

S Ra

Corrective Reading

Skill Applications

**Mastery Test
Examiner's Manual**

Decoding C



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PHOTO CREDITS

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Introduction

The two Corrective Reading Mastery Tests for Decoding C: *Skill Applications* 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 midprogram test to be administered when the students have completed the first fifty-four lessons of the program. Students are tested at Lesson 54 to help the teacher determine whether they are ready to begin the new Big-Checkout lesson structure which begins on Lesson 55. Test 2 covers the skills taught in the second part of the program and is administered when students have completed lessons 55–125.

The mastery tests serve two major purposes. First of all, they provide documentation of a student's performance after he or she 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 and workbook 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, the individual reading checkouts provide the critical 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 a student ready for the next level of the program. Each student should be reading a minimum of 120 words per minute with 98 percent accuracy by Lesson 54 and 130 words per minute with 97–98 percent accuracy for the remainder 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.

The Decoding C 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. On the individual sections of the test, 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 the group section in ten to fifteen minutes.

Test 1 should be administered to the students after they have completed lesson 54 of the Decoding C program. Test 2 should be given after the students have completed the Decoding C program—lesson 125.

PREPARING FOR THE TESTS

Before giving either test, familiarize yourself with this Examiner's Manual and the test booklet for Test 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

To administer either test, each student will need a copy of the appropriate test booklet. You will need this Examiner's Manual, a stopwatch, a clipboard, and an extra, clean copy of the test booklet for the student to read. 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.

Each student will need a pencil with an eraser for the group worksheet and the individual comprehension questions. Be sure to have extra pencils on hand.

TESTING ENVIRONMENT

The Group Sections of the Decoding C Mastery Tests should be administered to the entire group. The Individual Sections of the tests should be administered in a quiet place, preferably away from all the students. The student 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 six 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 vocabulary workbook items and comprehension questions, see the answer keys for Test 1 on pages 3 and 4; Test 2 on pages 6 and 7.

RESPONDING TO THE STUDENT

Treat the Group Section of the test the same as the group work in a regular lesson. Provide points to the students for completing workbook items as deemed necessary.

During the Individual Section of the test, praise the student periodically for working hard, even if his or her 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.

BEGINNING THE TEST

For the Group Section, seat students at their regular places. Each student will need a pencil in addition to a copy of the test booklet.

Decoding C: Mastery Test 1

(After Lesson 54)

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 read some materials to show how much you have learned about reading. First, we will do some vocabulary items. Then you will complete a worksheet while I call on each of you to read some words and a story.

Part 1

1. **Open your test booklet to page 2. Write your name at the top of your worksheet. ✓**
2. **Find part 1. ✓**
For each of the items in part 1, I will read a sentence containing a missing word. You're going to find the word that best completes the sentence from the words listed for that item and fill in the circle in front of that word. Let's do the sample together.
3. **Everybody, touch the words in the box at the top of the page. ✓**
4. **For this item, I will say a sentence. Listen. The horse had a blank on his leg. Again. The horse had a blank on his leg. Mark your answer.**
5. **You should have filled in the circle in front of the word *gash*. (Check to make sure all students marked the correct answer.) Are there any questions?**
(Answer any questions the students might have.)
6. **Find item 1. It is in the same row next to the sample we just did. ✓**
Listen. The spotted owl is in danger of becoming blank. Again. The spotted owl is in danger of becoming blank. Mark your answer.
7. **Find item 2. ✓**
Listen. The girl and the boy strolled at a blank pace. Again. The girl and the boy strolled at a blank pace. Mark your answer.
8. **Find item 3. ✓**
Listen. The girl blank correctly to the teacher's question. Again. The girl blank correctly to the teacher's question. Mark your answer.

9. Find item 4. ✓
Listen. There was a blank of workers at the factory.
Again. There was a blank of workers at the factory. Mark your answer.
10. Find item 5. ✓
Listen. The boy caught a blank of his new haircut in the mirror.
Again. The boy caught a blank of his new haircut in the mirror. Mark your answer.
11. Find item 6. ✓
Listen. The strawberries were blank in the jam we made last summer.
Again. The strawberries were blank in the jam we made last summer. Mark your answer.
12. Find item 7. ✓
Listen. The advertisement was blank and misleading.
Again. The advertisement was blank and misleading. Mark your answer.
13. Find item 8. ✓
Listen. The business blank ended successfully.
Again. The business blank ended successfully. Mark your answer.
14. Find item 9. ✓
Listen. The blank gnawed on the bones left by the cheetah.
Again. The blank gnawed on the bones left by the cheetah. Mark your answer.
15. Find item 10. ✓
Listen. The horse blank before jumping over the gate.
Again. The horse blank before jumping over the gate. Mark your answer.

Parts 2–5

Complete the rest of your worksheet. While you finish the items, I will call on each of you to read for me.

ANSWER KEY FOR GROUP SECTION

1. extinct, leisurely, responded, shortage, glimpse, preserved, deceptive, venture, scavengers, hesitated
2. survival, comfort, comfort, survival, comfort
3. un + like + ly, pre + view + ed, ex + tend + ed, tri + angle, re + number + ed
4. evaporated, prominent, emerged
5. herbivore, carnivore, herbivore, carnivore, herbivore

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 6–14

1. (For parts 6–14, tell the student to read each column of words as carefully as he or she can. Mark the errors as the student reads. Remember to record incorrect responses.)
2. (If the student asks about the asterisks, explain that they indicate transfer words [words not introduced in the program but ones that the student should be able to decode] and that you want the student to read them very carefully.)

Part 15

1. (This section is designed to test the student's understanding of high-frequency vocabulary words introduced in the Decoding C program.)
2. (Mark two responses for each word. If the word is clearly identified, mark this as one response. If the word is accurately defined or described, mark this as a second response. Make notes of the student's responses, so you can score this part of the test later.)
3. **Read the first word in part 15. What's another way of saying there's a *shortage* of food?**
(Accept responses that say there is not enough food.)
4. **Read the second word. What does *glance* mean?**
(Accept responses that refer to looking at something quickly.)
5. **Read word 3. What is an *investigation*?**
(Accept responses that refer to a close examination or study of something.)
6. **Read word 4. What is a *triceratops*?**
(Accept answers that refer to a dinosaur with three horns. If the student mentions only "dinosaur," ask him or her to explain more, for example, "Why triceratops?")
7. **Read word 5. What does *disapprove* mean?**
(Accept responses that refer to "not approve.")
8. **Read word 6. What is an *original*?**
(Accept responses that refer to the first of a kind.)
9. **Read word 7. What does *unnecessary* mean?**
(Accept responses that refer to "not necessary.")
10. **Read word 8. What's another way of saying, "The story she told was *incredible*"?**
(Accept responses that mention that the story was hard to believe or amazing.)

(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.

(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.

(Tell the student to begin and start *timing* the reading. Count any sounding out 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 below the story.)

Part 18

(Give the student his or her test booklet—the one you have been marking.)

(Tell the student to write the answers in the booklet. Allow the student the option of looking back in the story for the answers.)

ANSWER KEY FOR PART 18 COMPREHENSION QUESTIONS

1. (Accept either response: They felt excited about the dive; They felt refreshed.)
2. To swim without hurrying; slowly, at any easy pace. (Accept other reasonable responses.)
3. The light changed to a glimmering blue.
4. A. Brain corals
B. Fan corals (either order)
5. Marty knew she had gone too deep because Jeff's shadow was too dark. (She did not know from looking at her underwater watch; she did this after she realized she had gone too deep.)

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 C Mastery Test 1. Repeat parts 6–18 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 1 in the test booklet. The objectives of the test on pages 8 and 9 of this manual are keyed to the items on the test and on the Student Profile.

For each part, enter the number of errors in the Number of Errors column across from the appropriate 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 10. 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 columns 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 12 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 in the Decoding C 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 C 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. Have students write the responses to the comprehension questions on a blank sheet of paper.

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 C program. The students 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 story for each review lesson.

The vocabulary items in the Group Section provide the students with practice using a standardized norm-referenced test format. Although the multiple choice format varies from how the vocabulary is tested in the program, it uses the Decoding C strategy of presenting the words in context. If students have difficulty with this part of the test, further practice with standardized-test formats is recommended prior to Spring testing.

The workbook items, parts 2–5, provide a test of the workbook skills emphasized in Decoding C.

The word-identification lists for the Decoding C Mastery Tests contain *transfer* words. These words are not systematically introduced in the program; however, students have the decoding skills necessary to identify them. Since the transfer of skills is an objective of the Decoding C program, these items provide you with some information as to whether your students are reaching this objective. If you find that your students are unable to apply the skills covered in the program, provide them with additional practice on the transfer words from the test identified with an asterisk, using the structured board-presentation format in Decoding C. It may prove helpful to underline known sound combinations in transfer words as an additional prompt.

When students fail the vocabulary section (part 15), you may wish to conduct a more comprehensive vocabulary review. Appendices D and E in the Decoding C Teacher's Guide provide a summary of all the vocabulary introduced in the program.

When the students fail to meet the rate and accuracy criteria for the story reading, it is important that they practice rereading stories for fluency and accuracy. They should practice story reading daily until they can read the familiar passages fluently. It is often helpful to have the student read the story silently before reading out loud. Have students practice reading segments of one hundred words until they can read several passages in a story at a minimum rate of 150 words per minute—or one hundred words in forty seconds—with no more than three errors. If students

do not reach these criteria, they will have trouble succeeding in the remaining Decoding C lessons because of inadequate fluency.

Students who fail the comprehension section (part 18), should be reviewed on the same lessons as those who do not meet the rate-accuracy criteria (parts 16 and 17). 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 C: Mastery Test 2

(After Lesson 125)

Pass out the test booklets.

Make sure each student gets the correct booklet.

THE GROUP SECTION

Today I would like you to read some materials to show how much you have learned about reading. First, we will do some vocabulary items. Then you will complete a worksheet while I call on each of you to read some words and a story.

Part 1

1. **Open your test booklet to page 8.**
Write your name at the top of your worksheet. ✓
2. **Find part 1. ✓**
For each of the items in part 1, I will read a sentence containing a missing word. You're going to find the word that best completes the sentence from the words listed for that item and fill in the circle in front of that word. Let's do the sample together.
3. **Everybody, touch the words in the box at the top of the page. ✓**
4. **For this item, I will say a sentence.**
Listen. The five-year-old liked to blank when he told stories.
Again. The five-year-old liked to blank when he told stories. Mark your answer.
5. **You should have filled in the circle in front of the word *exaggerate*. (Check to make sure all students marked the correct answer.)**
Are there any questions?
Answer any questions the students might have.
6. **Find item 1. ✓**
Listen. The motorcyclist felt a blank of power when he accelerated his bike.

Again. The motorcyclist felt a blank of power when he accelerated his bike. Mark your answer.

7. Find item 2. ✓

Listen. The mountain climbers' attempts to scale the north face of the mountain have been blank. Again. The mountain climbers' attempts to scale the north face of the mountain have been blank. Mark your answer.

8. Find item 3. ✓

Listen. The shortest basketball player is at a blank.

Again. The shortest basketball player is at a blank. Mark your answer.

9. Find item 4. ✓

Listen. The parents were very blank waiting up for the teenager.

Again. The parents were very blank waiting up for the teenager. Mark your answer.

10. Find item 5. ✓

The seamstress sewed very blank designs on the back of the shirt.

Again. The seamstress sewed very blank designs on the back of the shirt. Mark your answer.

11. Find item 6. ✓

Listen. Without her glasses, Jessica could blank see the movie.

Again. Without her glasses, Jessica could blank see the movie. Mark your answer.

12. Find item 7. ✓

Listen. The ice skater's blank was very popular with the crowd.

Again. The ice skater's blank was very popular with the crowd. Mark your answer.

13. Find item 8. ✓

Listen. Josh has an excellent blank for being a good student.

Again. Josh has an excellent blank for being a good student. Mark your answer.

14. Find item 9. ✓

Listen. The snow was blank in the moonlight.

Again. The snow was blank in the moonlight. Mark your answer.

15. Find item 10. ✓

Listen. The fact the girl had not done her homework was very blank.

Again. The fact the girl had not done her homework was very blank. Mark your answer.

16. Find item 11. ✓

Listen. The hikers had to blank their drinking water in the mountains.

Again. The hikers had to blank their drinking water in the mountains. Mark your answer.

17. Find item 12. ✓

Listen. The woman was paid a blank for selling the couple's house.

Again. The woman was paid a blank for selling the couple's house. Mark your answer.

18. Find item 13. ✓

Listen. Doctors used blank language at their conference on disease.

Again. Doctors used blank language at their conference on disease. Mark your answer.

19. Find item 14. ✓

Listen. The student had a blank excuse for missing class.

Again. The student had a blank excuse for missing class. Mark your answer.

20. Find item 15. ✓

Listen. The man was disappointed when the woman blank his dinner invitation.

Again. The man was disappointed when the woman blank his dinner invitation. Mark your answer.

Parts 2–4

Complete the rest of your worksheet. While you finish the items, I will call on each of you to read for me.

ANSWER KEY FOR GROUP SECTION

1. surge, futile, disadvantage, anxious, elaborate, scarcely, routine, reputation, glistening, apparent, purify, commission, technical, unconvincing, rejected
2. deceit, resignation, official
3. symptoms, precious, anesthetics
4. dis + approving + ly, re + mark + able, different + ly, help + less + ness, sub + sides, pre + vent + ed, un + train + ed, cold + ness, un + focus + ed, dis + sent + ing

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 5–14

1. (For parts 5–14, tell the student to read each column of words as carefully as he or she can. Mark the errors as the student reads. Remember to record incorrect responses.)
2. (If the student asks about the asterisks, explain that they indicate transfer words (words not introduced in the program but ones that the student should be able to decode) and that you want the student to read them very carefully.)

Part 15

1. (This section is designed to test the student's understanding of high-frequency vocabulary words introduced in the Decoding C program.)
2. (Mark two responses for each word. If the word is clearly identified, mark this as one response. If the word is accurately defined or described, mark this as a second response. Make notes of the student's responses, so you can score this part of the test later.)
3. **Read the first word in part 15.**
What do you do when you *rehearse* something?
(Accept responses that refer to practicing something.)
4. **Read the second word.**
What does *stale* mean?
(Accept responses that refer to "not fresh.")
5. **Read word 3. What does *annual* mean?**
(Accept responses that refer to something that happens every year or to a yearbook.)
6. **Read word 4. What is a *vaccination*?**
(Accept responses that refer to a shot that prevents a person from getting a disease.)
7. **Read word 5. What do you do when you *conclude* something?**
(Accept responses that refer to reaching a decision, figuring out a reason for something, or finishing something.)
8. **Read word 6. Where is an *internal injury*?**
(Accept responses that refer to an injury that is inside the body.)
9. **Read word 7. What does *motionless* mean?**
(Accept responses that refer to "without motion.")
10. **Read word 8. What is a *salary*?**
(Accept responses that refer to the money a person makes by working on a job.)

Parts 16 and 17

(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.

(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.

(Tell the student to begin and start *timing* the reading. Count any sounding out 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 18

(Give the student his or her test booklet—the one you have been marking.)

(Tell the student to write the answers in the booklet. Allow the student the option of looking back in the story for the answers.)

ANSWER KEY FOR PART 18 COMPREHENSION QUESTIONS

1. Its feathers
2. The feather is made up of a large number of dead cells. Accept other reasonable responses.
3. Barbs on each side. (Also accept barbs.)
4. So it can fly. The specialization permits swift and powerful flight.
5. They developed feathers over the [arm and hand] bones instead of skin [over hand bones].

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. The numbers on the test and on the Student Profile are keyed to the objectives of the Decoding C Mastery Test 2, which appear on pages 8 and 9 of this manual. Follow the same procedure as for Test 1, but be sure to use the Group Summary Form for Test 2, which appears on page 11, and the tables that appear on page 12.

DIAGNOSIS AND REMEDIATION

Follow the diagnosis and remediation guidelines as for Test 1, which appear on pages 4 and 5 of this Examiner's Manual.

Decoding C Mastery Objectives

MASTERY OBJECTIVES

Following are the mastery objectives for Decoding C Skill Applications, Test 1 and Test 2. Each part of the tests was 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.

Skill	Mastery Objective	Test
WORKBOOK		
Vocabulary	Given an orally presented sentence with a missing vocabulary word, the student will select the correct word from four choices.	1, 2
Vocabulary Review	Given a list of previously-taught vocabulary words, the student will read a sentence containing a blank and write the correct vocabulary word in the blank.	1, 2
Story Questions	Given various situations, the student will determine if the problems involved are comfort or survival problems.	1
	Given a list of various animals, the student will identify if each is a carnivore or herbivore.	1
WORD IDENTIFICATION		
Sound Combinations	Given a word containing the sound combination ai or al , the student will identify the word.*	1
	Given a word containing the sound combination ar, ir, ur, er, ou, oa, oi, ea, ee, au, aw , and/or soft c and soft g , the student will identify the word.*	1, 2
Affixes	Given a word containing the instructionally defined affix un, re, dis, ex, or ly , the student will identify the word.	1
	Given a word containing the prefix dis, ex, re, un, pre, or sub , the student will identify the word.	2
	Given a word containing the suffix ible, able, ly, less, ness, ial, tion, or ure , the student will identify the word.	2
	Given a word with an affix that has not been taught in isolation (ment, ive, ile, ities, ous, a/ence, tal, ism), the student will identify the word.	2
	Given a word with an ed, s/es, or ing ending, the student will identify the word.	2
Difficult Words	Given a word containing an ending and/or consonant blend or digraph, the student will identify the word.	1
	Given an irregular or difficult to discriminate word, the student will correctly identify the word.	1, 2

*Word-identification lists include transfer vocabulary as well as vocabulary covered in Decoding C. Each word not covered in Decoding C is identified in the test with an asterisk.

Skill	Mastery Objective	Test
VOCABULARY		
Vocabulary Words	Given a list of eight high-frequency vocabulary words, the student will correctly identify seven out of eight words and define or describe by context seven out of eight words.	1, 2
STORY READING		
Rate and Accuracy	Given a narrative passage of approximately 240 words, containing unfamiliar characters and story content but familiar vocabulary, the student will read the passage at a minimum rate of 115 words per minute, that is, complete the passage within two minutes, ten seconds, with no more than six errors.	1
	Given an expository passage of approximately 280 words, containing unfamiliar information and vocabulary, the student will read the passage at a minimum rate of 125 words per minute, that is, complete the passage within two minutes, fifteen seconds, with no more than seven errors.	2
Comprehension	Given five written comprehension questions, the student will answer the questions at an 80 percent criterion (four of five).	1, 2

DECODING C: Skill Applications

Teacher _____ Group _____ Date _____

[illegible]

Test 2

DECODING C: Skill Applications

Group

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	9	10	11	12	13	14	15	16	17	18
Percentage Passed	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

TABLE 2 (for Test 2)

Number of Skills Mastered	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Percentage Passed	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

PERCENTAGE OF STUDENTS MASTERING EACH SKILL

TABLE 3 (for Tests 1 and 2)

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

Mastery Test Examiner's Manual



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