

Assessment 6 Scoring Sheet

Name _____ Date _____

Administer this assessment individually to students who have successfully completed Lessons 51–60. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 6 Student Sheet (page 179) 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.

stronger	closest	softer	quicker
oldest	fastest	fresher	longest

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.

story	gravy	tiny	grumpy
lazy	clumsy	seventy	hurry

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>around</i>	smooth	<i>more</i>	twist	
<i>thought</i>	runner	<i>today</i>	sprout	
<i>wash</i>	scratch	<i>money</i>	raccoon	
<i>almost</i>	frown	<i>only</i>	spurt	
<i>pull</i>	gopher	<i>early</i>	gloom	
<i>full</i>	point	<i>once</i>	twirl	
<i>color</i>	shirt	<i>clothes</i>	stitch	
<i>school</i>	few	<i>those</i>	dolphin	
<i>walk</i>	sound	<i>eight</i>	shower	
<i>people</i>	nephew	<i>love</i>	ground	
<i>often</i>	pitch	<i>every</i>	blew	
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.

Once, Farmer Jones forgot to latch the barn door. Brown Cow went for a walk and got lost. It was getting dark and cold.

“I hope Farmer Jones comes soon,” she thought. She was hungry and thirsty. She was the coldest she had ever been.

“Brown Cow, I found you!” called Farmer Jones.

“At last,” thought Brown Cow.

Farmer Jones fetched Brown Cow and led her home. He gave her food to chew and a soft blanket.

This time when he left the barn, he latched the door.

Number of Errors ____/88

