

## 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)

**Assessment 8 Scoring Sheet**

Name Justin Date 1/10

Administer this assessment individually to students who have successfully completed Lessons 71–80. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 8 Student Sheet (page 173) 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.

ether	charcoal	sure	weight
around	yellow	full	harpoon
every	wreck	water	parade
another	knit	early	check
thought	bandage	body	cake
anything	steak	nothing	walks
often	twelve	though	strange
along	twelve	above	concern
money	golden	warm	burple
heard	straw	laugh	returns
woman	turnover	though	pink

**Scoring**

Errors	0	2	2	SAS (Objectives 3)
Errors	2	2	4	C&S (Objectives 6-9)

**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.

granular	smelted	whisper	bumper
skilled	locker	hunger	funnel
remain	gather	decide	yesterday
skirt	project	harmonic	knave

**Number of Errors** 1 / 8

**12—CUMULATIVE REVIEW:** Read Carefully (assesses Objectives 3, 5, 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 (S&S, in shaded boxes) and the total number of Look and Say Words missed (L&S, 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 friends and I are happiest when riding the roller coaster. We go through the gate together and up our seats. The cars start out of the gate slowly. We climb up to the top and then take a steep plunge to the bottom. It sure is fun!

The cars quickly twist and turn around the track. We hold up our arms and cheer very loudly! We laugh when we get on because our legs are so excited. We catch our breath and struggle back in line to ride it another time!

**Number of Errors** 2 / 95

**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.

**Number of Errors** 2 / 95

Name Justin Date 1/10

**SUMMARY CHART FOR LESSONS 71–80**

Strands and Skills (see Focus Sheets for complete objectives)	Column A Focus Sheet SAS Level (S, P or M)	Column B Errors on Assessment 8 (# of errors)	Column C Fluency (yes/no)	Column D Additional Practice Needed? (yes/no)*
<b>Phonics Strand</b>				
OBJECTIVE 4—Consonantal Spelling (Think, Talk, and Write)	P	no	no	yes
OBJECTIVE 6B—Word Analysis (Sound and Say Words)	P	2	no	yes
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)	P	no	no	yes
<b>Word Recognition Strand</b>				
OBJECTIVE 8—High-Frequency Words (New Look and Say Words)	P	1	no	yes
OBJECTIVE 9—High-Frequency Words (Look and Say Words)	M	0	yes	no
OBJECTIVE 10B—Structural Analysis (Read the Groups)	P-M	1	yes	no
OBJECTIVE 11B—Syllable Types (Read the Parts)	P	no	no	yes
OBJECTIVE 12—Cumulative Review (Read Carefully)	P	2	no	yes
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	P	2	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 144.)**

1.  Repeat Lessons 71–80? 2.  Practice one or two skills: \_\_\_\_\_

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

**Notes**

I'll give Justin the placement test again and figure out the best place to start. He may need a referral, but I'd like to try more phonics practice before making that decision.

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.