

**S Ra**

**Corrective Reading**

# Decoding Strategies

**Mastery Test  
Examiner's Manual**

**Decoding B1**



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## Introduction

The two Corrective Reading Mastery Tests for Decoding B1: *Decoding Strategies* assess individual student achievement in terms of specific learning objectives. This Examiner's Manual explains the procedures of administering and grading the tests. Test 1 is a mid-program test to be administered when the students have completed the first thirty-five lessons of the B1 program. Test 2 covers the skills taught in the second part of the B1 program and is administered when students have completed Lessons 36–65.

The mastery tests serve two major purposes. First of all, they provide documentation of a student's performance after she or he has completed certain parts of the program. They serve as posttests, and they are carefully designed for this 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 a criterion-referenced measure that samples 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.

These 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, the individual reading checkouts provide an ongoing test of decoding proficiency. The word-attack skills: individual tests and the inprogram mastery tests also provide a standard by which to evaluate the group. However, 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 a student 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 these mid- and end-of-program mastery tests to thoroughly assess each student's performance.

The Decoding B1 Tests 1 and 2 include both a group and individual section. The first section of each test is administered to the group. While students are completing their worksheets, the examiner administers the individual section to each student. For the individual section, the examiner exchanges test booklets with the student and marks incorrect responses as the test is being given in the student's test booklet.

To ensure 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 each test session to run smoothly.

## Administering the Tests

### SCHEDULING

If possible, schedule testing of students within a week after they have completed either the first or the second part of the program. You may want to test two or three students a day so your regular classroom schedule is not disrupted. You can expect most students to complete each test in ten to fifteen minutes.

Test 1 should be administered to the students after they have completed Lesson 35 of the Decoding B1 program. This test is not appropriate for those students who place at Lesson 1 in the Decoding B2 program and begin the program there. Test 2 should be given after the students have completed the Decoding B1 program—Lessons 36–65.

### PREPARING FOR THE TESTS

Before giving any of the tests, familiarize yourself with this Examiner's Manual and the test booklet for Tests 1 and 2, each of which includes a Student Profile at the beginning of each test, a Group Section, and an Individual Section.

Have the students write their names on the cover of their test booklet. The Student Profiles must have the student's and the teacher's name on it. You may want to write these in before administering the test.

### MATERIALS

For the Group Sections of the tests, each student will need a copy of the test booklet and a pencil with an eraser. Be sure to have extra pencils on hand.

To administer the Individual Sections, you will need the student's copy of the appropriate test; an extra, clean copy of the test 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 B1 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 sections of the tests should be administered in a quiet place, preferably away from all other students.

Neither Test 1 nor Test 2 has strict time limits, and the students should be encouraged to take the time they need to read accurately. It may be necessary to encourage some students frequently.

## SCORING PROCEDURES

- Word-identification items should be scored by recording the incorrect response above the misidentified word in the student's test booklet. Recording incorrect responses is recommended for diagnostic purposes.
- 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 five self-corrects. 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 and enter the total on the line that follows each test part.

- For scoring comprehension questions, see the answer key for Test 1 on page 3 and for Test 2 on page 5.

## RESPONDING TO THE STUDENT

From time to time during the test, praise the student for working hard, even if her or his 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 B1: Mastery Test 1

(After Lesson 35)

(Pass out the test booklets. Tell the students to write their names on the cover of the booklet.)

## THE GROUP SECTION

**Today I would like you to do some workbook activities, read some words, and read a story to show how much you have learned about reading.**

### Part 1 Writing letters for sounds

1. **Open your test booklet to page 2.**  
**Write your name at the top of the worksheet.**  
(Wait.)

**Ready? Everybody, touch part 1. ✓**

2. **You're going to write the letter or letters for each sound that I say. You know three ways to write the sound k. Write them in the first three blanks. ✓**
3. **Next sound: ōōō. What sound? ōōō. Write it.**
4. (Repeat step 2 for shshsh, ōōōll, ch, ing, ththth, iii.)

### Part 2 Writing words without endings

1. **Find part 2. ✓**  
**The words in the first column have endings.**
2. **Touch the first word. ✓ What word? Raked.**
3. **Next word. ✓ What word? Dropping.**
4. (Repeat step 3 for nearly, shortest, grinned.)
5. **Later you'll write the same words without endings in the second column.**

### Parts 3-4 Matching completion/Sentence copying

**Complete parts 3 and 4 on your own.**  
**I will call on each of you to read for me.**

## ANSWER KEY—GROUP SECTION

1. (Any order: k, c, ck), o, sh, ol, ch, ing, th, i
2. 

raked	near
dropping	rake
nearly	drop
shortest	grin
grinned	short
3. 

beaten	felt
trash	sleeping
road	beaten
sleeping	trash
felt	road
4. The tramp gets in shape.

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 appropriate test booklet.

### Parts 5-9 Word reading

1. (Point to part 5 and say:)  
**Now I would like you to read some words. Read all the words in each part. Read across as you do in your Student Book. Read as carefully as you can.**
2. (Mark the errors as the student reads.  
Remember to record incorrect responses.  
Repeat for parts 6, 7, 8, and 9.)

## Parts 10 and 11 Story reading

1. (Direct the student to the story and say:)  
**Before you read this story to me, I am going to give you two minutes to study it. Ask me about any words you don't know.**
2. (Give the student up to two minutes to study the story. Answer any questions about vocabulary. After two minutes or when the student is ready, say:)  
**You're going to read this story to me as quickly and carefully as you can. Then I'll ask some questions about what happened in the story.**
3. (Tell the student to begin and start timing the reading.)  
  
(Count any sounding out as an error. Allow five self-corrections. Count any subsequent self-corrections as errors. Mark errors in the student's test booklet as the student reads. If there are any interruptions, have the student start again.)  
  
(When the student has finished reading, record the time and the total number of errors on the lines provided at the bottom of the story.)

## Part 12 Oral comprehension questions

**I'll 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.)

1. **When did the tramp go to bed?**
2. **Name 2 things the tramp did for work at the ranch.**
3. **How long did the tramp stay at the ranch?**
4. **What did the tramp tell the rancher he needed?**
5. **Did the tramp get more to eat?**

## ANSWER KEY FOR PART 12 ORAL COMPREHENSION QUESTIONS

1. When the sun was dropping in the west. (Accept reasonable responses, such as, When the sun went down in the west.)
2. He sheared sheep. He made gates and pens for pigs. He dug holes for trees. (Accept any 2 responses.)
3. Ten weeks
4. More meat and beans
5. Yes

Write an **X** next to the answers that are wrong and enter the total number of errors in the blank.

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 B1 Mastery Test 1. Repeat parts 5-12 with each student.

## RECORDING TEST 1 RESULTS

After administering the entire test and completing the scoring, enter the student's test results on his or her Student Profile, which appears at the beginning of Test 1.

Objectives matching each test item appear on page 6.

For each part, enter the number of errors in the Number of Errors column across from the appropriate part number. For example, if a student made one error in part 1, record a 1 in the Number of Errors column across from part 1. Next, determine whether the student passed or failed the part by comparing the number of errors with the criterion for passing. In this case, record a + in the Pass-Fail column.

## GROUP SUMMARY

After completing the Student Profile of each student in the group, summarize the performance of the group, using the Group Summary Form for Test 1 on page 7. In order to assess the progress of the group, record the following information on the 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, use table 1 on page 9. Count the number of skills mastered and look below that number to find the percentage passed by the student.

Use table 3 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 of the Decoding B1 Mastery Test 1 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 85 to 90 percent, it is recommended that the student be reviewed on deficit skill areas before advancing in the Decoding B1 program.

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 for that skill area on the Student Profile.

After reviewing deficit skill areas with individual students or with the group, readminister those parts of the mastery test that the students failed previously. You may want to use the student's original booklet, 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 B1 program. The student should not be reviewed on just the skills failed on the mastery test. 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 student read the worksheet words and story for each review lesson. For example, if a student is weak on **ed**, **ly**, **er**, or **ing** endings, part 8, you would present Lessons 23, 26, and 28-35.

When the students fail to meet the rate and/or accuracy criteria for the story reading, it is important that they practice reading the stories in Lessons 28-35. They should practice story reading daily until they can read these familiar passages fluently. It is often helpful to have the student read the story silently before reading out loud. Have students practice segments of one hundred words until they can read several passages in a story at a minimum rate of 75 words per minute—or 100 words in 1 minute and 20 seconds—with no more than 2 errors. If students do not reach these criteria, they will have trouble succeeding in the remainder of the Decoding B1 lessons because of inadequate fluency.

Students who fail the comprehension section, part 12, should be reviewed on the same lessons as those who do not meet the rate-accuracy criteria, parts 10 and 11. These students should be asked all the comprehension questions specified in the remediation lesson and any additional questions the teacher may add to make sure that the student has understood the story. It is also recommended that the students retell each story after they have read it.

## Decoding B1: Mastery Test 2

(After Lesson 65)

(Pass out the test booklets.

Make sure each student gets the correct booklet.)

### THE GROUP SECTION

**Today I would like you to do some workbook activities, read some words, and read a story to show how much you have learned about reading.**

#### Part 1 Identifying letter combinations

1. **Open your test booklet to page 6.**

**Write your name at the top of the worksheet.**  
(Wait.)

**Ready? Everybody, touch part 1. ✓**

**Later you're going to cross out the words that don't have W-H in them.**

#### Part 2 Writing words without endings

1. **Find part 2. ✓**

**The words in the first column have endings.**

2. **Touch the first word. ✓ What word? Firing.**
3. **Next word. ✓ What word? Closer.**
4. (Repeat step 3 for **zipped**, **hotter**.)
5. **Later you'll write the same words without endings in the second column.**

#### Parts 3-4 Following instructions/Writing compound words

**Complete parts 3 and 4 on your own. I will call on each of you to read for me.**

### ANSWER KEY—GROUP SECTION

1. where ~~with~~ ~~that~~ when ~~how~~ wheel  
~~word~~ ~~then~~ what why ~~week~~ who
2. firing — hot  
closer — close  
zipped — fire  
hotter — zip
3. louder, first
4. maybe, anybody, nearly, herself

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 appropriate test booklet.

#### Parts 5-10 Word reading

1. (Point to part 5 and say:)  
**Now I would like you to read some words. Read all the words in each part. Read across as you do in your Student Book. Read as carefully as you can.**
2. (Mark the errors as the student reads. Remember to record incorrect responses. Repeat for parts 6, 7, 8, 9, and 10.)

#### Parts 11 and 12 Story reading

1. (Direct the student to the story and say:)  
**Before you read this story to me, I am going to**

**give you two minutes to study it. Ask me about any words you don't know.**

2. (Give the student up to two minutes to study the story. Answer any questions about vocabulary. After two minutes or when the student is ready, say:) **You're going to read this story to me as quickly and carefully as you can. Then I'll ask some questions about what happened in the story.**
3. (Tell the student to begin and start *timing* the reading.)

(Count any sounding out as an error. Allow five self-corrections. Count subsequent self-corrections as errors. Mark errors in the student's test booklet as the student reads. If there are any interruptions, have the student start again.)

(When the student has finished reading, record the time and the total number of errors on the lines provided at the bottom of the story.)

### **Part 13 Oral comprehension questions**

**I'll 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.)

1. **Why did the ship begin to sink?**
2. **Why did the people not sink?**
3. **What did the one man whisper?**
4. **How did the people help him?**
5. **Where did they go in the boat?**

## **ANSWER KEY FOR PART 13 ORAL COMPREHENSION QUESTIONS**

1. A bolt came out of the ship. (Accept reasonable responses, such as, Something that was holding the boat together fell off.)
2. They were holding on to boards.
3. "I can't swim."
4. The people grabbed on to him and kept him from sinking. (Accept other reasonable responses.)
5. They went to shore.

Write an **X** next to the answers that are wrong and enter the total number of errors in the blank.

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 B1 Mastery Test 2. Repeat parts 5-13 with each student.

## **RECORDING TEST 2 RESULTS**

After administering the entire test and completing the scoring, enter the student's test results on his or her Student Profile, which appears at the beginning of Test 2. Objectives matching each test item appear on page 6. Follow the same procedure as for Test 1.

## **GROUP SUMMARY**

Follow the same procedure as for Test 1, but be sure to use the Group Summary Form for Test 2, which appears on page 7, and the tables that appear on the back cover.

## **DIAGNOSIS AND REMEDIATION**

Follow the diagnosis and remediation guidelines as for Test 1, which appear on page 4 of this Examiner's Manual.

Students who fail to meet the rate and accuracy criteria for Test 2 should practice rereading the specified Decoding B1 stories until they are reading familiar content at a rate of 90 words per minute. It is recommended that students practice segments of one hundred words in stories 45, 46, 60-65 until they can read several segments at 90 words per minute, that is, 100 words in 1 minute and 6 seconds, with no more than 2 errors. It is critical that a student's fluency is improved before he or she proceeds to the Decoding B2 program.

## **MASTERY OBJECTIVES**

Following are the mastery objectives for Decoding B1: *Decoding Strategies*, Test 1 and Test 2. Each part of the mastery tests has been designed to test a particular skill area which can be found on the objectives chart. 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.

## Decoding B1 Mastery Objectives

Skill	Mastery Objective	Test
<b>WORD IDENTIFICATION</b>		
Writing Letters for Sounds	Upon hearing sounds, the student will write the letters that make the sounds.	1
Identifying Letter Combinations	The student will identify letter combinations within words.	2
Writing Words Without Endings	After reading words with endings, the student will write the words without endings.	1, 2
Matching Completion	The student will make two words match by adding letters to the incomplete words.	1
Following Instructions	The student will follow a set of written instructions.	2
Sentence Copying	The student will copy a sentence accurately.	1
Writing Compound Words	The student will write compound words.	2
Short-Vowel Words	Given phonetically regular monosyllabic words containing the short-vowel sound <b>a, e, i, o, or u</b> , the student will identify the words.	1, 2
Long-Vowel Words	Given phonetically regular monosyllabic long-vowel words containing either a silent <b>e</b> at the end or a medial double <b>ee</b> , the student will identify the word.	1
Consonant Digraphs	Given a word containing the consonant digraph <b>sh, th, wh,</b> or <b>ch</b> , the student will identify the word.	2
Sound Combinations <b>ea, ar, ai, ol, or, oa, ou, ow, ch</b>	Given a word containing a sound combination, the student will identify the word.	1, 2
Word Endings <b>ed, ly, er, s, ing, est, ery</b>	Given a word containing word endings, the student will identify the word.	1, 2
<b>ed</b> Endings in Short-Vowel Words	Given a phonetically regular short-vowel word with any one of three <b>ed</b> endings, the student will identify the word.	2
Irregular Words	Given phonetically irregular words from Lessons 1–65, the student will identify the words.	1, 2

## STORY READING

Rate and Accuracy	Given a narrative passage containing familiar vocabulary and characters but unfamiliar story content, the student will read the passage at a minimum rate with approximately 96-97% accuracy or above. (See chart below)	1, 2
Comprehension	Orally given literal comprehension questions, the student will answer the questions at 75% accuracy or above.	1, 2

Test	Story Length	WPM	Time Limit	Error Limit
1	100 words	75	80 secs. (1 min. 20 secs.)	4
2	121 words	90	90 secs. (1 min. 30 secs.)	4



## DECODING B1: Decoding Strategies

Date \_\_\_\_\_

[illegible]

## DECODING B1: Decoding Strategies

Teacher \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

[illegible]

## PERCENTAGE OF SKILLS PASSED BY STUDENT

**TABLE 1 (for Test 1)**

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 2 (for Test 2)**

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13
Percentage Passed	8	15	23	31	38	46	54	61	69	77	85	92	100

Number of Students in Group	1	100	PERCENTAGE OF STUDENTS MASTERING EACH SKILL																		
	2	50	100	TABLE 3 (for Tests 1 and 2)																	
	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																					

# **Decoding B1**

## **Mastery Test Examiner's Manual**

