# **Assessment 6 Scoring Sheet**

Name	Date
·vaiii	. Dato

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.

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

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

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				
DBJECTIVE 8—High-Frequency Words (New Look and Say Words)				
<b>DBJECTIVE 9</b> —High-Frequency Words (Look and Say Words)				
<b>DBJECTIVE 10E</b> —Structural Analysis (Read the Groups)				
DBJECTIVE 11E—Syllable Types (Read the Parts)				
DBJECTIVE 12—Cumulative Review (Read Carefully)		n/a		
DBJECTIVE 14—Strategic and Fluent Reading (Read the Story)				
<b>JDJECTIVE 14</b> —Strategic and Fluent heading (head the Story)				
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> <b>AND</b> the <b>ntervention Actions (Choose one. See guid</b> Repeat Lessons 51–60	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
*Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> <b>AND</b> the <b>ntervention Actions (Choose one. See guid</b> .   Repeat Lessons 51–60	delines on pag  3. Prac	e 116.) tice one or two skill	s before moving (	-
*Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> <b>AND</b> the <b>ntervention Actions (Choose one. See guid</b> ).  Repeat Lessons 51–60	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
*Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	
*Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-
Write <i>no</i> only if the Focus Sheet level for that skill is <i>M</i> AND the ntervention Actions (Choose one. See guident Repeat Lessons 51–60  Repeat a few lessons:	delines on pag  3. Prac	e 116.) tice one or two skill son 61:	s before moving (	-