## **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.

$$/g//r \rightarrow //\overline{a}, \rightarrow //p/ (grape)$$
  
 $/sh \rightarrow //\overline{i}, \rightarrow //n \rightarrow / (shine)$   
 $/m \rightarrow //u \rightarrow //s \rightarrow //t/ (must)$   
 $/s \rightarrow //t//a \rightarrow //n \rightarrow //d/ (stand)$ 

### 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 
$$\Rightarrow$$
 //s  $\Rightarrow$  //t/)
name (/n  $\Rightarrow$  // $\overline{a}$ ,  $\Rightarrow$  //m  $\Rightarrow$  /)
jump (/j//u  $\Rightarrow$  //m  $\Rightarrow$  //p/)
shine (/sh  $\Rightarrow$  // $\overline{i}$ ,  $\Rightarrow$  //n  $\Rightarrow$  /)

### Number of Errors /14

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

Directions: Say the words.

**Scoring**: Mark incorrecct 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	а	sock	
see	kick	happy	gift	
from	lamp	been	sad	
you	shop	here	sick	
1	dish	come	mash	
	Sco	Number of Errors		
	Errors	+	Errors	S&S
		Т	=	(Objectives 3/5)
Errors	+	Errors	=	L&S
	т			(Objectives 8/9)

### 13—CUMULATIVE REVIEW: Build Sentences

**Directions**: Read the sentences.

**Scoring**: Mark incorrecct 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

Name	Date	

	Column A	Column B	Column C	Column D
Strands and Skills (see Focus Sheets for complete objectives)	Focus Sheet Skill Level (S, P, or M)	Errors on Assessment 1 (# of errors)	Fluent? (yes/no)	Additional Practice Needed? (yes/no)*
Phonemic Awareness Strand				
<b>OBJECTIVE 1</b> —Blending Phonemes (What Word?)				
<b>OBJECTIVE 2</b> —Segmenting Words Into Phonemes (Say It Slowly)				
Phonics Strand				
<b>OBJECTIVE 3</b> —Introducing New Sound (New Sound) $a, /\breve{a} \Rightarrow /; i, /\breve{i} \Rightarrow /; o, /\breve{o} \Rightarrow ; sh, /sh \Rightarrow /$				
OBJECTIVE 5A—Word Analysis (Write, Sound, and Say)				
Word Recognition Strand				
<b>OBJECTIVE 8</b> —High-Frequency Words (New Look and Say Words) the, I, happy, is, see, little, to, here, are, look, a, my, have, of, been, from, said, they, has, were, you, come				
<b>OBJECTIVE 9</b> — High-Frequency Words (Look and Say Words)				
OBJECTIVE 12—Cumulative Review (Read Carefully)		n/a		
OBJECTIVE 13—Cumulative Review (Build Sentences)		n/a		

# **Intervention Actions (Choose one. See guidelines on page 41.)**

1. Repeat Lessons 1–10	3. Practice one or two skills before moving on to Lesson 11:			
2. Repeat a few lessons:	4. Move on to Lesson 11			
Notes				