## CONDUCTING THE ASSESSMENT

After successfully completing Lesson 30, 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 31.*Your review of student progress will be based on your observations during lessons 21–30 and Phonics Intervention Assessment 3. If you have administered other assessments, include that data in this process as appropriate.

#### 1. Gather Materials

- Assessment 3 Student Sheet (use teacher's guide page 176 or make photocopies)
- Assessment 3 Scoring Sheet (teacher's guide page 186, one copy for each student)
- Completed Focus Sheets for Lessons 21–25 and 26–30
- Appropriate Mondo or other assessment data

## 2. Administer and Score Assessment 3

- Administer Assessment 3 following directions on the scoring sheet. The directions mirror the routines from Lessons 21–30.
   Do not provide 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 70)

- **Column A:** Transfer skill level (*S*, *P*, or *M*) from the Focus Sheets onto the Summary Chart on page 2 of the scoring sheet. If the same objective is on both Focus Sheets, use the most recent skill level. Objective 4 is considered mastered if students use taught graphemes correctly in their writing. This objective is mastered even if their writing includes multiple errors, as long as those errors do not include taught graphemes.
- Column B: Transfer the number of errors for each objective on the Assessment 3 Scoring Sheet onto the Summary Chart. For Objectives 3/5/6, 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 sample page 70).

- Repeat Lessons 21–30
- · Practice one or two skills
- Repeat a few lessons
- Move on to Lesson 31

#### When should I...

## 1. Repeat Lessons 21-30?

- If additional practice is needed on more than 1 or 2 skills, with one exception: it is okay to move on if students are not fluent with Routine 4—Think, Talk, and Write. Students should be applying taught graphemes but may not be doing so fluently. Although extra practice should be provided, these students will benefit from moving on to Lesson 31.
- If students are accurate but respond slowly. Most skills from Lessons 21–30 are reviewed in Lessons 31-40, 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 21-30.

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

- If students are having difficulty with only one or two featured sounds, repeat the lessons that introduced those sounds.
- If students mastered skills taught in Lessons 21–25 (refer to your Focus Sheet) but not Lessons 26–30, repeat Lessons 26-30.
   Then move on to Lesson 31.

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

- When no additional practice is needed on any objective, with one exception: it is okay to move on if students are not fluent with Routine 4—Think, Talk, and Write. Students should be applying taught sounds but may not do so fluently.
- 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 71 for ways to provide additional practice. Use your judgment as to when to move on to Lesson 31.

## 4. Move directly on to Lesson 31?

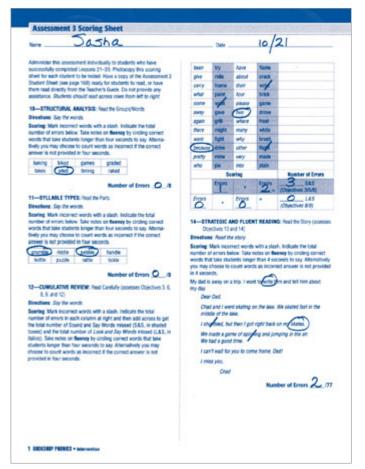
• If no additional practice is needed on any skills or objectives.

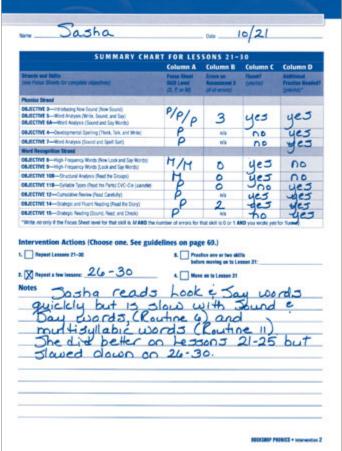
#### What if only one student is not ready to move on?

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.

## **DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)**





In this Assessment 3 sample, Sasha has demonstrated difficulty with both Sound & Say and multisyllabic words. Her teacher has chosen Option 2 and will repeat Lessons 26–30, as Sasha did well with Lessons 21–25 but then seemed to slow down.

- 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.).

# RECOMMENDATIONS FOR ADDITIONAL PRACTICE

### **Phonics Strand**

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

4—THINK, TALK, AND WRITE: Developmental Spelling

**6A—SOUND AND SAY WORDS:** Word Analysis **7—Sound and Spell Sort:** Word Analysis

- Have students use letter cards to build Sound and Say Words from the list at right, as in Routine 3.
- For students who continue to experience difficulty blending, 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.
- For Objectives 3 and 6, use the Sound and Say Word list at right to create additional practice activities (see suggestions on pages 24).
- For Objective 4, conduct Routine 4 with stories from *Partner Practice Book* pages 21–24 and/or 26–29 or other stories familiar to students, creating your own prompting questions.
- For Routine 7, create additional sorts using the Sound and Say Words from the list at right.

#### **Word Recognition Strand**

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

10—READ THE GROUPS: Structural Analysis

11—READ THE PARTS: Syllable Types
12—READ CAREFULLY: Cumulative Review

14—READ THE STORY: Strategic and Fluent Reading

15—SOUND, READ, AND CHECK: Strategic Reading

- For Objectives 8 and 9, use the Look and Say Word list at right (and previous Look and Say Word Lists, if needed) to create additional practice activities (see suggestions on pages 24).
- For Objectives 10 and 11, review charts with students. Additional activities are described 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 21–30 with a peer, family member, volunteer, or paraprofessional. Have students reread chart pages 21–30 with a volunteer or paraprofessional.
- For Objective 15, encourage students to use the strategy when reading connected text. This skill is practiced in Lessons 21–40 with words that gradually become more challenging.

WORD BANK Lessons 21–30								
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							
Lesson	Feature/Word Patterns	-1-			_			
21	a_e, /ā ➡ /	ate .	same	cane	flame	flop		
	CVCC	cake	take	cape	flap	frame		
		came	ape	case	flash	fresh		
	Look and Say Words	game	ate	cave	flat	Jake		
	about, two, some, away	gave	bake	date	fled	lake		
		made	base	fade	flex	late		
		make	cake	fake	flip	rake		
		name	came	flag	flock	tape		
22	/ng/	bring	thing	pink				
	(note: words with this sound are introduced in Sound and Spell Sort)	drink	think					
		sing						
	Look and Say Words							
	pretty, other, four, carry							
23	ai, /ā <b>→</b> /	day	stay	gain	nail	sail		
	ay, /ā ➡ /	hair*	train	jail	paid	stain		
		may	way	lay	pail	tail		
		paint	airplane	maid	pain	tray		
		pair*	aid	mail	pay	wait		
		play	fail	main		way		
				may				
26	i_ē/ Ī <b>→</b> /	bike	ride	brag	club	drape	grip	
	CCVC, initial stop sound	black	side	brand	crab	drip	gripe	
		dress	time	brass	crack	drive	hide	
	Look and Say Words	drop	while	brave	cram	drop	hike	
	give, what, again, because	fine	white	brick	crash	drove	life	
		fire	children	bride	crib	drum	lime	
		five	bite	brush	crop	glad	mile	
		grass	blade	clam	cross	glass	mine	
		life	bless	clap	crush	grab	nine	
		like	block	class	dime	grape	pile	
		line	blush	click	drag	grill	quite	
		prize	Brad	clock	drain	grin	track	
							trap	
27	ie, / Ī <b>→</b> /	by	high	night	bright	lie		
	_y, / ī ➡ /	cry	light	right	die	my		
	igh, / ī <b>→</b> /	fight	might	try	flight	pie		
	/ng/	fly	myself	why	fright	tie		
	Look and Say Words	sang	bang	blank	tank			
	their, into, please, why	thank	bank	sank				
28	<i>wr,</i> /r <b>→</b> /	write	wrap	wrist				
	/ng/		long	song	strong			
	l .		-					