Unit Check-Ups: Student Pages

Students individually read one set containing nonsense words, real words, and a sentence. Teacher records responses on Recording Form.

JNIT 6

Unit Check-Ups



STUDENT PAGES

SET 1

coth shum

said were thin cash finish dishrag

Thad said you got catfish at that shop.

SET 2

dush thid

into said ship thud punish sunfish

Hal was in a rush to finish math.

SET 3

kish thop

were said rush path radish hotshot

Dan said this hot muffin is for you.

SET 4

shog thun

said into thug dash polish catfish

That comic kid is a lot of fun.

Teacher Book: Unit Check-Up Response Page

Teacher uses this page to record students' responses during Unit Check-Ups. Scores are transferred to the Group Tracking Chart to determine whether the group is ready to advance to the next Unit.



Unit 6 Check-Ups

RESPONSE FORM

	SET 1	SET 2	SET 3	SET 4	
STUDENT:					
DATE:					
	# OF ERRORS # CORRECT / 1	# OF ERRORS # CORRECT / 16	# OF ERRORS # CORRECT / 16	# OF ERRORS # CORRECT/16	
Nonsense Words	1. coth	1. dush	1. kish	1. shog	
	2. shum	2. thid	2. thop	2. thun	
HEART Words	3. said	3. into	3. were	3. said	
	4. weгe	4. said	4. said	4. into	
REAL Words	5. thin	5. ship	5. rush	5. thug	
	6. cash	6. thud	6. path	6. dash	
MULTI- SYLLABLE WORDS	7. finish	7. punish	7. radish	7. polish	
	8. dishrag	8. sunfish	8. hotspot	8. catfish	
SENTENCE	Thad said you got catfish	Hal was in a rush to finish	Dan said this hot muffin is	That comic kid is a lot of	
	at that shop. (8)	math. (8)	for you. (8)	fun. (8)	
	SET 5	SET 6	SET 7	SET 8	
STUDENT:	3213	321 6	3217	SEI 8	
DATE:					
	# OF ERRORS # CORRECT	# OF ERRORS # CORRECT	# OF ERRORS # CORRECT	# OF ERRORS # CORRECT	
	1. hish	5 / 16 1. shug	1. nush	/16	
Nonsense Words		2. thod	2. cath	2. thog	
H E A R T W O R D S	3. were	3. said	3. into	3. into	
		4. were	4. were	4. said	
REAL Words	5. lash	5. math	5. hush	5. than	
	6. moth	6. gash	6. Thad	6. gosh	
MULTI- SYLLABLE Words	7. ashcan	7. dishrag	7. upshot	7. thinnish	
	8. dishpan	8. codfish	8. dogfish	8. potshot	
SENTENCE	Did Collin rush to get into	Do not let the cat into	Did the fat dog hop in that	Nan said she had to punish	
	.1 .1 .2 (0)	(6)	1 2 (2)		

MARKING

- Mark a check (\checkmark) for words read correctly.
- Write any incorrect response on the line provided or above the word in the sentence.
- \bullet Self-corrections count as errors, write SC to indicate self-correction.
- Words read sound-by-sound count as errors, write SBS to indicate sound-by-sound.

RECOMMENDATIONS

0-1 error: Move on.

2 errors: Move on with caution; provide extra practice in next Unit. 3+ errors: Do not move on; provide extra practice in current Unit.

Re-assess before moving on.

See Program Guide page 24 for more detailed directions and information.

Teacher uses chart to track student progress based on Unit Check-Ups.



Unit Check-Ups

See Program Guide page 25 for more detailed directions and information.

GROUP TRACKING

DIRECTIONS

- Enter the total number of errors for each student in the Errors column.
- Put a check (🗸) in a box in the Status column for each student based on the number of errors student made.
- Enter the total number of students in each status column on Group Status Totals line.

STUDENT RECOMMENDATIONS BASED ON STATUS - Number of Errors Indicates Status

0-1 error: Student is ready to advance to the next Unit.

2 errors: Student is ready to advance to the next Unit, with caution. Student will need extra practice during the next Unit.

3+ errors: Student needs more practice in the current Unit before moving on to the next Unit.

Note: If a student has 2 or more errors for 3 Units in a row, provide more practice before moving on.

GROUP RECOMMENDATIONS BASED ON GROUP STATUS TOTALS

All students score 0-2 errors: Move to next Unit.

Fewer than half of the students score 3+ errors: Teacher decides whether to provide more practice or move on to the next Unit.

Half or more of students score 3+ errors: Provide more practice in current Unit before moving to next Unit.

STATUS S	SAMPLE		UNIT 2	UNIT 3	UNIT 4	UNIT 5
O V 5 V 1 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2	DATE 4/18/2014		DATE	DATE	DATE 2	DATE
O V 5 V 1 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2	STATUS		STATUS	STATUS	STATUS	STATUS
O V 5 V 1 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2 V 2	CHECK ONE		S CHECK ONE	CHECK ONE	CHECK ONE	OR CHECK ONE
STATUS S		STUDENT	# 0-1 2 3+	# 0-1 2 3+	# 0-1 2 3+	# 0-1 2 3+
1 1						
2	5 1					
Color Colo	1 /					
Color Colo	2 /					
O-1 2 3+ O-1						
O-1 2 3+ O-1						
O-1 2 3+ O-1						
O-1 2 3+ O-1						
O-1 2 3+ O-1						
UNIT 6 DATE STATUS STATUS CHECK ONE STATUS CHECK ONE STATUS CHECK ONE STATUS CHECK ONE STATUS STA		GROUP STATUS TO				
DATE DA	0-1 2 3+		0-1 2 3+	0-1 2 3+	0-1 2 3+	0-1 2 3+
DATE DA						
STUDENT ## 0-1 2 3+ STATUS CHECK ONE STUDENT ## 0-1 2 3+ ## 0-1 2 3+ ## 0-1 2 3+	DATE					
	0.RS /	STATUS	SS CHECK ONE	CHECK ONE	SS CHECK ONE	/ SIAIO3
	CTUDENT	CHECK ONE	CHECK ONE	CHECK ONE	CHECK ONE	CHECK ONE
GROUP STATUS TOTALS	ZIONENI #	# U-1 Z 3+	# 0-1 2 3+	# 0-1 2 3+	# 0-1 2 3+	# 0-1 2 3+
GROUP STATUS TOTALS						
GROUP STATUS TOTALS						
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GPOUR STATUS TOTALS						
GPOUR STATUS TOTALS						
GROUP STATUS TOTALS						
GROUP STATUS TOTALS						
GROUP STATUS TOTALS						
CPOID STATUS TOTALS						
	GROUP STATUS TOTALS					
0-1 2 3+ 0-1 2 3+ 0-1 2 3+		0-1 2 3+	0-1 2 3+	0-1 2 3+	0-1 2 3+	0-1 2 3+