

DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)

Assessment 7 Scoring Sheet

Name Dayana Date 12/16

Administer this assessment individually to students who have successfully completed Lessons 61–70. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 7 Student Sheet (page 172) 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.

com	often	sped	hurtles
emphes	paries	tried	buddies

Number of Errors 2

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.

coller	satn	reusel	rher
enit	delr	rotol	magic

Number of Errors 1

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 (SSS, in shaded boxes) and the total number of Look and Say Words missed (LSS, 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.

my	head	alone	shook
around	mouth	body	worn
full	straw	ating	parties
nothing	found	elder	start
swam	took	ask	high
love	enous	often	brooms
my	strange	piece	house
every	match	laugh	stampos
those	good	flow	worst
anything	wood	wash	drawn
early	man	woman	stage

Scoring

Errors	2	1	3	SSS (Objectives 3-6)
Errors	2	1	3	LSS (Objectives 8-9)

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.

The Queen had a fancy party. Ladies were dressed in satin and lace. Men wore best clothes. There was a large crowd in the ballroom.

The Queen's cook made many good drinks for the party. He cooked meatballs noodles with sausage. He made pie cookies and triple candies. He made pitchers of cold drinks.

"Everything all so good!" cried the Queen. "You are a never cook."

All the people in the ballroom gave the cook a big cheer for his hard work.

Number of Errors 2 /84

Name Dayana Date 12/16

SUMMARY CHART FOR LESSONS 61–70

Words and Skills (see Focus Sheet for complete objectives)	Column A Focus Sheet Skill Level (S, P, or M)	Column B Errors on Assessment 7 (if at all)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)*
Phonics Strand				
OBJECTIVE 8—Introducing New Sound (New Sound)				
OBJECTIVE 8B—Word Analysis (Sound and Say Words)	P	3	no	yes
OBJECTIVE 4—Developmental Spelling (Think, Talk, and Write)	P	na	1	1
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)	P	na		
Word Recognition Strand				
OBJECTIVE 9—High-Frequency Words (New Look and Say Words)				
OBJECTIVE 9B—High-Frequency Words (Look and Say Words)	P	3	no	yes
OBJECTIVE 10F—Structural Analysis (Read the Groups) y → ay, er, ed	P	2		
OBJECTIVE 11F—Syllable Types (Read the Parts)	P		1	1
OBJECTIVE 12—Cumulative Review (Read Carefully)	P	na		
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	P	2		

*Write no only if the Focus Sheet level for that skill is S 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 129.)

1. Repeat Lessons 61–70

2. Repeat a few lessons: _____

3. Practice one or two skills before moving on to Lesson 71: _____

4. Move on to Lesson 71

Notes

Dayana needs support during lessons. She is not independent with these skills yet.

In this Assessment 7 sample, Dayana has demonstrated that she lacks both confidence and fluency, and still needs considerable practice. Her teacher has chosen Option 1 and will repeat Lessons 61–70.

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

10F—READ THE GROUPS: Structural Analysis

11F—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 61–70 with a peer, family member, volunteer, or paraprofessional. Have students reread charts 61–70 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 61–70							
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					
61	<i>oo /oo/</i>	book	brook	hood	shook	wooden	
		good	cook	hook	stood	understood	
	Look and Say Words	look	crook	nook	wood		
	along, heard, laugh	took	foot	overlook			
62	Look and Say Words						
		along, heard, laugh					
63	<i>ge /j/</i>	large	age	change	gem	huge	sledge
	<i>gi /j/</i>		barge	charge	gentle	large	stage
	<i>_dge /j/</i>		bridge	danger	germ	ledge	strange
			cage	dredge	hedge	page	wage
					pledge	wedge	
66	<i>au /aw/</i>	draw	august	sauce			
	<i>aw /aw/</i>	saw	awful	crawl	fraud	launch	shawl
			awning	drawn	haul	laundry	squawk
			bawl	faucet	hawk	lawn	straw
			claw	fault	jaw	lawyer	thaw
						scrawl	yawn
67	Look and Say Words						
		done, woman					
68	<i>wor /wir/</i>	work	word	worry			
			world	worship			
			worm	worst			
			worth				

Skills Block Focus Sheet for Lessons 71–75

Photocopy this sheet
each week for each group.

		Lesson 71	Lesson 72	Lesson 73	Lesson 74	Lesson 75
Small Group Instruction/Partner Practice	2 Groups: 15 – 20 Minutes Per Group	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis	6—SOUND AND SAY WORDS Word Analysis
			7—SOUND AND SPELL SORT Word Analysis		7—SOUND AND SPELL SORT Word Analysis	
		8—NEW LOOK AND SAY WORDS High-Frequency Words Common Words: <i>another, through</i>	8—NEW LOOK AND SAY WORDS High-Frequency Words Common Words: <i>together, sure</i>			
		9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review	9—LOOK AND SAY WORDS High-Frequency Words Cumulative Review
		10—READ THE GROUPS Structural Analysis	10—READ THE GROUPS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis	10—READ THE WORDS Structural Analysis
		12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review	12—READ CAREFULLY Cumulative Review
		14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading	14—READ THE STORY Strategic and Fluent Reading
					4—THINK, TALK, AND WRITE Developmental Spelling	

Date _____ Class _____

Student Names

Small Group Assessment	Objective	Routine	Skill Level				
	Write sentences or phrases that relate to a story and include words in which each phoneme is spelled with a grapheme that makes that sound, applying all taught graphemes	4—THINK, TALK, AND WRITE	Practice				
	Pronounce words made up of letter patterns taught in NEW SOUND and short vowel words in which each letter represents its most common sound, including CCVCC pattern (<i>stamp</i>)	6—SOUND AND SAY	Practice				
	Demonstrate understanding of letter-sound correspondences by writing words that are made up of taught letter sounds and patterns	7—SOUND AND SPELL SORT	Practice				
	Pronounce featured sight words: <i>another, through, together, sure</i>	8—NEW LOOK AND SAY	Introduce				
	Fluently pronounce taught sight words	9—LOOK AND SAY WORDS	Practice				
	Pronounce <i>y</i> -derivative words formed by changing the <i>y</i> to <i>i</i> and adding <i>-er</i> and <i>-est</i>	10—READ THE GROUPS	Introduce/ Practice/ Master				
	Pronounce words made up of taught spelling patterns and syllable types	12—READ CAREFULLY	Practice				
Read a story, applying a flexible strategy to determine the pronunciation of unknown words with appropriate prosody	14—READ THE STORY	Practice					

Assessment Key: S = Struggling P = Practicing M = Mastered

Additional Comments/Observations: _____

