

Assessment 4 Scoring Sheet

Name _____ Date _____

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.

<i>give</i>	knit	<i>pretty</i>	twist	
<i>their</i>	grow	<i>carry</i>	race	
<i>kind</i>	bark	<i>could</i>	well	
<i>live</i>	glow	<i>where</i>	knight	
<i>please</i>	street	<i>o'clock</i>	snow	
<i>should</i>	sharp	<i>some</i>	float	
<i>into</i>	keep	<i>hers</i>	three	
<i>why</i>	tree	<i>what</i>	knife	
<i>other</i>	knot	<i>two</i>	wheel	
<i>would</i>	week	<i>both</i>	barn	
<i>most</i>	show	<i>about</i>	shark	
<i>four</i>	kept	<i>buy</i>	know	
<i>friend</i>	rice	<i>goes</i>	face	
<i>because</i>	treat	<i>again</i>	start	
Scoring				Number of Errors
	Errors _____	+	Errors _____ =	_____ S&S (Objectives 3/6)
<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 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

