

Handout #6: Concept of Word (COW)

Assessment Directions

<p>Before Assessing COW</p>	<p><u>Purpose:</u> Explain to the student that you are going to look at a list of words and read a story together.</p> <p>1. <u>Show Word List:</u> Show the student a list of words from the poem. Record any words the student already knows. Ask student to skip unknown words.</p> <p>2. <u>Teach the Poem/Song:</u> Introduce the poem by reading the title or saying, “this poem is about _____. Have you heard this rhyme before? Recite it to student. Teach the student to memorize the poem. Use the pictures as memory aids as needed.</p>
<p>Assessing COW</p>	<p>3. <u>Assess Student’s Tracking:</u> Adult reads the rhyme & points to each word. Choral read & point together. Ask the student to read and point alone. [<u>score tracking</u>]</p> <p>4. <u>Identifying Words in Context:</u> After the student reads the poem, ask them about the <u>underlined</u> words: What word is this? [<u>point</u>]. Record student’s score.</p>
<p>After Assessing COW</p>	<p>5. <u>Show Word List Again:</u> Show the list of words in isolation again. Record any words the student knows after learning the poem.</p>

Concept of Word Score Sheet

Student's Name: _____

Date: _____

Title of Rhyme/poem: _____

<p>Before Assessing Concept Of Word In Text</p> <p><i>went back still run coach but football onto</i></p>	<p>1. Show Word List: (BEFORE)</p> <p># of known words ____ / 8 words List known words:</p> <p>Notes:</p>	<p>2. Teach the Poem/Song <i>(use picture supports as needed)</i></p> <p>Memorizing the poem was: <i>(Circle one)</i> easy / average / difficult</p> <p>Examples of difficult words or phrases:</p>
<p>During Assessing Concept Of Word In Text:</p> <p>The <u>football</u> team <u>went</u> out one day.</p> <p><u>Onto</u> the field to <u>run</u> the plays.</p> <p>The <u>coach</u> yelled, "Go <u>back</u>, go back!"</p> <p><u>But</u>, the quarterback <u>still</u> got sacked.</p>	<p>3. Tracking Task: <i>(score ✓ if pointed <u>entire</u> line correctly. Self-corrections are correct but note them with SC)</i></p> <p style="text-align: center;">NOTES</p> <p>Line 1: _____ Line 2: _____ Line 3: _____ Line 4: _____</p> <p>Summarize tracking (circle choice):</p> <p>A. No discernible unit or direction B. Letter by letter C. Points to stressed beats & confuses multisyllabic words D. Points to most individual words and self-corrects errors E. Points to each word accurately and consistently</p> <p>Notes:</p>	<p>4. Identifying Words in Context: <i>(score 1 pt for each word correctly identified. Self-corrections are correct but note them with SC)</i></p> <p style="text-align: right;">NOTES</p> <p>Line 1: ____/2 Line 2: ____/2 Line 3: ____/2 Line 4: ____/2</p> <p>TOTAL: _____ / 8 words</p> <p>Notes:</p>
<p>After Assessing Concept Of Word In Text</p>	<p>5. Show the Word List Again:</p> <p># of known words ____ / 8 words List known words:</p> <p>Notes:</p>	

Interpreting a Concept of Word Assessment

Tasks	Guiding Questions
<p>1. Word List (BEFORE) & 2. Teaching Poem/Song</p>	<ul style="list-style-type: none"> ➤ How many words on the word list were known? ➤ Was the reading automatic or hesitant? ➤ What decoding strategies were observed? ➤ How quickly did the student learn the poem/rhyme? ➤ Which words, phrases, or concepts were difficult?
<p>3. Tracking Task</p>	<ul style="list-style-type: none"> ➤ Could the student recite the poem accurately? ➤ How would you describe the student's overall pointing (accuracy & speed): <ul style="list-style-type: none"> Lacks COW a. No discernible unit or direction Developing COW b. Letter by letter Firm COW c. Points to stressed beats & confuses multisyllabic words d. Points to most individual words and self-corrects errors e. Points to each word accurately and consistently ➤ Where did errors in tracking occur? <ul style="list-style-type: none"> <input type="checkbox"/> Beginning, middle, or end of lines <input type="checkbox"/> multisyllabic words ➤ Could the student track the entire text or need to go line by line?
<p>4. Identifying Words in Context:</p>	<ul style="list-style-type: none"> ➤ How many words could the student identify? ➤ What strategies did the student use ? <ul style="list-style-type: none"> ○ <i>None observed</i> ○ <i>Guessing</i> ○ <i>Recited/fingerpointed the entire line/poem</i> ○ <i>Relied on initial/final sounds</i> ○ <i>Looked at illustrations</i> ○ <i>Asked adult</i> ○ <i>Other:</i>
<p>5. Reading Word List Again (AFTER)</p>	<ul style="list-style-type: none"> ➤ How many words on the word list were known? ➤ Was the reading automatic or hesitant? ➤ What decoding strategies were used? ➤ Compare the word lists <u>before</u> & <u>after</u> reading. ➤ Compare performance on word lists and identifying words in context.