

Assessment 5 Scoring Sheet

Name _____ Date _____

Administer this assessment individually to students who have successfully completed Lessons 41–50. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 5 Student Sheet (page 178) 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.

wasn't	we'll	haven't	she'd
they're	couldn't	she'll	we've

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.

profit	unless	robin	clever
rocket	silver	insect	sliver

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>color</i>	suit	<i>friend</i>	point	
<i>o'clock</i>	burst	<i>thought</i>	whirl	
<i>people</i>	tube	<i>should</i>	small	
<i>kind</i>	wheel	<i>eight</i>	storm	
<i>clothes</i>	morning	<i>pull</i>	circus	
<i>live</i>	curb	<i>hers</i>	blue	
<i>more</i>	always	<i>most</i>	enjoy	
<i>both</i>	cute	<i>only</i>	use	
<i>head</i>	north	<i>eyes</i>	chalk	
<i>buy</i>	stern	<i>goes</i>	cut	
<i>almost</i>	tub	<i>school</i>	fruit	
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 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.

Steve and his sister Sue went to buy clothes for school.

Steve picked out three shirts and two pairs of pants. Then Steve wanted to go home.

Sue wanted to look at all the cute clothes. Sue liked the blue skirt. She looked for a purse in a nice color.

She thought the red coat with black buttons and big pockets was nice. Sue's basket was full of clothes.

"Can we go?" asked Steve. "My feet hurt."

"Oh, no," said Sue. "I have to try them on!"

Number of Errors _____/87

