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.

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

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 3 (# of errors)	Fluent? (yes/no)	Additional Practice Needed? (yes/no)*
Phonics Strand				
OBJECTIVE 3—Introducing New Sound (New Sound)				
OBJECTIVE 5 —Word Analysis (Write, Sound and Say)				
OBJECTIVE 6A —Word Analysis (Sound and Say Words)				
OBJECTIVE 4—Developmental Spelling (Think, Talk, and Write)		n/a		
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)		n/a		
Word Recognition Strand				
OBJECTIVE 8 —High-Frequency Words (New Look and Say Words)				
OBJECTIVE 9 —High-Frequency Words (Look and Say Words)				
OBJECTIVE 10B—Structural Analysis (Read the Groups)				
OBJECTIVE 11B—Syllable Types (Read the Parts) CVC-Cle (candle)				
OBJECTIVE 12—Cumulative Review (Read Carefully)		n/a		
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)				
OBJECTIVE 15—Strategic Reading (Sound, Read, and Check)		n/a		
*Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the n	umber of errors for	that skill is 0 or 1 A	ND you wrote <i>yes</i>	for fluency.

1. Repeat Lessons 21–30	3. Practice one or two skills before moving on to Lesson 31:
2. Repeat a few lessons:	4. Move on to Lesson 31
Notes	