CONDUCTING THE ASSESSMENT

Now that you've completed all of the lessons, it is important to assess students to ensure that they can apply all skills in text fluently. Advanced word identification skills, such as root words, prefixes, and suffixes, may be taught as they are encountered in text. Your review of student progress will be based on your observations during lessons 71–80 and Phonics Intervention Assessment 8. If you have administered other assessments, include that data in this process as appropriate.

1. Gather Materials

- Assessment 8 Student Sheet (use teacher's guide page 181 or make photocopies)
- Assessment 8 Scoring Sheet (page 196, one copy for each student)
- Focus Sheets for Lessons 71–75 and 76–80
- Appropriate Mondo or other assessment data

2. Administer and Score Assessment 8

- Administer Assessment 8 following the directions on the scoring sheet. The directions mirror the routines from Lessons 71–80. 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 Summary Chart (see sample at right)

- **Column A:** Transfer skill levels *(S, P,* or *M)* from the Focus Sheets for Lessons 71–75 and 76–80 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 8 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 71–80
- Repeat a few lessons
- Practice one or two skills

When should I…

1. Repeat Lessons 71–80?

- When additional practice is needed on more than 1 or 2 skills.
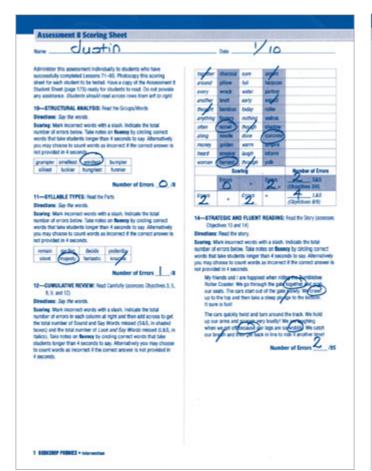- If students are accurate, but respond very slowly.

2. Repeat just a few lessons? How do I decide which lessons to repeat?
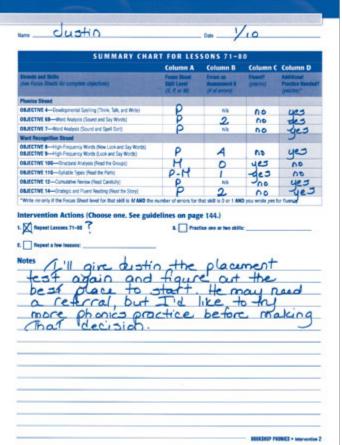
- If students are having difficulty with only one or two featured sounds, repeat the lessons that introduced those sounds.
- If students mastered skills taught in Lessons 71–75 (refer to your Focus Sheets), but not Lessons 76–80, repeat Lessons 76–80.

What if a student has not mastered the skills, even after extensive practice?

- Repeat the placement test and start the student in the lessons at the recommended starting point.
- You might also seek additional assistance and consider referring student for evaluation for additional services.

DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)

In this Assessment 8 sample, Justin has demonstrated that he still needs additional practice in six of the objectives. His teacher has decided to re-administer the placement test in order to figure out just where would be the best place to pick up with Justin's review. Although repeating Lessons 71–80 (Option 1) is a possibility, it might be wiser to backtrack a bit further with Justin. His teacher will also consider a referral, based on new assessment results.

RECOMMENDATIONS FOR ADDITIONAL PRACTICE

Phonics Strand
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 Sound and Say Word lists 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 previous Sound and Say Word lists.

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 that follows to create additional practice activities (see suggestions on page 24).

WORD BANK Lessons 71–80		
Lesson	**Look and Say Words**	
71	another	through
72	together	sure

- 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 to create additional practice activities (see suggestions on page 24).

- Have students reread *Partner Practice Book* pages 71–80 with a peer, family member, volunteer, or paraprofessional. Have students reread charts 71–80 with a volunteer or paraprofessional.

- For Objective 15, encourage students to use the strategy when reading connected text.