

## CONDUCTING THE ASSESSMENT

After successfully completing Lesson 10, it is critical to review student progress. *Do not continue before completing the steps below to determine if students are ready to proceed to Lesson 11.* Your review of student progress will be based on your observations during lessons 1–10, and Phonics Intervention Assessment 1. If you have administered other assessments, include that data in this process as appropriate.

### 1. Gather Materials

- Assessment 1 Student Sheet (use teacher's guide page 174 or make photocopies)
- Assessment 1 Scoring Sheet (page 182, one copy for each student)
- Completed Focus Sheets for Lessons 1–5 and 6–10
- Appropriate Mondo or other assessment data

### 2. Administer and Score Assessment 1

- Administer Assessment 1 following the directions on the scoring sheet. The directions mirror the routines from Lessons 1–10. Do not provide students with any feedback or assistance.
- Mark errors with slashes and write the total number of errors for each routine in the spaces provided.

### 3. Complete the Summary Chart (see sample page 40)

- **Column A:** Transfer student skill levels (*S*, *P*, or *M*) from the Focus Sheets for Lessons 6–10 onto the Summary Chart on page 2 of the scoring sheet. Although all objectives from Lessons 1–5 were continued in Lessons 6–10, check the Focus Sheet for Lessons 1–5 for any comments you may have noted.
- **Column B:** Transfer the number of errors for each objective on the Assessment 1 Scoring Sheet onto the Summary Chart. For Objectives 3/5, write the total number of errors on Sound & Say (S&S) Words as calculated on the chart. For Objectives 8/9, write the total number of errors on Look & Say (L&S) Words as calculated on the chart.
- **Column C:** Based on your observations during lessons and assessments, indicate whether or not the student is fluent in the skill (*yes* or *no*). If a student does not respond to most items within 2–3 seconds, write *no*.
- **Column D:** Indicate whether or not additional practice is needed for the skill (*yes* or *no*). 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 fluency.

## GUIDELINES FOR INTERVENTION ACTIONS AND INSTRUCTIONAL DECISIONS

Refer to the Summary Chart and Assessment Scoring Sheet to evaluate data and make individual intervention decisions.

Indicate one of the following actions at the bottom of the scoring sheet. Use the suggested guidelines that follow to help determine which action to take (see page 40).

- Repeat Lessons 1–10
- Repeat a few lessons
- Practice one or two skills
- Move on to Lesson 11

### When should I...

#### 1. Repeat Lessons 1–10?

- If additional practice is needed on more than 1 or 2 skills.
- If students are accurate but respond very slowly. All skills from Lessons 1–10 are reviewed in Lessons 11–20, but new skills are added at a fast pace, so lessons quickly become more challenging. Therefore, students need to be fluent with the content in Lessons 1–10 before moving on.

#### 2. Repeat just a few lessons? How do I decide which lessons to repeat?

- If students are having difficulty with one or two featured sounds, repeat the lessons that introduced those sounds.
- If students mastered skills taught in Lessons 1–5 (refer to your Focus Sheet) but not Lessons 6–10, repeat Lessons 6–10. Then move on to Lesson 11.

#### 3. Practice one or two skills before moving on?

- When no additional practice is needed on any objective.
- When additional practice is needed on only 1 or 2 objectives; however, it is critical that the extra practice is provided. See recommendations on page 41 for ways to provide additional practice. Use your judgment as to when to move on to Lesson 11.

#### 4. Move directly on to Lesson 11?

- If no additional practice is needed on any skills or objectives.

### What if only one student is not ready to move on?

Use your professional judgment in deciding whether or not to move on. If you do, it is critical that the student who is struggling receives the practice needed to maintain success in the group. Consider the following approaches:

- Preteach upcoming skills individually, perhaps immediately prior to the small group lesson.
- Keep student after the small group lesson each day for an additional 2–3 minutes of review.
- Provide additional practice using any of the recommendations that follow. Check the availability of other resources (cross-age tutoring, peer tutoring, volunteers, families, reading specialists, paraprofessionals, etc.).

## DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)

Name Jorge Date 9/20

SUMMARY CHART FOR LESSONS 1-10				
Skills and Skills (see Focus Sheet for complete objectives)	Column A Focus Sheet SAS Level (S, P, or N)	Column B Errors on Assessment 1 (# of errors)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)
<b>Phonemic Awareness Strand</b>				
<b>OBJECTIVE 1</b> —Blending Phonemes (What Word?)	P	2	no	yes
<b>OBJECTIVE 2</b> —Segmenting Words into Phonemes (Say it Slowly)	P	2	no	yes
<b>Phonics Strand</b>				
<b>OBJECTIVE 3</b> —Introducing New Sound (New Sound)	P/S	1	no	yes
<b>OBJECTIVE 5A</b> —Word Analysis (Write, Sound, and Say)				
<b>Word Recognition Strand</b>				
<b>OBJECTIVE 8</b> —High-Frequency Words (New Look and Say Words)	P	2	no	yes
<b>OBJECTIVE 9</b> —High-Frequency Words (Look and Say Words)	P	n/a	no	yes
<b>OBJECTIVE 12</b> —Cumulative Review (Read Carefully)	P	n/a	no	yes
<b>OBJECTIVE 13</b> —Cumulative Review (Build Sentences)	P	n/a	no	yes

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

**Intervention Actions (Choose one. See guidelines on page 39.)**

- Repeat Lessons 1-10
- Repeat a few lessons: \_\_\_\_\_
- Practice one or two skills before moving on to Lesson 11: \_\_\_\_\_
- Move on to Lesson 11

**Notes**  
Although Jorge identifies the sounds of the letters consistently, he has difficulty segmenting words into sounds (Routines 2 and 5). I often need to model segmentation before he can say each sound individually. He also does not blend sounds quickly during Routines 12 and 13 when sounding out a word he doesn't know.

BOOKSHOP PHONICS • Intervention 2

Name Jorge Date 9/20

**Assessment 1 Scoring Sheet**

Administer this assessment individually to students who have successfully completed Lessons 1-10. Photocopy this scoring sheet for each student to be tested. For Routines 12 and 13 (below), have a copy of the Assessment 1 Student Sheet (page 106) ready for students to read. Do not provide any assistance. Students read across rows from left to right.

**1—BLENDING PHONEMES: What Word?**  
Directions: Listen. (One sound at a time, say the sounds.) What word?  
Scoring: Mark each error with a slash. Indicate the total number of incorrect words below.

eye	rock	of	hand
book	word	have	ten
is	hid	leaf	back
my	turn	little	ship
up	tap	they	sh
the	pick	to	mark
far	bad	a	rock
see	tick	happy	gift
from	lamp	been	bad
you	shop	here	tick
I	dash	come	sh

Number of Errors 2 / 14

**2—SEGMENTING WORDS INTO PHONEMES: What Word?**  
Directions: Listen. (Word) Say it slowly.  
Scoring: Mark each error with a slash. Indicate the number of incorrect sounds below. If student does not say the sound separately, mark as incorrect.

chest	shin	is	is	is
name	is	is	is	is
jump	is	is	is	is
shoe	is	is	is	is

Number of Errors 3 / 14

**12—CUMULATIVE REVIEW: Read Carefully (Lessons Objectives 3, 5, 8, and 9)**  
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 (S&S, in shaded boxes) missed and the total number of Look and Say Words (L&S, in italics) missed.

Errors	0	1	2
Errors	0	1	2

Number of Errors 2 / 25

**13—CUMULATIVE REVIEW: Build Sentences**  
Directions: Read the sentences.  
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.)

- The little cat took my hand.
- Kim is on the top.
- The sh is in the bag.
- Jack ran to the top of the sh.

Number of Errors 2 / 25

BOOKSHOP PHONICS • Intervention

In this Assessment 1 sample, Jorge has made errors in all tested objectives and has not achieved mastery or fluency in any of them. Because he lacks fluency and needs additional practice across the board, Jorge's teacher has chosen Option 1, to repeat the entire group of 10 lessons with Jorge and then reassess before moving on to Lesson 11.

## RECOMMENDATIONS FOR ADDITIONAL PRACTICE

### Phonemic Awareness Strand

**1—WHAT WORD?:** Blending Phonemes

**2—SAY IT SLOWLY:** Segmenting Words Into Phonemes

- Repeat routines with words from the Sound and Say list at right. Note: these skills are only practiced in Lessons 1–20.

#### TEACHER TIP

Model for students carefully. Words that begin with continuous sounds (e.g. *fan, sick, nap*) are easier to blend because you can stretch and connect the sounds. This is particularly important for students who are having difficulty blending sounds.

### Phonics Strand

**3—NEW SOUND:** Introducing New Sound

**5—WRITE, SOUND, AND SAY:** Word Analysis

- Have students use letter cards to build Sound and Say Words from the list that follows, as in Routine 3.
- Follow Routine 5 with words from the Sound and Say Word list at right. Write words on a dry-erase board for students to copy and sound.

#### TEACHER TIP

Require students to say sounds as they build or write letters. If students are having difficulty blending, practice with words that begin with continuous sounds (e.g. *fan, sick, nap*).

### Word Recognition Strand

**8—NEW LOOK AND SAY WORDS:** High-Frequency Words

**9—LOOK AND SAY WORDS:** High-Frequency Words

**12—READ CAREFULLY:** Cumulative Review

**13—BUILD SENTENCES:** Cumulative Review

- For Objectives 8 and 9, use the Look and Say Word list at right to create additional practice activities (see suggestions on pages 24).
- For Objectives 12 and 13, use both the Look and Say Word list and the Sound and Say Word list at right to create additional practice activities (see suggestions on pages 24).
- Have students reread *Partner Practice Book* pages 1–10 with a peer, family member, volunteer, or paraprofessional. Have students reread charts with a volunteer or paraprofessional.

WORD BANK Lessons 1–10							
Boldface words in blue boxes are high-frequency words. These are important words for students to identify quickly.							
Lesson	Feature/Word Patterns	Sounds and Say Words					
1	<i>a, /ă ➔ /</i>	<b>am</b>	<b>sat</b>	map	past	tap	
	review consonants: <i>f, p, m, s, t</i>	<b>at</b>	<b>fast</b>	mat	pat		
	VC/CVC/CVCC	<b>fat</b>		pass	Sam		
	<b>Look and Say Words</b>						
	<b>the, I, happy, is, see, little</b>						
2	<b>Look and Say Words</b>						
	<b>to, here, are, look, a, my</b>						
3	<i>i, /ī ➔ /</i>	<b>an</b>	<b>in</b>	ant	fan	pad	sad
	review consonants: <i>c, d, n</i>	<b>and</b>	<b>it</b>	camp	fin	Pam	sand
		<b>can</b>	<b>its</b>	cap	fit	pick	sick
		<b>cat</b>	<b>man</b>	cast	mad	pin	Tim
		<b>dad</b>	<b>miss</b>	Dan	nap	pit	tin
		<b>did</b>	<b>pan</b>	dip	pack	sack	tip
		<b>if</b>	<b>sit</b>				
6	<i>o, /ō ➔ /</i>						
	review consonants: <i>b, h, l, r</i>						
	<b>Look and Say Words</b>	<b>had</b>	<b>last</b>	Al	dot	lid	ram
	<b>have, of, been, from, said</b>	<b>hand</b>	<b>lost</b>	bad	fill	lift	ramp
		<b>hat</b>	<b>mom</b>	band	ham	lip	rat
		<b>hill</b>	<b>not</b>	bat	hid	loss	rip
		<b>him</b>	<b>off</b>	bit	hill	lot	rod
		<b>hop</b>	<b>on</b>	Bob	hip	mop	rot
		<b>hot</b>	<b>ran</b>	boss	hit	pal	soft
		<b>land</b>		dip	ill	pill	Tom
				doll	lamp	pot	top
				Don	lap	raft	toss
7	<b>Look and Say Words</b>						
	<b>they, was, were, you, come</b>						
8	<i>sh, /sh ➔ /</i>	<b>ask</b>	<b>fish</b>	cop	Jack	lock	sack
	review consonants: <i>g, ck, k</i>	<b>back</b>	<b>got</b>	cost	kick	log	ship
		<b>bag</b>	<b>pick</b>	dig	kid	mash	shop
		<b>big</b>	<b>pig</b>	dish	Kim	mask	shot
		<b>dog</b>	<b>shall</b>	gap	kiss	pack	sick
				gas	kit	rag	sock
				gift	lick	rock	tag