CONDUCTING THE ASSESSMENT

After successfully completing Lesson 60, it is critical to review student progress. *Do not continue before until completing the steps below to determine if students are ready to proceed to Lesson 61.* Your review of student progress will be based on your observations during lessons 51–60 and Phonics Intervention Assessment 6. If you have administered other assessments, include that data in this process as appropriate.

1. Gather Materials

- Assessment 6 Student Sheet (use teacher's guide page 179 or make photocopies)
- Assessment 6 Scoring Sheet (page 192, one copy for each student)
- Completed Focus Sheets for Lessons 51–55 and 56–60
- Appropriate Mondo or other assessment data

2. Administer and Score Assessment 6

- Administer Assessment 6 following the directions on the scoring sheet. The directions mirror the routines from Lessons 51–60. 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 at right)

- Column A: Transfer skill levels (S, P, or M) from the Focus
 Sheets for Lessons 51–55 and 56–60 onto the Summary Chart
 on page 2 of the scoring sheet. If the same objective appears
 on both Focus Sheets, as is often the case, use the most
 recent skill levels.
- Column B: Transfer the number of errors for each objective on the Assessment 6 Scoring Sheet onto the Summary Chart. For Objectives 3/6, 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 at right).

- Repeat Lessons 51–60
- · Practice one or two skills
- Repeat a few lessons
- Move on to Lesson 61

When should I...

1. Repeat Lessons 51-60?

- 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.
- When students are accurate, but respond very slowly. Most skills are reviewed in upcoming lessons, but students need to be fluent with the content in Lessons 51–60 before moving on.

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

- 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 51–55 (refer to your Focus Sheets), but not Lessons 56–60, repeat Lessons 56–60. Then move on to Lesson 61.

3. Practice one or two skills before moving on?

- If 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.
- If additional practice is needed on only 1 or 2 objectives; however, it is critical that this extra practice is provided. See recommendations in the chart on page 116. Use your judgment as to when to move on to Lesson 61.

4. Move directly on to Lesson 61?

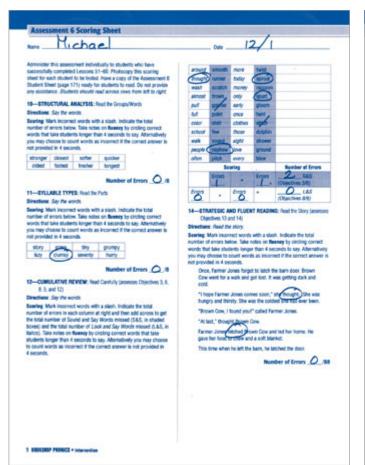
If no additional practice is needed on any skills or objectives.

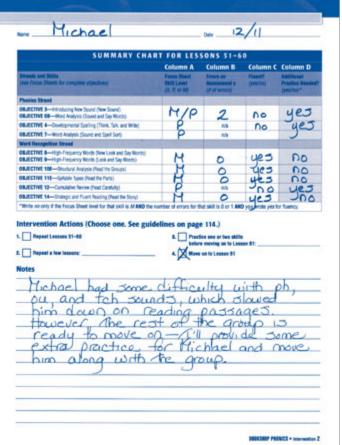
What if only one student is not ready to move on?

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 6 sample, Michael has demonstrated mastery and fluency for the majority of the objectives. Although ideally he would practice one or two skills before moving on (Option 3), he is the only one in his group with any mastery or fluency issues. His teacher has therefore chosen Option 4 and will move Michael on to Lesson 61, while paying special attention to Michael's word analysis skills and ensuring that he gets a little extra practice so as to improve his fluency.

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 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.

Word Recognition Strand

8—NEW LOOK AND SAY WORDS: High-Frequency Words
9—LOOK AND SAY WORDS: High-Frequency Words
10E—READ THE GROUPS: Structural Analysis
11E—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 page 24).
- For Objectives 10 and 11, review charts with students.
 Additional activities to practice these skills are described on page 24.
- For Objectives 12 and 13, use both the Look and Say 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 51–60 with a peer, family member, volunteer, or paraprofessional. Have students reread charts 51–60 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 51–60 Boldface words in blue boxes are high-frequency words. These are important words for students to identify quickly.							
Lesson	Feature/ Word Patterns ew/00 →/	Sounds and Say Words					
51		few	bedroom	cool	grew	shampoo	tooth
	00/00 ➡/	food	blew	doom	groom	smooth	zoom
		knew	boom	drew	hoop	spoon	
	Look and Say Words	new	boot	flew	loom	stew	
	once, walk, love	room	broom	food	moon	threw	
		soon	chew	gloom	raccoon	tool	
		too					
52	Look and Say Words						
	every, those, wash						
53	ph, /f/		dolphin	nephew	photo		
			gopher	phone	photograph		
			graph	phonics	phrase		
56	ou/ou/	brown	now	blouse	frown	proud	tower
	ow/ou/	cow	our	cloud	ground	shout	WOW
		down	out	clown	house	shower	
	Look and Say Words	found	round	count	loud	south	
	full, today, often	house	sound	crown	mouth	spout	
		how	town	flower	power	sprout	
57	Look and Say Words						
	early, money, around						
58	_ <i>tch</i> /ch/	catch	batch	itch	patch	stitch	
			ditch	latch	pitch	switch	
			fetch	match	scratch	witch	