (capital and lower case letters) by letter name

Problem strategic activity with letters:
- confused one letter on Letter Identification (example of the one letter: two letters correspondence)
- on the CAP test he failed to locate the print, words, and letters. During the informal interview, appeared to understand that reading involves comprehension of a story an author wrote.

Summary statement:
During the Marie Clay Observation Survey, demonstrated his knowledge of books, print, words, and letters. During the informal interview, appeared to understand that reading involves comprehension of a story an author wrote. Was attentive throughout the survey.
OBSERVATION SURVEY SUMMARY SHEET
Recommended for survey checks after one year of instruction

Name: ______________________ Date: __________ D. of B. __________ Age: ____ yrs ____ mths
School: ______________________ Recorder: ______________________

Text Titles

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<th>Running words</th>
<th>Error rate</th>
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Directional movement

Analysis of Errors and Self-corrections
Cues used or neglected [Meaning (M) Structure or Syntax (S) Visual (V)]

Easy

Instructional

Hard

Cross-checking on cues (Note that this behaviour changes over time)

______________________________

LETTER IDENTIFICATION

CONCEPTS ABOUT PRINT

MOON SAND STONES


WORD TEST (CLAY) LIST A __________ LIST B __________ LIST C __________

OTHER READING TEST

WRITING SAMPLE
Language: __________ Message: __________ Direction: __________

WRITING VOCABULARY

HEARING SOUNDS IN WORDS (DICTATION)

STORY

SPELLING
**LETTER IDENTIFICATION SCORE SHEET**

**Name:**

**Age:** 10

**Recorder:**

**Date of Birth:**

**Date:** 2/12/09

**TEST SCORE:** 54/54

**STANINE GROUP:**

**Confusions:**

\[
\begin{align*}
\text{P} & - \text{he made} \\
\text{q} & - \text{a self correction}
\end{align*}
\]

**Letters Unknown:**

He knew all the letters!

**Comment:**

p sc or

**Recording:**

- **A** Alphabet response: tick (check)
- **S** Letter-sound response: tick (check)
- **Word** Record the word the child gives
- **I.R.** Incorrect response: Record what the child says

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<th>S</th>
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**TOTALS**

**TOTAL SCORE**
# Concepts About Print Score Sheet

**Date:** 2/12/09  
**Test Score:** 17 / 24

<table>
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<tr>
<th>Name:</th>
<th></th>
<th><strong>Age:</strong> 6</th>
<th><strong>Test Score:</strong> 17 / 24</th>
<th><strong>Date of Birth:</strong></th>
<th><strong>Stanine Group:</strong></th>
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## Page 1

1. Pointed to the cover
2. Pointed to beginning of the sentence
3. Pointed to I moved left, then return
4. Sweep to left
5. Pointed to words as I read
6. Pointed to I
7. Pointed to me
8. Pointed to bottom of the upside down page
9. Pointed to end of the sentence, but mentioned the text was backwards
10. Did not mention line alteration
11. He pointed to left page
12. He said moon should be before had
13. Said eth is spelled the
14. Did not mention letter order - did not find anything wrong
15. Said it was a question
16. Said it was a period
17. Said it was an equation
18. No comment
19. Located pin path and m in my
20. Pointed to correct words
21. Showed two 1's: 11
22. Showed 110
23. Followed - followed me
24. T (The) e (home)

cat ✓  l ✓  it ✓
red ✓  can ✓  not ✓
look ✓  at ✓  to ✓
my ✓  mom ✓  big, dig
and ✓  the ✓  go ✓
dog ✓  no : on  love ✓
me ✓  yes ✓  stop ✓
we ✓  see ✓  are ✓
dad ✓  you ✓  a ✓
is ✓  has ✓  have ✓

name  iate 2/12/09 #correct 28/30

Two attempts had close visual similarity:

dig on
big no
Mom Dad dog
Book Alberts come
Yolle omb Big is to
come
yellow
in Fish I a
like see my and
me we
here up at
Gern look go
up
these

Bis Ball
baseball
Nike
Nick

red
red

Bid
bed

Tap
jump

glay
play

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swa
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*use 1978 charts*