

# Assessment Instructions (Mid-Test)

## Mid-Test

The mid-test assessment evaluates skills introduced and practiced in Units 1-14. If students struggled with the pre-test, you may choose to re-administer that test to check for progress. In this test, students will be asked to generate rhyming words, read 30 sight words, decode words with short and long vowel phonics patterns, read two-syllable words, and demonstrate their ability to read sentences with fluency.

## Rhyme Awareness

Before giving student the first page of student materials, administer this portion of the test orally.

mine/shine	(yes)
hole/stone	(no)
jeep/sheep	(yes)
duel/dance	(no)
___/4	

**Say:** *I am going to say pairs of words. I want you to listen carefully to both words and then give me a “thumbs up” if the two words have the same ending sound (rhyme) or give me a “thumbs down” if they do not. Ready? Here we go.*

Say each pair of words and wait for student to give you a “thumbs up” (yes, they rhyme) or a “thumbs down” (no, they do not rhyme).

c-ake
r-ock
p-et
pl-ace
___/4

**Say:** *Now I am going to say a word and I want you to think of a word that rhymes with it. Ready? Here we go.*

Say each word and then wait for student to tell you a rhyming word. Accept any word (even if it is not a real word) that ends with the same sound (part of the word after the dash). For example, if you say “cake” a correct response could be *bake, snake, rake, fake, shake*, etc.

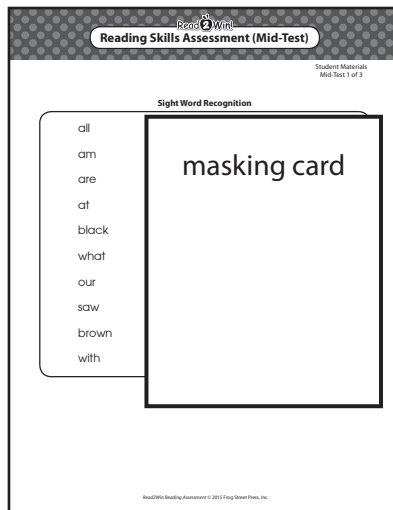
## Sight Word Recognition

**Say:** *Let’s take a look at these words and see how many you can read. Let’s start with the first column.*

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.

all	but	much
am	there	will
are	did	jump
at	do	went
black	four	out
what	get	ride
our	that	she
saw	have	they
brown	this	want
with	was	who

\_\_\_/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.

**Note:** Each assessment presents a different set of 30 sight words. If a student was unable to read many of the sight words on the previous test, re-administer that portion of the test to check progress.

# Assessment Instructions (Mid-Test)

## Long Vowels (v-c-silent e)

**Say: Let's see if you can read these words. Do your best to sound them out.**

Have student read the first row of words. Circle all words identified correctly. Have student read the second row of words and circle all words identified correctly. If student was able to read all or most words correctly in the first two rows, have student read the last row. Tell student that the words in the last row are not real words but we can read them just like real words. Circle words identified correctly.

\_\_\_/5 plate slide cake stone poke  
 \_\_\_/5 drive cube shine broke game  
 \_\_\_/5 flipe blate snote gake smike (pseudo words)  
 \_\_\_/15

**Note:** Using "pseudo words" helps determine if the student can read an unfamiliar word using decoding skills rather than identifying it by its familiarity.

## Long and Short Vowels

**Say: You are a good reader! Let's read some more words.**

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

\_\_\_/5 blade best slid slide deck  
 \_\_\_/5 moth shade mess rock flute  
 \_\_\_/5 stove plug pack drum tame  
 \_\_\_/15

**Note:** Asking students to read words that follow various phonics patterns is more difficult than having them read a set of words that all have a similar decoding pattern (as in the previous set of silent e words).

## Vowel Teams

**Say: This list of words may be a bit tricky. Let's try them. Read the first row of words for me if you can.**

Have student read both rows of words. Circle all words identified correctly. This is a pre-test for letter teams. These phonics patterns have not yet been introduced in the program so students may find these words challenging. If student misses three consecutive words, do not complete this section.

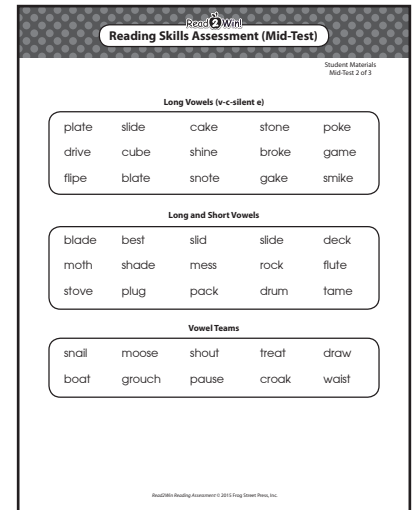
\_\_\_/5 snail moose shout treat draw  
 \_\_\_/5 boat grouch pause croak waist  
 \_\_\_/10

## Two-Syllable Words

**Say: Let's see if you can read some bigger words. These words all have two syllables. It is sometimes easier to read one syllable at a time and then blend them together. Let's try it. Read the first row of words for me.**

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

\_\_\_/4 cabin visit pocket helmet  
 \_\_\_/4 escape inside tadpole planet  
 \_\_\_/8

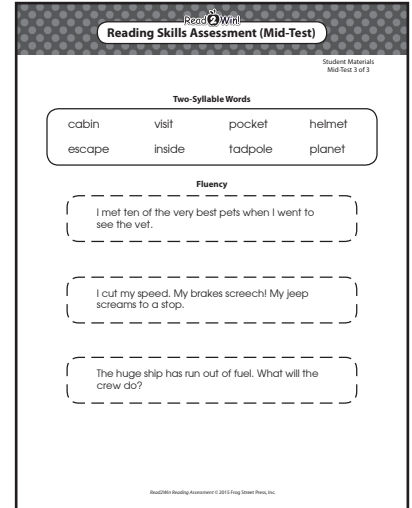


# Assessment Instructions (Mid-Test)

## 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.



I met ten of the very best pets when I went to see the vet.

I cut my speed. My brakes screech! My jeep screams to a stop.

The huge ship has run out of fuel. What will the crew do?

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.

