

SRA
**Reading
Mastery**
Signature Edition

**Curriculum-Based
Assessment and Fluency
Teacher Handbook**
Grade K

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**Mc
Graw
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Reading Mastery Alphabet

Use this alphabet chart for determining whether a student is able to produce the sound associated with each symbol in the *Reading Mastery* alphabet.

Track 1



PRONUNCIATION GUIDE

Symbol	Pronounced	As in	Voiced or Unvoiced*	Introduced in Lesson
a	aaa	<u>and</u>	v	1, 12
m	mmm	<u>ram</u>	v	4, 11
s	sss	<u>bus</u>	uv	9, 16
e	ēēē	<u>eat</u>	v	19
r	rrr	<u>bar</u>	v	23
d	d	<u>mad</u>	v	27
f	fff	<u>stuff</u>	uv	31
i	iii	<u>if</u>	v	34
th	ththth	<u>this</u> and <u>bathe</u> (not thing)	v	38
t	t	<u>cat</u>	uv	41
n	nnn	<u>pan</u>	v	44
c	c	<u>tack</u>	uv	48
o	ooo	<u>ox</u>	v	51
ā	āāā	<u>ate</u>	v	58
h	h	<u>hat</u>	uv	61
u	uuu	<u>under</u>	v	64
g	g	<u>tag</u>	v	68
l	lll	<u>pal</u>	v	72
w	www	<u>wow</u>	v	76
sh	shshsh	<u>wish</u>	uv	80

Symbol	Pronounced	As in	Voiced or Unvoiced*	Introduced in Lesson
I	(the word I)		v	88
k	k	<u>tack</u>	uv	92
ō	ōōō	<u>over</u>	v	98
v	vvv	<u>love</u>	v	102
p	p	<u>sap</u>	uv	108
ch	ch	<u>touch</u>	uv	113
e	eee	<u>end</u>	v	118
b	b	<u>grab</u>	v	121
ing	iiing	<u>sing</u>	v	124
ī	īīī	<u>ice</u>	v	127
y	yyy	<u>yard</u>	v	131
er	urrr/errr	<u>brother</u>	v	135
x	ksss	<u>ox</u>	uv	139
oo	oooo	<u>moon</u> (not look)	v	142
J	j	<u>judge</u>	v	145
ȳ	īīī/ȳȳȳ	<u>my</u>	v	149
wh	www or wh	<u>why</u>	v or uv	152
qu	kwww (or koo)	<u>quick</u>	v	154
Z	zzz	<u>buzz</u>	v	156
ū	ūūū	<u>use</u>	v	158

*Voiced sounds are sounds you make by vibrating your vocal chords. You do not use your vocal chords for unvoiced sounds—you use air only. To feel the difference between voiced and unvoiced sounds, hold your throat lightly and say the sound *vvv*. You will feel your vocal chords vibrating. Then, without pausing, change the sound to *fff*. The vibrations will stop. The only difference between the sounds is that the *vvv* is voiced and the *fff* is not.

Introduction

This curriculum-based assessment and fluency system for *Reading Mastery Signature Edition*, Grade K is a complete system for monitoring student performance in the program. By using the curriculum-based assessment and fluency system, you can

- ensure that students are properly placed in the program
- measure student achievement within the program
- identify the skills that students have mastered
- maintain individual and group records
- administer remedial exercises

The materials for the curriculum-based assessment and fluency system consist of this Handbook and a separate Student Book for each student. The Student Book contains a placement assessment, a series of assessments, and passages for fluency: rate/accuracy checkouts. The Handbook contains instructions for administering the assessments and fluency checkouts, remedial exercises for each assessment, Individual Skills Profile Chart, Assessment Group Summary Charts, and a Mastery Test and Fluency Checkout Chart.

The Assessments

In addition to 30 program Mastery Tests there are two kinds of assessments used in the curriculum-based assessment and fluency system: the placement assessment and the assessments. The placement assessment is administered individually to all students at the beginning of the school year. The results indicate whether a student should begin *Reading Mastery* Grade K with Lesson 1 or Lesson 11. The results are also helpful for determining how to group students for reading. Directions for administering the placement assessment appear on page 5. A reproducible form for recording student performance is included on page 7 of this manual.

The assessments are criterion referenced, which means they assess each student's achievement within the program. Each assessment item measures student mastery of a specific skill or concept taught in *Reading Mastery* Grade K. There are eight assessments, one for every 20 lessons.

Decoding skills are measured by the individual fluency: rate/accuracy checkouts.

Fluency checkouts appear in lessons 108, 109, 110 and in every fifth lesson until the end of the program. The fluency checkouts are presented to students individually. To pass a fluency checkout, a student must read a selection within a specified time and error limit. The fluency checkout passages, along with further instructions, begin on page 14.

There are also 30 mastery tests. These begin at Lesson 8 and usually occur after every fifth lesson. These assessments consist primarily of content introduced and practiced in the preceding lessons. Directions for these assessments are located in the teacher presentation books.

The Remedial Exercises

In order to pass each curriculum-based assessment, a student must answer at least 80% of the items correctly. The remedial exercises are designed to help students scoring less than 80% on the curriculum-based assessments. Each assessment has its own set of remedial exercises. The exercises provide a general review of the assessed skills, using examples different from those on the assessment. There is a specific remedial exercise for every assessed skill.

Instructions for administering the remedial exercises are contained in this Handbook. For some remedial exercises, the teacher is instructed to present exercises from the Presentation Books. For other remedial exercises, the teacher presents exercises written specifically for this Handbook. The presentation techniques are the same for both types of exercises.

Script Conventions

The following script conventions are used in this Handbook:

- This typeface indicates what you say.
- **This typeface indicates words that you emphasize.**
- (This typeface indicates what you do.)
- *This typeface indicates the students' responses.*

The Charts

Three charts are used in the assessment and management system: the **Individual Skills Profile Chart**, the **Mastery Test and Fluency Checkout Chart**, and the **Group Point Chart**.

The Individual Skills Profile Chart, for curriculum-based assessments of lessons 20-160, is on page 58 of this Handbook. The chart lists specific skills taught in *Reading Mastery* Grade K and indicates which curriculum-based assessment items measure student mastery of those skills. When the chart is completed, it shows how well a student has mastered those *Reading Mastery* skills.

The Group Point Chart summarizes the group's scores on the assessments and fluency checkouts. It appears on page 60 of this Handbook. The chart provides you with an objective measure of the group's progress and can be used to evaluate the group's overall performance.

The Mastery Test and Fluency Checkout Chart summarizes the group's scores on the mastery tests and fluency checkouts. It appears on page 61 of this Handbook. Instructions for administering the mastery tests and fluency checkouts appear in the Presentation Books for *Reading Mastery* Grade K.

Placement Test

Before you begin teaching the program, administer the placement test printed below to each child. Use the test to determine whether a child enters *Reading Mastery* Grade K at Lesson 1 or at Lesson 11. The test is scored on the Placement Test Scoring Sheet, which appears on page 7 of this book. Make one copy of this sheet for each child.

Administer the test individually to each child, circling the number of points earned for each exercise on a Placement Test Scoring Sheet. Then circle the appropriate entry point for the child. Assessing each child requires about two to four minutes. You should be able to complete the assessing of all the children within one hour on the first day of school. Instruction should begin on the second day.

PLACEMENT TEST

PART 1

Task 1 Total possible: 2 points

(Circle 1 point on the scoring sheet for each correct response at *b* and *c*.)

This is an oral task. For step *c*, say the sound *d*, not the letter name.

- You're going to say some sounds.**
- (test item) Say** (pause) **rrr. rrr.**
- (test item) Now say** (pause) **d. d.**

Task 2 Total possible: 10 points

(Circle 1 point on the scoring sheet for each correct response at *b*.)

- (Point to the sounds.) **These are sounds.** (Point to the boxed **m**.) **This sound is** (pause) **mmm. What sounds?** (Touch **m**.) *mmm.*
- (test items)** (Point to each unboxed sound in the column. For each sound, ask:) **Is this** (pause) **mmm?**

(Circle 1 point on the scoring sheet for each correct response at step *d*.)

- (Point to the boxed **a**.) **This sound is** (pause) **äää. What sound?** (Touch **a**.) *äää.*
- (test items)** (Point to each unboxed sound in the column. For each sound, ask:) **Is this** (pause) **äää?**



m

a

a

m

a

Task 3 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *c*.)

- a. **Let's play Say It Fast. Listen. Ice box. I can say it fast. Icebox.**
- b. **(test item) Listen. Foot ball.** (Pause.) **Say it fast. Football. Yes, football.**
- c. **(test item) Here's another word. Listen.** (Pause.) **Nnnōōzzz.** (Pause.) **Say it fast. Nose. Yes, nose.**

Task 4 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *b* and *d*.)

(This is an oral taskj. Do not stop between the sounds when saying *zzzōōoo* or *wwwēēē*.)

- a. **First I'll say a word slowly. Then you'll say that word slowly. I'll say** (Pause) **zoo slowly. Listen.** (Pause.) **Zzzōōoo.**
- b. **(test item) Your turn. Say** (pause) **zzzōōoo. Zzzōōoo.**
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)
- c. **Now I'll say** (pause) **wē slowly. Listen.** (pause.) **Wwwēēē.**
- d. **(test item) Your turn. Say** (pause) **wwwēēē.**
(A child scores 2 points if he or she says the correct sounds without stopping between the sounds.)

Add the number of points the child earned on part 1. Note: Administer part 2 **only** to children who made 19 or 20 points on part 1.

PART 2

Task 1 Total possible: 4 points

(Circle 2 points on the scoring sheet for each correct response at *a* and *b*.)

- a. **(test item) Point to the boxed m.) Let's see if you remember this sound.** (Pause.) **What sound?** (Touch **m.**) *mmm.*
- b. **(test item) Point to the boxed a.) Let's see if you remember this sound.** (Pause.) **What sound?** (Touch **a.**) *āāā.*



Task 2 Total possible: 6 points

(Circle 1 point on the scoring sheet for each correct response at *b*, *c*, and *d*.)

- a. **I'll say a word slowly. Then I'll say it fast. Listen.** (Pause.) **Mmmaaannn.** (Pause.) **I can say it fast. Man.**
- b. **(test item) Your turn. Say** (pause) **iiinnn. iiinnn.**
(test item) Say it fast. In.
- c. **(test item) Your turn. Say** (pause) **aaat. Aaat.**
(test item) Say it fast. At.
- d. **(test item) Your turn. Say** (pause) **sssiit. Sssiiit.**
(test item) Say it fast. Sit.

End of Placement Test

Placement Test Scoring Sheet for Reading Mastery

Student's Name _____ Date _____

Circle 1 point or 2 points if the student answers correctly.

Part 1				Part 2			
Task 1	step b	0	1 point	Task 1	step a	0	2 points
	step c	0	1 point		step b	0	2 points
Task 2	step b	0	1 point	Task 2	step b	0	1 point
		0	1 point			0	1 point
		0	1 point		step c	0	1 point
		0	1 point		0	1 point	
	step d	0	1 point		step d	0	1 point
		0	1 point		0	1 point	
		0	1 point		Total points		<input style="width: 50px; height: 20px;" type="text"/>
		0	1 point				
Task 3	step b	0	2 points	Number of Points	Start At:		
	step c	0	2 points		0-7	<i>Reading Mastery</i> Grade K, Lesson 11	
Task 4	step b	0	2 points	8-10	If possible, should be placed in <i>Reading Mastery Classic</i> , <i>Fast Cycle</i> *.		
	step d	0	2 points				
Total points			<input style="width: 50px; height: 20px;" type="text"/>				

SUMMARY OF PLACEMENT TEST INFORMATION

Part 1 of the Placement Test

Children who made 0–14 points begin with *Reading Mastery* Grade K, Lesson 1.
 Children who made 15–18 points begin with *Reading Mastery* Grade K, Lesson 11.
 Children who made 19–20 points should proceed with Part 2 of the placement test.

Part 2 of the Placement Test

Children who made 0–7 points begin with *Reading Mastery* Grade K, Lesson 11.
 Children who made 8–10 points should be placed, if possible, in *Reading Mastery: Fast Cycle*.

Number
of Points

Start At:

0–14 *Reading Mastery* Grade K, Lesson 1

15–18 *Reading Mastery* Grade K,
Lesson 11 (Circle the Lesson)

19–20 Continue testing in part 2.

Check box

*or use the Accelerated Instruction Schedule
Found on p. 64 of this book.

Word List Checkouts

Individual Fluency: Rate/Accuracy Checkouts

The first four fluency checkouts are word lists. These correspond to Lessons 40, 60, 80, and 100 and present lists of words taught up to the point of the preceding lesson. The word list fluency checkouts assess student accuracy. The remaining fluency checkouts, beginning with Lesson 108, present passages from the Storybook and assess reading rate and accuracy.

The Word Lists

Use the Lesson 40, 60, 80, and 100 word lists to determine placement of mid-year students into groups that have not reached Lesson 108. These assessments are appropriate for students who have some beginning reading behavior and require mid-program placement within *Reading Mastery*, Grade K.

Administering Word Lists

Begin administering a word list to a student by saying, [Read these words](#). If the student is unable to read a word within 3 to 4 seconds, tell the student to go the next word. Make a tally mark on the recording form for each error. There is no rate criterion for reading word lists. For specific criterion information, refer to the criteria listed with each word list.

Procedure for Administering Word Lists

To administer the assessment sequence, begin with the assessment for Lesson 40. If the student passes the mastery criterion, present the assessment for Lesson 60. If the student does not pass the mastery criterion, use the placement guidelines to place the student within the Lesson 40 to 60 range. If the student passes the mastery criterion for Lesson 60, present the assessment for Lesson 80, and so forth. If the student passes the mastery criterion for Lesson 100, use the fluency: rate/accuracy checkouts that correspond to your instructional groups to determine which group provides the best placement for the student.

Criterion: Refer to the criteria listed with each Word List.

A reproducible form for recording student performance is included on page 62 of this manual.

- | | |
|---------------|-----------------|
| 1. am | 6. sēēd |
| 2. mē | 7. fēēd |
| 3. mad | 8. sēēm |
| 4. sad | 9. if |
| 5. ram | 10. miss |

Placement Guidelines

0–1 errors	Give Assessment 60
2 errors	Place at Lesson 60
3–4 errors	Place at Lesson 50
5–6 errors	Place at Lesson 40
7–10 errors	Place at Lesson 1 or 11

Mastery Criterion: 0–1 errors

- | | |
|----------------|----------------|
| 1. this | 10. an |
| 2. is | 11. ran |
| 3. at | 12. tan |
| 4. dim | 13. cat |
| 5. sit | 14. can |
| 6. that | 15. man |
| 7. thē | 16. not |
| 8. fin | 17. on |
| 9. in | 18. fit |

Placement Guidelines

0–2 errors	Give Assessment 80
3–4 errors	Place at Lesson 60
5–6 errors	Place at Lesson 50
7 or more errors	Place at Lesson 40

Mastery Criterion: 0-2 errors

- | | |
|----------------|-----------------|
| 1. hē | 14. mud |
| 2. his | 15. us |
| 3. hit | 16. rag |
| 4. hot | 17. rug |
| 5. had | 18. sand |
| 6. ham | 19. land |
| 7. fun | 20. wē |
| 8. cut | 21. lid |
| 9. nut | 22. mill |
| 10. dot | 23. rut |
| 11. has | 24. sag |
| 12. hat | 25. will |
| 13. ant | |

Placement Guidelines

0–2 errors	Give Assessment 100
3–5 errors	Place at Lesson 80
6–8 errors	Place at Lesson 70
9 or more errors	Place at Lesson 60

Mastery Criterion: 0–2 errors

- | | |
|------------------|------------------|
| 1. little | 14. digs |
| 2. shē | 15. cow |
| 3. got | 16. how |
| 4. did | 17. mom |
| 5. runs | 18. was |
| 6. dish | 19. him |
| 7. wins | 20. hits |
| 8. hats | 21. hug |
| 9. said | 22. fōr |
| 10. wish | 23. ōr |
| 11. with | 24. ōld |
| 12. now | 25. tēēth |
| 13. win | |

Placement Guidelines

0–2 errors	Place after Lesson 100
3–4 errors	Place at Lesson 100
5–6 errors	Place at Lesson 90
7 or more errors	Place at Lesson 80

Mastery Criterion: 0–2 errors

Fluency: Rate/Accuracy Checkouts

Procedure for Administering Fluency: Rate/Accuracy Checkouts

Use the following procedure to administer the fluency checkouts.

- Identify a part of the room or another setting where a student can read to you individually.
- Sit next to the student.
- Tell the student when to begin reading.
- Start the timer and note the time.
- Observe the text that the student reads.
- Make a tally mark on the recording form for each error.
- Observe the time so the student doesn't take more than the specified amount of time to complete the passage.
- Do not correct errors unless the correction is necessary for the student to keep reading the passage. If the student can't read a word within about two seconds, say the word and mark it as an error.

Decoding errors consist of misidentification, word omissions, line-skipping, and word additions. Self-corrects and rereading words may also be counted as errors if either occurs more than twice while reading the passage.

Criterion: The student must read the entire selection within the time period specified and must make no more than the specified numbers of errors. These criteria are listed at the bottom of each fluency checkout.

● *** thē ōld gō_at had an ōld cō_at.** →

● **thē ōld gō_at said, “I will ē_at this** →

● **ōld cō_at.” sō shē did.** →

● **“that was fun,” shē said. “I ā_te** →

● **thē ōld cō_at. and now I am cōld.”** →

● **now thē ōld gō_at is sad.*** →

● *** thē f̄at man and his f̄at cow** →

● **got on a littl_e roc_k.** →

● **a cat said, “f̄at man, that roc_k** →

● **will not hōld a f̄at man and his** →

● **cow. that roc_k will gō down** →

● **thē hill.”*** →

● * thē rat had fun. hē ran in

● thē sand.

● hē had sand on his fēēt. hē

● had sand on his ēars. hē had

● sand on his nōse. hē had sand

● on his tāil.

● hē said, “I have a lot of sand

● on mē.”*

*** lots of cars** →

a man on a farm has lots of →

cars. hē has ōld cars. hē has →

little cars. →

are his cars fōr gōats? nō. →

are his cars fōr shēēp? nō. are →

his cars fōr cows? nō. →

his cars are fōr cops. hē has →

lots of cop cars.* →

*** a fish in the rāin** →

ron met pat in the rāin. ron got wet. →

pat got wet. →

ron said, “this is not fun.” →

pat said, “this is fun.” →

ron said, “I have wet fēēt. sō I →

will gō hōme. I do not nēed rāin.”* →

* the red hat →

the fish had a car and nō hat. shē

said, “I do not nēēd a car. I nēēd a
red hat.”

shē met a cow. the cow had a red hat.

the fish said, “can I have that red hat?”

the cow said, “nō.”

the fish said, “I will give that cow a
car if shē will let mē have the hat.”

the cow said, “tāke the hat and give
mē a car.” sō the fish got a red hat
and the cow got a car.*

* the talking cat →

the girl was going for a walk. she met
a fat cat. "can cats talk?" the girl said. →

the cat said, "I can talk. but I do not
talk to girls. I talk to dogs." →

the girl did not like that cat. "I do
not like cats that will not talk to me." →

the cat said, "I will not talk to girls." →

the girl said, "I do not like that cat.
and I do not give fish to cats I do not
like." →

the cat said, "I like fish so I will
talk to this girl." so the girl and the cat
ate fish.* →

* ron said, “yes”

ron’s dad tōld him to slēēp in bed.

“yes,” ron said. and hē did.

his mom said, “ron, pāint this bed
red.”

“yes,” ron said. hē got the pāint and
māde the bed red.

“that is fīne,” his mom said.

a big bōy met ron. hē said, “can ron
pāint a car red?”

“yes,” ron said. and hē māde the car
red.

(Continued)

then ron went hōm_e. his mom said,

“ron māde a bed red and a car red. but

ron got lots of pāint on ron. ron is red.”

sō ron went to the tub and went rub,

rub, rub. now ron is not red.

this is the end.*

* gōing to the tōy shop →

a bōy and his mother went to a tōy shop. they
went to get tōys. the bōy said, “I līke tōys. I līke
big tōys.”

his mother said, “I do not līke big tōys. sō wē
will get little tōys.”

the man in the tōy shop said, “wē have a lot of
tōys. wē have tōys fōr bōys. wē have tōys fōr girls.
and wē have tōys fōr dogs.”

the bōy said, “I am not a dog. I am a bōy. and I
līke big tōys.”

stop* →

* the pig that bit his leg →

a little bug and a pig met on the rōad. the pig
said, “I can walk better than you.” →

the little bug said, “but I can ēat better than
you.” then shē bit a log. →

the pig said, “I can ēat logs better than you.”
the pig went bīte, bīte, bīte and āte the log. →

the bug said, “I can bīte a pig better than you.”
shē bit the pig on the leg. →

the pig said, “I can do better than that.” the pig
gāve his leg a big bīte. →

the bug said, “you bīte pigs better than mē.” →

the end* →

* the old man finds a horse

an old horse was in a barn. he said, "I am sad.

I can not find a man that will ride on me." he

said to the cat, "have you seen a man that will ride on me?"

the cat said, "no."

an old man was walking near the barn. he said to the cat, "I can not find a horse to ride. have you seen a horse that I can ride?"

the cat said, "yes. he is in the barn."

then the old man walked into the barn. he went up to the old horse. the old man said, "old horse, do you like to go for a ride?"

the old horse said, "yes." so the old man and the old horse went riding.

the end *

* the red tooth brush

a girl had a red tooth brush. shē liked her red
tooth brush. shē brushed her tēēth six tīmes a dāy.
shē said, “m̄y tēēth are whīte. they are sō whīte
they shīne līke the moon.”

the girl had a dog, but his tēēth did not shīne.

the girl went to brush her tēēth. but shē did not
sēē her tooth brush. “I do not sēē m̄y red tooth
brush,” shē said.

shē went to her mother. “I nēēd m̄y red tooth
brush.”

but her mother said, “I do not have your red
tooth brush.”

stop *

*** a man līked to gō fast**

a man did thiņgs fast. hē went fast in his

car. hē walkēd fast. hē talkēd fast. hē ēven āte fast.

**and when hē āte, hē got egg on his fēēt and fish cāke
on his nōse.**

**the man said, “I will slōw down. I will not do
thiņgs fast.”**

**sō the man did not gō fast in his car. hē did
not walk fast. hē did not talk fast. and hē did not
ēat sō fast that hē got fish cāke on his nōse.**

this is the end.*

Mastery Tests

Preparing for the Individual Mastery Tests

Beginning after Lesson 8, the students are given individual mastery tests. Instructions for administering the mastery tests appear in the Presentation Books.

You may use the chart on page 61 to record the students' performance on the mastery tests. Make a copy of the chart, and then enter the students' names on the left side of the chart. The students' scores are recorded in the boxes under the appropriate lesson number. The highest possible score that students can earn for each assessment is listed below the lesson number. Highlight the box when a student does not meet mastery.

Mastery Test and Fluency Checkout Chart

Mastery Test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
After Lesson	8	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90
Highest possible test score	4	6	8	5	8	9	9	6	4	11	9	6	5	5	9	10	5
John	4 4	5 6	8 8														
Maria	4 4	6 6	8 8														
Leroy	3 4	6 6	6 8														

Curriculum-Based Assessments

Lesson 20

Introducing the Curriculum-Based Assessment

The Lesson 20 Curriculum-Based Assessment should be introduced after the students complete all work on Lesson 20 and before they begin work on Lesson 21. To introduce the assessment, you will need a *Curriculum-Based Assessment Book* and a pencil for each student. Use the following script:

1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. You will be taking some assessments on what you have learned. I will give each of you an Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Now open your Assessment Book to page 16. ✓
 - Page 16 shows what the Assessments will look like. You can see that there are rows of sounds. Each row has a number.
5. Everybody, touch row 1. ✓
 - Everybody, touch row 2. ✓
 - Everybody, touch row 3. ✓
 - Everybody, touch row 4. ✓
6. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **aaa**. You're going to draw a circle around **aaa**.
Everybody, touch the first sound in the row. ✓
 - Is that sound **aaa**? (Signal.) No.
 - So are you going to draw a circle around it? (Signal.) No.
 - Everybody, touch the next sound in the row. ✓
 - Is that sound **aaa**? (Signal.) No.
 - So are you going to draw a circle around it? (Signal.) No.
 - Everybody, touch the last sound in the row. ✓
Is that sound **aaa**? (Signal.) Yes.
 - So are you going to draw a circle around it? (Signal.) Yes.
 - Everybody, draw a circle around the sound **aaa**. ✓

7. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **mmm**. You're going to circle **mmm**.
Everybody, touch the first sound in the row. ✓
 - Is that sound **mmm**? (Signal.) No.
 - Everybody, touch the next sound in the row. ✓
 - Is that sound **mmm**? (Signal.) Yes.
 - Everybody, touch the last sound in the row. ✓
 - Is that sound **mmm**? (Signal.) No.
 - Everybody, draw a circle around the sound **mmm**. ✓
8. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **sss**. You're going to draw a circle around the sound **sss**. Look at each sound. Then draw a circle around the sound **sss**. ✓
9. Everybody, touch row 4. ✓
 - One of the sounds in row 4 is **aaa**. Look at each sound. Then draw a circle around the sound **aaa**. ✓
10. You will answer all of the items in your Assessment Book like you answered these sample items. For each item, you must circle the correct answer.

Administering the Assessment

1. Everybody, turn to page 6 in your Assessment Book. ✓
2. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **aaa**. Look at each sound. Then draw a circle around the sound **aaa**.
3. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **mmm**. Look at each sound. Then draw a circle around the sound **mmm**.
4. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **sss**. Look at each sound. Then draw a circle around the sound **sss**.
5. Everybody, touch row 4. ✓
 - One of the sounds in row 4 is **sss**. Look at each sound. Then draw a circle around the sound **sss**.

6. Everybody, touch row 5. ✓
 - One of the sounds in row 5 is **mmm**. Look at each sound. Then draw a circle around the sound **mmm**.
7. Everybody, touch row 6. ✓
 - One of the sounds in row 6 is **aaa**. Look at each sound. Then draw a circle around the sound **aaa**.

Grading the Assessment

Use the answer key below to grade the assessments. If an answer is correct, mark it with a C. If an answer is wrong, mark it with an X. After you have marked all the answers, count up the number of correct answers and enter the score at the top of the assessment.

Answer Key

Lesson 20				Score: 6 possible
1.	m	s	a	
2.	e	m	s	
3.	m	a	s	
4.	a	e	s	
5.	m	a	s	
6.	e	m	a	

Recording Individual Results

Individual assessment results should be recorded on the Individual Skills Profile Chart, Curriculum-Based

Assessments Lessons 20-160, which appears on page 58. The first column of the chart lists the assessed skills. The remaining columns indicate which assessment items measure those skills. For example, the skill “reading short vowels” is measured by items 1 and 6 on the assessment for Lesson 20.

To record the results for Lesson 20, simply circle any items the student missed. Then count up the number of items that you did **not** circle and enter the total in the total box. If the student scored 0 to 4 points, make an R in the **reassessment** box. (Reassessing procedures are discussed in the next two sections.) If the student scored 5 to 6 points, write the score in the **final score** box.

Individual Skills Profile Chart		Name: Sample										
Curriculum-Based Assessments Lessons 20-160		Skills	Assessments	20	40	60	80	100	120	140	160	
Decoding and Comprehension Skills	reading short vowels	1 6		2	3	1				1 2		
	reading long vowels			4				1				
	reading voiced consonants	2 5		3	2	3 4			1		1	
	reading unvoiced consonants	3 4		1	4	2	3	3				
	reading sound combinations				1			2	2		2	
	reading regularly spelled words			5 6	5 6 7 8	5 6 7 8	4 5 6	4 5 6 7	4 5 6	3 4	3 4	
	reading irregularly spelled words						7 8	6 8	5 6	5 6	5 6	
	associating pictures with words						9 10	9 10				
	answering questions about pictures									7 8	7 8	
	answering literal questions about a text									9 10	9 10	
		Total	5									
		Reassessment										
		FINAL SCORE	5									

Remedial Exercises

Students who scored 0 to 4 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book A*.

1. **Lesson 19**, exercise 2.
2. **Lesson 20**, exercise 5.

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on pages 33–34. Instead of saying, "draw a circle around the sound," say, "point to the sound."

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page. Finally, revise the Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment and writing the new score in the **final score** box. The chart should now show which items the student missed on the initial assessment and which items the student missed on the reassessment.

Page 57 of this Handbook shows a completed Individual Skills Profile Chart.

Recording Group Results

After you have completely filled in the Individual Skills Profile Chart for Lesson 20, you should fill in the Group Point Chart, which appears on page 60 of this Handbook. Make a copy of the chart, and then enter the students' names on the left side of the chart. The students' scores are recorded in the boxes under the appropriate lesson number. The students' final scores on the curriculum-based assessment are recorded in the right side of each box. The total number of mastery test points (after lessons 8–155) and checkout points (lessons 108–160) earned by each student in every 20-lesson span is recorded in the left side of each box.

Mastery Test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
After Lesson	8	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90
Highest possible test score	4	6	8	5	8	9	9	6	4	11	9	6	5	5	9	10	5
John	4/4	5/6	8/8														
Maria	4/4	6/6	8/8														
Leroy	3/4	6/6	6/8														

	Lessons										MT*	CBA
	20	40	60	80	100	120*	140*	160*				
Highest possible number of points*	18	31	30	25	29	47	45	51	276	68		
Highest possible assessment score	6	6	8	8	10	10	10	10				
John Ames	16	5										
Maria Beniz	18	6										
Leroy Carr	15	5										

Page 59 of this Handbook shows a completed Group Point Chart.

Assessed Skills

The Lesson 20 Curriculum-Based Assessment measures student mastery of the following skills.

- reading short vowels (items 1 and 6)
- reading voiced consonants (items 2 and 5)
- reading unvoiced consonants (items 3–4)

Lesson 40

Administering the Assessment

The Lesson 40 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 40 and before they begin work on Lesson 41. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.

1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 7. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **fff**. Look at each sound. Then draw a circle around the sound **fff**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **iii**. Look at each sound. Then draw a circle around the sound **iii**.
7. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **d**. Look at each sound. Then draw a circle around the sound **d**.
8. Everybody, touch row 4. ✓
 - One of the sounds in row 4 is **ēēē**. Look at each sound. Then draw a circle around the sound **ēēē**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **seed**. Sound out each word to yourself. Then draw a circle around the word **seed**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **ram**. Sound out each word to yourself. Then draw a circle around the word **ram**.

Grading the Assessment

Use the answer key below to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of correct answers and enter at the top of the assessment.

Answer Key

Lesson 40		Score: <u>6</u>
		possible
1.	f r s	
2.	a ē i	
3.	d m th	
4.	a ē i	
5.	.fēēd → .sēē → .sēēd →	
6.	.ram → .am → .rē _a d →	

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 4 points, make an **R** in the **reassessment** box. If the student scored 5 to 6 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 4 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book A*.

1. **Lesson 36**, exercise 1.
2. **Lesson 40**, exercise 1.

EXERCISE 2 Vocabulary Review

Present the following tasts from *Presentation Book A*.

1. **Lesson 37**, exercises 7–9.
2. **Lesson 39**, exercises 9–11.
3. **Lesson 40**, exercises 5–7.

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 36. Instead of saying, "**draw a circle around the sound (or word),**" say, "**point to the sound (or word).**"

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the final score box.

When all the Individual Skills Profile Charts are completed, the students' final assessment scores should be entered on the Group Point Chart.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of points each student earned on the mastery tests for Lessons 25 to 40. Then enter the totals in the left side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the right side of each box.

Assessed Skills

The Lesson 40 Curriculum-Based Assessment measures student mastery of the following skills.

- reading short vowels (item 2)
- reading long vowels (item 4)
- reading voiced consonants (item 3)
- reading unvoiced consonants (item 1)
- reading regularly spelled words (items 5–6)

Lesson 60

Administering the Assessment

The Lesson 60 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 60 and before they begin work on Lesson 61. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.

1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 8. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **ththth**. Look at each sound. Then draw a circle around the sound **ththth**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **nnn**. Look at each sound. Then draw a circle around the sound **nnn**.
7. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **ööö**. Look at each sound. Then draw a circle around the sound **ööö**.
8. Everybody, touch row 4. ✓
 - One of the sounds in row 4 is **t**. Look at each sound. Then draw a circle around the sound **t**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **dear**. Read each word to yourself. Then draw a circle around the word **dear**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **sack**. Read each word to yourself. Then draw a circle around the word **sack**.

11. Everybody, touch row 7. ✓
 - One of the words in row 7 is **neat**. Read each word to yourself. Then draw a circle around the word **neat**.
12. Everybody, touch row 8. ✓
 - One of the words in row 8 is **that**. Read each word to yourself. Then draw a circle around the word **that**.

Grading the Assessment

Use the answer key below to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 60		Score: 8
		possible
1.	t th n	
2.	m n f	
3.	i o ā	
4.	t th s	
5.	tēar dēar dan	
6.	sock sack tack	
7.	mēat nēar nēat	
8.	cat this that	

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 6 points, make an **R** in the **reassessment** box. If the student scored 7 to 8 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 6 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 59**, exercises 2–5.

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book A*.

1. **Lesson 44**, exercises 8, 12, 13.
2. **Lesson 54**, exercises 4–9.

Present the following exercises from *Presentation Book B*.

1. **Lesson 57**, exercises 4–8.
2. **Lesson 60**, exercises 13–16.

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 38. Instead of saying, "**draw a circle around the sound (or word),**" say, "**point to the sound (or word).**"

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the **final score** box.

When all the Individual Skills Profile Charts are completed, the students' final assessment scores should be entered on the Group Point Chart.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of points each student earned on the mastery tests for Lessons 45 to 60. Then enter the totals in the **left** side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the **right** side of each box.

Assessed Skills

The Lesson 60 Curriculum-Based Assessment measures student mastery of the following skills.

- reading short vowels (item 3)
- reading voiced consonants (item 2)
- reading unvoiced consonants (item 4)
- reading sound combinations (item 1)
- reading regularly spelled words (items 5–8)

Lesson 80

Administering the Assessment

The Lesson 80 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 80 and before they begin work on Lesson 81. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.

1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 9. ✓.
5. Everybody, touch row 1. ✓.
 - One of the sounds in row 1 is **uuu**. Look at each sound. Then draw a circle around the sound **uuu**.
6. Everybody, touch row 2. ✓.
 - One of the sounds in row 2 is **h**. Look at each sound. Then draw a circle around the sound **h**.
7. Everybody, touch row 3. ✓.
 - One of the sounds in row 3 is **g**. Look at each sound. Then draw a circle around the sound **g**.
8. Everybody, touch row 4. ✓.
 - One of the sounds in row 4 is **www**. Look at each sound. Then draw a circle around the sound **www**.
9. Everybody, touch row 5. ✓.
 - One of the words in row 5 is **hat**. Read each word to yourself. Then draw a circle around the word **hat**.
10. Everybody, touch row 6. ✓.
 - One of the words in row 6 is **mail**. Read each word to yourself. Then draw a circle around the word **mail**.
11. Everybody, touch row 7. ✓.
 - One of the words in row 7 is **lick**. Read each word to yourself. Then draw a circle around the word **lick**.

12. Everybody, touch row 8. ✓.
 - One of the words in row 8 is **run**. Read each word to yourself. Then draw a circle around the word **run**.

Grading the Assessment

Use the answer key below to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 80		Score: <u>8</u> possible	
1.	o a u		
2.	h l f		
3.	d t g		
4.	w m n		
5.	hāte hat hot		
6.	nāil sāil māil		
7.	lock lick lid		
8.	run rug rut		

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 6 points, make an R in the **reassessment** box. If the student scored 7 to 8 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 6 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 76**, exercises 3–6.

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 66**, exercises 11–13.
2. **Lesson 73**, exercises 6–11.
3. **Lesson 75**, exercises 15–19.
4. **Lesson 78**, exercises 11–16.

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 40. Instead of saying, "draw a circle around the sound (or word)," say, "point to the sound (or word)."

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to

mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the **final score** box.

When all the Individual Skills Profile Charts are completed, the students' final assessment scores should be entered on the Group Point Chart.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of points each student earned on the mastery tests for Lessons 65 to 80. Then enter the totals in the **left** side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the **right** side of each box.

Assessed Skills

The Lesson 80 Curriculum-Based Assessment measures student mastery of the following skills.

- reading short vowels (item 1)
- reading voiced consonants (items 3–4)
- reading unvoiced consonants (item 2)
- reading regularly spelled words (items 5–8)

Lesson 100

Preparing for the Individual Fluency: Rate/Accuracy Checkouts

Beginning with Lesson 108, the students are given Individual Fluency Checkouts for reading rate and accuracy. Instructions for administering the fluency checkouts appear in Presentation Book C.

You may use the chart on page 30 to record the students' performance on the fluency checkout. The students' scores are recorded in the **left** side of the boxes under the appropriate lesson number. Students can earn a maximum of **2** stars for each fluency checkout.

Administering the Assessment

The Lesson 100 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 100 and before they begin work on Lesson 101. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.






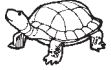
1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 10. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **l**. Look at each sound. Then draw a circle around the sound **l**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **shshsh**. Look at each sound. Then draw a circle around the sound **shshsh**.
7. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **k**. Look at each sound. Then draw a circle around the sound **k**.

8. Everybody, touch row 4. ✓
 - One of the words in row 4 is **shut**. Read each word to yourself. Then draw a circle around the word **shut**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **game**. Read each word to yourself. Then draw a circle around the word **game**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **kick**. Read each word to yourself. Then draw a circle around the word **kick**.
11. Everybody, touch row 7. ✓
 - One of the words in row 7 is **said**. Read each word to yourself. Then draw a circle around the word **said**.
12. Everybody, touch row 8. ✓
 - One of the words in row 8 is **was**. Read each word to yourself. Then draw a circle around the word **was**.
13. Everybody, touch row 9. ✓
 - Row 9 has a word and three pictures. One of the pictures shows the word. Read each word to yourself. Then draw a circle around the picture that shows the word.
14. Everybody, touch row 10. ✓
 - Row 10 has a word and three pictures. One of the pictures shows the word. Read each word to yourself. Then draw a circle around the picture that shows the word.

Grading the Assessment

Use the answer key below to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 100		Score: 10 possible	
1.	a I l		
2.	th sh r		
3.	k g h		
4.	shot shack shut		
5.	game got gate		
6.	kicks kick kiss		
7.	sack suns said		
8.	win wow was		
9.	rake   		
10.	cow   		

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 7 points, make an **R** in the **reassessment** box. If the student scored 8 to 10 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 7 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their marked Assessment Books, but not their pencils.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 99**, exercises 2–5.

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 89**, exercises 6–11.
2. **Lesson 90**, exercises 7–11.
3. **Lesson 96**, exercises 4–6.
4. **Lesson 97**, exercises 8–14.

EXERCISE 3 Comprehension Review

1. Everybody, open your Assessment Book to page 10. ✓
2. Touch row 9. ✓
 - The word in the box is rake. What word? (Signal.) *Rake*.
3. Everybody, touch the first picture. ✓
 - Does that picture show a rake? (Signal.) *No*.
 - Touch the next picture. ✓
 - Does that picture show a rake? (Signal.) *No*.
 - Everybody, touch the last picture. ✓
 - Does that picture show a rake? (Signal.) *Yes*.
 - Everybody, point to the picture that shows a rake. ✓
4. Everybody, touch row 10. ✓
 - The word in the box is cow. What word? (Signal.) *Cow*.
 - Everybody, point to the picture that shows the cow. ✓

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 42. Instead of saying, "**draw a circle around the sound (or word or picture),**" say, "**point to the sound (or word or picture).**"

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the **final score** box.

When all the Individual Skills Profile Charts are completed, the students' final assessment scores should be entered on the Group Point Chart.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of points each student earned on the mastery tests for Lessons 85 to 100. Then enter the totals in the **left** side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the **right** side of each box.

Assessed Skills

The Lesson 100 Curriculum-Based Assessment measures student mastery of the following skills.

- reading long vowels (item 1)
- reading unvoiced consonants (item 3)
- reading sound combinations (item 2)
- reading regularly spelled words (items 4–6)
- reading irregularly spelled words (items 7–8)
- associating pictures with words (items 9–10)

Lesson 120

Administering the Assessment



The Lesson 120 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 120 and before they begin work on Lesson 121. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.

1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 11. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **vvv**. Look at each sound. Then draw a circle around the sound **vvv**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **ch**. Look at each sound. Then draw a circle around the sound **ch**.
7. Everybody, touch row 3. ✓
 - One of the sounds in row 3 is **p**. Look at each sound. Then draw a circle around the sound **p**.
8. Everybody, touch row 4. ✓
 - One of the words in row 4 is **shave**. Read each word to yourself. Then draw a circle around the word **shave**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **cold**. Read each word to yourself. Then draw a circle around the word **cold**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **far**. Read each word to yourself. Then draw a circle around the word **far**.
11. Everybody, touch row 7. ✓
 - One of the words in row 7 is **home**. Read each word to yourself. Then draw a circle around the word **home**.
12. Everybody, touch row 8. ✓
 - One of the words in row 8 is **girl**. Read each word to yourself. Then draw a circle around the word **girl**.
13. Everybody, touch row 9. ✓
 - Row 9 has a picture and three words. One of the words tells about the picture. Look at the picture. Then draw a circle around the word that tells about the picture.
14. Everybody, touch row 10. ✓
 - Row 10 has a picture and three words. One of the words tells about the picture. Look at the picture. Then draw a circle around the word that tells about the picture.

Grading the Assessment

Use the answer key on the next page to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 120		Score: 10 possible	
1.	v u c		
2.	th ch sh		
3.	p d g		
4.	sāve shāve shāves		
5.	ōld cōrn cōld		
6.	farm ar_e far		
7.	hōld nōse hōme		
8.	girl give gāve		
9.	 cōat rōad gōat		
10.	 socks rocks shops		

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 7 points, make an R in the **reassessment** box. If the student scored 8 to 10 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 7 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their marked Assessment Books, but not their pencils.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book C*.

1. **Lesson 119**, exercises 2–5.

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book B*.

1. **Lesson 105**, exercises 15–17.
2. **Lesson 107**, exercises 17–19.

Present the following exercises from *Presentation Book C*.

1. **Lesson 114**, exercises 6–12.
2. **Lesson 116**, exercises 11–14.
3. **Lesson 118**, exercises 8–12.

EXERCISE 3 Comprehension Review

1. **Everybody, open your Assessment Book to page 11.** ✓
2. **Touch the picture in row 9.** ✓
 - **Everybody, what does the picture show?** (Signal.) *A goat.*
3. **Let's find the word that tells about the picture.** *Reading the fast way.*
4. **Touch the first word.** ✓
 - **Everybody, what word?** (Signal.) *Coat.*
 - **Does that word tell about the picture?** (Signal.) *No.*
5. **Touch the next word.** ✓
 - **Everybody, what word?** (Signal.) *Road.*
 - **Does that word tell about the picture?** (Signal.) *No.*
6. **Touch the last word.** ✓
 - **Everybody, what word?** (Signal.) *Goat.*
 - **Does that word tell about the picture?** (Signal.) *Yes.*

7. Everybody, touch the picture in row 10. ✓
 - What does that picture show? (Signal.) Socks.
8. Everybody, you're going to find the word that tells about the picture. Read the words in row 10 to yourself. (Wait.) Everybody, point to the word that tells about the picture. ✓

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 45. Instead of saying, "draw a circle around the sound (or word or picture)," say, "point to the sound (or word or picture)."

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the **final score** box.

Recording Group Results

When all the Individual Skills Profile Charts are completed, the students' final curriculum-based assessment scores should be entered in the right side of the appropriate boxes on the Group Point Chart.

Beginning with Lesson 120, the left side of each box is used to record the student's performance on the mastery tests and Fluency checkouts. Look at the Mastery Test and Fluency Checkout Chart and count up the number of **stars** the student earned on the Fluency checkouts for Lessons 108, 109, 110, 115, and 120 (maximum total: 10 stars). Then enter the combined mastery test and fluency checkout total in the **left** side of the appropriate boxes on the Group Point Chart. The highest possible mastery test total for Lesson 120 is 37: 13+5+14+5. The highest possible number of stars is 10: 2 stars x 5 checkouts. The highest possible number of points in Lesson 120 is 47.

Assessed Skills

The Lesson 120 Curriculum-Based Assessment measures student mastery of the following skills.

- reading voiced consonants (item 1)
- reading unvoiced consonants (item 3)
- reading sound combinations (item 2)
- reading regularly spelled words (items 4, 5, and 7)
- reading irregularly spelled words (items 6 and 8)
- associating pictures with words (items 9–10)

Lesson 140

Administering the Assessment

The Lesson 140 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 140 and before they begin work on Lesson 141. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.


1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 12. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **iii**. Look at each sound. Then draw a circle around the sound **iii**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **eee**. Look at each sound. Then draw a circle around the sound **eee**.
7. Everybody, touch row 3. ✓
 - One of the words in row 3 is **live**. Pigs live on farms. Read each word to yourself. Then draw a circle around the word **live**.
8. Everybody, touch row 4. ✓
 - One of the words in row 4 is **fine**. Read each word to yourself. Then draw a circle around the word **fine**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **doing**. Read each word to yourself. Then draw a circle around the word **doing**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **walk**. Read each word to yourself. Then draw a circle around the word **walk**.


11. Everybody, touch row 7. ✓
 - Row 7 has a picture and three sentences. One of the sentences tells about the picture. Look at the picture. Then draw a circle around the sentence that tells about the picture.
12. Everybody, look at page 9. ✓
 - Now touch row 8. ✓
 - Row 8 has a picture and three sentences. One of the sentences tells about the picture. Look at the picture. Then draw a circle around the sentence that tells about the picture.
13. Everybody, look at the story below row 8. ✓
 - The last part of today's assessment is a story and two questions about the story. Read the story to yourself. Then draw a circle around the correct answer to each question.

Grading the Assessment

Use the answer key on the next page to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 140		Score: 10 possible	
1.	i I y		
2.	ē e u		
3.	live love lift		
4.	fīnd fīne fīve		
5.	digging going doing		
6.	walk talk went		
7.		<ul style="list-style-type: none">• the goat is in a car. →• the cat has a kitten. →• the man has a cow. →	

8.	 <ul style="list-style-type: none"> • a dog sat on a rock. → • a log was in the mud. → • a dog dug a hole. →
9.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> a little man had a fat dog. the dog lived in the yard. </div> <p>a little man had a . . . →</p> <ul style="list-style-type: none"> • big cat • little goat • fat dog
10.	<p>the dog lived in the . . . →</p> <ul style="list-style-type: none"> • farm • yard • hole

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 7 points, make an **R** in the **reassessment** box. If the student scored 8 to 10 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 7 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their marked Assessment Books, but not their pencils.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book C*.

1. **Lesson 131**, exercises 3–6.

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book C*.

1. **Lesson 122**, exercises 11–13.
2. **Lesson 128**, exercises 12–16.
3. **Lesson 132**, exercises 12–17.
4. **Lesson 135**, exercises 11–15.

EXERCISE 3 Comprehension Review

1. Everybody, open your Assessment Book to page 8. ✓
2. Touch the picture in row 7. ✓
 - One of the sentences tells about the picture. Let's find the sentence that tells about the picture.
3. Everybody, touch the first sentence. ✓
 - Reading the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *the goat is in a car*.)
 - Does that sentence tell about the picture? (Signal.) No.
4. Everybody, touch the next sentence. ✓
 - Reading the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *the cat has a kitten*.)
 - Does that sentence tell about the picture? (Signal.) No.
5. Everybody, touch the last sentence. ✓
 - Reading the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *the man has a cow*.)
 - Does that sentence tell about the picture? (Signal.) Yes.
6. Everybody, touch the picture on page 9. ✓
 - You're going to find the sentence that tells about the picture. Read the sentences to yourself. (Wait.) Everybody, point to the sentence that tells about the picture. ✓

EXERCISE 4 Story Reading

1. Everybody, touch the story on page 13. ✓
 - Get ready to read the first sentence the fast way.
2. First word. ✓
 - Get ready. (Tap for each word as the students read *A little man had a fat dog*.)

3. Everybody, what did the little man have? (Signal.) *A fat dog.*
4. Get ready to read the next sentence the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *The dog lived in the yard.*)
5. Everybody, what did the dog live in? (Signal.) *The yard.*

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 48. Instead of saying, "draw a circle around the sound (or word or sentence or correct answer)," say, "point to the sound (or word or sentence or correct answer)."

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an **X** over any items the student missed on the reassessment. Then write the new score in the **final score** box.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of stars each student earned on the fluency checkouts for Lessons 125 to 140. Then enter the combined mastery assessment and fluency checkout totals in the **left** side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the **right** side of each box.

Assessed Skills

The Lesson 140 Curriculum-Based Assessment measures student mastery of the following skills.

- reading short vowels (items 1–2)
- reading regularly spelled words (items 3–4)
- reading irregularly spelled words (items 5–6)
- answering questions about pictures (items 7–8)
- answering literal questions about a text (items 9–10)

Lesson 160

Administering the Assessment

The Lesson 160 Curriculum-Based Assessment should be administered after the students complete all work on Lesson 160. To administer the assessment, you will need an Assessment Book and a pencil for each student. Use the following script.


1. (Direct the students to clear their desks and make sure that each student has a pencil.)
2. Now you're going to take another assessment in your Assessment Book. Do not open the book until I tell you.
3. (Pass out the Assessment Books.)
4. Everybody, open your Assessment Book to page 14. ✓
5. Everybody, touch row 1. ✓
 - One of the sounds in row 1 is **zzz**. Look at each sound. Then draw a circle around the sound **zzz**.
6. Everybody, touch row 2. ✓
 - One of the sounds in row 2 is **ooooo**. Look at each sound. Then draw a circle around the sound **ooooo**.
7. Everybody, touch row 3. ✓
 - One of the words in row 3 is **broke**. Read each word to yourself. Then draw a circle around the word **broke**.
8. Everybody, touch row 4. ✓
 - One of the words in row 4 is **pile**. Read each word to yourself. Then draw a circle around the word **pile**.
9. Everybody, touch row 5. ✓
 - One of the words in row 5 is **some**. Read each word to yourself. Then draw a circle around the word **some**.
10. Everybody, touch row 6. ✓
 - One of the words in row 6 is **took**. Read each word to yourself. Then draw a circle around the word **took**.

11. Everybody, touch the picture below row 6. ✓
 - The next part of today's assessment has a picture and two questions about the picture. Look at the picture. Then draw a circle around the correct answer to each question.
12. Everybody, look at the story on page 11. ✓
 - The last part of today's assessment is a story and two questions about the story. Read the story to yourself. Then draw a circle around the correct answer to each question.

Grading the Assessment

Use the answer key on the next page to grade each assessment. If an answer is correct, mark it with a **C**. If an answer is wrong, mark it with an **X**. Count up the number of **correct** answers and enter the score at the top of the assessment.

Answer Key

Lesson 160		Score: 10 possible	
1.	s z J		
2.	wh oo qu		
3.	brōke broom bōat		
4.	pool pīe pīe		
5.	soon swim some		
6.	tooth tōre took		
			
7.	the _____ is a cop. man • ham • fan		
8.	he has a _____. • log dog • cat		

	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>a man had an old car. the old car did not start.</p> </div>
9.	<p>a _____ had an old car.</p> <p>• cat • dog • man</p>
10.	<p>the old car did not _____.</p> <p>• stop • sleep • start</p>

EXERCISE 2 Vocabulary Review

Present the following exercises from *Presentation Book C*.

1. **Lesson 140**, exercises 6–11.
2. **Lesson 145**, exercises 12–17.
3. **Lesson 148**, exercises 8–11.
4. **Lesson 154**, exercises 16–20.

EXERCISE 3 Comprehension Review

1. Everybody, open your Assessment Book to page 14. ✓
2. Everybody, touch the picture. ✓
 - Now touch item 7. ✓
 - Item 7 tells about the picture. Get ready to read item 7. Get ready. (Tap for each word as the students read *the blank is a cop*.)
 - Look at the choices and get ready to tell me who is a cop. (Pause.) Everybody, who is a cop? (Signal.) *The man*.
3. Now touch item 8. ✓
 - Item 8 tells about the picture. Get ready to read item 8. Get ready. (Tap for each word as the students read *he has a blank*.)
 - Look at the picture and get ready to tell me what he has. (Pause.) Everybody, what does he have? (Signal.) *A dog*.
4. Everybody, touch the story on page 11. ✓
 - Get ready to read the first sentence the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *a man had an old car*.)
5. Everybody, what did the man have? (Signal.) *An old car*.
6. Get ready to read the first sentence the fast way. First word. ✓
 - Get ready. (Tap for each word as the students read *the old car did not start*.)
7. Everybody, what didn't the car do? (Signal.) *Start*.

Recording Individual Results

After you have graded the assessments, enter the assessment results on each student's Individual Skills Profile Chart. Circle any items that the student missed, and then count up the number of items that you did **not** circle and enter the total in the **total** box. If the student scored 0 to 7 points, make an **R** in the **reassessment** box. If the student scored 8 to 10 points, write the score in the **final score** box.

Remedial Exercises

Students who scored 0 to 7 points on the assessment should be given remedial help. After the regular reading period is over, assemble these students and present the following exercises. The students will need their marked Assessment Books, but not their pencils.

EXERCISE 1 Sounds Review

Present the following exercises from *Presentation Book C*.

1. **Lesson 154**, exercises 5–6.
2. **Lesson 157**, exercises 4–5.

Reassessing the Students

After you have completed the remedial exercises, reassess each student individually. To administer the reassessment, you will need the student's Assessment Book, a blank copy of the Assessment Book, and a red pencil. Assess the student in a corner of the classroom, so that the other students will not overhear the assessment. Give the student the blank copy of the Assessment Book.

The reassessment is identical to the initial assessment, except that the student points to the correct answers instead of circling them. Use the "Administering the Assessment" script on page 51. Instead of saying, "draw a circle around the sound (or word or correct answer)," say, "point to the sound (or word or correct answer)."

You should use the student's own Assessment Book to grade the reassessment. Use the red pencil to mark each correct answer with a **C** and each incorrect answer with an **X**. Then count one point for each correct answer and write the new score at the top of the page.

After grading the reassessment, revise the student's Individual Skills Profile Chart by drawing an X over any items the student missed on the reassessment. Then write the new score in the final score box.

Recording Group Results

Look at the Mastery Test and Fluency Checkout Chart and count up the number of stars each student earned on the fluency checkout for Lessons 145 to 160. Then enter the combined mastery assessment and fluency checkout totals in the left side of the appropriate boxes on the Group Point Chart. Enter the students' final curriculum-based assessment scores in the right side of each box.

Assessed Skills

The Lesson 160 Curriculum-Based Assessment measures student mastery of the following skills.

- reading voiced consonants (item 1)
- reading sound combinations (item 2)
- reading regularly spelled words (items 3–4)
- reading irregularly spelled words (items 5–6)
- answering questions about pictures (items 7–8)
- answering literal questions about a text (items 9–10)

Appendix

Interpreting the Assessment Results

The assessment results are recorded on both the Individual Skills Profile Chart and the Group Point Chart. Each chart gives a different interpretation of the results. The Individual Skills Profile Chart shows the specific benchmark skills that the students have mastered; the Group Point Chart shows the group's overall performance.

The Individual Skills Profile Chart

The Individual Skills Profile Chart should be used to assess each student's strengths and weaknesses. Assessment items that the student missed on an initial assessment will be circled; items missed on a reassessment will be crossed out. On the sample chart in the next column, the student took a reassessment on Lesson 100. Note that some items have been both circled and crossed out on Lesson 100.

If a chart has more than 13 circled or crossed out items, the student may still be weak in certain areas. Look for two general patterns of weakness. In the first pattern, a student will consistently fail items that measure a particular skill. On the sample chart, for example, the student consistently failed items that measured the skill, "reading irregularly spelled words." Students who fall into this pattern may require further teaching of particular skills.

In the second pattern, a student will do poorly on one assessment but fairly well on the other assessments. On the sample chart, for example, the student did poorly on the assessment for Lesson 100. Usually, students who fall into this pattern were absent on the days preceding the assessment. These students may profit from a review of the lessons they missed.

Individual Skills Profile Chart		Name: <u>Sample</u>								
Curriculum-Based Assessments Lessons 20-160		20	40	60	80	100	120	140	160	
Decoding and Comprehension Skills	reading short vowels	1 6	2	3	1			1 2		
	reading long vowels		4			1				
	reading voiced consonants	2 5	3	2	3 4		1		1	
	reading unvoiced consonants	3 4	1	4	2	3	3			
	reading sound combinations			1		2	2		2	
	reading regularly spelled words		5 6	5 6 7 8	5 6 7 8	4 5 6 7 8	4 5 6 7	3 4	3 4	
	reading irregularly spelled words					4 5 6 7 8	4 5 6 7 8	3 4 5 6	3 4 5 6	
	associating pictures with words					9 10	9 10			
	answering questions about pictures							7 8	7 8	
	answering literal questions about a text							9 10	9 10	
	Total		5	5	7	7	6	9	8	9
	Reassessment						R			
	FINAL SCORE		5	5	7	7	8	9	8	9

Individual Skills Profile Chart

Name: _____

Curriculum-Based Assessments Lessons 20-160

Skills		Assessments	20	40	60	80	100	120	140	160
Decoding and Comprehension Skills	reading short vowels		1 6	2	3	1			1 2	
	reading long vowels			4			1			
	reading voiced consonants		2 5	3	2	3 4		1		1
	reading unvoiced consonants		3 4	1	4	2	3	3		
	reading sound combinations				1		2	2		2
	reading regularly spelled words			5 6	5 6 7 8	5 6 7 8	4 5 6	4 5 7	3 4	3 4
	reading irregularly spelled words						7 8	6 8	5 6	5 6
	associating pictures with words						9 10	9 10		
	answering questions about pictures								7 8	7 8
	answering literal questions about a text								9 10	9 10
		Total								
		Reassessment								
		FINAL SCORE								

The Group Point Chart

The Group Point Chart should be used to assess the group's overall performance. Before interpreting the Group Point Chart, it is necessary to complete the final two columns of the chart for each student.

1. Add mastery test scores up to the specified lesson and place in left side of box.
2. Add the scores in the **left** side of each box and enter the total in the column labeled "Mastery Tests and Fluency (MT)."
3. Add the scores in the **right** side of each box and enter the total in the column labeled "Curriculum-Based Assessments (CBA)."

The completed sample chart below shows each student's final totals for the mastery tests/fluency checkouts and the curriculum-based assessments. Because the mastery tests/fluency checkouts and the curriculum-based assessments measure different types of skills, you should evaluate each total separately.

The mastery tests/fluency checkouts measure decoding fluency and accuracy. The students can earn a maximum of 276 combined points. Students who score 220 to 276 points on the mastery tests/fluency checkouts are probably able to decode accurately at an acceptable rate.

The curriculum-based assessments measure decoding skills and comprehension skills. The students can earn a maximum of 68 points on the curriculum-based assessments. Students who score 55 to 68 points on the curriculum-based assessments have probably mastered the decoding and comprehension skills taught in the program.

Lessons		20	40	60	80	100	120*	140*	160*	MT*	CBA
Highest possible number of points*	Highest possible assessment score	18	31	30	25	29	47	45	51	276	68
		6	6	8	8	10	10	10	10		
John Ames		16	30	30	20	25	40	38	48	247	58
		5	5	7	7	8	9	8	9		
Maria Beniz		18	31	30	23	26	45	45	50	268	64
		6	6	8	7	9	10	9	9		
Leroy Carr		15	29	28	22	23	38	39	42	236	57
		5	5	7	7	8	8	9	8		

*Beginning with Lesson 120, fluency checkout stars are combined with mastery test points.

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Mastery Test and Fluency Checkout Chart

Mastery Test	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
After Lesson	8	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90
Highest possible test score	4	6	8	5	8	9	9	6	4	11	9	6	5	5	9	10	5

Checkout Mastery Test	18	19	20	1	2	3	4	5	6	7	8	9	10	11	12	13
After Lesson	95	100	105	108	109	110	115	120	125	130	135	140	145	150	155	160
Highest possible number of stars / Highest possible test score	10	4	13	2	2	2	2	2	2	2	2	2	2	2	2	2

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Fluency: Rate/Accuracy Checkouts

Fluency: Rate/Accuracy Checkout Recording Form

Student performance should be recorded as total time over number of errors. (for example, John – 1:42/2)

	Lessons	Word List				Story Reading											
		*40	*60	*80	*100	108	109	110	115	120	125	130	135	140	145	150	155
Minutes	/	/	/	/	2½	2	2	2	2	3	3	3	2½	3	3½	2½	2½
Errors	/	/	/	/	3	3	3	3	3	3	3	3	3	2	4	3	3
Names																	

* Refer to placement criteria on word list.

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Additional Resources

The following charts can be used to coordinate instruction for students requiring accelerated movement through the program.

Reading Mastery Accelerated Instruction Schedule							
Grade K Schedule							
Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons	Teach Lesson	Skip Lessons
	1-11		49		83		119
12		50-51		84		120	
	13		52-53		85		121
14		54		86		122	
	15		55		87-89		123-124
16		56		90-91		125-126	
	17-18		57		92		127
19		58		93-95		128	
	20-21		59		95		129
22-23		60-62		96		130	
	24		63		97		131
25-27		64		98		132	
	28		65		99		133-134
29		66-67		100		135	
	30		68		101		136
31		69		102		137-138	
	32		70		103		139
33		71		104-106		140	
	34		72		107		141
35-36		73		108		142	
	37		74		109		143-144
38-39		75-76		110		145-147	
	40		77		111		148-149
41-42		78		112		150	
	43		79		113-114		151
44-45		80		115-116		152	
	46-47		81		117		153-154
48		82		118		155-158	
Grade 1 Schedule							
	1-10		39		59-75		127-132
11-12		40-46		76-94		133-137	
	13-22		47		95-96		138-145
23		48-49		97		146-160	
	24-32		50		98-102		
33-38		51-58		103-126			

Reading Mastery, Grade K

Individual Fluency: Rate/Accuracy Checkout Recording Form

Names	Check-out	C01	C02	C03	C04	C05	C06	C07	C08	C09	C10	C11	C12	C13
	After Lesson	108	109	110	115	120	125	130	135	140	145	150	155	160
	Time/ #errors	2:30/3	2:00/3	2:00/3	2:00/3	2:00/3	3:00/3	3:00/3	3:00/3	2:30/3	3:00/3	3:30/3	2:30/3	2:30/3
	Average	16 wpm	18 wpm	22 wpm	25 wpm	22 wpm	30 wpm	36 wpm	37 wpm	37 wpm	36 wpm	38 wpm	40 wpm	38 wpm
Retest														
Retest														
Retest														
Retest														
Retest														
Retest														
Retest														
Retest														
Retest														

- Checkouts are administered individually.
- Students read a selection (from today's story) within a specified time and error limit.
- Time and errors vary from checkout to checkout, but are always stated in the Teacher Presentation Book.
- Student performance should be recorded as total time over number of errors.
- If teachers want to keep a "star chart" as the teacher materials suggest, then a chart is provided in this handbook on page 61.

Sample Mastery Test Chart

Teacher's Name _____

Name	Test #	11	11R	12	12R	13	13R	14	14R	15	15R	Total
	Date	11/16	11/16	11/24	11/24	12/2		12/10	12/10	12/17	12/18	
Manal		9/9		6/6		5/5		5/5		9/9		100%
Tommy		9/9		6/6		5/5		4/5	5/5	9/9		80%
Susan		7/9	9/9	5/6	6/6	5/5		3/5	5/5	7/9	9/9	20%
Akeem		9/9		6/6		5/5		5/5		9/9		100%
Juan		8/9	9/9	6/6		5/5		5/5		9/9		80%
Rachel		9/9		6/6		5/5		4/5	5/5	7/9	9/9	60%

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

Mastery Test Chart

Teacher's Name _____

Test #	1 (after L8)	1R	2 (after L15)	2R	3 (after L20)	3R	4 (after L25)	4R	5 (after L30)	5R	Total
Name											
Date											

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

Mastery Test Chart

Teacher's Name _____

Name	Test #	6 (after L35)	6R	7 (after L40)	7R	8 (after L45)	8R	9 (after L50)	9R	10 (after L55)	10R	Total
	Date											

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

Mastery Test Chart

Teacher's Name _____

Test #	11 (after L60)	11R	22 (after L65)	12R	13 (after L70)	13R	14 (after L75)	14R	15 (after L80)	15R	Total
Name											
Date											

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

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Mastery Test Chart

Teacher's Name _____

Name	Test #	16	16R	17	17R	18	18R	19	19R	20	20R	Total
	Date	(after L85)		(after L90)		(after L95)		(after L100)		(after L105)		

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

Mastery Test Chart

Teacher's Name _____

Name	Date	21	21R	22	22R	23	23R	24	24R	25	25R	Total
		(after L110)	(after L110)	(after L115)	(after L115)	(after L120)	(after L120)	(after L125)	(after L125)	(after L130)	(after L130)	

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

Mastery Test Chart

Teacher's Name _____

Test #	26 (after L135)	26R	27 (after L140)	27R	28 (after L145)	28R	29 (after L150)	29R	30 (after L155)	30R	Total
Name											
Date											

Notes for recording

- Each reading group should have a separate chart.
- Write student names in the left hand column.
- Write the date the mastery test was given.
- Record the total number of correct items over the total number of test items.
- If remediation is needed, then retest the student(s) and record their new score in the retest column.
- Each test that is passed on the first trial counts as 20%.
- After every 5th test, record the total percentage based on the number of passed tests (first try) in the total column.
- Use this percentage to regroup students accordingly.

