

# Assessment 1 Scoring Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Administer this assessment individually to students who have successfully completed Lessons 1–10. Photocopy this scoring sheet for each student to be tested. For Routines 12 and 13 (below), have a copy of the Assessment 1 Student Sheet (page 174) ready for students to read. Do not provide any assistance. *Students read across rows from left to right.*

## 1—BLENDING PHONEMES: What Word?

**Directions:** Listen. (One sound at a time, say the sounds.)  
What word?

**Scoring:** Mark each error with a slash. Indicate the total number of incorrect words below.

/g/ /r/ ➔ / /ā, ➔ / /p/ (grape)  
/sh/ ➔ / /ī, ➔ / /n ➔ / (shine)  
/m/ ➔ / /u ➔ / /s ➔ / /t/ (must)  
/s/ ➔ / /t/ /a ➔ / /n ➔ / /d/ (stand)

**Number of Errors** \_\_\_\_\_ /4

## 2—SEGMENTING WORDS INTO PHONEMES: What Word?

**Directions:** Listen. (Word) Say it slowly.

**Scoring:** Mark each error with a slash. Indicate the number of incorrect sounds below. If student does not say the sound separately, mark as incorrect.

chest (/ch/ /e ➔ / /s ➔ / /t/)  
name (/n ➔ / /ā, ➔ / /m ➔ / /)  
jump (/j/ /u ➔ / /m ➔ / /p/)  
shine (/sh ➔ / /ī, ➔ / /n ➔ / /)

**Number of Errors** \_\_\_\_\_ /14

## 12—CUMULATIVE REVIEW: Read Carefully (assesses Objectives 3, 5, 8, and 9)

**Directions:** Say the words.

**Scoring:** Mark incorrect words with a slash. Indicate the total number of errors in each column at right and then add across to get the total number of Sound and Say Words (S&S, in shaded boxes) missed and the total number of *Look and Say Words* (L&S, in italics) missed.

Take notes on **fluency** by circling correct words that take students longer than 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.

are	rock	of	band	
look	sand	have	Tim	
is	lid	were	sack	
my	Tom	little	ship	
said	lap	they	lift	
the	pick	to	mask	
has	bad	a	sock	
see	kick	happy	gift	
from	lamp	been	sad	
you	shop	here	sick	
I	dish	come	mash	
Scoring				Number of Errors
	Errors _____	+	Errors _____ =	_____ S&S (Objectives 3/5)
<i>Errors</i> _____	+	<i>Errors</i> _____	=	_____ L&S (Objectives 8/9)

## 13—CUMULATIVE REVIEW: Build Sentences

**Directions:** Read the sentences.

**Scoring:** Mark incorrect words with a slash. Indicate the total number of errors. (Take notes on fluency by circling correct words that take students longer than 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.)

1. The little cat licks my hand.
2. Kim is on the ship.
3. The gift is in the bag.
4. Jack ran to the top of the hill.

**Number of Errors** \_\_\_\_\_ /25

