

Assessment 3 Scoring Sheet

Name _____ Date _____

Administer this assessment individually to students who have successfully completed Lessons 21–30. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 3 Student Sheet (see page 176) ready for students to read, or have them read directly from the Teacher’s Guide. Do not provide any assistance. *Students should read across rows from left to right.*

10—STRUCTURAL ANALYSIS: Read the Groups/Words

Directions: *Say the words.*

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

baking	biked	games	graded
takes	piled	timing	raked

Number of Errors _____/8

11—SYLLABLE TYPES: Read the Parts

Directions: *Say the words.*

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

grumble	riddle	pebble	handle
bottle	puzzle	rattle	tickle

Number of Errors _____/8

12—CUMULATIVE REVIEW: Read Carefully (assesses Objectives 3, 6, 8, 9, and 12)

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 missed (S&S, in shaded boxes) and the total number of *Look and Say Words* missed (L&S, in italics). Take notes on **fluency** by circling correct words that take students longer than four seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in four seconds.

<i>been</i>	try	<i>have</i>	flame	
<i>give</i>	mile	<i>about</i>	crack	
<i>carry</i>	frame	<i>their</i>	wrist	
<i>what</i>	paint	<i>four</i>	brick	
<i>some</i>	write	<i>please</i>	game	
<i>away</i>	gave	<i>two</i>	drove	
<i>again</i>	grill	<i>where</i>	frost	
<i>there</i>	might	<i>many</i>	white	
<i>want</i>	fight	<i>why</i>	brush	
<i>because</i>	drive	<i>other</i>	flight	
<i>pretty</i>	mine	<i>very</i>	made	
<i>who</i>	pie	<i>into</i>	stain	
Scoring				Number of Errors
	Errors _____	+	Errors _____ =	_____ S&S (Objectives 3/5/6)
<i>Errors</i> _____	+	<i>Errors</i> _____	=	_____ L&S (Objectives 8/9)

14—STRATEGIC AND FLUENT READING: Read the Story (assesses Objectives 13 and 14)

Directions: *Read the story.*

Scoring: Mark incorrect words with a slash. Indicate the total number of errors below. 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 answer is not provided in 4 seconds.

My dad is away on a trip. I want to write him and tell him about my day.

Dear Dad,

Chad and I went skating on the lake. We skated fast in the middle of the lake.

I stumbled, but then I got right back on my skates.

We made a game of spinning and jumping in the air. We had a good time.

I can't wait for you to come home, Dad!

I miss you,

Chad

Number of Errors _____/77

