Assessment 5 Scoring Sheet

Name	Date
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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.

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

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 x (# of errors)	Fluent? (yes/no)	Additional Practice Needed (yes/no)*
Phonics Strand				
DBJECTIVE 3—Introducing New Sound (New Sound)				
DBJECTIVE 6B—Word Analysis (Sound and Say Words)				
DBJECTIVE 4—Developmental Spelling (Think, Talk, and Write)		n/a		
DBJECTIVE 7—Word Analysis (Sound and Spell Sort)		n/a		
Vord Recognition Strand	<u> </u>			
DBJECTIVE 8 —High-Frequency Words (New Look and Say Words)				
DBJECTIVE 9 —High-Frequency Words (Look and Say Words)				
DBJECTIVE 10D —Structural Analysis (Read the Groups) contractions				
DBJECTIVE 11D—Syllable Types (Read the Parts)				
DBJECTIVE 12—Cumulative Review (Read Carefully)		n/a		
DBJECTIVE 14 —Strategic and Fluent Reading (Read the Story)				
DBJECTIVE 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	number of errors for	that ckill is 0 or 1 AN	D vou wrote was f	or fluorov
	elines on pag	ge 101.)		
	elines on pag		s before moving (
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