

## Overview

The Phonics Plug-In ONE **Readiness Assessment: Kindergarten** is given to students who are pre-readers or emerging readers. The assessment determines if these students are ready to learn to read with Phonics Plug-In ONE.

The Readiness Assessment is administered individually and should take approximately 5 to 10 minutes per student.

### WHO TAKES THE READINESS ASSESSMENT?

The **Readiness Assessment** is for **students in kindergarten or early first grade** who appear to be ready to for explicit, systematic, sequential phonics Instruction that teaches them how to decode words accurately and effortlessly.

Students who have had reading instruction and have not learned to decode as expected should take the **Qualifying Assessment: Grade 1 and Up** (found on pages 79–85.)

### WHAT SKILLS ARE ASSESSED?

The **Readiness Assessment** checks a student's skills in four areas that are critical for being ready to learn to read.

#### Heart Words

Heart Words are high frequency words that are not spelled according to a common phonics pattern. Therefore, some of the letters have to be “learned by heart”.

The Readiness Assessment includes 10 of the most common Heart Words: *the, a, and, I, to, was, for, you, is of*. Students who can read at least 7 of the 10 Heart Words on the **Readiness Assessment** will be ready to read the phrases, sentences, and passages in Units 2–10.

Phonics Plug-In ONE reviews these 10 Heart Words in the Getting Ready lesson and Unit 1, to help students who may not be automatic when reading a few of the words.

#### Letter Names

Many studies have shown that letter-name knowledge before formal reading instruction is one of the strongest predictors of children's reading ability (see Research section). The **Readiness Assessment** measures the number of letter names a student knows.

Students need to know at least 24 letter names to be ready for Phonics Plug-In ONE. Phonics Plug-In ONE has some letter naming practice to help beginning readers who may not be automatic at naming a few letters.

#### Letter Sounds

Studies show that understanding letter-sound correspondences is a prerequisite for effective word identification (see Research section), and the primary purpose of Phonics Plug-In ONE is to teach accurate word identification.

Students who know 15 of the 21 consonant letter sounds are ready for Phonics Plug-In ONE. Phonics Plug-In ONE has some consonant letter sound practice to help students who may not know a few of the letter consonant sounds.

Short vowel letter sounds are not assessed because each of these is introduced in a separate Phonics Plug-In ONE Unit. All of the consonant letter sounds are reviewed throughout Phonics Plug-In ONE Units.



## Blending Sounds

Researchers agree that phonemic awareness is a strong predictor of reading achievement (see Research section). Once children understand that words can be divided into phonemes and that phonemes can be blended into words, they are ready to use their knowledge of letter-sounds to read words (See Research section).

Students who are able to accurately blend 3 sounds into a word for 2 out of the 3 words on the **Readiness Assessment** are ready for Phonics Plug-In ONE instruction. Students solidify their phonemic awareness by practice blending, segmenting, and manipulating phonemes in all 10 Units of Phonics Plug-In ONE.

## Materials

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

- **Student Pages:** two pages that the student looks at during the assessment. The assessor will need to make one copy of these pages that can be reused with each student. The two pages can be copied double-sided on one piece of paper. Some assessors laminate these pages.
- **Response Form:** one page the teacher uses to record and score each student's responses. The assessor will need to make a copy of this page for each student being assessed.

Summary administration and scoring directions are included on the Response Form.

Use the detailed directions in the next section when you first give the Readiness Assessment.

## Directions for Marking and Scoring Student Responses

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

### Directions for Marking

#### MARKING FOR CORRECT RESPONSES

Student gives correct response the first time

- **Heart Words:** Mark a check on the line next to the word.
- **Letter Names:** Mark a check on the line next to the letter.
- **Letter Sounds:** Mark a check on the line next to the letter.
- **Blend 3 Sounds:** Mark a check in the "Correct" box next to the word.

#### MARKING FOR SELF-CORRECTIONS (Self-corrections count as a correct response)

Student gives an incorrect response the first time, then self-corrects

- **Heart Words:** Write incorrect response on the line, then write SC.
- **Letter Names:** Write the letter name or sound said first, then write SC.
- **Letter Sounds:** Write the sound or letter name said first, then write SC.
- **Blend 3 Sounds:** Write the first response on the line, write SC, and mark a check in the "Correct" box.



**MARKING FOR INCORRECT RESPONSES**

Student gives an incorrect response and does not self-correct

**– Heart Words**

- Write the first incorrect response on the line next to the word. (Do not record additional incorrect responses.)
- If the student says “I don’t know” or doesn’t respond, write DK for “Don’t Know” on the line next to the word.

**– Letter Names**

- **Incorrect letter name:** If the student says an incorrect letter name, write the letter name given on the line next to the letter.
- **Student says letter sound instead of letter name:**  
*Correct letter sound instead of letter name* – If the student says the correct letter sound for the letter, write the letter between slashes, e.g., /m/, and say: **That’s the letter sound. What is the name of the letter?** If the student names the letter correctly the first time, check to indicate the student gave the correct letter name after the prompt. If the student names the sound again, the answer is incorrect.  
*Incorrect letter sound instead of letter name* – If the student says a wrong letter sound, write the letter inside slashes. This is an incorrect answer.

**– Letter Sounds**

- **Incorrect letter sound:** If student says an incorrect letter sound, write the letter sound between slashes, e.g., /m/.
- **Student says letter name instead of letter sound:**  
*Correct letter name instead of letter sound* – If the student says the correct letter name, write the letter and say: **That’s the letter name. What’s the sound?** If the student gives the correct letter sound first, mark a check to indicate the student gave the correct letter sound after the prompt.  
*Incorrect name instead of sound* – If the student says the wrong letter name, write the letter given and circle the prompt letter. This is an incorrect answer.

**– Blend 3 Sounds**

- Write the first incorrect response on the line next to the box. (Do not record additional incorrect responses.)
- If the student says “I don’t know” or doesn’t respond, write DK for “Don’t Know” on the line next to the box.

## Directions for Scoring and Determining Readiness

After the student finishes the entire assessment, tally the scores to determine if the student is ready for Phonics Plug-In ONE.

**1. Record Total Correct**

- Write the number correct for each of the four sections on the “Total Correct” line to the right of each section title.



2. Complete the Readiness Table

- In the Readiness Table at the bottom of the Response Form, place a check in the box next to the range that includes the student’s score. The check will either be under “Still Working” or “Ready” for each section. There will be 4 checkmarks total.

3. Use the Readiness Table

- The student is ready for Phonics Plug-In ONE if all 4 checkmarks are in the Ready column.
- The student is not ready for Phonics Plug-In ONE if **any** checkmarks are in the Still Working column.

4. Complete the Ready box

- In the Ready box at right side of the top of the Response Form, check Yes or No to indicate whether or not the student is ready for Phonics Plug-In ONE.
- The student must have checks in all four “Ready” boxes in the Readiness Table at the bottom of the page in order to be ready to start Phonics Plug-In ONE.

## What To Do If Student Is Not Ready for Phonics Plug-In ONE

If a student is not ready for Phonics Plug-In ONE, work with the student on the skills that have scores in the Still Working column.

- **Heart Words, Letter Names, Letter Sounds**

Use the student’s Response Form to find out which Heart Words, letter names, or letter sounds the student does and does not know. Work with the student on the ones that need to be learned.

- **Blending Sounds**

Work with the student to blend and segment syllables, then onset-rime, and finally, phonemes.

If the student has “Still Working” scores for more than one section, administer the *Readsters Pre-Reading Probes*, available on at our website ([www.readsters.com](http://www.readsters.com)) under **Resources/Materials/Assessments**. The Probes will give the teacher a detailed account of the student’s strengths and weaknesses with regard to orthographic (letter-related) and phonological (sound-related) skills related to reading readiness.

Reassess the student with the **Readiness Assessment** when the student has learned the skills that were missing.

## Directions for Administration

The **Readiness Assessment** is for students in kindergarten or early first grade who have not had any reading instruction. Use the **Qualifying Assessment: Grade 1 and Up** (found on pages 79–85) for students who have had reading instruction and need intervention.

The **Readiness 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 about 5 to 10 minutes.

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



### Preparation

1. Make one copy of the Student Pages on pages 75 and 76.
2. Make one copy of the Response Form on page 77 for each student being assessed.

### Administration

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

Place a copy of Student Page 1 in front of the student.

### HEART WORDS

Point to the "Read Heart Words" section on the Student Page and say:

1. I will ask you to point to these words and read them.
2. **You'll start here** (pointing to 'the'), **read down the column** (moving finger down first column), **then read this column** (pointing to and moving finger down the second column).
3. **It's okay if you don't know a word. Just say, "I don't know it".**
4. **Point to the first word.**

Wait until the student points to the word 'the'.

5. Remember to point to each word before you read.
6. Start reading.

After the student finishes reading, say with a positive voice: **You got # right!**

### LETTER NAMES

Point to the letter 'm' at the top of "Lower Case Letter Names" section and say:

1. Now you will name the letters. You will say the letter names, not the sounds.
2. **The name of this letter is 'm'** (pointing to the letter 'm').
3. **What is the name of this letter?**
  - Student says 'm'.
  - If student does not say 'm', repeat steps 1–2 only once.
4. **You'll start here** (pointing to 't'), **and say the letter names in each line** (moving finger across all four lines).
5. **If you don't know a letter name. Just say, "I don't know it".**
6. **Point to the first letter.**
  - Wait until the student points to the letter 't'.
7. Remember to point to each letter before you say the letter name.
8. Start.

After the student finishes reading, say with a positive voice: **You got # right!**

**ERROR CORRECTION:** If the student says the correct letter *sound*, say:

- **That's the sound for the letter. What is the name of the letter?**



### LETTER SOUNDS

Place a copy of Student Page 2 in front of the student. Point to the letter 'm' at the top of the "Consonant Letter Sounds" section and say:

1. Now you will say the letter-sounds.
2. **The sound for this letter is /mmm/** (pointing to the letter 'm').
3. **What is the sound for this letter?**
  - Student says /mmm/.
  - If student does not say /mmm/, repeat steps 1–2 only once.
4. **You'll start here** (pointing to 't'), **and say the letter sounds in each line** (moving finger across all three lines).
5. **If you don't know a letter sound. Just say, "I don't know it".**
6. **Point to the first letter.**
  - Wait until the student points to the letter 't'.
7. **Remember to point to each letter before you say the letter sound.**
8. **Start.**

After the student finishes reading, say with a positive voice: **You got # right!**

*ERROR CORRECTION:* If the student says a letter *name* for any letter, say:

- **That's the name of the letter. What is the sound?** (If the student gives the name of the letter, the answer is correct.)

### BLENDING 3 SOUNDS

Remove the Student Pages and say:

1. Now I'll say three sounds and you will turn them into a word.
  2. **Tell me the word after I say the sounds.**
  3. **/s/ /i/ /k/**
  4. If student responds correctly, go to step 5.
- ERROR CORRECTION:* If student does not respond correctly, say:
- **I'll say the sounds and the word, then you repeat the sounds and the word**
  - **/s/ /i/ /k/, sick**
  - Wait for the student to respond
  - Whether the student responds correctly or incorrectly, continue with step 5.
4. **We'll do three more.**
  5. **/m/ /ā/ /k/**
    - Check box for correct or write incorrect response on the line.
  6. **/sh/ /ō/ /p/**
    - Check box for correct or record incorrect response on the line.
  7. **/g/ /ā/ /s/**
    - Check box for correct or record incorrect response on the line.
  8. **Thank you. You gave me all the information I need. We are finished.**





## READ HEART WORDS

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- |        |        |
|--------|--------|
| 1. the | 6. was |
| 2. a   | 7. for |
| 3. and | 8. you |
| 4. I   | 9. is  |
| 5. to  | 10. of |

## LOWER CASE LETTER NAMES

---

m

t n k z l r

---

a y o b v f

---

c p j e x g u

---

d m h q i s w

---



## CONSONANT LETTER SOUNDS

---

m

t s f z n v r l

d c j p g m b k

y w h x qu





# Readiness Assessment: Kindergarten

RESPONSE FORM

STUDENT: \_\_\_\_\_

READY: YES  NO

(from Readiness Table)

GRADE: \_\_\_\_\_ DATE: \_\_\_\_\_ ASSESSOR: \_\_\_\_\_

## RECORDING INSTRUCTIONS

See page 69 in Program Guide for detailed directions.

As the student responds:

- Write a check for correct responses.
- Write any incorrect response in the space provided.

- Write DK for Don't Know or no response.
- Self-correction: Write incorrect response and SC for self-correct. Self-correction counts as correct.

## HEART WORDS

TOTAL CORRECT \_\_\_\_\_ / 10

1. the \_\_\_\_\_ 3. and \_\_\_\_\_ 5. to \_\_\_\_\_ 7. for \_\_\_\_\_ 9. is \_\_\_\_\_  
 2. a \_\_\_\_\_ 4. I \_\_\_\_\_ 6. was \_\_\_\_\_ 8. you \_\_\_\_\_ 10. of \_\_\_\_\_

## LETTER NAMES

TOTAL CORRECT \_\_\_\_\_ / 26

MODEL— Point to the 'm' and say: The name of this letter is 'm'.

- t \_\_\_\_\_ n \_\_\_\_\_ k \_\_\_\_\_ z \_\_\_\_\_ l \_\_\_\_\_ r \_\_\_\_\_  
 a \_\_\_\_\_ y \_\_\_\_\_ o \_\_\_\_\_ b \_\_\_\_\_ v \_\_\_\_\_ f \_\_\_\_\_  
 c \_\_\_\_\_ p \_\_\_\_\_ j \_\_\_\_\_ e \_\_\_\_\_ x \_\_\_\_\_ g \_\_\_\_\_ u \_\_\_\_\_  
 d \_\_\_\_\_ m \_\_\_\_\_ h \_\_\_\_\_ q \_\_\_\_\_ i \_\_\_\_\_ s \_\_\_\_\_ w \_\_\_\_\_  
 \_\_\_\_\_ b-d or p-q confusion

## LETTER SOUNDS

TOTAL CORRECT \_\_\_\_\_ / 21

MODEL— Point to the 'm' and say: The sound for this letter is /m/.

- t \_\_\_\_\_ s \_\_\_\_\_ f \_\_\_\_\_ z \_\_\_\_\_ n \_\_\_\_\_ v \_\_\_\_\_ r \_\_\_\_\_  
 l \_\_\_\_\_ d \_\_\_\_\_ c \_\_\_\_\_ j \_\_\_\_\_ p \_\_\_\_\_ g \_\_\_\_\_ m \_\_\_\_\_  
 b \_\_\_\_\_ k \_\_\_\_\_ y \_\_\_\_\_ w \_\_\_\_\_ h \_\_\_\_\_ x \_\_\_\_\_ qu \_\_\_\_\_  
 \_\_\_\_\_ b-d or p-q confusion \_\_\_\_\_ adds /uh/ to many sounds (adding /uh/ counts as correct)

## BLEND 3 SOUNDS

TOTAL CORRECT \_\_\_\_\_ / 3

	PROMPT	(ANSWER)	CORRECT	WRITE ANY INCORRECT RESPONSE ON LINE
MODEL—	/s/	/i/	/k/	(sick)
1.	/m/	/ā/	/k/	(make) <input type="checkbox"/>
2.	/sh/	/ō/	/p/	(shop) <input type="checkbox"/>
3.	/g/	/ă/	/s/	(gas) <input type="checkbox"/>

## READINESS TABLE

See page 71 in Program Guide for detailed directions.

- Check 'Still Working' or 'Ready' for each section based on the student's score.
- Student must have a check in all 4 Ready boxes before starting Phonics Plug-In ONE.

	STILL WORKING	READY
Heart Words Score	0 – 6 <input type="checkbox"/>	7 – 10 <input type="checkbox"/>
Letter Names Score	0 – 23 <input type="checkbox"/>	24 – 26 <input type="checkbox"/>
Letter Sounds Score	0 – 14 <input type="checkbox"/>	15 – 21 <input type="checkbox"/>
Blending 3 Sounds Score	0 – 1 <input type="checkbox"/>	2 – 3 <input type="checkbox"/>



## 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>	<b>Student will benefit from Phonics Plug-In ONE.</b>
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	READY	<b>Student will benefit from Phonics Plug-In ONE.</b>
<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	<b>Student will benefit from Phonics Plug-In ONE.</b>
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 thid 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	<b>Student will benefit from Phonics Plug-In ONE.</b>
0-2	N/A	N/A	LOWER	Administer <b>Readiness Assessment: Kindergarten</b> (page 69 in Program Guide) to determine if student needs pre-reading skills instruction before starting Phonics Plug-In ONE.