

Overview

The Phonics Plug-In ONE **Qualifying Assessment: Grade 1 and Up** is given to students who have had reading instruction and have not learned to decode as expected. The **Qualifying Assessment** determines if these students will benefit from Phonics Plug-In ONE instruction and practice.

The **Qualifying Assessment** ranks a student's basic decoding skills as Higher, Ready, or Lower. Students with a score of Ready will benefit from Phonics Plug-In ONE instruction and practice. Students who demonstrate Higher basic decoding skills on the assessment will need to be assessed further to determine if they need phonics instruction at higher level than Phonics Plug-In ONE. Students who show Lower basic decoding skills on the assessment will need to take the **Readiness Assessment: Kindergarten** (found on pages 69–77) to determine if they need pre-reading skills instruction and practice before starting Phonics Plug-In ONE.

The **Qualifying Assessment** is administered individually and should take less than 3 minutes per student to administer and score.

WHO TAKES THE READINESS ASSESSMENT?

The Qualifying Assessment is for **students in Grade 1 or beyond** who have received reading instruction and appear to be struggling with decoding.

There is a different assessment for students in kindergarten or early first grade who have not yet had phonics instruction, but appear to be ready to learn to decode words. These students should take the **Readiness Assessment: Kindergarten** (found on pages 69–77) to determine if they are ready for Phonics Plug-In ONE.

WHAT SKILLS ARE ASSESSED?

The **Qualifying Assessment** checks a student's ability to accurately decode 3-sound words with short vowels and digraphs, and one 4-sound word with *qu*.

The student is asked to read 5 easy, but not high frequency, real words and 5 easy nonsense words. Words read correctly, self-corrections, and words read sound-by-sound are counted for scoring. The student's scores are used to rate their basic decoding skills as Higher, Ready, or Lower. Students who score Ready can benefit from Phonics Plug-In ONE instruction and practice. Students who score Higher or Lower need further assessment to determine the appropriate instruction.

Materials

There are two parts to the **Qualifying Assessment** materials used for administration:

- **Student Page** – one page with the 10 words the student reads for the assessment. The assessor will need to make one copy of this page that can be reused with each student. Some assessors laminate this page.
- **Response Form** – one page the teacher uses to record and score the student's responses. The assessor will need to make a copy of this page for each student being assessed.

Detailed directions for administering and scoring the **Qualifying Assessment** follow. Use the detailed directions when you first give the **Qualifying Assessment**.

Summary directions are included as a reminder on the Response Form.



Directions for Marking and Scoring

Use the one-page Response Form to record the student's responses.

Directions for Marking

CORRECT RESPONSES

There are three types of correct responses with a box on the Recording Form to check for each type of response. Check the RC box for every word read correctly. If the student reads sound-by-sound or self-corrects, also check the SBS or SC boxes.

The three boxes that can be checked for correct responses are:

1. RC – Read Correctly

- Check the RC box for all words the student reads correctly, including self-corrections and words read sound-by-sound.

2. SBS – Sound-By-Sound

- Check both the RC and SBS boxes if the student says sounds, then reads the word correctly, e.g., /r/ /ă/ /g/, *rag*. Subvocalizing (whispering or just moving the lips without any sound) is considered reading sound-by-sound.

3. SC – Self-Correction

- Check both the RC and SC boxes if student reads the word incorrectly, then self-corrects. Also, write the incorrect word the student reads first on the line next to the word.

INCORRECT RESPONSES

Write any incorrect responses on the line next to the word. Do not check any boxes for incorrect responses.

1. If the student does not read the word correctly, write the student's response on the line next to the word. Do not check any boxes for the word.
2. If the student reads sound-by-sound, then reads and incorrect word, e.g., /r/ /ă/ /g/, *rage*; write the incorrect word on the line. Do not check the SBS box or any other boxes for the word.

If the student says "I don't know" or doesn't respond at all, write DK for Don't Know on the line next to the word. Do not check any boxes for the word.





Directions for Scoring

After the student finishes reading the 10 words,

1. Check to make sure that all words with a check in the SBS and SC boxes also have the RC box checked.
2. Tally the number of checked boxes for each type of box and enter the numbers on the "Total" lines (at the bottom of the Directions for Administration and Recording Forms section). The totals will include both real and nonsense words.

DIRECTIONS FOR ADMINISTRATION AND RECORDING FORMS

SET 1 – REAL WORDS

1. Place the Student Page in front of the student
2. Point to the real words and say:
 - You'll read these five words.
 - You'll start here (pointing to 'rag'), and read across (moving finger under the words).
 - Try not to say the sounds. Just read the word.
 - If you don't know a word, just say, "I don't know." But I'd like you to try.
 - Start reading.

	RC	SBS	SC	INCORRECT RESPONSE
1. rag	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2. dot	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. rich	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4. tuck	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5. quit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	quiet

TOTAL READ CORRECTLY 8 /10 TOTAL SOUND-BY-SOUND 1 /10 TOTAL SELF-CORRECTIONS 2 /10

SET 2 – NONSENSE WORDS

3. Point to the nonsense words and say:
 - Now you'll read these five words.
 - These words are nonsense words. They don't make any sense because we just made them up.
 - Remember to try not to say the sounds. Just read the word.
 - Start reading.

	RC	SBS	SC	INCORRECT RESPONSE
1. jub	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	joop
2. vot	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
3. yag	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
4. thid	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
5. sheck	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	dk

3. Complete the Interpreting Results table (at the bottom of the page) to determine if the student is ready for Phonics Plug-In ONE.

- **Scores:** Circle the range with the student's score in each of the Read Correctly, Sound-By-Sound, and Self-Corrections columns. There will be one circle in each of the three columns.
- **Status:** In the "Scores" columns, find the circled score that is on the lowest line, and circle the status for that score (Higher, Ready, or Lower).

INTERPRETING RESULTS See page 82 in Program Guide for more details.

1. Scores: In the 3 columns under "Score", circle the range with the student's score. (One circle in each column.)
2. Results: Find the circled score that is on the lowest line. In the "Status" column, circle the status (Higher, READY, Lower) for that score. (Circle only one.)
3. Status Box (at top right of page): Check the status from the "Status" column.

SCORES			STATUS	RECOMMENDATION
READ CORRECTLY	SELF-CORRECTIONS	SOUND-BY-SOUND		
8-10	<u>0-2</u>	0-2	HIGHER	Decoding skills are too strong for Phonics Plug-In ONE. Assess to determine if phonics instruction at higher level is needed.
<u>3-7</u>	3-10	<u>3-10</u>	<u>READY</u>	Student will benefit from Phonics Plug-In ONE.
0-2	N/A	N/A	LOWER	Administer Readiness Assessment: Kindergarten (page 69 in Program Guide) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.

INTERPRETING RESULTS See page 82 in Program Guide for more details.

1. Scores: In the 3 columns under "Score", circle the range with the student's score. (One circle in each column.)
2. Results: Find the circled score that is on the lowest line. In the "Status" column, circle the status (Higher, READY, Lower) for that score. (Circle only one.)
3. Status Box (at top right of page): Check the status from the "Status" column.

SCORES			STATUS	RECOMMENDATION
READ CORRECTLY	SELF-CORRECTIONS	SOUND-BY-SOUND		
8-10	<u>0-2</u>	<u>0-2</u>	HIGHER	Decoding skills are too strong for Phonics Plug-In ONE. Assess to determine if phonics instruction at higher level is needed.
<u>3-7</u>	3-10	3-10	<u>READY</u>	Student will benefit from Phonics Plug-In ONE.
<u>0-2</u>	N/A	N/A	<u>LOWER</u>	Administer Readiness Assessment: Kindergarten (page 69 in Program Guide) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.

INTERPRETING RESULTS See page 82 in Program Guide for more details.

1. Scores: In the 3 columns under "Score", circle the range with the student's score. (One circle in each column.)
2. Results: Find the circled score that is on the lowest line. In the "Status" column, circle the status (Higher, READY, Lower) for that score. (Circle only one.)
3. Status Box (at top right of page): Check the status from the "Status" column.

SCORES			STATUS	RECOMMENDATION
READ CORRECTLY	SELF-CORRECTIONS	SOUND-BY-SOUND		
<u>8-10</u>	<u>0-2</u>	<u>0-2</u>	HIGHER	Decoding skills are too strong for Phonics Plug-In ONE. Assess to determine if phonics instruction at higher level is needed.
3-7	3-10	3-10	READY	Student will benefit from Phonics Plug-In ONE.
0-2	N/A	N/A	LOWER	Administer Readiness Assessment: Kindergarten (page 69 in Program Guide) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.

4. Check the Level box (at the top right side of the Response Form).
 - Check the appropriate box (Higher, READY, or Lower). in the Status box at the top of the Response Form. This is the status that is circled under the Status column in the Interpreting Results table.

Qualifying Assessment: Grades 1 and Up
RESPONSE FORM

STUDENT: Sally Sample

GRADE: 3 DATE: 9/29/14 ASSESSOR: Linda F.

STATUS: Higher READY Lower
(Check after interpreting results)



Interpreting Results

- **Higher:** The student demonstrates proficiency with the skills taught in Phonics Plug-In ONE. The student should be assessed further to determine if phonics instruction at a higher level is needed.
- **READY: The student will benefit from Phonics Plug-In ONE instruction and practice.**
- **Lower:** The student demonstrates that critical pre-reading skills may be missing. Administer the **Readiness Assessment: Kindergarten** (found on pages 69–77) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.

Directions for Administration

The **Qualifying Assessment** is for students in grade 1 or beyond who have received reading instruction and appear to be struggling with decoding.

Use the **Readiness Assessment: Kindergarten** for students in Kindergarten or early first grade who have not had any reading instruction, but appear to be ready to learn to decode.

The **Qualifying Assessment** is administered individually.

Administer the assessment in a quiet space where you can easily hear the student and where the student will not be distracted.

The assessment should take less than 3 minutes per student.

Use the Response Form to record the student's responses.

Preparation

1. Make one copy of the Student Page on page 84.
2. Make one copy of the Response Form on page 85 for each student being assessed.





Administration

Write the student's name, grade, the date, and the assessor's name on the Response Form.

SET 1 - REAL WORDS

1. Place the Student Page in front of the student.
2. Point to the Real Words section on the Student Page and say:
 - **You'll read these five words.**
 - **You'll start here** (pointing to 'rag'), **and read across** (moving finger across under the words).
 - **Try not to say the sounds. Just read the word.**
 - **If you don't know a word, just say, "I don't know." But I'd like you to try.**
 - **Start reading.**
3. After the student finishes reading, say with a positive voice:
 - **You got # right!**

SET 2 - NONSENSE WORDS

1. Point to the Nonsense Words section on the Student Page and say:
 - Now you'll read these five words.
 - These words are nonsense words. They don't make any sense because we just made them up.
 - Remember to try to read the words without saying the sounds.
 - Start reading.
2. After the student finishes reading, say with a positive voice:
 - **You got # right! Thank you. You gave me all the information I need. We are finished.**

Qualifying Assessment: Grades 1 and Up

STUDENT PAGE



SET 1 - REAL WORDS

rag dot rich tuck quit

SET 2 - NONSENSE WORDS

jub vot yag thig sheck



Qualifying Assessment: Grades 1 and Up

RESPONSE FORM

STUDENT: _____

GRADE: _____ DATE: _____ ASSESSOR: _____

STATUS		
Higher	<input type="checkbox"/>	READY
Lower	<input type="checkbox"/>	

(Check after interpreting results)

DIRECTIONS FOR MARKING STUDENT RESPONSES

See page 79 in Program Guide for detailed directions.

CORRECT RESPONSES:

RC – READ CORRECTLY

Check RC box for all words read correctly, including self-corrections and words read sound-by-sound.

SBS – SOUND-BY-SOUND

Check RC and SBS boxes if student says sounds, then reads the word correctly (e.g., /r/ /ă/ /g/, rag). Subvocalizing is reading sound-by-sound.

SC – SELF-CORRECTION

Check RC and SC boxes if student reads incorrectly, then self-corrects. Record the Incorrect response on the line.

INCORRECT RESPONSES:

- If student reads the word incorrectly, record the student's response on the line. Do not check any boxes.
- If student reads sound-by-sound, then reads an incorrect word (e.g., /r/ /ă/ /g/, rage), record the incorrect word on the line. Do not check the SBS box or any other boxes.
- If student says "I don't know" or doesn't respond, write DK for "Don't Know" on the line. Do not check any boxes.

DIRECTIONS FOR ADMINISTRATION AND RECORDING FORMS

SET 1 – REAL WORDS

- Place the Student Page in front of the student
- Point to the real words and say:
 - You'll read these five words.
 - You'll start here (pointing to 'rag'), and read across (moving finger under the words).
 - Try not to say the sounds. Just read the word.
 - If you don't know a word, just say, "I don't know." But I'd like you to try.
 - Start reading.

	RC	SBS	SC	INCORRECT RESPONSE
1. rag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. dot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. rich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. tuck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. quit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

SET 2 – NONSENSE WORDS

- Point to the nonsense words and say:
 - Now you'll read these five words.
 - These words are nonsense words. They don't make any sense because we just made them up.
 - Remember to try not to say the sounds. Just read the word.
 - Start reading.

	RC	SBS	SC	INCORRECT RESPONSE
1. jub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. vot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3. yag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4. thid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5. sheck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

TOTAL READ CORRECTLY _____/10 TOTAL SOUND-BY-SOUND _____/10 TOTAL SELF-CORRECTIONS _____/10

INTERPRETING RESULTS

See page 82 in Program Guide for more details.

- SCORES:** In the 3 columns under "Score", circle the range with the student's score. (One circle in each column.)
- RESULTS:** Find the circled score that is on the lowest line. In the "Status" column, circle the status (Higher, READY, Lower) for that score. (Circle only one.)
- STATUS BOX** (at top right of page): Check the status from the "Status" column.

SCORES			STATUS	RECOMMENDATION
READ CORRECTLY	SOUND-BY-SOUND	SELF-CORRECTIONS		
8–10	0–2	0–2	HIGHER	Decoding skills are too strong for Phonics Plug-In ONE. Assess to determine if phonics instruction at higher level is needed.
3–7	3–10	3–10	READY	Student will benefit from Phonics Plug-In ONE.
0–2	N/A	N/A	LOWER	Administer Readiness Assessment: Kindergarten (page 69 in Program Guide) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.