

Integrating podcasting in writing for kindergarteners

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This research will be conducted on the outcome of writing standards for kindergarteners who are considered at-risk based on their DIBELS literacy scores. This study will be conducted at Thomas County School for primary students. The students who are at-risk will participate in using podcasting to orally demonstrate their understanding of the common core writing standards.

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Introduction

Teaching writing with kindergarteners under the new common core standards presents problems for many students especially those considered to be at-risk. Many students are required to demonstrate their knowledge through writing which is a demanding task at this age. However, many students can verbally demonstrate their knowledge of many topics. This year kindergarten teachers are required to give students three Performance Based Writing Assessments (PBA's) every nine weeks. These assessments ask students with teacher assistance to compare and contrast familiar texts using drawings, writings and dictation. Sometimes they are asked to compare as many as four different texts. Students are asked to perform these tasks although many of them do not yet have a good pencil grip, have made letter sound associations or even realize that, "what I say can be written." This gave me the idea of using podcasting to lighten the burden of writing with at-risk students.

Purpose Statement

The purpose of this study is to address the methods by which we assess writing in kindergarten. As new formats of reading and writing are used, our national testing requirements for reading and writing are still administered through print-based texts Walsh, (2010). Therefore, according to Walsh (2010), we need to redesign our methods of assessing these multiliteracies. With adoption of Thomas County's Performance Based Writing Assessments, many at-risk students will be unable to meet the assessments expectations. This researcher offered podcasting

as an alternative to the demanding task of writing to determine if this is an effective intervention for at-risk students. This research answered the following questions:

- (1) Does offering students an oral alternative increase the students' ability to compare and contrast characters, events or dilemmas in stories?
- (2) Is podcasting a valid tool to make the connection of "what I say can be written?"
- (3) Does using podcasts increase students' scores on performance based writing assessments?

Importance of Study

As the Performance Based Assessments for kindergarten are new to Thomas County this year, this research offered an oral alternative to the demanding written task of this assessment. This will help determine if (a) the student can orally compare and contrast characters, events or dilemmas in texts or (b) the student can orally demonstrate fluency through expressive language and (c) the student can demonstrate comprehension of texts orally. The podcasts will show what the student has achieved in ways writing will not at this age.

Definition of terms

- Podcasting can be thought of as an alternative radio channel with no FCC regulations (Riddle, 2010). It is an oral alternative to the demanding task of writing to determine if students have comprehended texts and as well could be considered an Assistive Technology for at-risk and English language learner students.
- [DIBELS](#): The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade.

- Performance Based Writing Assessment (see rubric in Appendices).

Literature Review

Developmentally Appropriate Practices

In building a literature rich environment for young children we must address the impact of technology on literacy skills. Students today learn to read using a device that combines; images, music and graphics, as often as the read a book (Walsh, 2010). I am interested to know how experts of young children view using technology for literacy with young children. With the market full of devices and programs, this researcher wanted to find the best device and program with which to help at-risk students. Additionally, I sought to know what conditions would have the most impact on these students. Would the at risk students benefit from small groups or from a one on one experience with the teacher? In particular this research focused on using podcasting for this age group. As using voice and video would meet many of the Universal Designs for Learning, this was an excellent match for at-risk students. However, it is important to know what the literature says about the developmental appropriateness of using technology with young children and in particular if podcasting is effective and if so which settings have the best outcomes.

The National Association of Educators of Young Children (NAEYC) supports the use of computers in Early Childhood Education (ECE) in a supportive role for young children (Yurt & Cevher-Kalburan 2010). As well, many ECE teachers support their use in conjunction with developmentally appropriate practices. However teacher attitudes often influence the quality of the technology used. Several studies show that when teachers feel overwhelmed by integrating technology, there tended to be a low level of implementation (Cviko, McKenney, & Voogt

2011). Studies also reveal that when teachers possess a constructivist view they integrate technology use because they understand the pedagogical principles for using it (Petko 2012). When teachers consider themselves competent in using technology it is more often implemented in the classroom. My goal was to implement the recently acquired equipment and my technological competencies to help at risk students with our writing standards.

Many early childhood teachers are reluctant to use technology with young children “due to the potential interference with personal relationships” (Aronin & Floy, 2013 p. 35). However, digital tools are now a part of children’s lives; they watch interactive screens with their parents in the grocery store, gas station and their cell phones. The NAEYC acknowledges this, yet NAEYC cautions using them in school in the place of “valuable learning centers such as block, art, sand and water games, dramatic game or discovery spaces in classrooms” (Yurt & Cevher-Kalburan, 2010). According to Murphy, DePasquale and McNamara (2003), “During the pre-school years, children should have many opportunities to explore open-ended, developmentally appropriate software programs in a playful, supportive environment.” Therefore, educators are rethinking what developmentally appropriate practices mean in terms of technology. Many teachers are seeing the potential of using voice threads and video tools “that target language and emergent literacy skills among children in early childhood education settings” (Gillis, Luthin, Parette & Blum 2012). This suggests that technology tools must adhere to the same principals of developmentally appropriate practices of; being open ended, highly engaging and meaningful to the students. I believed there was potential for enhancing students’ language and cognitive abilities through the use of many of the auditory technology tools.

Effects of Technology on Literacy Development in young children

Researching the effects of technology on literacy development should encompass all the domains of literacy such as; phonemic awareness, comprehension, fluency, vocabulary, and writing. Research is needed to prove the effectiveness, as many early childhood teachers believe technology should not be included in the early years. This researcher would like to know which technologies are having the largest impact on writing for young children. One study suggest the most significant gains occurred when using writing based programs such as; *Writing to Read* (Cheung & Slavin 2012). Although other programs for reading and phonics are having a positive effect, their results have been modest. When used for shared reading activities, an interactive white board (IWB) shows some promising results (Gill & Islam, 2011). The ability to magnify print is similar to sharing big books. Additionally, using the IWBs for English learning students and for struggling students has been recommended (Gill & Islam, 2010). The interactive white board has the ability to project text that can be easily seen by everyone, as well as, allowing teacher and students to manipulate the text. This is a feature that cannot be achieved through paper copies of big books. This allows teachers to “engage with technology not just as consumers, but also designers and developers, fusing technology with pedagogy” (Gill & Islam 2010). Additionally, using interactive white boards for sight word recognition has also showed some promising results when used with adult students of moderate intellectual disabilities (Mechling, Gast, & Krupa 2007). Both studies showed an increase in motivation, attention and time on task. Additionally, using E-books with reluctant readers demonstrated an increase in motivation, interest and involvement because of their high visual and aural elements (Ciampa, 2012). In building fluency and comprehension in young children, voice thread is another technology that is readily available and shows great promise in not only allowing teachers to present material in unique ways but it also allows the student to verbally present what they have

learned (Gillis, Luthin, Prette & Blum 2012). Voice and video also allow students to work collaboratively on extended projects which help them build fluency and comprehension skills. Allowing students to present material orally and visually, help them participate in activities using their strengths, whereas, they might otherwise have been non-participants. Additionally, these collaborative projects teach students to work in a group and build social skills they will need later.

Technology has even changed the face of children's literature. Through modern printing techniques we can see how authors and illustrators are inspired to create stories in very different formats than those of the past. Many of "these books have received Newberry and Caldecott Medals along with other children's book awards signaling that committees acknowledge when authors and illustrators extend the boundaries for telling a story" (Book Links, 2011). These books will be an inspiration for students to create their own stories through their illustrations and writings along with digital tools that can record narration and publish their work. One study cautions that we need not compare and contrast these different methods of reading but instead integrate and incorporate them with existing teaching strategies (Griffin, Mitchell & Thompson, 2009). As these new formats of reading are used, our national testing requirements for reading and writing are still administered through print-based texts Walsh, (2010). Therefore, according to Walsh (2010), we need to redesign our methods of assessing these multiliteracies.

Podcasting

Podcasting has moved into the classroom and has developed beyond its original design as a medium to play and store music. Podcasting can be thought of as an alternative radio channel with no FCC regulations (Riddle, 2010). Students in higher education have used podcasting as a

supplemental tool for their studies by repeatedly listening to their professors' lectures (Kim, 2011). Now however, students as young as kindergarten are able to use podcasting to create their own material and demonstrate what they have learned. [Radio WillowWeb](#) is a good example of how the youngest of students can broadcast their responses to all subject areas. Using Readers Theater, a program that has a reputation for improving fluency (Vasinda & McLeod, 2011) along with podcasting has been shown to increase fluency and comprehension along with improving self-esteem of low performing readers. This method of repeated readings and acting out text via podcasting, is a method I believe would be a method kindergarteners could use to demonstrate their comprehension of text as opposed to relying just on their writing abilities. Additionally, I believe as they listened back to their own voices, it had a positive impact on their performance and esteem. This unlimited ability to listen back to their own voices, I believe added an additional benefit for the ESOL at-risk students. The repeated listening allowed students to show competencies in assignments because they self-critiqued their voices and their work. Additionally, teachers could use speech to text programs along with the podcasts that might further enhance their reading skills.

Podcasting has added another dimension through its ability to incorporate visual images and video. This is exciting as it allowed students in kindergarten to draw and explain their work and keep it for viewing later or share it with an audience. There are many types of video podcast according to Kay, (2012) those that are lecture based, enhanced, supplemental, and work examples. I was interested in how work examples would benefit at-risk kindergarten students' writings. As Kay (2012) explained, when students develop their own video podcasts, they are learning through investigation, collaboration and research. I believed that video podcasting needed further investigation as Selfe & Selfe, (2008) explained, "literacies are not static; they

emerge, change, and accumulate around us.” These literacies that rely on multimodal communications are the methods students are using to learn to read and gain information.

Small Group Instruction

It is not surprising that most of the literature finds that struggling readers gain the most from programs in small groups. “The findings from these experimental studies provide additional evidence that small-group integrated supplemental programs have a greater impact on reading outcomes for struggling readers than traditional methods” (Cheung and Slavin, 2012).

Smart Board

Additionally, the research using Smart Board technology for teaching sight words to students with moderate intellectual disabilities found greater gains in a small group arrangement (Mechling, Gast & Kruppa, 2007). Implementing iPads with young students also requires small group instruction. In fact one author suggests “creating teacher stations with small groups of three or four students of mixed-ability levels as a natural way of presenting the new technology” (Aronin & Floy, 2013). One of the more comprehensive studies on reading outcomes reports that that computer assisted instruction is not “magic in a machine” (Cheung and Slavin, 2012). They assert that there is still need for small group instruction with the teacher and the best outcomes will be with computer assisted instruction and the teacher. Computer assisted programs, also show greater benefits for low ability and ELL students (Cheung and Slavin, 2012). In Cheung and Slavin’s (2012) conclusion they say there is a need for more investigation into using video embedded computer assisted instruction. From my experience I believe many of the gains were because of the small group instruction.

Intervention

This differentiation of allowing at-risk students to orally present their writings on the PBA's had the added benefit of being an intervention tool. As the student orally presented, their illustration had been embedded into the podcast making it identifiable as their own. The students were encouraged to listen to their own podcast multiple times and talk about what they said as the teacher showed them their narration printed on their illustrations.

Achievement

With the adoption of the performance based writing assessments, these students were not able to score "meets" and were scoring in the emerging and progressing category. As these students had not yet been able to meet the requirements of the PBA, this left them in danger of falling further behind on writing assessments.

Methodology Design**Overview of Research**

This research was a mixed method approach gathering data from PBA scores and field notes. I examined how at-risk students used podcasting to orally perform their performance based writing assessments (PBA), and gathered field notes on their ability to restructure their own sentences, as well as, their frustration levels on these tasks. The students had not been able to reach the standard of "meets" on any of their Performance Based Writing Assessments and this indicated a need for this research.

As stated previously, using students' own voices with a voice or video program such as voice thread, "supports (a) development of receptive language, (b) development of expressive

language (c) comprehension abilities and (d) enhances family connections” (Gillis, Luthin, Prette & Blum, 2012). After using many tutorial type computer programs and games with student for remediation I explored using audio podcasting with a visual component with my students. I was interested in using this format to discover the benefits with English language learners as well as, struggling readers. I believed that giving students a tool with which they can speak their ideas as they are struggling to write, enhanced their creativity, bolstered their confidence and gave them a stage to show what they can do. Research looked promising but I saw a need to further investigate the effectiveness between this tool and the learner (Chuang & Yang, 2010). Finally, I believed this tool would benefit the emergent at-risk students and the English language learners.

Participants

The participants of this study consisted of four at-risk kindergarteners from the same classroom, at Hand in Hand Primary school in Thomas County. The demographics of the Thomas County school system is as follows: 60% white, 37% African American, 3% Hispanic. Hand-In-Hand is a Title 1 school with all students receiving free breakfast and lunch Pre-K through 8th grade. Two of the students are bilingual with their family origins from Vietnam and Italy and these students also participated in Hand in Hand’s ELL classes three times a week. The students were identified primarily by their scores on DIBELS; all students scoring the red category are considered at-risk. Additionally, their scores on Reading Eggs and the Performance Based Writing Assessments also show them to be at-risk. Parents were contacted and permission was obtained for the students to participate in the study.

Data Sources

All students at Hand in Hand participate in the DIBELS assessment of literacy skills. The students in the study are considered at-risk because they fall in the red category according to their DIBELS scores. Additionally, they were given the Reading Eggs assessment and were also considered to be at-risk on this assessment. As two of the students are English language learners they are further identified as at-risk. The at-risk students are given an additional 20 minutes each day on the Reading Eggs program to increase their letter/sound associations. This researcher used DIBELS and our Performance Based Writing Assessments to assess the students every two weeks. The students performed the requirements of the Performance Based Writing Assessment through podcasting to assess their knowledge of the material presented each week. Their performances were tracked by the researcher for observable progress.

Validity

The Performance Based Writing Assessment is a new tool to measure students' ability to write. The state has mandated that students write many times throughout the year and samples are to be kept. However, the rubric was created by a team at Hand in Hand. The students are required to write every other week on a scripted topic that is based on readings and material they had been exposed to prior to the writing assignment. They were then scored on a rubric as; not demonstrated, emerging, progressing, or meets expectation. This researcher wanted to determine if using a podcast for students to orally present information, while inserting the illustration of their presentation would help them in future writings. This gave the students the ability to go back and listen as often as they liked while observing their illustration.

Additionally, the DIBELS language assessment is a set of research based procedures to measure early literacy skills. The assessment measures phonological awareness through initial

sound fluency, first sound fluency and phonemic segmentation fluency. All students are given a benchmark screening and assessed three times a year. However, students considered at-risk are progress monitored every two weeks. This researcher continued this procedure in a quiet atmosphere to be able to ascertain the quality of the letter/sounds the students produce.

Data Analysis

In January the students were benchmarked in DIBELS. This score along with the students' data from progress monitoring and their previous benchmark was graphed every two weeks. There were a total of four Performance Based Writing Assessments administered during this time each accompanied with a rubric determining how the students' writing measures; either not yet, progressing, meets or exceeds. At the end of the research the scores on the Performance Based writing assessments were analyzed on each category of; ideas, organization and elaboration.

In this mixed-method paper I sought to determine if students were offered a verbal alternative to writing could they increase their scores on the Performance Based Writing Assessments. This research targeted 4 students who were identified by their low scores on the DIBELS reading proficiency test. This test measures several reading skills. For the determination of candidates this researcher concentrated on students who scored in the red category on first sound fluency, (FSF) portion of the test. Parent permission was obtained for each student to participate in the study.

The purpose of this study is to address the methods by which we assess writing in kindergarten. The county has adopted a new instrument referred to as, Performance Based Writing Assessments (PBAs). This researcher offered podcasting as an alternative to the

demanding task of writing to see if this would be an effective intervention for at-risk students.

This research was to answer the following questions:

- Will podcasting increase students' scores on performance based writing assessments?
- Is podcasting a valid tool to make the connection of "what I say can be written?"
- Does offering students an oral alternative increase the students' ability to compare and contrast characters, events or dilemmas in stories?

Results and discussion on increase in PBA scores

Students were given four Performance Based Writing Assessments (PBAs) and they were assessed using a rubric created by the county curriculum team. The PBAs assess writing in the categories of; ideas, organization and elaboration. A codebook was created to give a numerical identifier to each category in the PBA (see Table 1). The students were then given the opportunity to orally record the writing assignment into the podcast. The podcast was made available to the students so they might visit it as often as they desired. The identified students remained with their class as they illustrated their response to the literature tasks, keeping this portion of the task the same as their classmates. They were then taken to the computer lab where they referred to their illustration while they recorded their responses to the literature prompts. The students then listened to the recording and decided if they were satisfied with it or wanted to re-record it. The rubric was then scored according to their verbal response. After the four PBAs were collected they were analyzed to determine if their scores increased from pre-podcasting to post-podcasting. Additionally, field notes were collected to determine if the length of their podcasts increased over time.

Based on the results of the research, podcasting was effective in increasing the students' writing scores. The students participated in four Performance Based Writing Assessments

(PBA's) and a paired sample t-test in the three categories of; ideas, organization and elaboration. After the podcasting experience students' scores were higher in all categories with organization of their writing showing the highest gains. There was an increase in ideas after podcasting (M=2.75) as compared to before (M=2.), organization after podcasting (M=2.75) as compared to before (M=1.25), and elaboration (M=2.5) as compared to before (M=2.0). A one-tailed paired t-test showed that the difference between the scores was significant in two categories because they are less than .05% *Ideas* ($t=3$, $df=3$, $p=.02$), *organization* ($t=5.1$, $df=3$, $p=.0006\%$) thus rejecting the null hypothesis, however, *elaboration* ($t=1.7$, $df=3$, $p=.09\%$) was greater than .05% indicating it is insignificant.

Results and discussion on speaking writing connection

This research attempted to discover if these students could make the connection between “what I say can be written.” Each of these students were given the same instruction as their peers, however, they were not required to write their response to the writing prompt, they were allowed to record their response. The main topic sentence from their podcast was transferred to a sentence strip, read to the student and then cut apart. The student was to reconstruct their sentence and field notes were taken on the number of attempts the student needed to reconstruct it. Table 5 gives the results of their attempts pre-podcasting and post-podcasting. This table shows that students became more proficient at reconstructing their sentences. As the field notes indicate they also began to see the construction patterns of sentences; capital letter will go first and the period will go last. They also began using strategies to determine what a word was by their beginning and ending sounds. Sound fluency was these students' weak area and they made gains in this area as seen in the field notes.

Results and discussion on comparing and contrasting literature

Additionally, this research attempted to discover if students could verbally compare and contrast characters, events or dilemmas from stories they listened to. For this portion of the research a field notes were kept on the students' discussions about these texts. The PBAs ask students to compare the story to their own life either through the characters or the events in the story. The students made progress according to field notes (Table 6), however, this progress was much slower and this was a difficult task for most of them. Language barriers may have been some of the reason.

Future Research

Without comparing these students to those who did not receive the intervention it is difficult to conclude their scores were solely based on podcasting. There are several limitations of this study such as; the natural maturity of the students during this time, the number of students included, classroom instruction, home instruction and the modeling from their peers. In addition these students received a great deal of one on one instruction from the teacher as they prepared for the podcast and during the follow up activities of listening to their podcasts and reconstructing their sentences. The students were identified and chosen for the research by their DIBELS benchmark scores, however, the next benchmark will not be given until May 18th. Therefore, a study of podcasting needs more time so that valid benchmark scores can be obtained.

Podcasts do offer students a verbal alternative to the difficult task of writing and these students were actively engaged in their writing projects in ways they were not pre-podcasting. Young students have a great deal to say and these students were able to use technology to share their thoughts and ideas. Although, these were not video podcasts their art work was embedded into the podcast to help them identify which one was theirs. As Kay (2012) explained, when

students develop their own video podcasts, they are learning through investigation, collaboration and research. This group of students worked together and listened to one another's podcasts often giving each other advice. Two of the students are bi-lingual and participate in the pull-out program for English Language Learners. Podcasting became an assistive technology for these two students.

Podcasting with young students needs further investigation as we ask them to perform the demanding task of writing. Verbal skills are the ones they are the most proficient in and utilizing them I believe in the students' best interest. However, more research and more guidelines need to be done in using podcasting with young students.

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Appendices

DIBELS Online assessment: [DIBELS](#):

Reading Egg: <http://app.readingeggs.com/teacher/dashboard>

Name: _____

Date: _____

Performance Based Assessment (PBA) #1 (Lesson 5): Write and/or illustrate a time you spent with your friend. What is special about spending time with your friend?

Criteria	Meets Expectations	Progressing	Emerging	Not Demonstrated
Ideas	Draw, dictate, and write about events with a friend.	Draw and dictate, about events with a friend.	Draw a picture showing why Eliot is a hero.	Not able to draw or the drawing is not on topic.
Organization	Includes what is special about spending time with a friend and why.	Includes what is special about spending time with a friend.	Includes something about a friend but not related to friendship.	What is special about spending time with a friend is missing from work.
Elaboration	Personal story is illustrated, dictated and/or written to tell about spending time with a friend.	Personal story is illustrated or dictated to tell about spending time with a friend.	Personal story is illustrated, to tell about spending time with a friend.	Personal story is not evident in the story.

Name: _____

Date: _____

Performance Based Assessment (PBA) #2 (Lesson 7): We have read many stories about Frog and Toad. We learned about their friendship and adventures. Today you will draw, dictate or write a story about an adventure with one of your friends. Be sure to include details about your adventure. Recall some of the things that Frog and Toad did together that showed they are good friends. In your story, tell about some of the things you do to show you are a good friend like Frog did with Toad.

Criteria	Meets Expectations	Progressing	Emerging	Not Demonstrated
Ideas	Draw, dictate, and write about events with a friend..	Draw and dictate about events with a friend.	Draw about events with a friend.	Not able to draw
Organization	Includes events in order and a reaction to them.	Includes events in order without a reaction to them.	Includes events out of order without a reaction.	Events are missing from the work.
Elaboration	Personal story compared AND contrasted to events in Frog and Toad stories.	Personal story compared OR contrasted to events in Frog and Toad stories.	Personal story makes a reference to Frog and Toad stories.	Personal story is not connected to Frog and Toad stories.

Name: _____

Date: _____

Performance Based Assessment (PBA) #3:

After reading the four unit stories, *Nubs: The True Story of a Mutt, a Marine & a Miracle*, *Winter's Tail: How One Little Dolphin Learned to Swim*, *Frog and Toad are Friends*, and *Chrysanthemum*, choose your favorite story and tell why you like it best.

Criteria	Meets Expectations	Progressing	Emerging	Not Demonstrated
Ideas	Draw, dictate, and write about your favorite story	Draw and dictate about your favorite story	Draw about your favorite story	Not able to draw
Organization	Includes 1 to 3 reasons why you like the story best	Includes 1 to 2 reasons why you like the story best	Includes 1 reason why you like the story best	Reasons are missing from work
Elaboration	Includes 1 to 3 details or descriptions to support reason	Includes 1 to 2 details or descriptions to support reason	Includes 1 details or descriptions to support reason	Details are missing from work

Performance Based Assessment (PBA) #4: After reading Me on the Map write about your neighborhood and include some of the landmarks and people you see in your neighborhood.

Criteria	Meets Expectations	Progressing	Emerging	Not Demonstrated
Ideas	Student develops two or more sentences that give facts about one topic.	Student dictates or writes one complete thought that expresses a fact about a topic.	Student draws a picture and orally expresses one fact about a topic.	Student's oral expression is not a fact about the topic.
Organization	Each idea (fact) flows to the next one. The order of the sentences makes sense.	Student dictates or writes facts about one topic without any order.	Student writes or dictates facts that jump from one topic to another.	Student shows no evidence of making a plan for writing ideas.
Elaboration	Contains correct sentences, usage, grammar and inventive spelling that make the writer's ideas understandable.	Some errors are present, but they do not interfere with meaning. Spaces are evident between words.	Errors interrupt the flow of communication and may interfere with meaning. Uses inventive spelling that reflects letter/sound relationships.	Errors prevent the reader from understanding the writer's message. Words do not reflect letter/sound relationships.

Table 1

Codebook: 1=Emerging 2=Progressing 3=Meets 4=Exceeds

Red Before podcasting

Blue After podcasting

Student	Ideas		Organization		Elaboration							
MY	PR	2	M	3	EM	1	M	3	PR	2	M	3
PH	PR	2	PR	2	EM	1	PR	2	PR	2	PR	2
AM	PR	2	M	3	EM	1	M	3	PR	2	PR	2
EL	PR	2	M	3	PR	2	M	3	PR	2	M	3

Table 2

Student	Ideas	PrePodcast	Post Podcast	t-Test: Paired Two Sample for Means		
MY		2	3			
PH		2	2		<i>Variable 1</i>	<i>Variable 2</i>
AM		2	3	Mean	2	2.75
EL		2	3	Variance	0	0.25
				Observations	4	4
				Pearson Correlation	#DIV/0!	
				Hypothesized Mean D	0	
				df	3	
				t Stat	-3	
				P(T<=t) one-tail	0.028834443	
				t Critical one-tail	2.353363435	
				P(T<=t) two-tail	0.057668886	
				t Critical two-tail	3.182446305	

Table 3

Student	Organization	PrePodcasting	PostPodcasting	t-Test: Paired Two Sample for Means		
MY		1	3			
PH		1	2		<i>Variable 1</i>	<i>Variable 2</i>
AM		1	3	Mean	1.25	2.75
EL		2	3	Variance	0.25	0.25
				Observations	4	4
				Pearson Correlatio	0.333333333	
				Hypothesized Mea	0	
				df	3	
				t Stat	-5.196152423	
				P(T<=t) one-tail	0.006923416	
				t Critical one-tail	2.353363435	
				P(T<=t) two-tail	0.013846833	
				t Critical two-tail	3.182446305	

Table 4

Student	Elaboration	PrePodcasting	PostPodcasting	t-Test: Paired Two Sample for Means		
MY		2	3			
PH		2	2		<i>Variable 1</i>	<i>Variable 2</i>
AM		2	2	Mean	2	2.5
EL		2	3	Variance	0	0.333333333
				Observations	4	4
				Pearson Correlation	#DIV/0!	
				Hypothesized Mean Difference	0	
				df	3	
				t Stat	-1.732050808	
				P(T<=t) one-tail	0.090845057	
				t Critical one-tail	2.353363435	
				P(T<=t) two-tail	0.181690114	
				t Critical two-tail	3.182446305	

After the podcasting experience students' scores were higher in all categories with organization of their writing showing the highest gains. Ideas after podcasting ($M=2.75$) as compared to before ($M=2.$), organization after podcasting ($M=2.75$) as compared to before ($M=1.25$), and elaboration ($M=2.5$) as compared to before ($M=2.0$). A one-tailed paired t-test showed that the difference between the scores was significant in two categories because they are less than .05% *Ideas* ($t=3$, $df=3$, $p=.02$), *organization* ($t=5.1$, $df=3$, $p=.0006\%$), however, *elaboration* ($t=1.7$, $df=3$, $p=.09\%$) was greater than .05% indicating it is insignificant.

Table 5

Name	Number of words spoken in Podcast.		# of Attempts to reconstruct their sentence	
MY	7	5	3	2
PH	2	9	3	3
AM	8	16	5	1
EL	8	24	3	1

Table 6 (4 parts)

Student MY	Recording	#words In sent. strip	Notes
2/3/14 PBA#1	MY: is timid about this assign. But she lights up upon hearing her own voice. She was able to recite the main idea, characters and scene of story. T took the dictation. Then she retold on to Podcast. Very loose connection to the story. English is a second language and can't tell what she understands receptively vs. what she expresses.	Sent 3 words.	T made cut up sent. Strip of main sent. Containing 2 words and she put it together after 3 tries. With 2 attempts she said, "I did it!" "Me and my sister are playing ball."
2/17 PBA#2	Eager to make recording although she remains soft spoken. She replays her recording twice and smiles as she listens. She is recalling and drawing an event in Italy and seems to be connecting that event to the Frog and Toad story.	3 words	"I want to get on the ferris wheel." She substituted go for get. She took a long time to put it together. Very distracted and intentionally dropped strips on purpose to avoid task.
3/3 PBA#3	She is a real animal lover and as this task is about a dog she is very excited. She has included the dog in her illustration and looks at her work as she records.	4 words	"Nubs got a trophy." She immediately put trophy at the end and said, "it's got a period."
3/17 PBA#4	She is a good artist and her illustration shows she understands the task better than she is verbalizing. The illustration contains all the elements of the PBA and some of the podcast does as well.	5 words	I need to find the one with period first. She did and put it at the far end of the table. She had a difficult time choosing the word with an uppercase letter for her beginning.

Student PH	Recording includes main ideas, characters and scene.	#words In sent. strip	Notes
2/3/14 PBA#1	Was not able to recite the main idea, characters and scene of story. She just retells a story of her and her brother. T took the dictation. Then she retold on to Podcast.	Sent 2 words.	<p>PH: is not shy about this assign. She is eager and wants to recite on the podcast her verbal recitation of her narration.</p> <p>T made cut up sent. Strip of main sent. Containing 4 words and she put it together after 3 tries.</p> <p>She is unable to see the mechanics of the word with the Capital going first and the period going last. Coaching her to find the F word in the sentence to determine which word said Frog. Then coached her to find the word with the period and place it last to help her narrow the # of words down to put in order.</p>
2/17 PBA#2	Eager to make recording. She replays her recording twice. She makes reference again of her family (sister) but does not connect it to the story.	5 words	This sentence is very similar to last PBA as the topics are similar it contains both the words Frog and Toad. She is able to reconstruct this sentence in 2 attempts. However, she continues to look at my face for approval.
3/3 PBA#3	This story is about animals and she is excited to share her illustration and create her podcast. Both contain several elements from the story and she seems to be making a connection between two text.	5 words	She creates the sentence by dictating “Winter was stuck in the crab trap.” After writing it and cutting it up she continues to look at my face for approval. She is not able to pick out the words by their initial sound and continues to need me to coach her as to the words with the beginning sound. Winter and was both have “w” (sound) which one do you think it is? Unable to independently put it together. She reads it back twice, however, seems this is memorized.
3/17 PBA#4	She looks at her artwork of her neighborhood. She is excited to make her recording and has asked several times if it is her turn. She has ideas but once narration begins she starts mumbling her words. The dictation of the drawing is more precise.	9 words	Me and my brother playing hide and go seek. This sentence is longer but it is her choice to make it. She continues to be unable to make the correspondence between the beginning sound of the word as an identifier of the word.

Student AM	Recording	#words In sent. strip	Notes
2/3/14 PBA#1	Was able to recite the main idea, characters and scene of story. T took the dictation. Then she retold on to Podcast.	4	AM: is eager to make a recording, she makes reference to a Glogster she worked on before. She dictates her sentence T writes reads it back to her and cuts it up. "Me and Nevaeh are playing." She says, "oh this one says and because I hear the D in it!" She comments, "I know this one goes last because it has a period on it and this one goes first because it starts with a uppercase letter." She switches are with and & reads the sentence back to Mrs. B.
2/17 PBA#2	More willing to make recording. She replays her recording twice. She has added all the elements of the PBA as well as makes reference to herself.	5 words	She dictates "I see my sister on the bus." T writes it and reads it and ask is this what you wanted to say. She says yes T cuts it up and she calls 'sister' 'six'. She further comments this goes last because it has a period and this one is first because it has an upper case. She puts it together and says, "Oh now I see what it is saying; now I see! I see my sister on the bus!"(Very proud of this).
3/3 PBA#3	Very Eager! She is an animal lover and this assignment has her interest. She has again spoken all the elements of the PBA	7 words	She dictates "I like Nubs the Best!" T cuts it up after reading and she responds, "Oh I know this, the 'I' comes first and the period goes last." She reads the sentence correctly on first attempt. After teacher picks up the sentence she continues to repeat it tapping her finger on the table after each word.
3/17 PBA#4	Very Very Excited! She has satisfied all the elements of the PBA	8 words	She dictates "Me and my mama went to the mall." T writes it, reads it and cuts it up. She attempts to put it together and says, "oh I messed up me, mama & and. She switches me and mama and says, "oh that's an easy one too! I'm gonna be learning these! Mrs. Bevis can I use this and write it to my mama? She says yes and she tells another child I made these up all by myself (referring to her sentence).

Student EL	Recording	#words In sent. strip	Notes
2/3/14 PBA#1	Was able to recite the main idea, characters and scene of story. T took the dictation. Then he retold on to Podcast. T made cut up sent. Strip of main sent. And she put it together after 3 tries.	4 words	Elimina shy and shakes her head “no” but finally creates voice. Mrs. Bevis created a sentence strip from her dictation, “Me and Michelle are playing tag.” Read it back to her and asked if it was ok? She cut it up scrambled the words and asked her to put it together. She arranged it first try. Mrs. Bevis asked her how she did it and she said, “I just read the words and because I know the period goes at the end!”
2/17 PBA#2	More willing to make recording. She replays her recording twice.	6 words	Ms. Bevis wrote a sentence from her dictation, “The butterfly flew away.” She studied the sentence for several minutes and began rearranging the words. She changed her mind several times. Ms. Bevis asked her what is special about the first word in a sentence. She did not recognize or remember the first word was uppercase. After her arrangement she said, “this doesn’t make sense.” Another try and she said, “Oh! The butterfly flew away!”
3/3 PBA#3	She is reluctant today to speak, but she does.	10 words	Ms. B. wrote the sentence of her choice from her dictation. She read it to her and she agreed it was correct. She read all the words correctly; however, she put them in the wrong order. She took 4 attempts and remembered the first word was upper case and said, “One is a dolphin and one is a dog!”
3/17 PBA#4	Eager to do this today. She has included all the elements required on the PBA in her podcast.	8words	Ms. B. asked her what sentence she wanted to write from her work. She said, “On my street I see a pink car.” Ms. B. wrote it, read it and cut it up. She automatically picked out the word with the uppercase and began to put in order correctly on the first attempt. She smiled at Ms. B. and Ms. B. asked if she was proud she said, “yes I can read the words.”