CONDUCTING THE ASSESSMENT

After successfully completing Lesson 50, 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 51.* Your review of student progress will be based on your observations during Lessons 41–50 and Phonics Intervention Assessment 5. If you have administered other assessments, include that data in this process as appropriate.

1. Gather Materials

- Assessment 5 Student Sheet (use teacher's guide page 178 or make photocopies)
- Assessment 5 Scoring Sheet (page 190, one copy for each student)
- Completed Focus Sheets for Lessons 41–45 and 46–50
- · Appropriate Mondo or other assessment data

2. Administer and Score Assessment 5

- Administer Assessment 5 following the directions on the scoring sheet. The directions mirror the routines from Lessons 41–50. 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 100)

- Column A: Transfer skill levels (S, P, or M) from the Focus Sheets for Lessons 41–45 and 46–50 onto the Summary Chart on page 2 of the scoring sheet. If the same objective is on both Focus Sheets, as is often the case, use the most recent skill level.
- Column B: Transfer the number of errors for each objective on the Assessment 5 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 sample page 100).

- Repeat Lessons 41–50
- · Practice one or two skills
- · Repeat a few lessons
- Move on to Lesson 51

When should I...

1. Repeat Lessons 41-50?

- When 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 yet be doing so fluently. Although extra practice should be provided, these students will benefit from moving on to Lesson 51.
- When students are accurate but respond very slowly. Most skills are reviewed in upcoming lessons, but new skills are added at a fast pace so lessons quickly become more challenging. Therefore, students need to become fluent with the content in Lessons 41–50 before moving on.

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

- 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 41–45 (refer to your Focus Sheet), but not Lessons 46–50, repeat Lessons 46–50. Then move on to Lesson 51.

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 yet do so fluently.
- If additional practice is needed on only 1 or 2 objectives; however, it is critical that extra practice on these objectives is provided. See recommendations for additional practice in the chart on page 101. Use your judgment as to when to move on to Lesson 51.

4. Move directly on to Lesson 51?

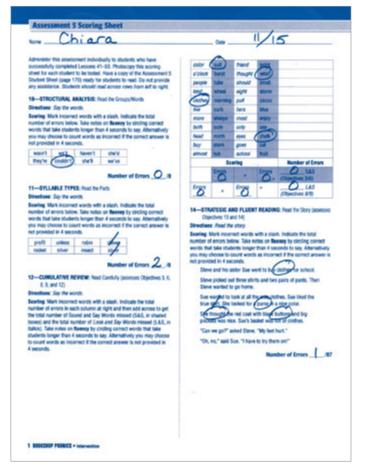
If no additional practice is needed on any skills or objectives.

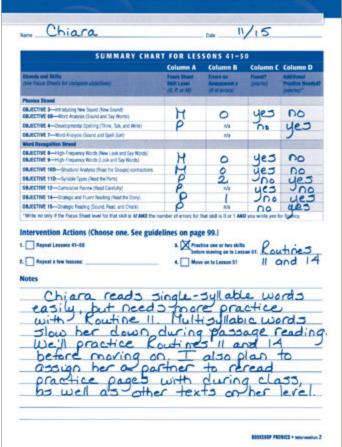
What if only one student is not ready to move on?

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)





In this Assessment 5 sample, Chiara has demonstrated some mastery of objectives but still lacks fluency in four of them. Multisyllabic words are especially challenging, so her teacher has chosen Option 3 and will practice Routines 11 and 14 before moving on to Lesson 51 with Chiara.

RECOMMENDATIONS FOR ADDITIONAL PRACTICE

Phonics Strand

3—NEW SOUND: Introducing New Sound

4—THINK, TALK, AND WRITE: Developmental Spelling

6B—SOUND AND SAY WORDS: Word Analysis **7—SOUND AND SPELL SORT:** Word Analysis

- For Objectives 3 and 6, use the Sound and Say Word list at right (and previous Look and Say Word Lists, if needed) to create additional practice activities (see suggestions on page 24).
- For Objective 4, conduct Routine 4 with stories from the *Partner Practice Book* 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.

TEACHER TIP -

Use previous lists of Sound and Say Words to provide review and discrimination practice (i.e., *small/smell*).

Word Recognition Strand

8—NEW LOOK AND SAY WORDS: High-Frequency Words **9—LOOK AND SAY WORDS:** High-Frequency Words **10D—READ THE GROUPS:** Structural Analysis

11D—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 to create additional practice activities (see suggestions on page 24).
- · For Objectives 10 and 11, review charts with students.
- For Objectives 12 and 13, use both the Look and Say Word and Sound and Say Word lists at right to create additional practice activities (see suggestions on page 24).
- Have students reread Partner Practice Book pages 41–50 with a peer, family member, volunteer, or paraprofessional. Have students reread charts 41–50 with a volunteer or paraprofessional.
- For Objective 15, encourage students to use the strategy when reading connected text.

TEACHER TIP -

Use previous lists of Sound and Say Words and Look and Say Words to provide cumulative review in additional practice activities.

WORD BANK Lessons 41–50							
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					
41	<i>u_e /</i> ū → /	blue	clue	due	juice	mute	Sue
	ui /ū ➡ /	use	cue	Duke	June	rude	tube
	ue /ū ➡ /		cute	flute	Luke	rule	rule
			dude	fruit	mule	suit	
	Look and Say Words						
	almost, head, eyes						
42	<i>al</i> / al → /	all	ball	fall	hall	malt	salt
	Look and Say Words	also	call	small	mall	chalk	tall
	school, eight, clothes						
		always	born	horn	porch	storm	
43	<i>or</i> /or → /	or	corn	lord	port	torch	
		for	fort	morning	short	torn	
			form	north	sport	stall	
46	<i>ir /</i> ir ➡ /	after	hurt	turtle	circus	fur	sir
	<i>er /</i> ir → /	better	letter	under	corner	germ	stern
	<i>ur /</i> ir ➡ /	bird	never	yesterday	curb	longer	stir
		ever	number	better	curve	nerve	surf
	Look and Say Words	first	sister	birth	dirt	nurse	swerve
	more, only, color	girl	surprise	burn	disturb	purse	third
		her	third	burst	fern	runner	whirl
		hers	turn	circle	first	shirt	
48	<i>oy</i> /oi → /	boy	boil	enjoy	join	joint	oil
	<i>oi</i> /oi ⇒ /	toy	coin	foil	joint	joy	point
	Look and Say Words					moist	spoil
	people, pull, thought						