

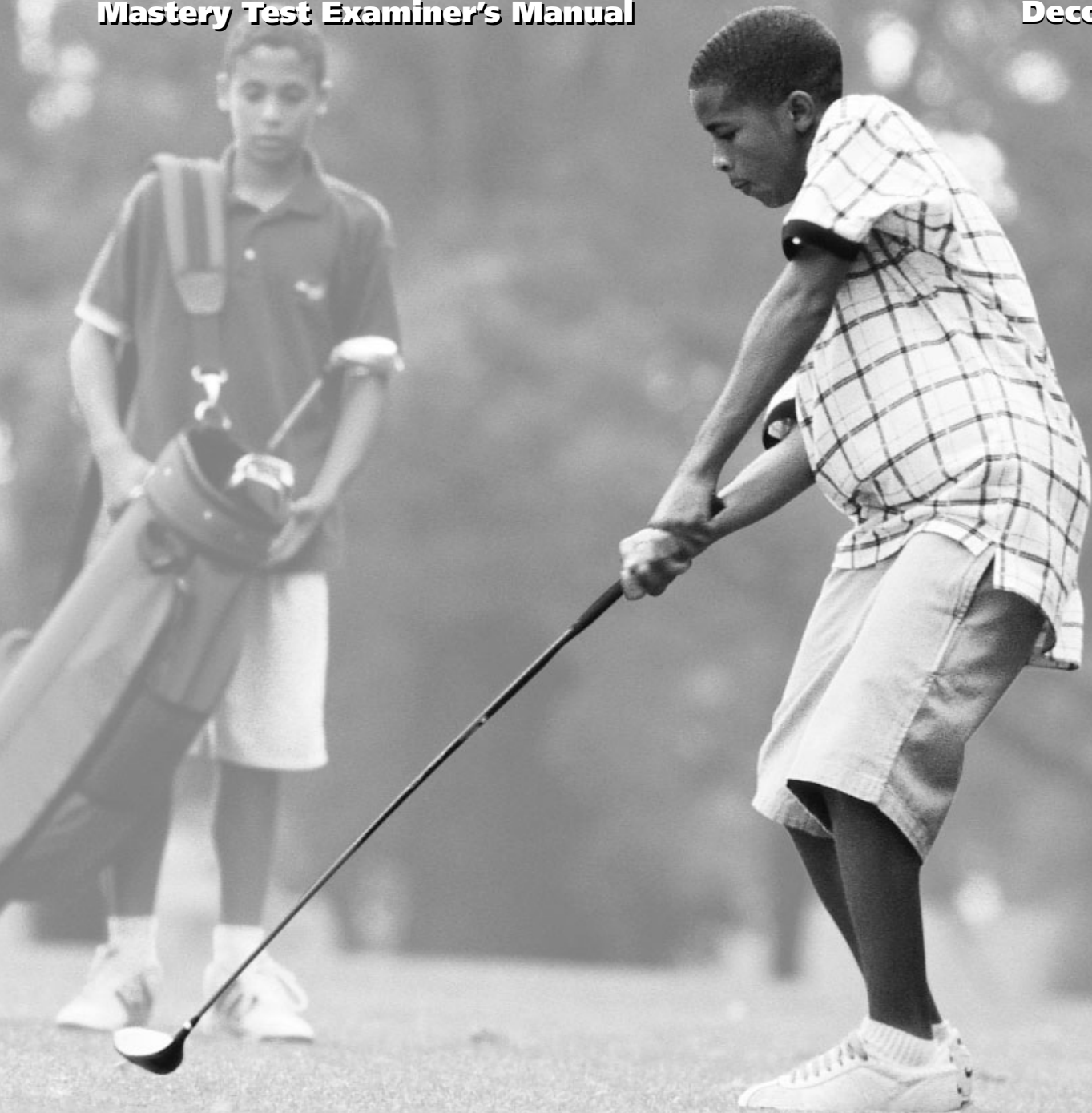
SRA

Corrective Reading

Word-Attack Basics

Mastery Test Examiner's Manual

Decoding A



Siegfried Engelmann • Linda Carnine • Gary Johnson

PHOTO CREDITS

Cover Photo: KS Studio

SRA/McGraw-Hill

A Division of The McGraw-Hill Companies



2002 Imprint

Copyright © 1999 by SRA/McGraw-Hill.

All rights reserved. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher, unless otherwise indicated.

Send all inquiries to:

SRA/McGraw-Hill

8787 Orion Place

Columbus, OH 43240-4027

Printed in the United States of America.

R74774.02

5 6 7 8 9 MAZ 04 03 02 01

Introduction

The three *Corrective Reading* Mastery Tests for Decoding A: Word-Attack Basics assess individual student achievement in terms of specific learning objectives. This Examiner's Manual explains the procedures for administering and grading Test 1, Test 2, and Test 3.

The mastery tests serve two major purposes. First of all, they provide documentation of a student's performance after she or he has completed Lessons 20, 45, and 65. They serve as posttests and are carefully designed for that purpose. (Do not use the *Corrective Reading* Placement Test as a posttest measure. It is not designed to evaluate progress, only to place students.)

Secondly, the mastery tests are criterion-referenced measures that sample all decoding objectives in the program—something that is not done on the individual reading checkouts. Student performance on the tests indicates the extent to which the objectives have been mastered.

The mastery tests are not designed to serve as an ongoing measurement tool. They are not detailed enough in the different skills taught in the program. Instead, all the individual reading checkouts provide a daily test of decoding proficiency. The daily tests are of equal length and contain the words that are being taught or reviewed in the program. The information provided by the checkouts should serve as the primary guide for the teacher to evaluate individual students: to identify problems, to determine the rate at which the program material is presented, and to judge whether a student is ready for the next level of the program.

In short, the *Corrective Reading* decoding programs provide good information about the day-to-day performance of individual students. However, it is important that this information be used along with the results of the mastery tests to thoroughly assess each student's performance.

Each Decoding A Mastery Test is composed of two sections: a group section and an individual section. The group section is administered to all the students in the instructional group at the same time with the examiner giving the students oral instructions. The individual section is administered to each student individually; the examiner asks each student to identify sounds and words and times the student's oral reading of stories.

If you open the test booklet, you will find the group section followed by the individual section for each test. Each section is labeled.

To insure accurate measurement of your students' progress, conduct the test sessions in a manner that inspires the students' confidence and minimizes anxiety. Some preparation on your part is important for a test session to run smoothly.

Administering the Tests

SCHEDULING

The Decoding A Mastery Tests should be administered as follows:

After Lesson 20	Administer Test 1
After Lesson 45	Administer Test 2
After Lesson 65	Administer Test 3

If possible, schedule the tests within a week of completion of Lessons 20, 45, and 65. You may want to test only two or three students a day, so your regular classroom schedule is not disrupted.

The group section of each test will take from five to 20 minutes, depending on the size of the group. You can expect most students to complete the individual section of each test in five to ten minutes. Note, however, that Tests 1, 2, and 3 have no strict time limits. You may want to administer the group section of the test instead of assigning the lesson's workbook pages.

PREPARING FOR THE TEST

Before giving the tests, familiarize yourself with this Examiner's Manual and Tests 1, 2, and 3, which include a Student Profile at the beginning of each test followed by the group administered worksheets and the individually administered sections.

Each Student Profile must have the student's and the teacher's names on it. You may want to write these on the lines provided above the Student Profile before administering the tests.

MATERIALS

To administer the group sections, each student will need a pencil with an eraser and a test booklet.

To administer the individual sections, you will need the student's test booklet; an extra, clean copy of the individual section for the student to read; this Examiner's Manual; a stopwatch; and a clipboard. The student will read from the clean copy of the test while you mark the errors on the student's copy. There should be no marks on the clean copy.

TESTING ENVIRONMENT

For the group sections of the Decoding A Mastery Tests, each student must have a desk or table space large enough for the test booklet. To discourage copying, place the students as far apart as possible.

The individual section of the tests should be administered in a quiet place, preferably away from all

other students. The student taking the test should be seated comfortably at a table opposite the examiner.

SCORING PROCEDURES

Group Sections

Score the worksheet items after each group section has been administered. The answer keys appear on pages 3, 5, and 7 of this Examiner's Manual. Slash each incorrect answer, and then enter the number of errors for each part on the Student Profiles. Also, enter the information on the Group Summary Form.

Individual Sections

- Word-identification items should be scored by recording the incorrect responses above the misidentified words in the student's test booklets. Recording incorrect responses is recommended for diagnostic purposes only.
- If the student doesn't respond to a word within ten seconds, omits a word, or says, "I don't know that word," slash the word to indicate an error.
- If the student self-corrects the initial error, write *SC* next to the incorrect response. Allow the student three self-corrects for each individual section. Count the remaining self-corrects as errors.
- If the student vacillates between two responses, ask, "What is it?" and record the final response.

After marking the student's word-identification errors for each test part, count the number of errors and enter the total on the line provided at the bottom of each part of the tests. Then summarize this information on the Student Profiles.

RESPONDING TO THE STUDENT

From time to time during the tests, praise the students for working hard, even if their performance is poor. After each part, briefly acknowledge that the task has been completed. Say, "That was fine," or the like. Do not tell a student that he or she did well following an incorrect response.

Decoding A: Mastery Test 1

(After Lesson 20)

Pass out the students' test booklets for Decoding A. Tell the students to write their names on the covers of their booklets. Administer the group section at the end of Lesson 20. Assign the Lesson 20 workbook pages as homework.

THE GROUP SECTION

Part 1 Sound dictation

Open your test booklet to page 3. Write your name at the top of the worksheet. (Wait.) Ready? Everybody, touch part 1. ✓ I'll say the sounds. You write the letters in part 1 on your worksheet.

1. **First sound.** (Pause.) *ööö*. What sound? (Signal.) *ööö*. Write it in the first blank.
2. **Next sound.** (Pause.) *nnn*. What sound? (Signal.) *nnn*. Write it. (Check work.)
3. (Repeat step 2 for *h*, *ēēē*, *shshsh*, *äää*, *d*, *sss*, *mmm*, *rrr*.)

Part 2 Word completion

1. Everybody, touch part 2. ✓
2. Sound out the word on the first arrow. Get ready. (Clap for *i*, *n*.) *īīī nnn*. What word? *In*. Yes, *in*.
3. Fix it up to say (pause) *fin*. What word? *Fin*. Yes, *fin*. Fix it up. ✓
4. Sound out the word on the next arrow. Get ready. (Clap for *a*, *d*.) *āāā d*. What word? *Ad*. Yes, *ad*.
5. Fix it up to say (pause) *sad*. What word? *Sad*. Yes, *sad*. Fix it up. ✓
6. Sound out the word on the next arrow. Get ready. (Clap for *c*, *a*.) *cācācā*. What word? *Ca*. Yes, *ca*.
7. Fix it up to say (pause) *cat*. What word? *Cat*. Yes, *cat*. Fix it up. ✓
8. Sound out the word on the next arrow. Get ready. (Clap for *i*, *d*.) *īīī d*. What word? *Id*. Yes, *id*.
9. Fix it up to say (pause) *rid*. What word? *Rid*. Yes, *rid*. Fix it up. ✓
10. Sound out the word on the next arrow. Get ready. (Clap for *e*, *m*.) *ēēē mmm*. What word? *Eem*. Yes, *eem*.
11. Fix it up to say (pause) *seem*. What word? *Seem*. Yes, *seem*. Fix it up. ✓

Part 3 Matching completion

1. Everybody, touch part 3. ✓
2. Touch the first word in the first column. ✓ Sound it out. Get ready. (Clap for *m*, *ā*, *t*, *s*.) *Mats*. What word? (Signal.) *Mats*.
3. (Repeat for *feed*, *dims*, *cast*.)
4. Later, you're going to write the words in the second column.

Part 4 Word copying

Note: You will need a copy of part 7 of the Individual Section. If the group is large, write some of the words from part 7 on the board, including *if*, *has*, *not*.

1. Everybody, touch part 4 on your worksheet. ✓ You're going to write some words on these arrows.
2. The word you're going to write on the first arrow is *if*. What word? *If*.

3. (Hold up part 7 or point to the board.) **Find *if* and write it just as it is written.** ✓
4. **The word you're going to write on the next arrow is *has*. What word?** *Has*.
5. **Find *has* and write it just as it is written.** ✓
6. **The word you're going to write on the next arrow is *not*. What word?** *Not*.
7. **Find *not* and write it just as it is written.** ✓

Part 5 Circle game

1. **Everybody, touch part 5.** ✓
2. **What will you circle in the first line?** *sh*.
3. **What will you circle in the second line?** *th*.
4. **Circle the sounds and finish the rest of your worksheet.**

(At this time, administer the Individual Section of the test to each student.)

THE INDIVIDUAL SECTION

As soon as the student is comfortably seated, place his or her test booklet on the clipboard. Make sure that errors can be recorded unobtrusively. Fill in the identification information if you have not already done so. Once the desired rapport has been established, give the student a clean copy of the test booklet.

Part 6 Pronunciation

Today, I would like you to say and read some words to show how much you have learned about reading.

1. **Let's start with saying some words. Listen:** *sits*. **Say it.** *Sits*.
2. **Next word: seats. Say it.** *Seats*.
3. (Repeat step 2 for **mats, mast, pond, fist, fast.**)
4. **Listen:** *hid*. **Say it.** *Hid*. **Get ready to tell me the middle sound. Listen:** *hīīīd*. **What's the middle sound?** *īīī*.
5. **Next word: had. Say it.** *Had*. **Get ready to tell me the middle sound. Listen:** *hāāād*. **What's the middle sound?** *āāā*.
6. **Next word: heed. Say it.** *Heed*. **Get ready to tell me the middle sound. Listen:** *hēēēd*. **What's the middle sound?** *ēēē*.

Note: Score 1 error for each word or middle sound pronounced incorrectly.

Part 7 Word reading

1. (Point to the words in part 7 and say:) **Read all the words in part 7 as carefully as you can.** (Point to the first word and say:) **Start here.**
2. (Slash each incorrect response as the student reads. Record the total number of errors on the line provided.)

Part 8 Sentence reading

1. (Point to the sentence in part 8 and say:) **Study this sentence for a minute. Then you will read it aloud.**
2. (After a minute or when the student is ready, say:) **Read the sentence as carefully and as quickly as you can.**
3. (Slash each incorrect response as the student reads. Record the total number of errors on the line provided. If there are interruptions, have the student start again.)

(After administering the Individual Section, remind the student to complete the worksheet if he or she has not already done so.)

This completes the individually administered section of the Decoding A Mastery Test 1. Repeat parts 6–8 with each student.

ANSWER KEY FOR GROUP SECTION

1. o, n, h, e, sh, a, d, s, m, r
2. fin, sad, cat, rid, seem
3.

mats	dims
feed	cast
dims	mats
cast	feed
4. if, has, not
5. (sh) th (sh) rid (sh) ad f h st is ft sn th (sh) e id if (sh) e ht if (sh) e
ts nm h (sh) e t n e sh m h 7
(th) m (th) rid s he e th r h t f (th) i f he id h t h d i f e t d i r f (th)
d (th) d t d r f (th) d h t i f (th) 8

Test Results

The Decoding A Mastery Tests are designed to be scored by hand. After administering both the group and individual sections and completing the scoring, enter each student's test results on his or her Student Profile. The profile appears in the test booklet before the beginning of each test. The objectives of the Decoding A Mastery Tests on pages 9 and 10 are keyed to the items on the tests and on the Student Profiles.

You will find the information on the Student Profiles particularly useful in assessing an individual student's progress and in discussing that progress with the student.

RECORDING TEST 1 RESULTS

Group Section

For the group section of the test, first score each student's group worksheet—parts 1 through 5. The answer key appears on page 3. Next, record the number of errors made in each part on his or her Student Profile.

For part 1, record the number of incorrectly written letter-sound correspondences.

For parts 2, 3, and 4, record the number of incorrectly spelled words.

For part 5 count up the number of circled letters in each row and match this number to the number that appears at the end of the row in the answer key. For instance, there are seven letter *sh*'s in the first row. If the student did not circle 7 *sh*'s, count this as an error.

Once each student's worksheet has been scored, record the number of errors for each part in the Number of Errors column on the Student Profile, and indicate whether the student passed (+) or failed (0) each part. Also, record the information on the Group Summary Form on page 11.

Individual Section

For the individually administered section of the test, record the number of errors made in each of the parts in the Number of Errors column.

For part 6—Pronunciation, record the number of errors for each word pronounced incorrectly on items 1 through 3. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for passing. For example, if a student made two errors on items 1–3 in word pronunciation, this would exceed the one error criterion. So the student would have failed part 6—Words.

Next, record one error for each middle sound pronounced incorrectly in steps 6 and 7.

For part 7, record one error for each word read incorrectly out of words 1, 3, 5, 8, 10, 11, and 12.

For consonant digraphs, record one error for each word read incorrectly out of words 2, 8, and 12.

For final blends, record one error for each word read incorrectly among words 4, 6, 7, 9, and 11.

For part 8, record one error for each word misidentified in the sentence.

Decoding A: Mastery Test 2

(After Lesson 45)

Pass out the students' test booklets for Decoding A. Make sure that each student gets the correct booklet. Administer the group section at the end of Lesson 45 and assign Lesson 45 workbook pages as homework.

THE GROUP SECTION

Part 1 Sound dictation

Open your test booklet to page 6. Write your name at the top of the worksheet. (Wait.) Ready? Everybody, touch part 1. ✓

1. I'll say the sounds. You write the letters in part 1 on your worksheet. First sound. (Pause.) ūūū. What sound? (Signal.) ūūū. Write it in the first blank. ✓
2. Next sound. (Pause.) p. What sound? (Signal.) p. Write it. (Check work.)
3. (Repeat step 2 for ěěě, ll, ēēē, g, õõõ.)
4. Write a letter that says www. ✓
5. Write two letters that go together and say www.
6. Last sound. Write two letters that go together and say ththth.

Part 2 Spelling from dictation

1. Everybody, touch part 2 on your worksheet. You're going to write words that I dictate.
2. First word: red. What word? Red. Listen again: rrrēēēd. Write it on the first arrow. ✓
3. Next word: mats. What word? Mats. Listen again: mmmääātsss. Write it on the next arrow. ✓
4. Next word: not. What word? Not. Listen again: nnnöōöt. Write it on the next arrow. ✓
5. Last word: this. What word? This. Listen again: thththĩĩsss. Write it on the next arrow. ✓

Part 3 Word completion

1. Everybody, touch the first arrow in part 3. ✓
2. Get ready to read what's on the arrow with me. Get ready. (Signal.) sē. Yes, sē. Fix it up to say (pause) send. What word? Send. Fix it up. ✓
3. Read what's on the next arrow. Get ready. (Signal.) ack. Yes, ack. Fix it up to say (pause) track. What word? Track. Fix it up. ✓
4. (Repeat step 3 for pi(ts).)

Part 4 Matching completion

1. Everybody, touch part 4. ✓
2. Touch the top word in the first column. ✓ Sound it out. Get ready. (Clap for r, i, m.) What word? (Signal.) Rim.
3. Touch the next word in the first column. ✓ Sound it out. Get ready. (Clap for c, l, a, p.)
4. (Repeat step 3 for trim, land.)
5. Later, you're going to write the words in the second column.

Part 5 Circle game

1. **Everybody, touch part 5. ✓**
2. **What will you circle in the first line? An.**
3. **What will you circle in the second line? How.**
4. **Circle the words and finish the rest of your worksheet.**

(At this time, administer the Individual Section of the test to each student.)

THE INDIVIDUAL SECTION

As soon as the student is comfortably seated, place his or her test booklet on the clipboard. Make sure that errors can be recorded unobtrusively. Fill in the identification information if you have not already done so. Once the desired rapport has been established, give the student a clean copy of the test booklet.

Part 6 Pronunciation

Today, I would like you to say and read some words and sentences to show how much you have learned about reading.

1. **Let's start with saying some words.**
Listen: trim. Say it. Trim.
2. **Next word: chop. Say it. Chop.**
3. (Repeat step 3 for **ringing, check, than, must, clock.**)
4. **Listen: will, well. Say those words. Will, well. One of those words has the middle sound *īīī*. I'll say the words again: *wīīīīī* (pause) *wēēēīīī*.**
5. **Which word has the middle sound *īīī*? Will.**
6. **Which word has the middle sound *ēēē*? Well.**

Note: Score 1 error for each word.

Parts 7–10 Word reading

1. (Point to the words in part 7 and say:) **Read all the words in part 7 as carefully as you can.** (Point to the first word and say:) **Start here.**
2. (Slash each incorrect response as the student reads. Record the total number of errors on the line provided.)
3. (Repeat steps 1 and 2 for parts 8, 9, and 10.)

Part 11 Sentence reading

1. (Point to the sentences in part 11 and say:) **Study these sentences for two minutes. Then you will read them aloud. Ask me about any words you don't know.**
2. (After two minutes or when the student is ready, say:) **Read these sentences as carefully and as quickly as you can.**
3. (Slash each incorrect response as the student reads. On the lines provided, score one error for each misidentified word. Record the time the student required to read the sentences and the

total number of errors. If there are interruptions, have the student start again. If she or he has not finished reading the sentences in one and one-half minutes, score part 11 as a fail.)

(After administering the Individual Section, remind the student to complete the worksheet if she or he has not already done so.)

This completes the individually administered section of the Decoding A Mastery Test 2. Repeat parts 6–11 with each student.

ANSWER KEY FOR GROUP SECTION

1. u, p, e, l, e, g, o, w, wh, th
2. red, mats, not, this
3. send, track, pits
4. rim clap
clap trim
trim land
land rim
5. an fanpanshipamsathanmapanfiasmanasdo
manam 6
how howshowpltharhowthrnwhowdrnophows
nlpdhopnohow 6

Test Results

Follow the same procedure as for Test 1. The Student Profile appears on page 5 in the test booklet.

RECORDING TEST 2 RESULTS

Group Section

For the group section of the test, first score each student's group worksheet—parts 1 through 5. The answer key appears on page 5. Next, record the number of errors made in each part on his or her Student Profile.

For part 1, record the number of incorrectly written letter-sound correspondences.

For part 2, record the number of incorrectly spelled words.

For part 3, record the number of incorrectly completed words.

For part 4, record the number of words that have been either incorrectly matched or incorrectly spelled.

For part 5, count up the number of circled words in each row and match this number to the number that appears at the end of the row in the answer key. For instance, the word *an* appears 6 times in the first row. If the student did not circle the word *an* 6 times, count this as an error.

Once each student's worksheet has been scored, record the number of errors for each part in the Number of Errors column on the Student Profile, and indicate whether the student passed (+) or failed (0) for each part on the Group Summary Form on page 12.

Individual Section

For the individually administered section of the test, record the number of errors made in parts 6, 7, 8, 9, and 10. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for passing. For example, if a student made six errors in part 7, record 6 in the error column across from part 7. In this case, the student's six errors would exceed the criterion, 0–1 error, so the student would have failed part 7. Therefore, you write a 0 in the Pass-Fail column. If the student had read part 7 with no more than one error, you would have recorded a +.

For part 11, record one error for each word misidentified in the sentences.

Decoding A: Mastery Test 3

(After Lesson 65)

Pass out the students' test booklets for Decoding A. Administer Test 3 after Lesson 65. Assign Lesson 65 workbook pages as homework.

THE GROUP SECTION

Part 1 Sound dictation

1. **Open your test booklet to page 10. Write your name at the top of your worksheet.** (Wait.)
2. **Ready? Everybody, touch part 1. ✓ I'll say the sounds. You write the letters on the lines for part 1 on your worksheet.**
3. **First sound.** (Pause.) *lll*. **What sound? lll. Write it.**
4. **Next sound.** (Pause.) *p*. **What sound? p. Write it.**
5. (Repeat step 4 for *lll*, *g*, *ööö*, *d*, *ēēē*, *b*, *üüü*, *sss*, *ōōō*, *ěěě*.)
6. **Now you're going to write sound combinations.**
7. **Write two letters that go together and make the sound www.** (Pause.) **What sound? whwhwh. Write it.**
8. (Repeat step 7 for *ch*, *shshsh*, *ththth*.)

Part 2 Spelling from dictation

Note: If necessary, use the spelling word in a sentence. For example, say: "Up. The balloon went up."

1. **Find part 2 on your worksheet. ✓ You're going to write words that I dictate. First word. Thē.** **What word? The.** Listen again. *Thththēēē*. **Write it.**

2. **Next word. Up. What word? Up. Listen again. Ūŭŭp. Write it.**
3. (Repeat step 2 for *dad*, *men*, *shot*, *win*.)

Part 3 Word completion

1. **Everybody, touch arrow 1 in part 3. ✓ Get ready to read what's on the arrow. Get ready.** (Signal.) *ld*. **Fix it up to say** (pause) *cold*. **What word? Cold.** **Fix it up. ✓**
2. **Read what's on arrow 2. Get ready.** (Signal.) *ca*. **Fix it up to say** (pause) *cast*. **What word? Cast.** **Fix it up. ✓**
3. **Read what's on arrow 3. Get ready.** (Signal.) *ru*. **Fix it up to say** (pause) *rugs*. **What word? Rugs.** **Fix it up. ✓**
4. **Read what's on arrow 4. Get ready.** (Signal.) *eets*. **Fix it up to say** (pause) *sheets*. **What word? Sheets.** **Fix it up. ✓**
5. **Read what's on arrow 5. Get ready.** (Signal.) *ip*. **Fix it up to say** (pause) *trip*. **What word? Trip.** **Fix it up. ✓**
6. **Read what's on arrow 6. Get ready.** (Signal.) *fi*. **Fix it up to say** (pause) *fins*. **What word? Fins.** **Fix it up. ✓**

Part 4 Matching completion

1. **Everybody, touch part 4. ✓ First word.** (Pause and check.) **What word? Ship.**
2. **Next word.** (Pause and check.) **What word? Locks.**
3. (Repeat step 2 for *chip*, *creek*.)
4. **Later, you'll fix up each line in the second column and match it to the word in the first column.**

Part 5 Circle game

1. **Everybody, touch part 5. ✓ What word will you circle in the first line? When.**
2. **What word will you circle in the next line? If.**
3. **Finish the circle game and the rest of your worksheet.**

(At this time, administer the Individual Section of the test to each student.)

THE INDIVIDUAL SECTION

As soon as the student is comfortably seated, place his or her test booklet on the clipboard. Make sure that errors can be recorded unobtrusively. Fill in the identification information if you have not already done so. Once the desired rapport has been established, give the student a clean copy of the test booklet.

Parts 6–10 Word reading

1. (Point to the words in part 6 and say:) **Read all the words in part 6 as carefully as you can.** (Point to the first word and say:) **Start here.**

2. (Slash each incorrect response as the student reads. Record the total number of errors on the line provided.)
3. (Repeat steps 1 and 2 for parts 7, 8, 9, and 10.)

Parts 11 and 12 Timed Story reading

1. (Point to the story in part 11 and say:) **Study this story for two minutes. Then you will read it aloud. Ask me about any words you don't know.**
2. (After two minutes or when the student is ready, say:) **Read this story as carefully and as quickly as you can.**
3. (Slash each incorrect response as the student reads. On the lines provided, record the time the student required to read the story and score one error for each word misidentified in the story. If there are interruptions, have the student start again. If she or he has not finished the story in one minute, score part 11 as a fail.)

Part 13 Oral comprehension questions

1. **I'll read the sentences and ask some questions. If you don't know the answer to a question, you may look back in the story, but you have to find the answer quickly.** (Record the answers in the student's test booklet. Allow the student thirty seconds to respond to each question.)
2. (Reread sentences 1 and 2.)
**Ann was a winner on the track.
And she was the best singer in town.**
(Ask:) **What are the two things that Ann could do well?** (Accept reasonable responses: Sing and run fast.)
3. (Reread sentences 3 and 4.)
**She said to herself, "I need cash.
I can get a job running or a job singing."**
(Ask:) **Tell me what Ann said to herself.**
(Accept reasonable responses: I can get a job running or a job singing; I need cash; I need money.)
4. (Reread sentences 5 and 6.)
**She got the best job.
She is a singer at track meets and she is glad.**
(Ask:) **Why is that the best job for her?**
(Accept reasonable responses: She can both sing and run at the track; because she gets to do the things she likes best.)

(After administering the Individual Section, remind the student to complete the worksheet if she or he has not already done so.)

This completes the individually administered section of the Decoding A Mastery Test 3. Repeat parts 6–13 with each student.

ANSWER KEY FOR GROUP SECTION

1. l, p, i, g, o, d, e, b, u, s, o, e, wh, ch, sh, th
2. the, up, dad, men, shot, win
3. cold, cast, rugs, sheets, trip, fins
4. ship locks
locks chip
chip creek
creek ship
5. when then when who when that then when to
when whom the when 5
if it if this if it be it ca if d p f i n a n a f o r i t o f i t i h i f i t i s
i n t n i n f i t h i 7

Test Results

Follow the same procedure as for Test 1. The Student Profile appears on page 10 in the test booklet.

RECORDING TEST 3 RESULTS

Group Section

For the group section of the test, first score each student's group worksheet—parts 1 through 5. The answer key appears above. Next, record the number of errors made in each part on his or her Student Profile.

For part 1, record the number of incorrectly written letter-sound correspondences.

For part 2, record the number of incorrectly spelled words.

For part 3, record the number of incorrectly completed words.

For part 4, record the number of words that have been either incorrectly matched or incorrectly spelled.

For part 5, count up the number of circled words in each row and match this number to the number that appears at the end of the row in the answer key. For instance, *when* appears five times in the first row. If the student did not circle 5 *when*'s, count this as an error.

Once each student's worksheet has been scored, record the number of errors for each part in the Number of Errors column on the Student Profile, and indicate whether the student passed (+) or failed (0) each part on the Group Summary Chart on page 13.

Individual Section

For the individually administered section of the test, record the number of errors made in parts 6, 7, 8, 9, and 10. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for

passing. For example, if a student made three errors in part 7, record 3 in the error column across from part 7. In this case, the student's three errors would exceed the criterion, 0–2 errors, so the student would have failed part 7. Therefore, you write a 0 in the Pass-Fail column. If the student had read part 7 with no more than two errors, you would have recorded a +.

For part 11, record the student's reading time. For part 12 record one error for each word misidentified in the story.

For part 13, record pass or fail based on the number of questions the student answered correctly.

GROUP SUMMARY

For Tests 1, 2, and 3, after completing the Student Profile of each student, summarize the performance of the group, using the Group Summary Form for each test on pages 11–13. In order to assess the progress of the group, record the following information from each Student Profile on each Group Summary Form: the student's name and a + or 0 indicating whether the student passed or failed the skill labeled at the top of the column. Then fill in the column labeled "Percentage of Skills Passed by Student" and "Percentage of Students Mastering Each Skill."

To find the percentage passed for each student for Tests 1, 2, and 3, use Tables 1, 2, and 3 on page 14 of this manual. Count the number of skills mastered and look below the number to find the percentage passed by the student. For each test, use Table 4 on page 14 to determine the percentage of students mastering each skill. First locate the total number of students in the group in the first column on the left; then determine the number of students who mastered each skill and locate this number along the bottom. The point of intersection of the two rows gives the percentage of students who mastered the skill. Enter these percentages along the bottom row of the Group Summary Form.

DIAGNOSIS AND REMEDIATION

Students are expected to pass the major skill areas in the Decoding A Mastery Tests with approximately 90 percent accuracy. If a student's overall performance, as indicated in the column next to her or his name on the Group Summary Form, is below 86 percent, it is recommended that the student be reviewed on deficit skill areas before moving on.

If the entire group is weak in a skill area, as indicated by a percentage below 80 to 85 on the bottom row of the summary form, then all the students should be taken through the review lessons specified on the Student Profile for that skill area. After reviewing deficit skill areas with individual students or with the group, readminister those

parts of the mastery tests that the students failed previously. You may want to use the student's original booklet for the individual section of the test, scoring in a different color, in order to compare responses.

If a student fails a skill area, a prescription is provided in the far right column of the Student Profile. The prescriptions suggested are groups of lessons taken from the Decoding A program. The students should not be reviewed on just the skills failed on the mastery tests. Rather, it is suggested that entire lessons be presented so the students receive well-balanced instruction without excessive drill on specific skill weaknesses. You may still wish to concentrate instructional time on the deficit skill areas, but it is recommended as a minimum that the students read the workbook words and sentences for each review lesson. For example, if a student is weak on final blends, you would present word-reading tasks from the Teacher Presentation Book. But for each lesson you would also have the student read the words and sentences on the workbook page. If the student is not weak in workbook skills such as matching completion, word completion, and so on, drop out these parts of the lesson.

It is most important that students meet the rate and accuracy criteria for the sentences prior to moving on in the program. Students should practice sentence reading daily until they can read at a minimum rate of 50 words per minute with no more than one error. If they do not reach these criteria, they will have a great deal of trouble succeeding in Decoding B1. When reviewing sentence reading, review at least the word-reading activities for the lessons as well.

By the end of the program, students should be reading the stories at approximately 60 words per minute. The most valuable procedure for improving students' reading rate and accuracy is to repeat the reading of familiar stories.

Students failing only the workbook skill areas—matching completion and circle game—need not be prevented from moving on, but they should receive additional seatwork activities concentrating on visual-discrimination and copying skills.

We strongly recommend that you consider students to have successfully completed the Decoding A program only after you have remediated all skill deficiencies revealed by the mastery tests.

Decoding A Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Decoding A: Word-Attack Basics. Each part of the mastery tests has been designed to teach a particular skill area. The first column lists the skill area, the middle column specifies in detail the student behavior required, and the last column lists the test numbers in which the skill is tested.

Skill	Mastery Objective	Test
DICTATION		
Sound Dictation	Orally given a sound or sound combination, the student will write the corresponding letter(s).	1, 2, 3
Spelling from Dictation	Orally given a phonetically regular monosyllabic word, the student will write the word.	2, 3
WORD COMPLETION		
Word Completion	Given a word part, the student will fill in the missing letters when orally presented with the entire word.	1, 2, 3
WORKBOOK SKILLS		
Word Copying	Given a list of words, the student will identify and copy written words.	1
Matching Completion	Given a column of monosyllabic words and a second column of randomly arranged word parts, the student will fill in the missing word parts and match them to those in the first column.	1, 2, 3
Circle Game	Given a row of random letters, the student will visually discriminate and circle a specified letter combination or word.	1, 2, 3
WORD IDENTIFICATION		
Pronunciation	Given a series of words, the student will pronounce each word.	1, 2, 3
	Given a group of words, the student will identify their vowel sounds.	1, 2
Short and Long Vowels	Given a phonetically regular two- or three-sound word containing the short vowel a, i, o, u , or e or the long vowel e or o , the student will identify the word.	1, 2, 3
Sound Combinations	Given a regular word containing the sound (letter) combination ol, or, er, ing , or ck or a final y , the student will identify the word.	2, 3
Final Blends	Given a regular monosyllabic word containing a final consonant blend (for example, st, nt, ts, gs), the student will identify the word.	1, 2, 3
Initial Blends	Given a regular monosyllabic word containing the initial consonant blend tr, st(r), fl, c + letter, sl, gr, bl , or dr , the student will identify the word.	2, 3

Skill	Mastery Objective	Test
Consonant Digraphs	Given a regular monosyllabic word containing the consonant digraph th , ch , sh , or wh in either initial or final position, the student will identify the word.	1, 2, 3
Irregular Words	Given phonetically irregular words, the student will identify the word.	3

SENTENCE READING

Errors	Given a sentence, the student will read it with no more than one error.	1
Time Errors	Given a reading selection composed of unconnected sentences, the student will complete the sentence reading in no more than one and one-half minutes with a maximum of five errors.	2

STORY READING

Story Reading	Given a reading selection of approximately 50 words in length, the student will read the selection in no more than one minute with a maximum of four errors.	3
Comprehension Questions	Given a reading selection, the student will answer questions about the story.	3

Test 1

CORRECTIVE READING MASTERY TESTS

DECODING A: Word-Attack Basics

Teacher _____ Group _____ Date _____

[illegible]

Date _____

[illegible]

Test 3

DECODING A: Word-Attack Basics

Group

[illegible]

PERCENTAGE OF SKILLS PASSED BY STUDENT

TABLE 1 (for Test 1)

Number of Skills Mastered	1	2	3	4	5	6	7	8
Percentage Passed	13	25	38	50	63	75	88	100

TABLE 2 (for Test 2)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12
Percentage Passed	8	17	25	33	42	50	58	67	75	83	92	100

TABLE 3 (for Test 3)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Percentage Passed	7	14	21	29	36	43	50	57	64	71	79	86	93	100

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

TABLE 4 (for Tests 1, 2, and 3)

Number of Students in Group	1	100	PERCENTAGE OF STUDENTS MASTERING EACH SKILL																		
	2	50	100	TABLE 4 (for Tests 1, 2, and 3)																	
	3	33	67	100																	
	4	25	50	75	100																
	5	20	40	60	80	100															
	6	17	33	50	67	83	100														
	7	14	29	43	57	71	86	100													
	8	13	25	38	50	63	75	88	100												
	9	11	22	33	44	55	67	78	89	100											
	10	10	20	30	40	50	60	70	80	90	100										
	11	9	18	27	36	45	55	64	73	82	91	100									
	12	8	17	25	33	42	50	58	67	75	83	92	100								
	13	8	15	23	31	38	46	54	62	69	77	85	92	100							
	14	7	14	22	29	36	43	50	57	64	71	79	86	93	100						
	15	7	13	20	27	33	40	47	53	60	67	73	80	87	93	100					
	16	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100				
	17	6	13	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100			
	18	6	11	17	22	28	33	39	44	50	55	61	67	72	77	83	88	94	100		
	19	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100	
	20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

Number of Students Who Mastered the Skill