



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.