Assessment

Session 5 of each *Magnetic Reading Foundations* week is an opportunity for teachers to formatively assess student progress through an efficient weekly assessment.

Regular formative assessments are essential because they:

- Allow teachers to spot errors as children are rapidly learning new skills.
- Give teachers a quick gauge of how children are progressing toward proficiency.
- Reveal how and when to intervene.
- Help teachers determine instructional next steps.

Whole-Class Assessment

- The Whole-Class assessment is an efficient way to gather information about what children have learned.
- For children, the whole-class assessment feels like regular encoding practice.
- The teacher says a sound, word, or sentence. Then children write the corresponding letter, word, or sentence.

> Teachers record results in the assessment trackers available on pp. A58 and A60, and also on Toolbox.

Beginning Digraphs *sh-*, *th-*, *ch-*, *wh-*

Individual Assessment

1. I like to see Matt's red ship.
2. There is Sam's tan cat on the bed.
3. What do you like about Kit's shop?
4. I went there to see Dan's dad chop logs.
5. When will Ted's dad make his bed?
6. Tam's hand rests on his chin as he naps there.
7. When will Bob make Pat's shed?
8. There was a big thud in the hen's pen.
9. What will Sid's mom whip up for the shop?
10. I like to chat with Tom's dog when we jog.

Instructional Next Steps

1. Review the Instructional Next Steps for the **Whole-Class Assessment** on p. 311.
2. Review the Instructional Next Steps for the **Individual Assessment** below.

PART 5: BLEND, SEGMENT, IDENTIFY PHONEMES

If	Then
If children were not able to blend the phonemes in a word…	**Then** provide additional modeling and practice using familiar words. For example, point to your thumb. Model how to say the individual phonemes in the word and then blend the whole word: /th/ /ŭ/ /m/. Thumb. Have children repeat after you. Next, say an object's name in individual phonemes: /ch/ /âr/. Have children practice by orally blending the phonemes and then saying the word: chair.
If children were not able to segment the phonemes in a word…	**Then** provide additional modeling and practice using a visual support, such as counters or blocks. For example, place a small pile of counters in front of you. Say a word: Chin. Model how to add a counter as you say each phoneme in the word: /ch/ /ĭ/ /n/. Have children practice with you. Then have them try it independently with a new word.
If children were not able to identify the initial phoneme…	**Then** provide additional modeling and practice using a visual support. For example, write the words *whale*, *when*, and *white* for children to see. Point to and emphasize the initial sound in each word as you say it: /hw/ whale, /hw/ when, /hw/ white. I hear /hw/ at the beginning of whale, when, and white. Have children practice with you. Then write three new words for them to try independently.
If children were not able to blend or segment phonemes or identify the initial phoneme…	**Then** continue to monitor progress on Weekly Assessments. If trouble persists, consider referring children for a more targeted phonological awareness assessment.

PART 6: READ CONNECTED TEXT

If	Then
If children consistently made errors with the target sound-spellings…	**Then** compare results to Parts 1 and 2. If a pattern of errors emerges, reteach the digraphs *ch-*, *th-*, *sh-*, and *wh-*. Remind children that digraphs have two consonants that stand for one sound.
If children consistently made errors with high-frequency words…	**Then** compare results to Part 3. If a pattern of errors emerges, display the **Super Word Cards** for *there*, *like*, *what*, and *make* and read aloud each word. Have children repeat the word, spell it, and read the word again.
If children made errors that were inconsistent with Parts 1–4…	**Then** have children reread *A Ship for Jess* and *Whit Can Make It* for more practice.

Individual Assessment

- Certain skills, such as phonological awareness and fluency, must be done one-on-one so that teachers can hear children's responses.
- Each child should be assessed using only one or two words/sentences in each part of the individual assessment.
- Because each child is only responsible for one or two items in each part, the individual assessment can be administered efficiently—either individually or in small groups.
- Teachers record results in the assessment trackers available on pp. A59 and A61, and also on Toolbox.

Instructional Next Steps

Weekly assessments allow teachers to quickly spot patterns across whole-class and individual assessment sections. The Instructional Next Steps section gives teachers guidance on recognizing patterns of errors for each assessed skill. Specific and actionable follow-up steps to take for reteaching each assessed skill are provided, allowing teachers to intervene and monitor progress regularly.
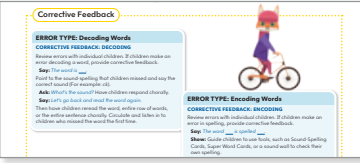
Ongoing Opportunities to Monitor Student Progress

i-Ready® Diagnostic → ***Magnetic Reading Foundations* Formative Assessments**

Formative-Assessment Opportunities

Magnetic Reading Foundations provides ongoing opportunities to monitor and track student progress, and to respond tactically to student needs. Formative-assessment opportunities are embedded within sessions and at the end of each week.

TOOL	WHAT IT DOES	HOW TO USE IT
CHECKS **CHECK** *Are children able to blend syllables?* **Not Yet:** Add movement to the activity and focus on two-syllable words. Guide children to hold out their left palm as they say the first syllable and their right palm as they say the second. Then have them clap as they blend the syllables to say the word.	• Gives teachers insight into whether children can perform the goal of the mini-lesson • Reteaches the skill or component skill for children who need it	• Note which children were unable to perform the lesson objective • Do a quick reteach on the spot • Reteach the skill in a small group
WEEKLY ASSESSMENT	• Provides quick, skill-specific assessment in phonological awareness, phonics, high-frequency words, word analysis, and oral reading • Gives teachers insight into Instructional Next Steps	• Administer in whole-group and individually once per week • Track progress on the student tracker (p. A58–A59) • Use Instructional Next Steps to reteach skills children missed
CORRECTIVE FEEDBACK	• Gives a teacher routine for correcting decoding and encoding errors • Provides a scaffold for children to learn how to self-correct while reading and spelling independently	• Listen to student reading and use to quickly correct a decoding error • Check encoding and provide feedback to help children learn correct spelling
FIX-UP STRATEGIES **SELF-CORRECTION** **ACCURACY Fix-Up Strategy** **Confirm and Correct Word Recognition** Explain to children that fix-up strategies are tools they can use to help them as they read. Guide children to use **Confirm and Correct Word Recognition** to read words accurately.	• Gives children tools for correcting different reading errors	• Model Fix-Up Strategies while reading to reinforce fluency skills • Monitor childrens' reading and suggest strategies as needed

Magnetic Reading Foundations Summative Assessments → **i-Ready® Literacy Assessments** →

Unit Assessments

Magnetic Reading Foundations Unit Assessments assess the skills within each unit. These assessments help teachers:

• See patterns of error for individual children throughout the unit

• Understand student growth in reading connected texts with longer passages

• Follow Instructional Next Steps tailored to the Unit Assessment

• Compare growth on Unit Assessments with results on *i-Ready®* Diagnostic

• If children are not progressing as expected, *i-Ready®* Early Literacy Tasks can provide further information and tools for progress-monitoring

Assessment

Monitor Progress with Program Assessments

Use *Magnetic Reading Foundations*' Weekly and Unit Assessments to track children's progress and identify trends to target instruction effectively.

What You'll Need
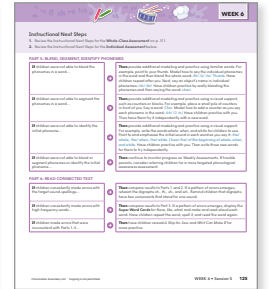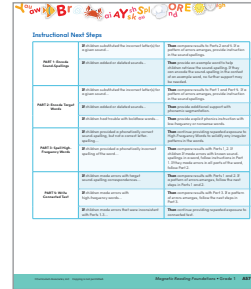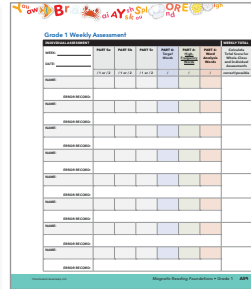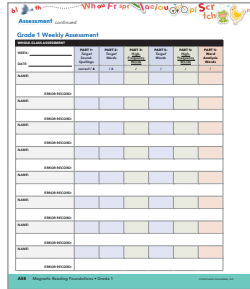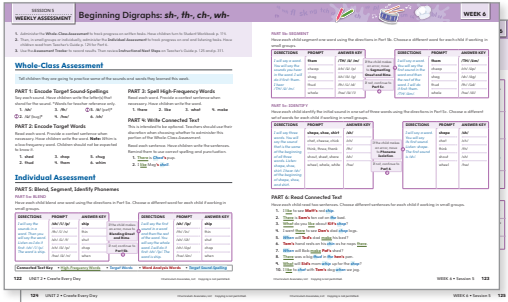
The Teacher's Guide
See Session 5 within each week's instructional pages.

The Assessment Trackers
See pp. A58–A61.

Instructional Next Steps
- For the Whole-Class Next Steps, see p. A57.
- For the Individual Next Steps, see Session 5 within each week's instructional pages.

Setting Up for Success

During the Whole-Class Assessment

1. Help children locate the correct pages in their Student Workbooks.
2. Have children record responses in their workbooks.
3. Collect workbooks and score using the Assessment Tracker.
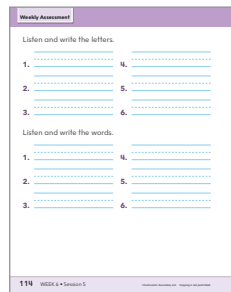
TIP Consider your placement in the room. You may need to move around the room and repeat the sound or word to ensure children can hear and see your articulation.

During the Individual Assessment

1. Work with children independently or arrange them into small groups.
2. If working in small groups, facilitate each part by using different items with each child per the directions in the Teacher's Guide. Have children take turns showing what they have learned.
3. Observe and record children's responses in the Assessment Tracker.
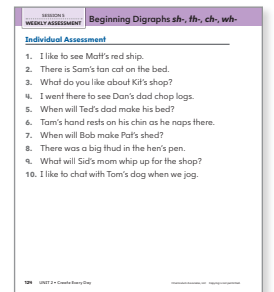
TIP It will be important to hear each child individually. Consider selecting quiet activities for other children in the classroom.

Scoring the Whole-Class Assessments

Directions

- After the Whole-Class Assessment has been administered, use a copy of the Weekly or Unit Assessment Tracker on p. A58 or p. A60 of the Teacher's Guide and Session 5 in the Student Workbook to evaluate children's progress. An answer key for the Student Workbook can be found on the Teacher Toolbox.
- For each part, determine the total possible points for each word type. Record the number of correct words or sounds out of the total.
- Record words or sounds children missed across in the Error Record Row beneath the corresponding score.
- For Part 4, use the sentences that children write to record three separate scores for Target Words, High-Frequency Words, and Word Analysis Words.
  - Use the Connected Text Key at the bottom of each Assessment in the Teacher's Guide to identify which words are Target Words, High-Frequency Words, or Word Analysis Words.
  - Record the number of correct words out of total for each type.
  - If a child makes an error, first determine which type of word it is.
  - Then, add up the total possible points for that type of word and subtract errors made for that type of word. For example, if there are six target words and the child makes two errors, record 4 / 6 in the Target Words column. (See image at right.)

Assessment Tracker

Student Workbook

Grade 1 Weekly Assessment

WHOLE-CLASS ASSESSMENT	PART 1: Target Sound- Spellings	PART 2: Target Words	PART 3: High- Frequency Words	PART 4: Target Words	PART 4: High- Frequency Words	PART 4: Word Analysis Words
WEEK: _____ DATE: _____	correct / 6	/ 6	/	/	/	/
NAME: Erin	5 / 6	4 / 6	4 / 4	2 / 2	2 / 2	2 / 2
ERROR RECORD:	ch	chug, chap				
NAME: Kyle						
ERROR RECORD:						
NAME:						

Sample Assessment Tracker Record

Scoring Guidelines

- Accept all correct sound-spellings in Part 1: Encode Target Sound-Spellings. For example, if the week's skill is hard *c* /k/ and a child writes *k*, mark it correct.
- Do not confuse handwriting errors with spelling errors. If a child inverts a *b* and writes a *d*, ask the child to read the answer to you to clarify the answer.

Grade 1 Unit Assessment

INDIVIDUAL ASSESSMENT	PART 5: *Target Words*	PART 5: High-Frequency Words	PART 5: **Word Analysis Words**	PART 5: Did children read fluently?	UNIT TOTAL Calculate Score
UNIT: _____ DATE: _____	/	/	/	yes / no	correct/possible
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					
NAME:					
ERROR RECORD:					

Assessment *continued*

Scoring the Individual Assessment

Directions

- While administering the Individual Assessment, use a copy of the Weekly or Unit Assessment Tracker on p. A59 or p. A61.

- For multi-part items (such as those labeled 5a, 5b, and 5c), if the child gets the first prompt correct, record 1/1 on the Assessment Tracker. If the child makes an error, follow the directions to administer a second prompt. If they answer the second prompt correctly, record 1/2 on the Assessment Tracker. If the child makes an error on the second prompt, record 0/2 on the Assessment Tracker.

- Use the Connected Text Key at the bottom of the assessment in the Teacher's Guide to score the skills in Read Connected Text.

  - When scoring Read Connected Text, you will record three separate scores in the Assessment Tracker based on the sentences children read: Target Words, High-Frequency Words, and Word Analysis.

  - If the child makes an error, first determine which type of word it is.

  - Then, add up the total possible points for that type of word and subtract errors made for that type of word.

  - Note patterns of errors in the Error Record Row beneath each score.

- Add up the total points possible for each child and the total errors **across both the whole-class and individual portions of the tracker** to get a total score.

Assessment *continued*

Grade 1 Weekly Assessment

WHOLE-CLASS ASSESSMENT		PART 1: Target Sound-Spellings	PART 2: Target Words	PART 3: High-Frequency Words	PART 4: Target Words	PART 4: High-Frequency Words	PART 4: Word Analysis Words
WEEK: _____ DATE: _____		correct / 6	/ 6	/	/	/	/
NAME: Erin		5 / 6	4 / 6	4 / 4	2 / 2	2 / 2	2 / 2
	ERROR RECORD:	ch	chug, chap				
NAME: Kyle							
	ERROR RECORD:						
NAME:							

Whole-Class Tracker

Grade 1 Weekly Assessment

INDIVIDUAL ASSESSMENT		PART 5a	PART 5b	PART 5c	PART 6: Target Words	PART 6: High-Frequency Words	PART 6: Word Analysis Words	WEEKLY TOTAL Calculate Total Score for Whole-Class and Individual Assessments
WEEK: _____ DATE: _____		/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	/	correct/possible
NAME: Erin		1 / 1	1 / 1	1 / 2	4 / 4	2 / 2	2 / 2	30/34
	ERROR RECORD:			ch				
NAME: Kyle								
	ERROR RECORD:							
NAME:								

Individual Tracker

Using Instructional Next Steps

If children miss two or more items in any category, find the corresponding section in the Instructional Next Steps and follow the instructions.

- Instructional Next Steps for the Whole-Class portion of the assessment are located on p. A57.

- Instructional Next Steps for the Individual portion of the assessment immediately follow the assessment in Session 5 of the Teacher's Guide.

Whole Class Instructional Next Steps

PART 1: Encode Target Sound-Spellings	**If** children substituted the incorrect letter(s) for a given sound…	**Then** compare results to Parts 2 and 4. If a pattern of errors emerges, provide instruction in the sound-spellings.
	If children added or deleted sounds…	**Then** provide an example word to help children retrieve the sound-spelling. If they can encode the sound-spelling in the context of an example word, no further support may be needed.
PART 2: Encode Target Words	**If** children substituted the incorrect letter(s) for a given sound…	**Then** compare results to Part 1 and Part 4. If a pattern of errors emerges, provide instruction in the sound-spellings.
	If children added or deleted sounds…	**Then** provide additional support with phonemic segmentation.
	If children had trouble with low-frequency words…	**Then** provide explicit phonics instruction with low-frequency or nonsense words.
PART 3: Spell High-Frequency Words	**If** children provided a phonetically correct sound-spelling but not a correct letter-spelling…	**Then** continue providing repeated exposure to High-Frequency Words to solidify any irregular patterns in the words.
	If children provided a phonetically incorrect spelling of the word…	**Then** compare results with Parts 1 and 2. If children made errors with known sound-spellings in a word, follow instructions in Part 1. If they made errors in all parts of the word, follow Part 2.
PART 4: Write Connected Text	**If** children made errors with target sound-spelling correspondences…	**Then** compare results with Parts 1 and 2. If a pattern of errors emerges, follow the next steps in Parts 1 and 2.
	If children made errors with high-frequency words…	**Then** compare results with Part 3. If a pattern of errors emerges, follow the next steps in Part 3.
	If children made errors that were inconsistent with Parts 1–3…	**Then** continue providing repeated exposure to connected text.

Grade 1 Weekly Assessment

WHOLE-CLASS ASSESSMENT						
WEEK: _____ DATE: _____	**PART 1:** *Target Sound-Spellings*	**PART 2:** *Target Words*	**PART 3:** High-Frequency Words	**PART 4:** *Target Words*	**PART 4:** High-Frequency Words	**PART 4:** Word Analysis Words
	correct / **6**	/ 6	/	/	/	/
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						
NAME: ERROR RECORD:						

Grade 1 Weekly Assessment

INDIVIDUAL ASSESSMENT							WEEKLY TOTAL
WEEK: _____ DATE: _____	PART 5a	PART 5b	PART 5c	PART 6: *Target Words*	PART 6: High-Frequency Words	PART 6: **Word Analysis Words**	Calculate Total Score for Whole-Class and Individual Assessments
	/ 1 or / 2	/ 1 or / 2	/ 1 or / 2	/	/	/	correct/possible
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							
NAME: ERROR RECORD:							

Grade 1 Unit Assessment

WHOLE-CLASS ASSESSMENT		PART 1: *Target Sound-Spellings*	PART 2: *Target Words*	PART 3: High-Frequency Words	PART 4: *Target Words*	PART 4: High-Frequency Words	PART 4: **Word Analysis Words**
UNIT: _____ DATE: _____		correct / 6	/ 8	/ 8	/	/	/
NAME:							
	ERROR RECORD:						
NAME:							
	ERROR RECORD:						
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