

## CONDUCTING THE ASSESSMENT

After successfully completing Lesson 30, it is critical to review student progress. *Do not continue before completing the steps below to determine if students are ready to proceed to Lesson 31.* Your review of student progress will be based on your observations during lessons 21–30 and Phonics Intervention Assessment 3. If you have administered other assessments, include that data in this process as appropriate.

### 1. Gather Materials

- Assessment 3 Student Sheet (use teacher's guide page 176 or make photocopies)
- Assessment 3 Scoring Sheet (teacher's guide page 186, one copy for each student)
- Completed Focus Sheets for Lessons 21–25 and 26–30
- Appropriate Mondo or other assessment data

### 2. Administer and Score Assessment 3

- Administer Assessment 3 following directions on the scoring sheet. The directions mirror the routines from Lessons 21–30. Do not provide 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 page 70)

- **Column A:** Transfer skill level (*S*, *P*, or *M*) from the Focus Sheets onto the Summary Chart on page 2 of the scoring sheet. If the same objective is on both Focus Sheets, use the most recent skill level. Objective 4 is considered mastered if students use taught graphemes correctly in their writing. This objective is mastered even if their writing includes multiple errors, as long as those errors do not include taught graphemes.
- **Column B:** Transfer the number of errors for each objective on the Assessment 3 Scoring Sheet onto the Summary Chart. For Objectives 3/5/6, 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 page 70).

- Repeat Lessons 21–30
- Repeat a few lessons
- Practice one or two skills
- Move on to Lesson 31

### When should I...

#### 1. Repeat Lessons 21-30?

- If 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. Students should be applying taught graphemes but may not be doing so fluently. Although extra practice should be provided, these students will benefit from moving on to Lesson 31.
- If students are accurate but respond slowly. Most skills from Lessons 21–30 are reviewed in Lessons 31–40, but new skills are added at a fast pace, so lessons quickly become more challenging. Therefore, students need to be fluent with the content in Lessons 21–30.

#### 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 21–25 (refer to your Focus Sheet) but not Lessons 26–30, repeat Lessons 26–30. Then move on to Lesson 31.

#### 3. Practice one or two skills before moving on?

- When 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. Students should be applying taught sounds but may not do so fluently.
- When additional practice is needed on only 1 or 2 objectives; however, it is critical that the extra practice is provided. See recommendations on page 71 for ways to provide additional practice. Use your judgment as to when to move on to Lesson 31.

#### 4. Move directly on to Lesson 31?

- 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.

## DATA EVALUATION AND INSTRUCTIONAL DECISION (sample)

**Assessment 3 Scoring Sheet**  
 Name Sasha Date 10/21

Administer this assessment individually to students who have successfully completed Lessons 21–30. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 3 Student Sheet (see page 168) ready for students to read, or have them read directly from the Teacher's Guide. Do not provide any assistance. Students should read across rows from left to right.

**18—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 four seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in four seconds.

baking	blat	games	graded
takes	and	storing	raked

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 four seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in four seconds.

crunch	rhyme	subtle	handle
bottle	puzzle	ratte	sickle

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 (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 four seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in four seconds.

been	try	live	name
give	ride	about	crack
carry	frame	their	very
what	point	four	brick
some	gave	please	game
away	gave	two	drive
again	grill	where	break
there	might	many	white
and	light	why	brush
because	drive	other	high
pretty	move	very	made
who	pie	near	skin

Scoring

Errors	1	0	2	3	S&S (Objectives 3&6)
Errors	0	0	0	0	L&S (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 answer is not provided in 4 seconds.

My dad is away on a trip. I want to write him and tell him about my day.

Dear Dad,

Chad and I went skating on the lake. We skated fast in the middle of the lake. I skated, but then I got right back on my skates. We made a game of skipping and jumping in the air. We had a good time. I can't wait for you to come home. Dad! I miss you.

Chad

Number of Errors 2 / 77

Name Sasha Date 10/21

**SUMMARY CHART FOR LESSONS 21–30**

Strands and Skills (see Focus Sheets for complete objectives)	Column A Focus Sheet S&S Level (2, P, or M)	Column B Errors on Assessment 3 (# of errors)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)
<b>Phonics Strand</b>				
OBJECTIVE 3—Introducing New Sound (New Sound)				
OBJECTIVE 5—Word Analysis (Write, Sound, and Say)	P/P/P	3	yes	yes
OBJECTIVE 6A—Word Analysis (Sound and Say Words)				
OBJECTIVE 6—Developmental Spelling (Think, Talk, and Write)	P	n/a	no	yes
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)	P	n/a	no	yes
<b>Word Recognition Strand</b>				
OBJECTIVE 8—High-Frequency Words (New Look and Say Words)				
OBJECTIVE 9—High-Frequency Words (Look and Say Words)	M/M	0	yes	no
OBJECTIVE 10B—Structural Analysis (Read the Groups)	M	0	yes	no
OBJECTIVE 11B—Syllable Types (Read the Parts CVC-Ce / and/or)	P	0	no	yes
OBJECTIVE 12—Cumulative Review (Read Carefully)	P	n/a	yes	yes
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	P	2	yes	yes
OBJECTIVE 15—Strategic Reading (Sound, Read, and Check)	P	n/a	no	yes

\*Write no only if the Focus Sheet level for that skill is **S&S** AND the number of errors for that skill is 0 or 1 AND you wrote yes for Fluent.

**Intervention Actions (Choose one. See guidelines on page 69.)**

1.  Repeat Lessons 21–30

2.  Repeat a few lessons: 26–30

3.  Practice one or two skills before moving on to Lesson 31:

4.  Move on to Lesson 31

**Notes**  
Sasha reads Look & Say words quickly but is slow with Sound & Say words, (Routine 6) and multisyllabic words (Routine 11). She did better on lessons 21–25 but slowed down on 26–30.

In this Assessment 3 sample, Sasha has demonstrated difficulty with both Sound & Say and multisyllabic words. Her teacher has chosen Option 2 and will repeat Lessons 26–30, as Sasha did well with Lessons 21–25 but then seemed to slow down.

- 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.).

## RECOMMENDATIONS FOR ADDITIONAL PRACTICE

### Phonics Strand

**3—NEW SOUND:** Introducing New Sound

**4—THINK, TALK, AND WRITE:** Developmental Spelling

**6A—SOUND AND SAY WORDS:** Word Analysis

**7—SOUND AND SPELL SORT:** Word Analysis

- Have students use letter cards to build Sound and Say Words from the list at right, as in Routine 3.
- For students who continue to experience difficulty blending, follow Routine 5 with words from the Sound and Say Word list at right. Write words on a dry-erase board for students to copy and sound.
- For Objectives 3 and 6, use the Sound and Say Word list at right to create additional practice activities (see suggestions on pages 24).
- For Objective 4, conduct Routine 4 with stories from *Partner Practice Book* pages 21–24 and/or 26–29 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.

### Word Recognition Strand

**8—NEW LOOK AND SAY WORDS:** High-Frequency Words

**9—LOOK AND SAY WORDS:** High-Frequency Words

**10—READ THE GROUPS:** Structural Analysis

**11—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 pages 24).
- For Objectives 10 and 11, review charts with students. Additional activities are described on pages 24.
- For Objectives 12 and 13, use both the Look and Say Word list and the Sound and Say Word list at right to create additional practice activities (see suggestions on pages 24).
- Have students reread *Partner Practice Book* pages 21–30 with a peer, family member, volunteer, or paraprofessional. Have students reread chart pages 21–30 with a volunteer or paraprofessional.
- For Objective 15, encourage students to use the strategy when reading connected text. This skill is practiced in Lessons 21–40 with words that gradually become more challenging.

WORD BANK Lessons 21–30								
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						
21	<i>a_e, /ā</i> ➔ /	<b>ate</b>	<b>same</b>	cane	flame	flap		
	CVCC	<b>cake</b>	<b>take</b>	cape	flap	frame		
		<b>came</b>	ape	case	flash	fresh		
	<b>Look and Say Words</b>	<b>game</b>	ate	cave	flat	Jake		
	<b>about, two, some, away</b>	<b>gave</b>	bake	date	fled	lake		
		<b>made</b>	base	fade	flex	late		
22	/ng/	<b>make</b>	cake	fake	flip	rake		
		<b>name</b>	came	flag	flock	tape		
		<b>bring</b>	<b>thing</b>	pink				
		<b>drink</b>	<b>think</b>					
			<b>sing</b>					
		<b>Look and Say Words</b>						
23	<i>ai, /ā</i> ➔ /	<b>day</b>	<b>stay</b>	gain	nail	sail		
	<i>ay, /ā</i> ➔ /	<b>hair*</b>	<b>train</b>	jail	paid	stain		
		<b>may</b>	<b>way</b>	lay	pail	tail		
		<b>paint</b>	<b>airplane</b>	maid	pain	tray		
		<b>pair*</b>	aid	mail	pay	wait		
		<b>play</b>	fail	main		way		
26	<i>i_ē / ī</i> ➔ /			may				
		CCVC, initial stop sound	<b>bike</b>	<b>ride</b>	brag	club	drape	grip
			<b>black</b>	<b>side</b>	brand	crab	drip	gripe
			<b>dress</b>	<b>time</b>	brass	crack	drive	hide
		<b>Look and Say Words</b>	<b>drop</b>	<b>while</b>	brave	cram	drop	hike
		<b>give, what, again, because</b>	<b>fine</b>	<b>white</b>	brick	crash	drove	life
			<b>fire</b>	<b>children</b>	bride	crib	drum	lime
			<b>five</b>	bite	brush	crop	glad	mile
			<b>grass</b>	blade	clam	cross	glass	mine
			<b>life</b>	bless	clap	crush	grab	nine
			<b>like</b>	block	class	dime	grape	pile
			<b>line</b>	blush	click	drag	grill	quite
27	<i>ie, / ī</i> ➔ /	<b>prize</b>	Brad	clock	drain	grin	track	
							trap	
		<i>_y, / ī</i> ➔ /	<b>by</b>	<b>high</b>	<b>night</b>	bright	lie	
		<i>igh, / ī</i> ➔ /	<b>cry</b>	<b>light</b>	<b>right</b>	die	my	
		/ng/	<b>fight</b>	<b>might</b>	<b>try</b>	flight	pie	
			<b>fly</b>	<b>myself</b>	<b>why</b>	fright	tie	
28	<i>wr, /r</i> ➔ /	<b>Look and Say Words</b>	<b>sang</b>	bang	blank	tank		
		<b>their, into, please, why</b>	<b>thank</b>	bank	sank			
		<b>write</b>	wrap	wrist				
	/ng/		long	song	strong			