

## BOP Kindergarten Lesson 9 Checkup

### Summary – SAMPLE

Name Avery

Date 10/14/20XX

Avery has just completed an informal quarterly checkup of the skills and concepts introduced in Lessons 1 through 8 of *Building on Patterns* – Kindergarten, a braille reading curriculum from the American Printing House for the Blind. Many of the activities in this checkup centered around a balloon theme.

**Letters and Name Writing** (Letters taught this quarter: c, g, y, h, l, w, x, n, a, i)  
Avery consistently read all ten letters and also recognized the letter y from her name. She wrote each of the introduced letters except w. Avery wrote the braille capital sign and all the letters in her first name but needed a little help with the e-r contraction.

**Phonemic Awareness (Sounds) and Phonics (Letters and Sounds)**  
Avery produced the sound for each of the ten letters taught. She isolated the beginning sound in spoken words starting with these letters and matched each sound to its corresponding braille letter.

**Reading – Book Handling and Hand Movements**  
Avery oriented a book for reading and found the beginning of the first line on each page. She mainly used her right index finger to read but should be encouraged to keep as many fingers as possible on the line of braille. Avery tracked single lines of familiar text on strips fluently; she occasionally needed reminders to use an across-back-down pattern when reading multiple lines.

**Reading – Words and Sentences**  
Avery read sentence strips and a short storybook during this checkup. For both activities, she first read with support and then independently. Avery recognized the eight alphabet words taught this quarter (such as go, can, and do) and the words a and I. When reading the story for the second time, she read with confidence and required only minimal assistance (2 errors).

**Writing – Braillewriter Use**  
Avery unloaded the paper from the braillewriter independently but needed help to position it when loading. She usually kept her fingers on the correct keys and pressed them with sufficient strength to produce braille that was easy to read.

**Writing – Words and Sentences**  
Avery wrote seven of the eight introduced alphabet words in dictated sentences such as “you can go,” missing only the word have in the sentence “you can have it.” She spaced after each word about half the time. During classwork, Avery continues to need reminders to space, which is typical for many kindergartners. When asked to write independently, Avery chose the topic of her recent trip to a pumpkin patch and said she wanted to write “I got a pumpkin.” In the attached copy of her writing, she correctly wrote the word I and the letter g for got.

**Numbers** (Numbers taught this quarter: 1-7, Calendar skills)

Avery read the numbers 1 through 7 with occasional confusion between 4 and 6, which are similar in braille. She wrote the numbers 1 through 7 correctly in sequence. Avery counted the tactile balloons on the pages of a counting book and added a number label to each page. Using a calendar, she was able to track and recite the days of the week independently and attach the number for the current date with minimal assistance.

**Comments/Other Information**

Avery is a highly verbal child who communicates well with peers and adults. She participated enthusiastically in all Checkup activities. Avery especially enjoyed talking and writing about different shapes and sizes of balloons and asked several questions. She put forth her best effort, and the Checkup results matched her performance in the classroom.