Corrective Reading

Decoding Strategies

Mastery Test
Examiner's Manual

Decoding B2

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Introduction

The two Corrective Reading Mastery Tests for Decoding B2: *Decoding Strategies* assess individual student achievement in terms of specific learning objectives. This Examiner's Manual explains the procedures for 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 B2 program. Test 2 covers the skills taught in the second part of the B2 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 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.

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 B2 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 B2 program. Test 2 should be given after the students have completed the Decoding B2 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 B2 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. The students taking the test should be seated comfortably at a table opposite the examiner.

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 B2: 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

1. **Open your test booklet to page 3.**
   Write your name at the top of the worksheet.
   (Wait.) **Ready? Everybody, touch the words in the box at the top of the page.** ✔
2. **For this sample, I will say a word. You are going to find the word I say and fill in the bubble next to that word.**
3. **The word is she** (pause) **she.**
   Fill in the bubble next to the word she.
4. (Check to see that all students have filled in the bubble next to the word **she.**)
5. **Find item 1. It is below the item we just did. Look at the three words in item 1. Listen to this word: doesn't.**
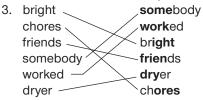   **Fill in the bubble next to doesn't.**
6. **Look across from item 1. Find item 2.** ✔ **Next word is watches.**
   Fill in the bubble next to (pause) **watches.**
7. **Find item 3.** ✔ **Next word: pouch.**
   Fill in the bubble next to (pause) **pouch.**
8. **Find item 4.** ✔ **Next word: wadded.**
   Fill in the bubble next to (pause) **wadded.**
9. **Find item 5.** ✔ **Next word: lurched.**
   Fill in the bubble next to (pause) **lurched.**
10. **Find item 6.** ✔ **Next word: quickly.**
    Fill in the bubble next to (pause) **quickly.**
11. **Find item 7.** ✔ **Next word: bother.**
    Fill in the bubble next to (pause) **bother.**
12. **Find item 8.** ✔ **Next word: coach.**
    Fill in the bubble next to (pause) **coach.**
13. **Find item 9.** ✔ **Next word: tired.**
    Fill in the bubble next to (pause) **tired.**
14. **Find item 10.** ✔ **Next word: someday.**
    Fill in the bubble next to (pause) **someday.**

Parts 2, 3, and 4

1. **Find part 2.** ✔
   Look at the words in the first column. These words have endings.
   You are going to write the same words without endings in the second column.
2. **Find part 3.** ✔
   You are going to match these words and complete them.
3. **Find part 4.** ✔
   In part A, you're going to write words that are made of two parts. In part B, you're going to write the two words that make up each word.
4. **While you finish these items, I will call on each of you to read for me.**

ANSWER KEY FOR GROUP SECTION

1. doesn't, watches, pouch, wadded, lurched, quickly, bother, coach, tired, someday
2. stir, bake, flat, smile, stripe, eat, stiff, shrug
3. bright   **some**body
   chores   **work**ed
   friends   br**ight**
   somebody   **frien**ds
   worked   **dry**er
   dryer   ch**ores**
4. A. talking, sunlight, everything, powerful, basement
   B. it + self, some + day, through + out, what + ever, steam + ship

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 5
1. (For columns A and B, tell the student to read each column of words.)
2. (Record the number of errors at the bottom of each column.)
3. (For the words in column C, point to the underlined part and ask:)
   What sound? (Wait.) **What word?**
4. (If the student mispronounces the underlined sound but reads the word correctly, score the word as correct.)

Parts 6 and 7
1. (Direct the student to the story and say:)
   You have two minutes to study the story before you read it out loud. 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 as carefully as you can. Then you'll write the answers to 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 5 self-corrections. Count any subsequent self-correction as an error. 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 8
(Give the student his or her test booklet—the one you have been marking—so that he or she may fill in the comprehension questions and the sequencing of story items. Allow the student the option of looking back in the story for the answers.)

A. WRITTEN COMPREHENSION QUESTIONS—KEY
1. A wolf pup
2. He heard it howling.
3. (Accept reasonable responses, such as, it yelped.)
4. (Accept reasonable responses, such as, maybe he felt sorry for it; he had been saved by the tan wolf years ago.)
5. (Accept reasonable responses, such as, probably because she was hungry, tired, and alone.)

B. SEQUENCING OF STORY ITEMS—KEY
2, 3, 1

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 B2 Mastery Test 1. Repeat parts 5–8 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 on page 2 in the test booklet. Objectives matching each test item appear on page 7 of this manual.

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 8. 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 10 of this manual. 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 B2 Mastery Test 1 with approximately 90 percent accuracy. If a student's overall performance, as indicated in the column next to his or her 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 B2 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 B2 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 excess 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 sound combinations, part 5C, you would present Lessons 14, 15, 20, 31, and 33.

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 25, 27, 32, 33, and 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 100 words per minute with no more than 3 errors. If students do not reach these criteria, they will have trouble succeeding in the remainder of the Decoding B2 lessons because of inadequate fluency.

Students who fail the comprehension section, part 8, should be reviewed on the same lessons as those who do not meet the rate-accuracy criteria, parts 6 and 7. 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 B2: 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
1. **Open your test booklet to page 8.**
   Write your name at the top of the worksheet.
   (Wait.) **Ready? Everybody, touch the words in the box at the top of the page.** ✔
2. **For this sample, I will say a word. You are going to find the word I say and fill in the bubble next to that word.**
3. **The word is would** (pause) **would.**
   Fill in the bubble next to the word would.
4. (Check to see that all students have filled in the bubble next to the word **would.**)
5. **Find item 1. It is below the sample we just did. Look at the three words in item 1. Listen to this word: bothering.**
   Fill in the bubble next to (pause) **bothering.**
6. **Find item 2.** ✔ **Next word is shoulder.**
   Fill in the bubble next to (pause) **shoulder.**
7. **Find item 3.** ✔ **Next word: magician.**
   Fill in the bubble next to (pause) **magician.**
8. **Find item 4.** ✔ **Next word: waited.**
   Fill in the bubble next to (pause) **waited.**
9. **Find item 5.** ✔ **Next word: farther.**
   Fill in the bubble next to (pause) **farther.**

10. **Find item 6.** ✔ **Next word: stared.**
    Fill in the bubble next to (pause) **stared.**
11. **Find item 7.** ✔ **Next word: change.**
    Fill in the bubble next to (pause) **change.**
12. **Find item 8.** ✔ **Next word: figured.**
    Fill in the bubble next to (pause) **figured.**
13. **Find item 9.** ✔ **Next word: though.**
    Fill in the bubble next to (pause) **though.**
14. **Find item 10.** ✔ **Next word: quite.**
    Fill in the bubble next to (pause) **quite.**

Parts 2, 3, and 4
1. **Find part 2.** ✔
   Look at the words in the first column. These words have endings.
   You're going to write the same words without endings in the second column.
2. **Find part 3.** ✔
   You are going to match these words and complete them.
3. **Find part 4.** ✔
   You're going to write words that are made of two parts. Next you're going to write the two words that make up each word.
4. **While you finish these items, I will call on each of you to read for me.**

ANSWER KEY FOR GROUP SECTION

1. bothering, shoulder, magician, waited, farther, stared, change, figured, though, quite
2. report, grip, note, fit, shine
3. section   **excit**ed
   shovels   **mumb**le
   excited   gi**ant**
   mumble   sh**ovels**
   giant   **sec**tion
4. A. boiled, southeast, quickest, firmer, throughout
   B. in + deed, land + slide, down + stairs, news + paper, some + body

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 5
1. (Tell the student to read columns A and B.)
2. (Record the number of errors at the bottom of each column.)
3. (For the words in column B, point to the underlined part and ask:)
   What sound? (Wait.) **What word?**
4. (If the student mispronounces the underlined sound but reads the word correctly, score the word as correct.)

Parts 6 and 7
1. (Direct the student to the story and say:)
   You have two minutes to study the story before you read it out loud. 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 as carefully as you can. Then you'll write the answers to 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 an error. 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 8
(Give the student his or her test booklet—the one you have been marking—so that he or she may fill in the comprehension questions and the sequencing of story items. Allow the student the option of looking back in the story for the answers.)

ANSWER KEY FOR PART 8

A. WRITTEN COMPREHENSION QUESTIONS

1. *(Any 3)* Old Salt, Emma Branch, Tony, Rosa, the President, the people at the old sailor's home.
2. A pie-throwing contest
3. The con man
4. (Accept reasonable responses, such as, to throw something hard.)

B. SEQUENCING STORY EVENTS
3, 2, 1

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 B2 Mastery Test 2. Repeat parts 5–8 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 on page 7 of the test booklet. Objectives matching each test item appear on page 7 of this manual. 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 9, and the tables that appear on page 10.

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/or accuracy criteria for Test 2 should practice rereading the specified Decoding B2 stories 61–65 until they are reading familiar content at a rate of 110 words per minute. It is recommended that students practice segments of one hundred words in stories 61–65 until they can read several segments at 110 words per minute, that is, 100 words in 55 seconds, with no more than three errors. It is critical that a student's fluency is improved before he or she proceeds to the Decoding C program.

Decoding B2 Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Decoding B2: *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 in the objectives listed below. 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
WORD IDENTIFICATION		
Difficult Discriminations	The student will identify stated words from written multiple choices as used in standardized test formats.	1, 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, 2
Writing and Dividing Compound Words	The student will write and divide compound words.	1, 2
Word Reading	The student will read a list of words and will identify underlined sounds in words.	1, 2
STORY READING		
Rate	Given a narrative passage containing familiar vocabulary and characters but unfamiliar story content, the student will read the passage at a minimum rate of 100 words per minute with approximately 97% accuracy or above. (See chart below.)	1, 2
Comprehension	Given written comprehension questions including literal, inferential, and sequencing items, the student will complete the items with approximately 85%–90% accuracy or above.	1, 2
Sequencing Story Events	The student will place three story events in the correct order.	1, 2

Test	Story Length	WPM	Time Limit	Error Limit
1	176	100	105 secs. (1 min. 45 secs.)	5
2	199	110	108 secs. (1 min. 48 secs.)	6

CORRECTIVE READING MASTERY TESTS

DECODING B2: Decoding Strategies

Teacher _____   **Group** _____   **Date** _____

Student	Percentage of Skills Passed by Student	Group Section				Individual Section					
		1	2	3	4	5A	5B	6	7	8
Percentage of Students Mastering Each Skill										

CORRECTIVE READING MASTERY TESTS

DECODING B2: Decoding Strategies

Teacher _____ Group _____ Date _____

Student	Percentage of Skills Passed by Student	Group Section				Individual Section				
		1	2	3	4	5A	5B	6	7	8
Percentage of Students Mastering Each Skill										

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
Percentage Passed	13	25	38	50	63	75	88	100

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

TABLE 3 (for Tests 1 and 2)

Number of Students in Group

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	100																			
2	50	100																		
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

Number of Students Who Mastered the Skill