**Module 7: Assessment**

**Option A**

**Assignment:**

If you do not already have a structured way to track foundational skills data in your classroom, implement one of the following assessment options this week. Templates/more details about these options are included on the following pages.

If you already have a successful system, summarize the data collection method you currently use and why it is optimal at the bottom of this page.

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| **Assessment** | **Notes** | **Frequency and Response** |
| **Observation Checklist** | Informal checklist | Daily, with immediate on-the-spot feedback and support as needed |
| **Dictation** | Weekly, following assessment protocol | Weekly, with priorities for small group re-teaching the following week as a response  |
| **Unit Assessment Stop and Check** | Based on program or school/district guidance | Every 4-6 weeks, following the scope and sequence of your program |

**Observation Checklist (Daily informal assessment)**

Use the checklist below to monitor students during small-group instruction. Remember to cold call students and offer a range of tasks to gauge mastery. For example, when learning a new sound and spelling pattern, be sure you are asking students to write words with the associated graphemes, identify words orally that contain the graphemes, and make the associated sounds in words.

Weekly Phonics Skill(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Weekly HFWs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes from previous week🡪 whole group practice needed in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key:

✓ = mastery

? = inconsistent

X = area of challenge, more practice needed

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| --- | --- | --- | --- | --- | --- |
| Student Name | Extra support needed with *(provide skill)* | Weekly skill notes | Decodable Readers- accuracy | Decodable Readers- automaticity | Decodable Readers- High Frequency Words |
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**Weekly Dictation**

Give a weekly assessment on the given skill. Use the written assessment that comes with your core curriculum, and/or give a quick whole class assessment following this guide’s Assessment Protocol

* + Dictate 10 words orally
		- 7-8 words should focus on the weekly sound and spelling pattern
		- 2-3 words can focus on previously taught sound and spelling patterns, based on errors or student concerns the teacher has noticed since instruction, or re-teaching goals from previous weeks.
		- Include a mix of make believe and real words (using real words along with pseudo-words allows students to apply the sound and spelling pattern and ensures a lack of memorizing word lists, for an authentic assessment)
	+ Dictate one sentence.
		- The sentence should include 2-3 words that focus on the skill of the current week, along with a mix of new and previously taught high frequency words.
	+ Grade weekly.
		- If students make errors on more than one of the words from the current week’s sound and spelling patterns, re-teaching must happen the following week.
		- If only a few students make these errors, re-teaching can happen in small groups.
		- If a large number of students make these errors, address them in whole- class instruction.

**Unit Assessments/Stop and Check**

Unit assessments should allow for students to interact with previously taught content from the past 4-8 weeks. Most core programs include unit assessments. If your program does not include one, you can create one through extended dictation and brief practice tasks.

If a unit assessment reveals high needs across a class, this is a serious problem that should be flagged accordingly. Low results in phonics based assessments show that the class is not getting much traction and extended intervention is needed.

If small groups of students are having repeated difficulties on unit assessments, small group work must be prioritized for these students. It is recommended that this become a focus of the school/classroom based RTI system.

**Module 7: Assessment**

**Option B**

**Assignment:**

Summarize the phonics assessments that are currently in place in a school or district that you support. Make one recommendation you would make in light of your analysis.

Remember the assessment guidance provided in this module:

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| --- | --- | --- |
| **Assessment** | **Notes** | **Frequency and Response** |
| **Observation Checklist** | Informal checklist | Daily, with immediate on-the-spot feedback and support as needed |
| **Dictation** | Weekly, following assessment protocol | Weekly, with priorities for small group re-teaching the following week as a response  |
| **Unit Assessment Stop and Check** | Based on program or school/district guidance | Every 4-6 weeks, following the scope and sequence of your program |

Current Phonics Assessment Protocols

Recommendations