Assessment 4 Scoring Sheet

Name	Date
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Administer this assessment individually to students who have successfully completed Lessons 31–40. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 4 Student Sheet (page 177) ready for students to read. 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 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.

tapping	joking	spotted	jumped
biking	grinned	taping	notes

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 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.

hotel	table	silent	began
staple	begin	robot	even

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 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.

give	knit	pretty	twist	
their	grow	carry	race	
kind	bark	could	well	
live	glow	where	knight	
please	street	o'clock	snow	
should	sharp	some	float	
into	keep	hers	three	
why	tree	what	knife	
other	knot	two	wheel	
would	week	both	barn	
most	show	about	shark	
four	kept	buy	know	
friend	rice	goes	face	
because	treat	again	start	
Scoring			Number of Errors	
	Errors	+	Errors =	S&S (Objectives 3/6)
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 number of errors in the box 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 if the correct answer is not provided in 4 seconds.

Eve and Jane are friends. They live near a lake. On hot and humid days, they like to swim in the lake. Sometimes they float on their backs. Sometimes they race.

Sailing is what they like to do best. Jane's dad has a big boat. He shows them what to do. They help him with the ropes and the sails. He even lets Eve and Jane hold the wheel and pilot the boat. It is not simple, but they try hard to do their best.

Number of Errors _____/85

Name	Date	
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	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 x (# of errors)	Fluent? (yes/no)	Additional Practice Needed? (yes/no)*
Phonics Strand				
OBJECTIVE 3 —Introducing New Sound (New Sound)				
OBJECTIVE 6b —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 10C —Structural Analysis (Read the Groups)				
OBJECTIVE 11C —Syllable Types (Read the Parts)				
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		

Intervention Actions (Choose one. See guidelines on page 86.)

1. Repeat Lessons 31–40	3. Practice one or two skills before moving on to Lesson 41:
2. Repeat a few lessons:	4. Move on to Lesson 41
Notes	