

Assessment Instructions (Post-Test)

Post-Test

The post-test evaluates all the skills introduced and practiced in Units 1-28. Students will be asked to read 30 sight words. Because each test assesses a different set of 30 sight words, you may choose to have students re-read all of the sight words from each test (90 words) at the completion of the program. Students will also be asked to use their decoding skills to read long- and short-vowel words, multi-syllabic words, compound words, words with r-controlled vowels, and words with inflectional endings.

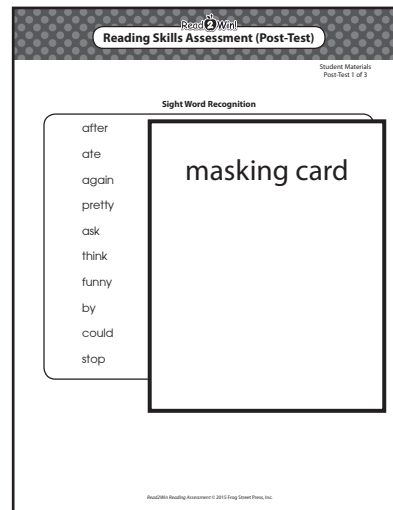
Sight Word Recognition

Say: *You are becoming such a fantastic reader! Let's see how many of these words you can read.*

Use a masking card to cover the second and third columns. Have student place a bookmark beneath each word in the first column as he or she reads down the column. If student does not instantly recognize a word, tell student to move on to the next word. Circle all words correctly identified. Continue with the second and third columns.

after	every	him
ate	were	when
again	from	how
pretty	under	just
ask	had	know
think	round	let
funny	has	then
by	open	put
could	her	some
stop	take	them

___/30



Tip: The assessment is intended to determine if the student can read these words by sight (memorization). Do not encourage the student to sound out a word. If the word is not instantly recognized, ask the student to move on to the next word.

Short Vowels

Say: *Here are some words you have read in the stories we enjoyed together. Please read them for me.*

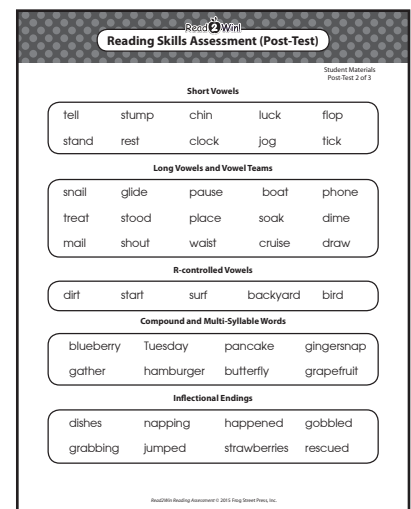
Have student read each row of words. Circle all words identified correctly.

___/5 tell **stump** chin luck **flop**

___/5 **stand** rest **clock** jog tick

___/10

Note: In this post-test, consonant blends are included in each part of the test rather than tested in one section. See consonant blends highlighted in bold type throughout this assessment.



Assessment Instructions (Post-Test)

Long Vowels and Vowel Teams

Say: Wow! Good job! Let's read some more words.

Have student read each row of words. Use a masking card to cover other rows. Circle all words identified correctly.

___/5 snail glide pause boat phone

___/5 treat stood place soak dime

___/5 mail shout waist cruise draw

___/15

R-Controlled Vowels

Say: What a great reader you have become! Please read these words for me.

Have student read the words. Circle all words identified correctly.

___/5 dirt start surf backyard bird

Compound and Multi-Syllable Words

Say: Here are some bigger words. Some of these are compound words (two words put together to make a new word) and some have two or three syllables. Remember, it can help to read parts of a word and then blend the parts together. Please read these words for me.

Have student read both rows of words. Circle all words identified correctly.

___/4 blueberry Tuesday pancake gingersnap

___/4 gather hamburger butterfly grapefruit

___/8

Inflectional Endings

Say: You are doing a great job! Please read these words for me.

Have student read both rows of words. Circle all words identified correctly.

___/4 dishes napping happened gobbled

___/4 grabbing jumped strawberries rescued

___/8

Mixed Decoding Skills

Say: Wow, you are a super reader! Let's read one more set of words. Look carefully and sound each word out.

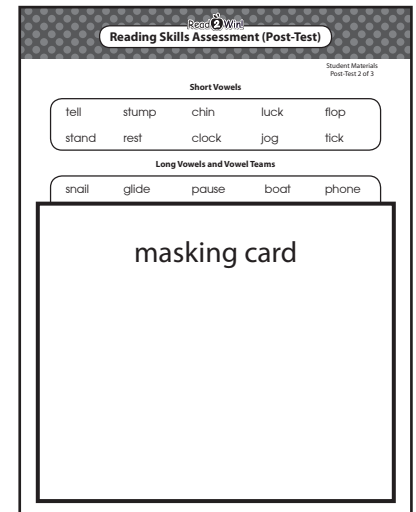
Have student read all rows of words. Circle all words identified correctly.

___/5 moose fast large grouch back

___/5 croak munch monster joke throat

___/5 chance sneaky spoil cowboy awesome

___/15



Assessment Instructions (Post-Test)

Fluency

Say: You will see on your page some sentences from the stories we have read together. Remember how we practiced reading the stories smoothly, watching for punctuation, and putting emotion in our voice? Please read these sentences for me using your very best reading skills.

Have student read all three passages. Circle a number that best represents the student's fluency. A score of 1 represents multiple stops, pauses, rereads, and a choppy cadence. A score of 10 represents a smooth and fluid read with the student giving some words more emphasis than others, attending to punctuation, and showing feelings through the sound of his or her voice.

At the end of the day after play, Sid sees his mail and yells, "hip-hip-hooray!"

The kangaroo asked if I would like to buy some balloons. Then they all stood and said, "Hope you come back soon!"

My sunglasses are resting on my nose. I feel the sand between my toes. I ride the waves in the salty sea. Yes, summer is the season for me!

1 2 3 4 5 6 7 8 9 10

Note: Fluency is assessed in the mid- and post-test in a subjective manner by scoring on a scale of 1-10. While fluency is often assessed by counting words per minute, speed is only one factor in determining if a student is a fluent reader. Speed is often measured because it can be done so objectively. However, a fluent reader reads with expression giving some words more emphasis than others, maintains a consistent flow, attends to punctuation, and displays emotion in his or her voice. These factors can only be assessed subjectively.

Comprehension

Students recall facts, make predictions, and draw inferences after reading the story in each lesson. Take this opportunity weekly to monitor a student's comprehension skills.

Use a book from the classroom library to more formally assess comprehension. Ask the student questions before, during, and after using the "Comprehension Cards" on the *Support Materials* CD. Also observe, as the student reads, if he or she is using the reading strategies on the "Reading Strategies" mat.

