

## 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
- Repeat a few lessons
- Practice one or two skills
- 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)

**Assessment 5 Scoring Sheet**

Name: Chiara Date: 11/15

Administer this assessment individually to students who have successfully completed Lessons 41–50. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 5 Student Sheet (page 170) 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.

color	tooth	head	hand
clock	tooth	thought	what
people	take	should	small
head	wheel	right	storm
clothes	morning	puff	circus
five	curb	fars	blue
more	always	most	enjoy
both	cute	only	see
head	north	eyes	chuck
buy	stern	poes	fat
amount	last	school	fruit

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.

want	can't	haven't	she'd
they're	couldn't	she'll	we've

Number of Errors: 2 / 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 (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.

profit	unless	robin	city
rocket	silver	insect	city

Number of Errors: 1 / 17

**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.

Steve and his sister Sue went to buy clothes for school. Steve picked out three shirts and two pairs of pants. Then Steve wanted to go home. Sue wanted to look at all the clothes. Sue liked the blue shirt. She looked for a horse in a new color. She thought the red coat with black buttons and big pockets was nice. Sue's basket was full of clothes. "Can we go?" asked Steve. "My feet hurt." "Oh, no," said Sue. "I have to try them on!"

Number of Errors: 1 / 17

Name: Chiara Date: 11/15

**SUMMARY CHART FOR LESSONS 41–50**

	Column A	Column B	Column C	Column D
<b>Phonics Strand</b>				
<b>OBJECTIVE 3</b> —Introducing New Sound (New Sound)				
<b>OBJECTIVE 8B</b> —Blind Analysis (Sound and Say Words)	PI	0	yes	no
<b>OBJECTIVE 4</b> —Developmental Spelling (Think, Talk, and Write)	P	n/a	no	yes
<b>OBJECTIVE 7</b> —Word Analysis (Sound and Spell Sort)		n/a		
<b>Word Recognition Strand</b>				
<b>OBJECTIVE 8</b> —High-Frequency Words (New Look and Say Words)				
<b>OBJECTIVE 9</b> —High-Frequency Words (Look and Say Words)				
<b>OBJECTIVE 10B</b> —Structural Analysis (Read the Groups) (contractions)	Hi	0	yes	no
<b>OBJECTIVE 11B</b> —Syllable Types (Read the Parts)	Hi	2	yes	no
<b>OBJECTIVE 12</b> —Cumulative Review (Read Carefully)	pp	n/a	yes	no
<b>OBJECTIVE 14</b> —Strategic and Fluent Reading (Read the Story)	pp	1	yes	no
<b>OBJECTIVE 15</b> —Strategic Reading (Sound, Read, and Check)		n/a	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 fluency.

**Intervention Actions (Choose one. See guidelines on page 99.)**

1.  Repeat Lessons 41–50

2.  Practice one or two skills before moving on to Lesson 51: Routines 11 and 14

3.  Repeat a few lessons: \_\_\_\_\_

4.  Move on to Lesson 51

**Notes**

Chiara reads single-syllable words easily, but needs more practice with Routine 11. Multisyllabic words slow her down during passage reading. We'll practice Routines 11 and 14 before moving on. I also plan to assign her a partner to reread practice pages with during class, as well as other texts on her level.

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