

Lesson 28–30

Assessment
Review
Pausing Point

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<i>Student Performance Task Assessment 1</i>	Individual Decoding Assessment	Worksheet 28.1; Teacher Guide Individual Decoding Assessment page; plain sheet of paper	10 per student
<i>Student Performance Task Assessment 2</i>	Individual High Frequency Word Assessment	Worksheet 28.2 Teacher Guide Individual High Frequency Word Assessment page;	10 per student
<i>Pausing Point Activities</i>	Activities per Teacher Choice	worksheets and/or trade books	40–60

Note to Teacher

For the next three days, lessons will include a combination of assessment and review activities. The assessments provided are not required of every student. They should be administered to those students who are struggling as a way to provide targeted remediation. These assessments are dependent on student scores:

- Student Performance Task Assessment 1: Decoding Assessment
- Student Performance Task Assessment 2: High Frequency Word Assessment

Note: The CKLA program teaches *Tricky Words*, focusing on the parts of the word that are and are not decodable. However, many states and school districts conduct explicit assessments of students' reading accuracy of words from various popular high frequency sight word lists. We have, therefore, included an assessment of words from the Dolch Sight Word List. Many of these words have been taught as Tricky Words in CKLA; others are decodable.

Lessons 28–30

You will select pages from the Pausing Point for groups and/or individual students to complete on all three days.

The following lesson plan is one way you might organize and structure the assessments and Pausing Point activities during Lessons 28–30.

Time	Teacher Activity	Student Activity	Suggested Activity
:00–:05	Teacher assigns students to groups and/or individual work to be completed during the first 15-minute block of time.	At teacher’s signal, students go to small group or independent work area with materials.	It would be best to assign students two worksheets to complete.
:05–:20	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.
:20–:25	Teacher directs all students to read independently for next 10 minutes.	Students read independently, either from <i>Sir Gus</i> or trade books or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, “I want you to read the story, ‘Battle Plans.’ When you have finished, write five sentences describing the events in the story.”
:25–:40	Teacher assesses students one at a time.	Reading.	See above.
:40–:45	Teacher assigns students to groups and/or individual work to be completed during the last 15-minute block of time.	At teacher’s signal, students go to small group or independent work area with materials.	This could be a student-choice activity. Students could finish the previous work assigned or complete a choice activity, such as pleasure reading or freewriting.
:45–:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

Student Performance Task Assessment 1

10 Individual Decoding Assessment



Worksheet 28.1

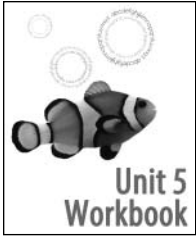
- Students who score less than 15 correct on the Worksheet 27.1 (Decoding Assessment) should be given this individual assessment.
- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their workbooks with them.
- Tear out Worksheet 28.1 and write the student’s name at the top.
- Turn to the Individual Decoding Assessment page in this Teacher Guide, cover the page with a sheet of plain paper. Display one row at a time by moving the sheet of paper down the page. Ask students to read each line of the assessment as quickly as they can.
- The purpose of this assessment is to determine if there are decoding difficulties and, if so, in which particular areas the problems exist. Do not let the student struggle when sounding out a word. If it is obvious the student does not know the word, tell him/her the word and move on.

Individual Decoding Assessment

mother	brother	front	won	son
love	glove	done	none	come
cousin	touch	young	southern	country
about	alike	afraid	China	America
debate	decide	category	hello	decay
total	metal	animal	royal	signal
helpful	cheerful	wonderful	hopeful	careful
evil	April	devil	fossil	nostril
apple	little	uncle	jungle	table
station	vacation	emotion	nation	fiction
bandit	alone	wall	later	band
lemon	rewind	me	debate	test
copper	open	from	hotel	no
home	some	wrote	cone	come
shout	touch	pound	country	out

Student Performance Task Assessment 2

10 Individual High Frequency Word Assessment



Worksheet 28.2

- Students who scored less than 7 out of 11 correct on the Comprehension Assessment when administered one on one with the teacher should be given the Individual High Frequency Word assessment.
- For this assessment, call students to a quiet area of the room one at a time. Remember, you are only assessing those students who are having difficulty. Ask students to bring their Workbooks with them.
- Tear out Worksheet 28.2 and write the student's name at the top.
- Turn to the Individual High Frequency Word Assessment page in this Teacher Guide, cover the page with a sheet of plain paper. Display one row at a time by moving the sheet of paper down the page. Ask students to read each line of the assessment as quickly as they can.
- The purpose of this assessment is to determine if students can quickly identify and read high frequency words. Do not let the student labor over a word. S/he should read each word quickly and accurately. If they do not read it quickly and accurately, score it as incorrect, tell the student the word, and move on.

Individual High Frequency Word Assessment

always	around	because	been	before
best	both	but	call	cold
does	don't	fast	first	five
found	gave	goes	green	its
made	man	off	or	pull
read	right	sing	sit	sleep
tell	their	these	those	upon
us	use	very	wash	which
why	wish	work	would	write
your				

Next Steps

Individual Decoding Assessment

Students who miss more than two words in any given line may need additional remediation in reading the targeted sound.

Use the featured sounds indicated in the far left column of Worksheet 28.1 to guide you in identifying the sounds in which students may need additional remediation. Refer to the Table of Contents of the Pausing Point for additional activities to match the needed area. Additionally, you may consider reteaching the sounds using lessons from this unit.

Individual High Frequency Assessment

Students who miss any of these high frequency words will need targeted remediation on these words. You may consider several different ways to provide practice for students with these words. Here are two suggestions:

High Frequency Word Bingo: Copy the bingo grid on the next page and write in any words students misread. Have students identify the words as you call them out.

Flash Cards: Provide a set of the missed words on flash cards for students to practice in student pairs and/or at home. The flash card template is on the last page of this lesson.

BINGO

		Free Space		

Flash Card Template
