

PHONICS INTERVENTION ASSESSMENTS 1-8

Student and Scoring Sheets

The assessments that follow are conducted individually after each group of ten lessons. This serves as a supplement to teacher observation, which has been ongoing during instruction.

Students read from the student sheet (either directly from this book or from a photocopy) while teachers mark responses on a copy of the scoring sheet. Errors are marked with slashes, and words requiring more than four seconds to read are circled as a fluency measure.

Assessment directions mirror the teaching routines with which students and teachers have become familiar; this also adds to the ease of administration. It is extremely important that teachers not provide any scaffolding or feedback.

At the end of each scoring sheet is a summary chart on which a useful overview of assessment data is compiled. This serves as a guide for future instruction. Detailed directions for completing the summary chart and using the information appear on the Progress Monitoring pages. Completed samples of scoring sheets and summary charts appear on pages 40, 55, 70, 85, 100, 115, 130, and 145 of this guide. One of these samples appears below as well.

Assessment & Scoring Sheet

Name dustin Date 1/10

Administer this assessment individually to students who have successfully completed Lessons 71-80. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment & Student Sheet (page 173) 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.

gather	chance	sure	rough
around	yellow	full	harpoon
every	brick	water	partner
another	brat	early	map
though	bamboo	belly	rover
anything	starry	nothing	walrus
often	some	thick	shuttle
along	beach	stone	orange
cherry	golden	warm	camping
heard	mountain	laugh	relaxing
woman	harvest	though	yolk

Number of Errors 0 / 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.

remain	gather	decide	preference
absent	preacher	fantastic	know

Number of Errors 1 / 8

12—CUMULATIVE REVIEW: Read Carefully (assesses Objectives 3, 5, 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 (SAS, in shaded boxes) and the total number of Look and Say Words missed (LAS, 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.

gather	chance	sure	rough
around	yellow	full	harpoon
every	brick	water	partner
another	brat	early	map
though	bamboo	belly	rover
anything	starry	nothing	walrus
often	some	thick	shuttle
along	beach	stone	orange
cherry	golden	warm	camping
heard	mountain	laugh	relaxing
woman	harvest	though	yolk

Number of Errors 2 / 95

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.

My friends and I are happy when riding our favorite roller coaster. We go through the gate, climb up to the top and then take a steep plunge to the bottom. It sure is fun!

The cars quickly halt and turn around the track. We hold up our arms and cheer very loudly! We laugh when we go down because our legs are swinging. We catch our breath and steer back in line to ride it another time!

Number of Errors 2 / 95

Name dustin Date 1/10

SUMMARY CHART FOR LESSONS 71-80

Skills and Skills (see Focus Sheets for complete objectives)	Column A Focus Sheet Skill Level (S, F, or M)	Column B Errors on Assessment & (M/Errors)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)
Phonics Strand				
OBJECTIVE 4—Overgeneralize (Spelling, Think, Talk, and Write)	P	no	no	yes
OBJECTIVE 5B—Word Analysis (Sound and Say Words)	P	2	no	yes
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)	P	no	no	yes
Word Recognition Strand				
OBJECTIVE 8—High-Frequency Words (New Look and Say Words)	P	4	no	yes
OBJECTIVE 9—High-Frequency Words (Look and Say Words)	P	0	yes	no
OBJECTIVE 10G—Structural Analysis (Read the Groups)	M	1	yes	no
OBJECTIVE 11B—Syllable Types (Read the Parts)	P-M	0	yes	no
OBJECTIVE 12—Cumulative Review (Read Carefully)	P	no	no	yes
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	P	2	no	yes

*Write no only if the Focus Sheet level for that skill is M AND the number of errors for that skill is 0 or 1 AND you wrote yes for fluent.

Intervention Actions (Choose one. See guidelines on page 144.)

1. Repeat Lessons 71-80 ? Practice one or two skills: _____

2. Repeat a few lessons: _____

Notes
 I'll give dustin the placement test again and figure out the best place to start. He may need a referral, but I'd like to try more phonics practice before making that decision.

Sample assessment data analysis and follow-up