

A large, light green beanstalk with leaves and a red mushroom at its base. Four cartoon children are climbing it: a boy in a green mask and blue suit, a girl in a purple and red outfit, a girl in a pink dress and tiara, and a pig-like character in a blue suit and orange hat. The background is white with a blue border.

Chattahoochee Elementary Super WHY! Reading Camp

Assessment Analysis

2015

ABSTRACT

Chattahoochee Elementary School participated in the Super WHY! summer reading camp in the summer of 2015. The camp was designed for children entering kindergarten or first grade and was taught by Chattahoochee Elementary school teachers. Participants begin each day by viewing a segment of a Super WHY! television episode that teaches phonemic awareness, phonics, fluency and comprehension skills for specific letters and words. For the remainder of the day participants review the reading concepts presented in the episode and complete corresponding activities, crafts and games. The reading curriculum is designed as a three week camp, however, teachers at this site adapted the lessons to fit into the six week summer camp that is currently offered to students. As a result, students completed the Super WHY! curriculum in addition to supplemental learning activities deemed appropriate by the teachers and administrators.

On the first day of the Super WHY! reading camp, participants completed a pre-assessment to determine their prior knowledge of the learning material. The same tool was given as a post-assessment to determine specific learning gains made throughout the six weeks. The following analysis reports details of the assessments, the demographics of the camp, and the results and outcomes of the assessments.

ASSESSMENT

The Super WHY! reading camp participants completed a pre-assessment on the first day of the program. They also completed the same assessment, as a post-assessment, on the final day of camp. This assessment tool concentrated on the reading skills that were taught within the six week curriculum. It was comprised of three sections; phonics, fluency and comprehension.

Components of Assessment

Phonics	Letter recognition, Sound correspondence, Word reading <i>Examples: n, m, o; /n/, /m/, /o/; pig, sun, lake, wall</i>	15 points
Comprehension	Questions from the episodes and lessons <i>Example: Which is a healthy food? Point to the word carrot.</i>	10 points
Fluency	Reading sentences independently <i>Example: There was a big bad wolf.</i>	8 points

DEMOGRAPHICS

Participants

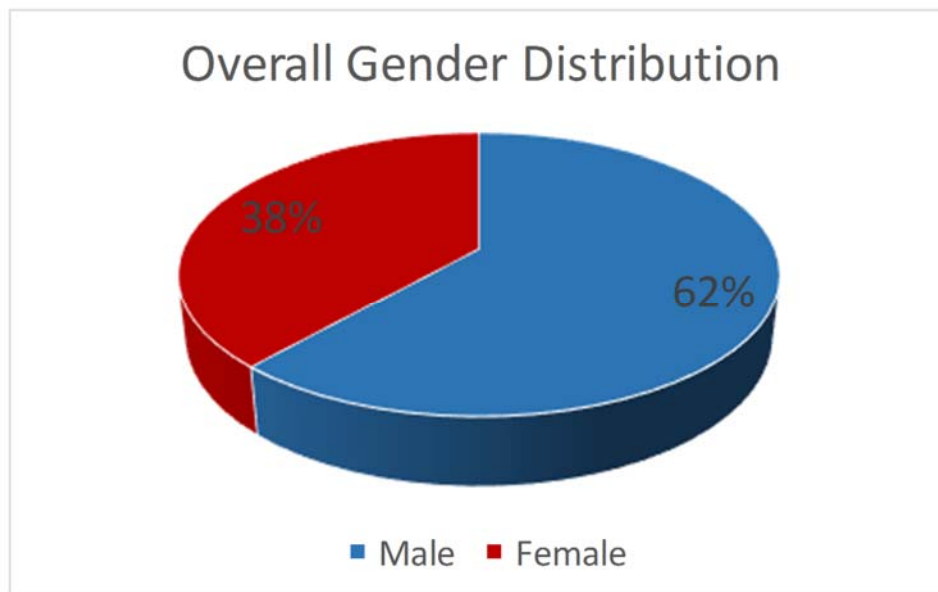
There were thirteen participants enrolled in the Super WHY! reading camp in the summer of 2015. Ten students were able to complete all of the pre-assessments (two students who were absent a week missed week 2 while the third missed both weeks) and 10 students were able to complete all of the post-assessments (all three students who missed a week missed week 1). The three students who missed the pre-assessments were the same that missed the post-assessments. Due to unforeseen complications, week 3 was abandoned, leaving scores out of 66 instead of 100.

Breakdown of participants

Total number of participants....13
Students present for pre-assessment....10
Students present for post-assessment...10

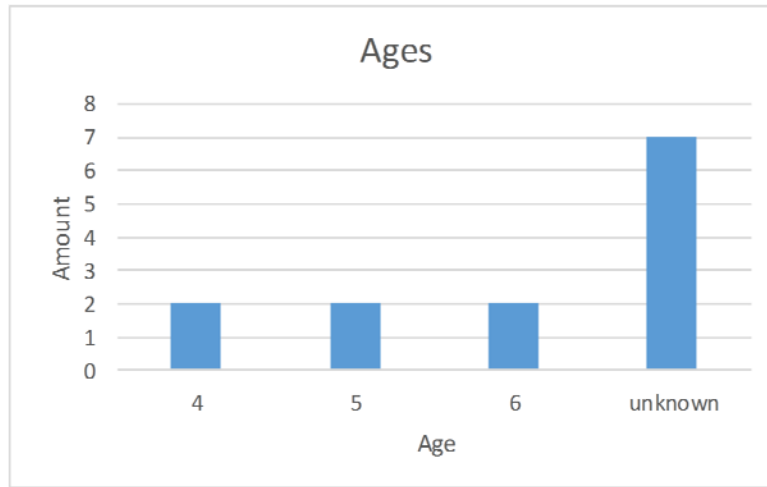
Gender Distribution

Eight boys and five girls participated in the Super WHY! reading camp, therefore the male to female ratio was 62:38. Out of the three students that did not complete a pre/post assessment, two were male and one was female.



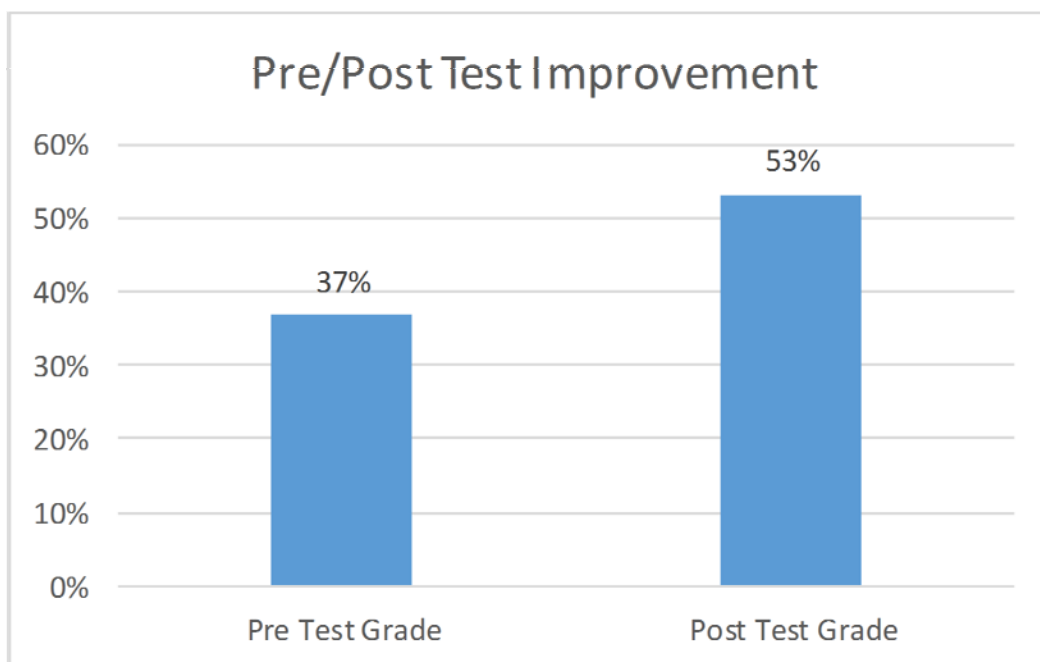
Age Distribution

The majority of the Super WHY! participants were between four and six years of age. However, we did come across a problem of getting an accurate age for over half of them. Seven out of the thirteen students have ages listed as: unknown.



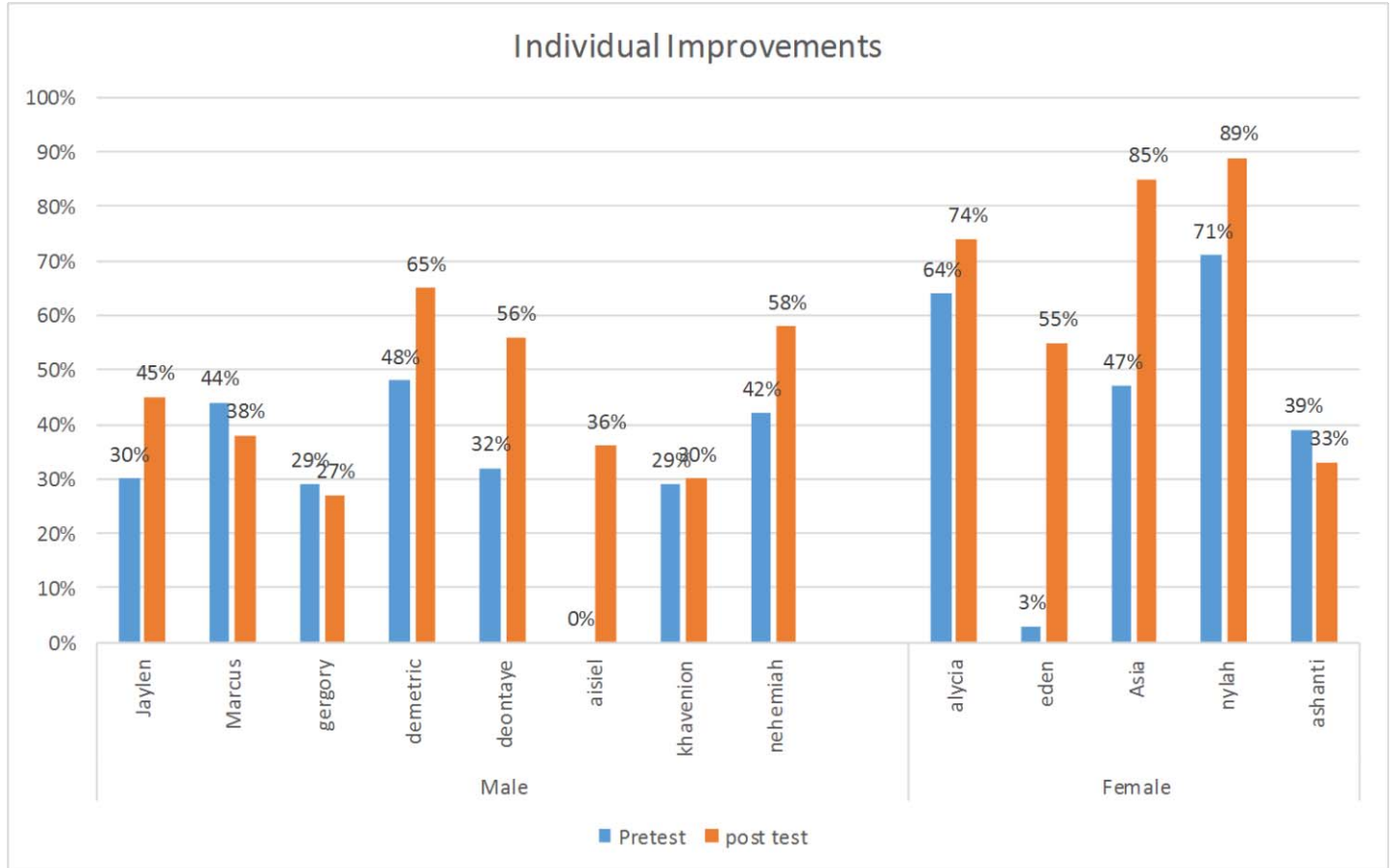
RESULTS

Our data was gathered on the known assumption that not all students would be in attendance every day, regardless of assessment dates, and differing attention spans. Nonetheless, we were successful in gathering our data and students participating in the camp were successful in improving their scores. Overall, ten out of the thirteen students that participated in the camps did improve during the post-assessments, some improving as little as 1% and some improving as much as 50%. On average, the whole group went from a 37% average on pre-assessments to 53% on post-assessments. Female students showed more knowledge from the beginning and overall more improvement on scores, starting at 45% on pre-assessments to 67% on post-assessments, while the male average score was 32% on pre-assessments to 44% on post-assessments.



Individual Improvements

Most participants of both genders showed improvement on the reading skills taught during the six week reading camp. The figure below depicts students' specific scores as well as their respective gender.



SUMMARY

The success of the Super WHY! reading camp is illustrated by the student outcomes detailed in this analysis. Most of the participants, regardless of age, grade, or gender, showed improvement on the targeted skills throughout the duration of the camp. The results detailed in this analysis illustrate students' increased knowledge of the specified phonics, comprehension, and fluency skills, indicating that the 2015 Chattahoochee Elementary Super WHY! Reading Camp was a success.