

Lessons 23–25

Assessment
Review
Pausing Point

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Student Performance Task Assessment 1 To be administered to individual students over the next three days	Oral Reading Fluency Assessment	Worksheets 23.1–23.3; <i>The Job Hunt</i>	5 per student
Student Performance Task Assessment 2 To be administered to the whole class on Day 2	Whole Group: Word Identification and Decoding Skills Assessment	Worksheet 23.4	15
Pausing Point Activities To be used over the next three days	Activities per Teacher Choice	worksheets and/or <i>The Job Hunt</i>	45

Meeting as a Grade Level

This point in the school year would be an excellent time to meet as a grade level and examine student progress. We strongly recommend you meet with your fellow grade level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.

Note to Teacher

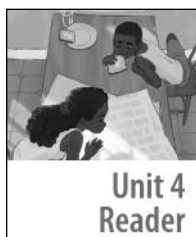
For these next three days, lessons will include a combination of assessment and review activities. You should divide your class into thirds and administer Student Performance Task Assessment 1: Oral Reading Fluency Assessment on a one-to-one basis to approximately one-third of your students each day.

You will administer Student Performance Task Assessment 2: Word Identification and Decoding Skills Assessment to the entire class on Day 2.

You will be selecting pages and activities from the Pausing Point for groups and/or individual students to complete on all three days. Further direction on determining specific Pausing Point worksheets is included at the end of this lesson.

The following lesson plan is one way you might organize and structure the assessments and Pausing Point activities during these lessons. For Days 1 and 3, you may use the template as written. For Day 2, first administer Student Performance Task Assessment 2: Word Identification and Decoding Skills Assessment first as a whole group activity.

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 signal, students go to small group or independent work area with assigned 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 15 minutes.	Students read independently either from <i>The Job Hunt</i> or teacher-selected materials.	Teacher should explicitly assign reading with a purpose. For example, “I want you to read the story, ‘Battery Park.’ When you have finished, write five sentences describing the events in the story.”
:25–:40	Teacher assesses students one at a time.	Students are reading and completing writing prompt.	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 signal, students go to small group or independent work area with assigned materials.	This could be a student choice activity. Students could finish the previous work assigned or could complete a choice activity such as pleasure reading or free writing.
:45–:60	Teacher assesses students one at a time.	Students work independently or in small groups without interrupting teacher.	See above.

Oral Reading Fluency Assessment**Note to Teacher**

"The Job Hunt"

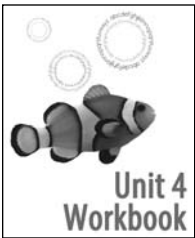


Worksheets 23.1–23.3

The reading selection reproduced on Worksheet 23.1 is an abridged version of the story "The Visit" included in the Reader.

- For this assessment, you will call students one at a time to a quiet area of the room and assess them individually using the Oral Reading Fluency Assessment provided for you.
- Ask each student to come to the table with their Workbook.
- Tear Worksheets 23.1–23.3 from the Student Workbook.
- Write the student's name at the top of each page.
- You will use Worksheet 23.2 to mark as a running record as you listen to the student read orally. Place Worksheet 23.1 in front of the student. Give the following directions:
 - "The title of this story is 'The Visit.' Have you ever gone to visit someone or someplace?"
 - Allow the student a few moments to respond to your prompt. Then tell the student, "Today you will read a story aloud to me about a visit that Kim and Kurt make to see their mom."
 - "In just a minute, I am going to ask you to read the story. I want you to think about the story as you read because I will ask you some questions when you finish reading."
 - "When I tell you to begin, I want you to read each word aloud. Do your very best reading. If you do not know a word, I will tell you the word."
 - "Do you have any questions?"
- Set your stopwatch. Ask the student to begin with the first word of the first paragraph. Be sure to mark any words the student misreads and/or that you provide on Worksheet 23.2.
- When the student completes the story, record the amount of time the student took to read the passage.
- Ask the student the questions on Worksheet 23.2. Students should have Worksheet 23.1 in front of them as you ask the questions and should be encouraged to look back in the story for the answers to the questions. Record the score at the bottom of Worksheet 23.2.
- Then mark the fluency rating scale on Worksheet 23.3 at this time as you may not recall after assessing multiple students. The student may return to his/her seat and you will move on to the next student. Do not take the time to do your calculations now. Complete calculations later today. It is more important to assess at least one-third of your students each day than to take valuable assessment time completing calculations.

Whole Group: Word Identification and Decoding Skills Assessment



Worksheet 23.4

- Ask students to turn to Worksheet 23.4.
- Tell students on the first side of the sheet you will read a word from each row and they should circle the word you read. Be sure to call out each row by number to orient students. Read the word only twice. Do not read the word more than twice as both accuracy and automaticity are being evaluated.
- The words for the front side of Worksheet 23.4 Assessment 2 are as follows.

1. fern	6. night
2. burn	7. spy
3. first	8. snow
4. myth	9. even
5. kind	10. lucky

- After completing the front side, ask students to turn the paper over.
- This time tell students you will ask them to circle a word with the same vowel sound as the word you say. Again, say the number of the row and the word only two times.

	You will say	Student will mark
11.	fern	clerk
12.	burn	burst
13.	first	thirst
14.	myth	gym
15.	kind	mind
16.	night	sight
17.	spy	sky
18.	snow	blow
19.	me	see
20.	bunny	funny

Pausing Point Activities

Activities per Teacher Choice

To select Pausing Point Activities for students to use independently on Day 1, see the Reading Comprehension Analysis Chart you completed in Lesson 22.

Use your judgment based on your observation of students’ work throughout the unit, as well as the Word Identification and Decoding Skills Assessment Results Chart at the end of this lesson, to select additional Pausing Point Activities for students.

Assessment 1: Oral Reading Fluency Assessment Results Chart

Record data from Worksheets 23.2 and 23.3 here.

[illegible]

*See rating scale on Worksheet 23.2.

Assessment 2: Word Identification and Decoding Skills Assessment Results Chart

Record data from Worksheet 23.4 here.

[illegible]

Next Steps

Oral Reading Fluency

- Students who answered 3 or more questions correct are reading with understanding.
- Students who receive a fluency rating of Mostly Fluent or Fluent on the Multi-Dimensional Fluency Scale are making good to excellent progress in terms of reading fluency.
- Students who receive a fluency rating of Improving may benefit from particular attention devoted to pre-teaching words that include tricky spellings and multi-syllable words prior to the independent reading of any new story. These students will also benefit from additional opportunities to reread stories multiple times.
- Students who receive a fluency rating of Labored are clearly struggling and are likely at risk in terms of their reading mastery. Their results on this assessment should be examined in conjunction with the Reading Comprehension Assessment and the Word Identification and Decoding Skills Assessment, with a view to providing intensive remediation.
- We have placed a copy of the Multi-Dimensional Fluency Scale here for your reference.

Descriptions			Circle One	
Phrasing	Prosody	Pace	Score	Comments
Mostly reads word-by-word	Many long pauses, rereads, and multiple attempts	Very slow and laborious	Labored	
Attempts to make text meaningful but still struggles with decoding words	Attempts phrases, may still have word-by-word reading for some of passage	Still hesitant and not fluid; very choppy	Improving	
May stumble occasionally over words	May read too fast and/or too slow without regard to textual signals	Generally appropriate expression and rate	Mostly Fluent	
Good expression and engagement with text	Observation of functional text signals and meaningful expression	Smooth, appropriate pace for the text	Fluent	

Word Identification and Decoding Skills

- Use the following guidelines to assist you in providing further study using the Pausing Point materials. Refer to the Assessment 2: Word Identification and Decoding Results Chart:
 - All students listed in columns 1, 2, 3, 11, 12, and 13 should complete Worksheets PP16–PP19 in the Pausing Point.
 - All students listed in columns 4 and 14 should complete Worksheets PP20–PP21 in the Pausing Point.
 - All students listed in columns 5, 9, 10, 15, 19, and 20 should complete Worksheets PP29–PP33 in the Pausing Point.
 - All students listed in columns 6, 7, 16, and 17 should complete Worksheets PP22–PP23 in the Pausing Point.
 - All students listed in columns 8 and 18 should complete Worksheet PP26 in the Pausing Point.

Meeting as a Grade Level

Once again, this point in the school year would be an excellent time to meet as a grade level and examine student progress. We strongly recommend you meet with your fellow grade-level teachers to look globally at student progress and consider any adjustments that may need to be made to groups across the grade level.