



Reading Camps Assessment Overview

The Three Little Pigs

Please note, this assessment component of the Reading Camp is entirely optional and should be used at the facilitator's discretion. If you choose to use this, information garnered will only be used by you, the facilitator. Out of the Blue Enterprises will NOT be collecting any data at this time.

If you would like to include assessments as part of your Reading Camp program, we have included the below assessment protocol based on previous assessments used.

Participants in SUPER WHY Reading Camps will be given **two** assessments to test campers' knowledge of the four literacy skills taught throughout the week. Enclosed please find the:

- Pre-Interview: entire assessment is given at one time before camp instruction begins
- Post-Interview: assessment is divided by skill and should be administered at the end of each camp day

The assessment is divided into the following sections:

Alpha Pig Day: Letter Identification Assessment

Wonder Red Day: Decoding, Segmenting Assessment

Princess Presto Day: Letter Sounds, Encoding Assessment

Super Why Day: Reading Words & Comprehension Assessment

The pre- and post-interviews test the same skills but are administered differently:

The first (pre-) interview with each child should happen at registration prior to any instruction. During the pre-interview each child should be given the entire assessment. They should complete all sections in one sitting. This Pre-interview should take approximately 15 minutes to administer.

The second (post-) interview with each child should be given during the Wrap-Up of each instructional day. The post-interview is the same as the pre-interview, but will be given over the course of four days

instead of in one sitting. Each day's post-interview assessment will be administered on the day that corresponds to the character that the campers focused on that day. Each post-interview should take approximately 3-4 minutes to administer. On Alpha Pig and Princess Presto Days, please be sure to answer the "Which letters did you teach today?" question. Campers should complete each day's assessment in full, regardless of the letters taught.

How To:

Make enough copies of each assessment interview for each camper enrolled.

These interviews need to be administered individually to each camper.

Follow the directions within the assessment. Please leave the line next to "Total" blank.

Test scores can be compared between the Pre and Post test.

There can be one or more interviews going on simultaneously if there is more than one adult present.

Camper's Name: _____

SUPER WHY & The Three Little Pigs
Reading Camp Pre-Interview Assessment

[INTERVIEWER] Hi my name is _____. Today, we are going to play some games with letters and words. First I need to ask you just a few questions. What is your name? How do you spell that?

Camper's Name: _____

Ok, now how old are you? When is your birthday?

Age: _____ Birthday: _____

Great, now we can play.

To Get Ready:

- Sit on the floor or at a table, and ask the child to sit across from you, facing you.

MATERIALS:

- Letter Flash Cards: P, W, I, L, B, T, A, O, F, G
- A visual of the Alphabet presented in order.
- Word Flash Cards: WALL, TALL, BALL, FALL, HALL, CALL
- A visual of three words listed: good, red, small
- A visual of three words listed: small, good, red

Camper's Name: _____

Day 1: Alpha Pig Day: Letter Identification Assessment

[INTERVIEWER] We are going to look at some letters. I'm going to show you a letter, and then you'll tell me its name, ok?

[HOLD OUT THE LETTER CARD IN FRONT OF YOU SO THE CHILD CAN CLEARLY SEE THE LETTER.]

[INTERVIEWER] Ask, "What letter is this?"

[CODING: Write the letter that the child says on the line next to the letter asked about.]

___ P

___ W

___ I

___ L

___ B

___ T

___ A

___ O

___ F

___ G

Total: _____

[INTERVIEWER] Great Job.

Camper's Name: _____

Day 1: Alpha Pig Day: Letter Identification Assessment Continued

Now I'm going to show you a picture with all the letters of the alphabet on it. I'm going to say a letter, and then you find it on the picture, OK?

[PUT THE PICTURE OF THE WHOLE ALPHABET IN ORDER IN FRONT OF THE CHILD]

[INTERVIEWER] Say, "Find the letter B." [CONTINUE THROUGH THE WHOLE LIST BELOW.]

[CODING: Write the letter that the child points to on the line next to the letter asked about.]

- ___ B
- ___ L
- ___ O
- ___ I
- ___ A
- ___ T
- ___ F
- ___ W
- ___ P
- ___ G

Total: _____

[INTERVIEWER] Great Letter Finding!

Camper's Name: _____

Day 2: Wonder Red Day: Decoding Assessment

[INTERVIEWER] We're going to read some words. I am going to put down a word, and you read it. Ok?!

[PUT DOWN A WORD]

[INTERVIEWER] Ask, "What word is this?" DO NOT TELL THEM THE WORD. Mark whether the kid reads the word fully (as fluent readers would read it) or can only blend it (segmented reading). Move on to the next question.

[REPEAT FOR EACH WORD]

[CODING: Write a '1' in the Read Word column if the camper read the full word as a fluent reader would. If child reads the whole word as W-ALL, mark 1 in the segments column. If the child could not read the word at all, mark both columns with a '0']

Read Word	Read word in segments	Transfer
___ WALL	___ W- -ALL	(near)
___ TALL	___ T- -ALL	(near)
___ BALL	___ B- -ALL	(near)
___ FALL	___ F- -ALL	(far)
___ HALL	___ H- -ALL	(far)
___ CALL	___ C- -ALL	(far)

[INTERVIEWER] Great word reading.

Camper's Name: _____

Day 3: Princess Presto Day: Letter Sounds, Encoding Assessment

[INTERVIEWER] We're going to play a game with letter sounds. I'm going to say a sound, and you tell me what letter makes that sound, ok?

[INTERVIEWER] Say: What letter makes the sound /t/?

[CONTINUE THROUGH THE WHOLE LIST BELOW]

[CODING: Write a '1' next to the sound if they say the correct letter name. Write a '0' if the wrong letter is said.]

(Make the sound /t/ as in TABLE)	___ /T/	Total: _____
(Make the sound /i/ as in IGLOO)	___ /I/	
(Make the sound /b/ as in BIG)	___ /B/	
(Make the sound /f/ as in FISH)	___ /F/	
(Make the sound /w/ as in WOLF)	___ /W/	
(Make the sound /a/ as in APPLE)	___ /A/	
(Make the sound /p/ as in PIG)	___ /P/	
(Make the sound /g/ as in GOOSE)	___ /G/	
(Make the sound /o/ as in OCTOPUS)	___ /O/	
(Make the sound /o/ as in OPEN)	___ /O/	
(Make the sound /L/ as in LADDER)	___ /L/	

PART TWO: ENCODING

[INTERVIEWER] Say: Ok, now I'm going to ask you to spell some words. How do you spell BIG? How do you spell PIG?

[CODING: Mark a "1" for each correct letter said in any order, and add a "1" if the whole word is spelled correctly AND in the right order.]

___ BIG (Near)
___ B
___ I
___ G

___ PIG (Near)
___ P
___ I
___ G

Camper's Name: _____

Day 4: Super Why Day: Reading Words & Opposites

[INTERVIEWER] We're going to play a game with words. I'm going to ask you a question and you pick the word that answers my question, ok?

[SHOW THREE WORD CHOICES.]

[CODING: Write a mark next to the word the child picks. They need to pick one word.]

[INTERVIEWER] Which word is the opposite of big? Is it small, red, or good?

___ small ___ red ___ good

[INTERVIEWER] Which is the word small?

___ small ___ red ___ good

If no response or wrong response to previous question:

[INTERVIEWER] Which is the word small? I think it has the 'all' in it?

___ small ___ red ___ good

[SHOW THREE WORD CHOICES.]

[INTERVIEWER] What is the opposite of bad? Is it red, good, or small?

___ red ___ good ___ small

[INTERVIEWER] Which one is the word good?

___ red ___ good ___ small

If no response or wrong response to previous question:

[INTERVIEWER] Which one is the word good? I think it starts with the letter g?

___ red ___ good ___ small

Total: _____

Camper's Name: _____

SUPER WHY & The Three Little Pigs
Reading Camp Post-Interview Assessment
Day 1: Alpha Pig Day

[INTERVIEWER] Hi my name is _____. Today, we are going to play some games with letters and words. First I need to ask you just a few questions. What is your name? How do you spell that?

Camper's Name: _____

Ok, now how old are you? When is your birthday?

Age: _____ Birthday: _____

Great, now we can play.

To Get Ready:

- Sit on the floor or at a table, and ask the child to sit across from you, facing you.

MATERIALS:

- Letter Flash Cards: P, W, I, L, B, T, A, O, F, G
- A visual of the Alphabet presented in order.

Camper's Name: _____

Day 1: Alpha Pig Day: Letter Identification Assessment

What letters did you teach today? (circle) W O L F B P I G T A

[INTERVIEWER] We are going to look at some letters. I'm going to show you a letter, and then you'll tell me its name, ok?

[HOLD OUT THE LETTER CARD IN FRONT OF YOU SO THE CHILD CAN CLEARLY SEE THE LETTER.]

[INTERVIEWER] Ask, "What letter is this?"

[CODING: Write the letter that the child says on the line next to the letter asked about.]

- ___ P
- ___ W
- ___ I
- ___ L
- ___ B
- ___ T
- ___ A
- ___ O
- ___ F
- ___ G

Total: _____

[INTERVIEWER] Great Job.

Camper's Name: _____

Day 1: Alpha Pig Day: Letter Identification Assessment Continued

Now I'm going to show you a picture with all the letters of the alphabet on it. I'm going to say a letter, and then you find it on the picture, OK?

[PUT THE PICTURE OF THE WHOLE ALPHABET IN ORDER IN FRONT OF THE CHILD]

[INTERVIEWER] Say, "Find the letter B." [CONTINUE THROUGH THE WHOLE LIST BELOW.]

[CODING: Write the letter that the child points to on the line next to the letter asked about.]

- ___ B
- ___ L
- ___ O
- ___ I
- ___ A
- ___ T
- ___ F
- ___ W
- ___ P
- ___ G

Total: _____

[INTERVIEWER] Great Letter Finding!

Camper's Name: _____

SUPER WHY & The Three Little Pigs
Reading Camp Post-Interview Assessment
Day 2: Wonder Red Day

[INTERVIEWER] Hi my name is _____. Today, we are going to play some games with letters and words. First I need to ask you just a few questions. What is your name? How do you spell that?

Camper's Name: _____

Ok, now how old are you? When is your birthday?

Age: _____ Birthday: _____

Great, now we can play.

To Get Ready:

- Sit on the floor or at a table, and ask the child to sit across from you, facing you.

MATERIALS:

- Word Flash Cards: WALL, TALL, BALL, FALL, HALL, CALL

Camper's Name: _____

Day 2: Wonder Red Day: Decoding Assessment

[INTERVIEWER] We're going to read some words. I am going to put down a word, and you read it. Ok?!

[PUT DOWN A WORD]

[INTERVIEWER] Ask, "What word is this?" DO NOT TELL THEM THE WORD. Mark whether the kid reads the word fully (as fluent readers would read it) or can only blend it (segmented reading). Move on to the next question.

[REPEAT FOR EACH WORD]

[CODING: Write a '1' in the Read Word column if the camper read the full word as a fluent reader would. If child reads the whole word as W-ALL, mark 1 in the segments column. If the child could not read the word at all, mark both columns with a '0']

Read Word	Read word in segments	Transfer
___ WALL	___ W- -ALL	(near)
___ TALL	___ T- -ALL	(near)
___ BALL	___ B- -ALL	(near)
___ FALL	___ F- -ALL	(far)
___ HALL	___ H- -ALL	(far)
___ CALL	___ C- -ALL	(far)

[INTERVIEWER] Great word reading.

Camper's Name: _____

SUPER WHY & The Three Little Pigs
Reading Camp Post-Interview Assessment
Day 3: Princess Presto Day

[INTERVIEWER] Hi my name is _____. Today, we are going to play some games with letters and words. First I need to ask you just a few questions. What is your name? How do you spell that?

Camper's Name: _____ Ethnicity: _____

Ok, now how old are you? When is your birthday?

Age: _____ Birthday: _____

Great, now we can play.

To Get Ready:

- Sit on the floor or at a table, and ask the child to sit across from you, facing you.

MATERIALS:

- None

Camper's Name: _____

Day 3: Princess Presto Day: Letter Sounds, Encoding Assessment

What letters did you teach today? (circle) **W O L F B P I G T A**

[INTERVIEWER] We're going to play a game with letter sounds. I'm going to say a sound, and you tell me what letter makes that sound, ok?

[INTERVIEWER] Say: What letter makes the sound /t/?

[CONTINUE THROUGH THE WHOLE LIST BELOW]

[CODING: Write a '1' next to the sound if they say the correct letter name. Write a '0' if the wrong letter is said.]

(Make the sound /t/ as in TABLE)	___ /T/
(Make the sound /i/ as in IGLOO)	___ /I/
(Make the sound /b/ as in BIG)	___ /B/
(Make the sound /f/ as in FISH)	___ /F/
(Make the sound /w/ as in WOLF)	___ /W/
(Make the sound /a/ as in APPLE)	___ /A/
(Make the sound /p/ as in PIG)	___ /P/
(Make the sound /g/ as in GOOSE)	___ /G/
(Make the sound /o/ as in OCTOPUS)	___ /O/
(Make the sound /o/ as in OPEN)	___ /O/
(Make the sound /l/ as in LADDER)	___ /L/

Total:

PART TWO: ENCODING

[INTERVIEWER] Say: Ok, now I'm going to ask you to spell some words. How do you spell BIG? How do you spell PIG?

[CODING: Mark a "1" for each correct letter said in any order, and add a "1" if the whole word is spelled correctly AND in the right order.]

___ BIG (Near)
___ B
___ I
___ G

___ PIG (Near)
___ P
___ I
___ G

Camper's Name: _____

SUPER WHY & The Three Little Pigs
Reading Camp Post-Interview Assessment
Day 4: Super Why Day

[INTERVIEWER] Hi my name is _____. Today, we are going to play some games with letters and words. First I need to ask you just a few questions. What is your name? How do you spell that?

Camper's Name: _____

Ok, now how old are you? When is your birthday?

Age: _____ Birthday: _____

Great, now we can play.

To Get Ready:

- Sit on the floor or at a table, and ask the child to sit across from you, facing you.

MATERIALS:

- A visual of three words listed: good, red, small
- A visual of three words listed: small, good, red

Camper's Name: _____

Day 4: Super Why Day: Reading Words & Opposites

[INTERVIEWER] We're going to play a game with words. I'm going to ask you a question and you pick the word that answers my question, ok?

[SHOW THREE WORD CHOICES.]

[CODING: Write a mark next to the word the child picks. They need to pick one word.]

[INTERVIEWER] Which word is the opposite of big? Is it small, red, or good?

___ small ___ red ___ good

[INTERVIEWER] Which is the word small?

___ small ___ red ___ good

If no response or wrong response to previous question:

[INTERVIEWER] Which is the word small? I think it has the 'all' in it?

___ small ___ red ___ good

[SHOW THREE WORD CHOICES.]

[INTERVIEWER] What is the opposite of bad? Is it red, good, or small?

___ red ___ good ___ small

[INTERVIEWER] Which one is the word good?

___ red ___ good ___ small

If no response or wrong response to previous question:

[INTERVIEWER] Which one is the word good? I think it starts with the letter g?

___ red ___ good ___ small

Total: _____

Day 1

P

W

I

L

B

T

A

O

F

G

Day 1

A B C D E F

G H I J K L M

N O P Q R S T

U V W X Y Z

WALL

BALL

TALL

CALL

Day 2

FALL

HALL

Day 4

good

red

small

Day 4

small

good

red