

CONDUCTING THE ASSESSMENT

After successfully completing Lesson 40, it is critical to review student progress. *Do not continue in the lessons until you conduct the steps below to determine if students are ready to proceed to Lesson 41.* Your review of student progress will be based on your observations during lessons 31–40 and Phonics Intervention Assessment 4. If you have administered other assessments, include that data in this process as appropriate.

1. Gather Materials

- Assessment 4 Student Sheet (use teacher's guide page 177 or make photocopies)
- Assessment 4 Scoring Sheet (page 188, one copy for each student)
- Completed Focus Sheets for Lessons 31–35 and 36–40
- Appropriate Mondo or other assessment data

2. Administer and Score Assessment 4

- Administer Assessment 4 following directions on the scoring sheet. The directions mirror the routines from Lessons 31–40. *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 at right)

- **Column A:** Transfer skill levels (*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, as is often the case, use the most recent skill level. Note that mixed practice of open (CV) and closed (CVC) syllable types is not expected until Objective 11f, which begins in Lesson 66.
- **Column B:** Transfer the number of errors for each objective on the Assessment 4 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 assist you to help determine which action to take (see sample at right).

- Repeat Lessons 31–40
- Repeat a few lessons
- Practice one or two skills
- Move on to Lesson 41

When should I...

1. Repeat Lessons Lessons 31–40?

- 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. Students should be applying taught graphemes, but may not yet be doing so fluently. Although extra practice should be provided, these students will benefit from moving on to Lesson 41.
- When students are accurate, but respond very slowly. Most skills from Lessons 31–40 are reviewed in Lessons 41–50, but new skills are added at a fast pace, so lessons quickly become more challenging. Therefore, students need to become fluent with the content in Lessons 31–40 before moving on.

2. Repeat just a few lessons? How do I decide which lessons to review?

- When 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 31–35 (refer to your Focus Sheet), but not Lessons 36–40, repeat Lessons 36–40. Then move on to Lesson 41.

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 extra practice is provided. See recommendations on page 86 for ways to provide additional practice. Use your judgment as to when to move on to Lesson 41.

4. Move directly on to Lesson 41?

- 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 4 Scoring Sheet

Name John Date 11/1

Administer this assessment individually to students who have successfully completed Lessons 21–40. Photocopy this scoring sheet for each student to be tested. Have a copy of the Assessment 4 Student Sheet (page 163) 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.

gave	gave	gave	gave
their	grow	carry	race
kind	back	up	well
just	grow	where	long
street	street	a'clock	snow
sharp	sharp	some	road
into	keep	here	there
why	then	what	there
often	knit	two	wheel
most	was	both	team
about	about	about	shark
four	kept	day	know
rice	rice	poes	face
again	again	again	start

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.

table	start	begin
begin	root	even

Number of Errors 2

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 4 seconds to say. Alternatively you may choose to count words as incorrect if the correct answer is not provided in 4 seconds.

Errors	1	1	2	S&S (Objectives 3, 6)
Errors	1	1	2	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 if the correct answer is not provided in 4 seconds.

Eve and Jane are friends. They live near a lake. One day and two days, they like to fish in the lake. Sometimes they float on their backs. Sometimes they race.

Sailing is what they like to do best. Jane's dad has a big boat. He shows them what to do. They help him with the ropes and the sails. He even lets Eve and Jane hold the wheel and steer the boat. It is not simple, but they try hard to do their best.

Number of Errors 4

1 BOOKSHOP PHONICS • Intervention

Name John Date 11/1

SUMMARY CHART FOR LESSONS 31–40

Strands and Skills (see Focus Sheets for complete objectives)	Column A Focus Sheet Skill Level (2, 3, or 4)	Column B Errors on Assessment (if of any)	Column C Fluent? (yes/no)	Column D Additional Practice Needed? (yes/no)
Phonics Strand				
OBJECTIVE 3—Introducing New Sound (New Sound)				
OBJECTIVE 6B—Word Analysis (Sound and Say Words)	P/p	2	no	yes
OBJECTIVE 4—Developmental Spelling (Think, Talk, and Write)		n/a		
OBJECTIVE 7—Word Analysis (Sound and Spell Sort)		n/a		
Word Recognition Strand				
OBJECTIVE 8—High-Frequency Words (New Look and Say Words)				
OBJECTIVE 9—High-Frequency Words (Look and Say Words)	3/3	4	no	yes
OBJECTIVE 10C—Structural Analysis (Read the Groups)	P/p	2	no	yes
OBJECTIVE 11C—Syllable Types (Read the Parts)	P/p	2	no	yes
OBJECTIVE 12—Cumulative Review (Read Carefully)	P/p/S	n/a	no	yes
OBJECTIVE 14—Strategic and Fluent Reading (Read the Story)	P/p/S	4	no	yes
OBJECTIVE 15—Strategic Reading (Sound, Read, and Check)		n/a		

*Write no only if the Focus Sheet level for that skill is **A** 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 84.)

1. Repeat Lessons 21–40

2. Repeat a few lessons:

3. Practice one or two skills before moving on to Lesson 41:

4. Move on to Lesson 41

Notes

John has a hard time with words he doesn't typically use, both look & say and sound & say. He knows individual sounds but lacks confidence when he needs to blend them, and often just guesses. Repeating these lessons with words that are now more familiar should help.

1 BOOKSHOP PHONICS • Intervention 2

In this Assessment 4 sample, John is clearly struggling with a number of objectives and is not fluent in any of them. His teacher has chosen Option 1 and will repeat Lessons 31–40 with John.

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

- 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 page 24).
- For Objective 4, conduct Routine 4 with stories from *Partner Practice Book* pages 31–34 and/or 36–39 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 that follows.

TEACHER TIP

Use previous lists of Sound and Say Words to provide review and discrimination practice (i.e., *note/not*).

Word Recognition Strand

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

9—LOOK AND SAY WORDS: High-Frequency Words

10C—READ THE GROUPS: Structural Analysis

11C—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 Word list and the Sound and Say Word list at right to create additional practice activities (see suggestions on page 24).
- Have students reread *Partner Practice Book* pages 31–40 with a peer, family member, volunteer, or paraprofessional. Have students reread chart pages 31–40 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.

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 31–40							
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					
31	<i>o_e /ō → /</i>	close	bone	joke	pole	blast	shone
	ccvcc	home	cone	nose	robe	brand	stone
		hope	hole	note	rode	broke	twig
	Look and Say Words	stand	hose	poke	rope	grand	twin
	would, could, should	before					twist
32	<i>oa /ō → /</i>	boat	grow	road	blow	float	goal
	<i>ol /ō → /</i>	coat	hold	show	coast	glow	soak
	<i>ow /ō → /</i>	cold	old	told			soap
		goat	own				
	Look and Say Words						
	both, buy, hers						
33	<i>kn /n → /</i>	know	gnome	knife	knight	knit	knot
	<i>gn /n → /</i>						
36	<i>e_e /ē → /</i>	bee	keep	three	beet	leap	sleet
	<i>ee /ē → /</i>	clean	leave	tree	deal	mean	steam
	<i>ēā /ē → /</i>	dear	near	year	Dean	meet	Steve
		each	need	between	deep	neat	team
	Look and Say Words	ear	read	peanut	eat	peek	treat
	live, kind, most	eat	see	beak	eve	peel	tree
		feet	seem	beam	feel	Pete	weak
		green	seen	beat	feet	seal	weed
		hear	sleep	bee	jeep	seam	week
		here	street	beep	keep	seat	wheel
37	<i>ce /s → /</i>	face	place	lace	rice		
	<i>ci /s → /</i>	ice	race	price			
	Look and Say Words						
	goes, friend, o'clock						
38	<i>ar /ar/</i>	bark	dark	hard	art	dart	shark
		barn	far	part	bar	park	sharp
		car	farm	start	carve	scarf	star