

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

Assessment 6 Scoring Sheet

Name Michael Date 12/1

Administer this assessment individually to students who have successfully completed Lessons 51–60. Photocopy this scoring sheet for each student to be used. Have a copy of the Assessment 6 Student Sheet (page 171) 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.

around	smooth	more	hard
change	runner	today	strong
wash	scratch	money	strong
almost	from	only	spun
pull	again	early	glooms
full	job	once	hair
color	what	clothes	spoke
school	new	these	dolphin
walk	sound	night	shower
people	trouble	over	ground
often	ish	every	blew

Scoring

Errors	1	Errors	1	Number of Errors	2	SAS (Objectives 9, 10)
Errors	0	Errors	0	Errors	0	LAS (Objectives 8, 11)

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.

story	any	tiny	grumpy
busy	cherry	awfully	hurry

Number of Errors 0/8

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.

Once, Farmer Jones forgot to latch the barn door. Brown Cow went for a walk and got lost. It was getting dark and cold.

"I hope Farmer Jones comes soon," she thought. She was hungry and thirsty. She was the coldest she had ever been.

"Brown Cow, I found you!" called Farmer Jones.

"At last," thought Brown Cow.

Farmer Jones finished Brown Cow and led her home. He gave her food for supper and a soft blanket.

This time when he left the barn, he latched the door.

Number of Errors 0/88

1 BOOKSHOP PHONICS • Intervention

Name Michael Date 12/1

SUMMARY CHART FOR LESSONS 51–60

Strands and Skills (see Focus Sheets for complete objectives)	Column A Focus Sheet Skill Level (L, P, or AD)	Column B Errors on Assessment 6 (# of errors)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)
Phonics Strand				
OBJECTIVE 8—Introducing New Sound (New Sound)				
OBJECTIVE 9—Word Analysis (Sound and Say Words)	M/P	2	no	yes
OBJECTIVE 4—Developmental Spelling (Think, Talk, and Write)	P	na	no	yes
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)	P	na		
Word Recognition Strand				
OBJECTIVE 8—High-Frequency Words (New Look and Say Words)				
OBJECTIVE 9—High-Frequency Words (Look and Say Words)	M	0	yes	no
OBJECTIVE 10—Structural Analysis (Read the Groups)	M	0	yes	no
OBJECTIVE 11—Syllable Types (Read the Parts)	M	0	yes	no
OBJECTIVE 12—Cumulative Review (Read Carefully)	M	0	yes	no
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	M	0	yes	no

*Write no only if the Focus Sheet level for that skill is **L** 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 114.)

1. Repeat Lessons 51–60

2. Practice one or two skills before moving on to Lesson 61.

3. Repeat a few lessons:

4. Move on to Lesson 61

Notes

Michael had some difficulty with ph, pu, and fo sounds, which slowed him down on reading passages. However, the rest of the group is ready to move on—I'll provide some extra practice for Michael and move him along with the group.

1 BOOKSHOP PHONICS • Intervention 2

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	Sounds and Say Words					
51	ew /ōō → /	few	bedroom	cool	grew	shampoo	tooth
		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	_ tch /ch/	catch	batch	itch	patch	stitch	
			ditch	latch	pitch	switch	
			fetch	match	scratch	witch	