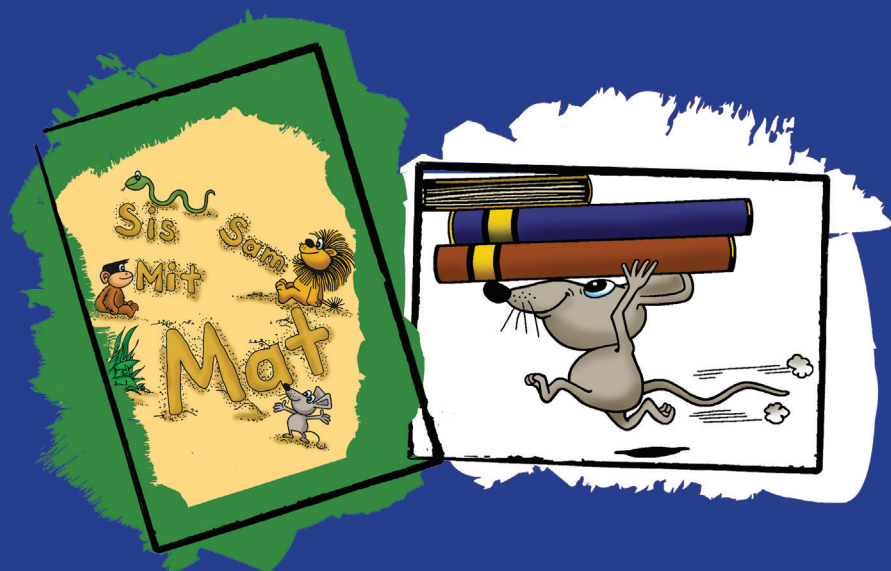


Reading For All Learners

PLACEMENT & ASSESSMENT MANUAL



Hofmeister | 2010



Academic Success
FOR ALL LEARNERS

Pronunciation Guide

Sound	Key Words	Sound	Key Words
a	<u>a</u> m, f <u>a</u> t	m	<u>m</u> e, h <u>i</u> m
ā	<u>a</u> te, c <u>a</u> ke	n	<u>n</u> ot, s <u>u</u> n
ai	<u>a</u> id, p <u>a</u> in	o	<u>o</u> x, n <u>o</u> t
al	<u>a</u> lso, s <u>a</u> lt	ō	<u>o</u> pen, g <u>o</u>
ar	<u>a</u> rt, c <u>a</u> r	oo	<u>o</u> ops, m <u>oo</u> n
b	<u>b</u> ig, r <u>i</u> b	ou	<u>o</u> ut, l <u>ou</u> d
c	<u>c</u> at, p <u>i</u> c <u>n</u> ic	p	<u>p</u> at, s <u>i</u> p
ch	<u>ch</u> ip, l <u>un</u> ch	qu	<u>qu</u> ick, <u>qu</u> een
d	<u>d</u> og, l <u>i</u> d	r	<u>r</u> un, d <u>ee</u> r
e	<u>e</u> nd, p <u>e</u> n	s	<u>s</u> o, k <u>i</u> ss
ē	<u>e</u> go, m <u>e</u>	sh	<u>sh</u> ip, w <u>i</u> sh
ea	<u>ea</u> t, s <u>ea</u> t	t	<u>t</u> op, h <u>i</u> t
er	<u>er</u> , f <u>a</u> st <u>er</u>	th	<u>th</u> en, b <u>a</u> th <u>e</u>
f	<u>f</u> ull, <u>i</u> f	u	<u>u</u> p, r <u>u</u> g
g	<u>g</u> o, r <u>a</u> g	ū	<u>u</u> se, f <u>u</u> me
h	<u>h</u> at, b <u>eh</u> ind	v	<u>v</u> ery, g <u>i</u> ve
i	<u>i</u> t, p <u>i</u> n	w	<u>w</u> in, n <u>ow</u>
ī	<u>i</u> ce, t <u>i</u> me	wh	<u>w</u> hen, <u>w</u> hy
ing	<u>ri</u> ng, b <u>ri</u> ng	x	b <u>ox</u> , s <u>i</u> x
j	<u>j</u> ump, <u>j</u> ee <u>p</u>	y	<u>y</u> es, <u>y</u> ou
k	<u>k</u> iss, m <u>i</u> l <u>k</u>	ȳ	m <u>y</u> , c <u>r</u> y
l	<u>l</u> eg, w <u>i</u> ll	z	<u>z</u> oo, b <u>uzz</u>

Reading For All Learners

**PLACEMENT &
ASSESSMENT MANUAL**

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Introduction

Inside A Little Book

The *Reading for All Learners* “Little Books” program is a sequence of 141 color coded books. There are 8 sets of books from Kindergarten to grade 3.6 reading level. The Little Books were researched, revised and field tested to provide high success and fun learning experiences in beginning reading. Each book is built on the skills learned in previous books. For high success they should be taught in sequence. The following is a breakdown of the teaching tools in each little book to give teachers and parents the resources they need to help children succeed in reading on every level.

Inside the Front Cover: The Pronunciation Guide

The Pronunciation Guide is one of many instructional prompts carefully and strategically placed throughout each book. The 44 sounds (phonemes) are based on the research and ensure compatibility with most research-based core reading programs.

Pronunciation Guide			
Sound	Key Words	Sound	Key Words
a	am, fat	m	me, him
ā	ate, cake	n	not, sun
ai	aid, pain	o	ox, not
al	also, salt	ō	open, gu
ar	art, car	oo	oops, moon
b	big, rib	ou	out, loud
c	cat, picnic	p	pat, sip
ch	chip, lunch	qu	quick, queen

Sound Practice & New Sounds

Sound Practice is a review of previously taught sounds that will be needed to successfully and confidently read each story. This review is ideal in setting the tone for the whole lesson with an engagingly paced, high-success activity.

New sounds and word content are introduced carefully and have immediate application to the story. Also the pre-teaching of prerequisite decoding skills is the essence of decodable readers. Our Little Books are 100% decodable in that students are never required to struggle with the decoding of new words and the comprehension of new content at the same time.

Sound Practice		
N	o	W
Wh	f	Th
w	e	wh
l	d	I
th		
New Sound		
u		

Word Practice & New Words

These are review words that will be needed for reading each story with fluency and comprehension. To achieve fluency, these review words must all be read with accuracy and confidence.

The underlining is an instructional prompt to denote to instructor and student that this is an “irregular” word. This is a word that does not play by the rules we have taught about previous letter-sound relationships. While some might teach this irregular word by “rote,” we follow the research that says, even if all sounds are not “regular,” the remaining sounds are the best clues we have.

Word Practice

When	Mess	A
we	fell	when
Sits	fit	Nat
fits	Mess	

New Words

What	Sun	Them
us		

Comprehension & Praise Prompts

In small print at the bottom of many pages are instructional prompts to ensure the story is read with understanding. These prompts provide examples and reminders to ensure that comprehension is consistently addressed.

Who is sitting in the sun?

Praise needs to be extensive, specific and directly linked in time and context to appropriate student behavior. For example: “Wow, well done, you read that without errors and you read with expression.”



Praise!

Remember, praise and encourage the learner often. It is very important for the learner to have a positive experience when reading this book.

Looking Back Assessments

These assessments are the major curriculum-embedded assessments. The term, “Looking Back,” is used because this assessment covers skill content from this book and the previous four books. The research and associated federal and state requirements mandate that the curriculum-embedded assessments “inform instruction.”

Looking Back

1. A man sits with Nat.
2. When will we see Ann?
3. This mess fits in that, Nan.
4. We fell when Sim sat!
5. Sid meets me at it.

Coming Attractions & Inside the Back Cover

In this section the teacher raises interest in specific skills and gives a short introduction to the next story. “Coming Attractions” allow the book to end on a high interest, high success note.

Coming Attractions!

Word

Sun

The inside of the back cover lists the sequence of books in the set. Remember: the Little Books must be taught in sequence. This Little Book sequence provides a proven, researched hierarchy to reading independence for all learners.

The program features, described above, allow you to consistently and successfully implement one of the most highly researched reading programs ever developed. These features, along with the engaging stories, ensure that the student is consistently successful. Make sure that the student receives the deserved recognition by the people important to the student, particularly parents and the teaching team.

PART 1

Instructor Guidelines Scope and Sequence Charts

The Scope and Sequence charts provide the specific curriculum information needed for instructional planning and for Individualized Education Plans (IEP). The listed grade levels have been aligned with standards and the associated testing systems. Correlation with the Iowa Test of Basic Skills (ITBS) and Stanford Academic Tests (SAT) scores have been consistently predictive with correlation scores exceeding 0.80. Test samples included groups of Title 1 students of approximately 50 students in each sample.

Instructor Guidelines

Reading the Books

The sequence of “Little Books” was researched, revised, and field tested to provide “high success” and fun learning experiences in beginning reading. Each Little Book is built on the skills taught in previous books. For “high success,” the books must be taught in sequence. The skills in the first part of the book must be mastered before reading the stories in the second part.

Sound Practice: Practicing Sounds Already Introduced

While pointing to each sound, the instructor asks, “What sound?” Point to the sounds in any order. Move to the next section when all the sounds are correct.

Correcting Mistakes: Use this Procedure for Learner Errors with Sounds and Words

Stop the learner immediately after an error occurs by holding up your hand at the student’s eye level. In a nonjudgmental and encouraging tone, use the following model, guide, and test correction procedure.

Step 1. The instructor models the correct answer. Example: The instructor points to the sound and says, “My turn. This sound is ‘aaaa’.”

Step 2. The instructor guides the learner through the correct answer. Example: “Let us say this sound together: ‘aaaa’.” This guidance continues until the learner can imitate the instructor. Example: “Our turn. Say this sound.”

Step 3. The instructor tests the learner. Test the learner by asking two or three words or sounds the student should know, and then return to the skill being corrected. Example: “Your turn. What sound is this?” If the student struggles with this test, review the skill being corrected later in the lesson.

New Sounds: Teaching New Sounds

Step 1. Instructor models sound. Example: “My turn. This sound is ‘aaaa’.”

Step 2. Instructor guides learner through the sound. Example: “Let’s say this sound together, ‘aaaa’”

Step 3. Asks the learner to say the sound. Example: “Your turn. Say this sound.” The learner says “aaaa.”

Step 4. Asks the learner one or two sounds already mastered, and then returns to the new sound being taught.

Word Practice: Practicing Words Already Introduced

Ask the learner, while pointing to each word, “What is this word?” The learner should say all the words without any mistakes. Point to the words in any order. If the learner does not remember the word, prompt the learner to say the word the “slow way” and then the “fast way.”

New Words: Teaching New Regular Words

Step 1. Instructor points to each letter as it is sounded. Instructor says: “My turn. Listen to me say this word the slow way. ‘SSSaaammm’.”

Step 2. Instructor points to the same word. Instructor says: “My turn. Listen to me say this word the fast way. ‘Sam’.”

Step 3. Instructor asks learner to sound out the word slowly. Example: “Your turn. Say the word the slow way.” Learner sounds out word slowly. Example: “SSSaaammm.”

Step 4. Instructor asks learner to say the word fast. Example: “Your turn. Say the word the fast way.” Learner says the word. Example: “Sam.”

Remember: Use the model, guide, and test correction procedures to correct mistakes.

New Words: Teaching New Irregular Words

The new irregular words are underlined. For example, the word “was” is normally pronounced “wos” and not “was,” (short “a” sound) and should be taught as follows:

Step 1. Sound out the word together. Example: “Our turn. Say this word the slow way. ‘WWWaaasss’.”

Step 2. Explain. “When we say this word the fast way, we say it differently.” Example: “My turn. This word is ‘Was’.” (Wos) Ask learner to say the word. Example: “Your turn. Say this word the fast way.” **Learner says the word.** Example: “Was.” (Wos)

Step 3. Ask learner to sound out the word. Example: “Your turn. Say the word the slow way.” Learner sounds out the word. Example: “WWWaaasss.”

Step 4. Ask learner to say the word. Example: “Well done. You said the word the slow way. But when we say it fast, we say it differently. Your turn. Say the word the fast way.” Learner says the word. Example: “Was.” (Wos)

Reading the Story

The instructor or the learner should point to each word as the learner reads the story. Correct mistakes as soon as they occur. When correcting irregular words, the student should practice saying the word the “slow way” and the “fast way.” Read the story at least **twice**: once, to develop accuracy, and the second time to build confidence and fluency. If more than two mistakes occur during the second reading, read the story a **third** time with the learner. If teaching a group, have each learner take a turn on parts of the story. The learner or instructor should point to each word. Use the model, guide, and test correction procedure.

Discussing the story. Comprehension questions about the story are at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions and discuss parts of the story that are of interest to the learner. Instructor demonstrations of interest and enthusiasm will be very important.

Praise. Be **specific** when praising the learner. Specific praise helps learners know exactly what has been done well. For example: “Well done. You said it the slow way.”

Coming Attractions Section

The “Coming Attractions” section following selected stories lists new sounds and words which will be introduced in the next book. Do a quick review of these sounds and words to build interest and confidence.

Looking Back Section

Every fifth or sixth book contains a section called “Looking Back,” which tests whether the learner has mastered the skills in the previous books. The criteria for allowable mistakes is listed at the bottom of the page. If the learner does not meet criteria, go back and read through all books between the previous “Looking Back” section and the current “Looking Back” section. This reteaching is extremely important for ensuring continuous, high success, reading experiences. The learner must be competent and confident on each “Looking Back” test before moving to the next book.

Reading for All Learners

Little Books Scope & Sequence Chart: Sets 1-4

Grade Level	Readers	Decoding Skills	Stories	Comprehension	Assessment
K - 1.0	Set 1 26 books Red (26 stories)	Decoding skills: present new skills - 27 new sounds [a, d, ê, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words -- 1 syllable 9 new sight words -- 1 syllable	1 per book 20 - 100 words per story	130 questions (minimum) 82% Literal, 13% Inferential, 5% Evaluative	Located in books 6, 11, 16, 21, 26 Fluency Criteria: Minimum 92% accuracy
1.0 - 1.3	Set 2 26 books Orange (26 stories)	Decoding skills: practice previously introduced skills - present new skills 5 new sounds [b, h, ô] [B, H] 2 new combinations [al] [Al] 98 new regular words -- 1 syllable 8 new sight words -- 1 syllable	1 per book 80 - 150 words per story	130 questions (minimum) 87% Literal, 8% Inferential, 5% Evaluative	Located in books 6, 11, 16, 21, 26 Fluency Criteria: Minimum 92% accuracy
1.3 - 1.6	Set 3 21 books Yellow (21 stories)	Decoding skills: practice previously introduced skills - present new skills 15 new sounds [â, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words -- 1 syllable 15 new sight words -- 1 syllable Morphological skills: present new skills - contractions	1 per book 100 - 150 words per story	105 questions (minimum) 88% Literal, 8% Inferential, 4% Evaluative	Located in books 6, 11, 16, 21 Fluency Criteria: Minimum 94% accuracy
1.6 - 2.0	Set 4 14 books Lime Green (28 stories)	Decoding skills: practice previously introduced skills - present new skills 8 new sounds [î, û, v, ý, z] [O, Û, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words -- 1 to 2 syllables 44 new sight words -- 1 to 2 syllables Morphological skills: practice previously introduced skills - present new skills Silent "e"; possessives ('s); word endings "ed" and "ing" (added to previously learned words)	2 per book 200 - 400 words per story	200 questions (minimum) 50% Literal, 31% Inferential, 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy

Reading for All Learners

Little Books Scope & Sequence Chart: Sets 5-8

Grade Level	Readers	Decoding Skills	Stories	Comprehension	Assessment
2.0 - 2.3	Set 5 14 books Green (42 stories)	Decoding skills: practice previously introduced skills - present new skills 13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words -- 1 to 2 syllables 32 new sight words -- 1 to 2 syllables Morphological skills: practice previously introduced skills - present new skills compound words; base word/word ending concept; word endings (added to previously learned and new words)	3 per book 300 - 500 words per story	230 questions (minimum) 30% Literal, 40% Inferential, 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency criteria: Minimum 75 words/minute with 97% accuracy
2.3 - 2.6	Set 6 14 books Teal (56 stories)	Decoding skills: practice previously introduced skills - present new skills 13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words -- 1 to 4 syllables (some with unstressed vowels) 60 new sight words -- 1 to 3 syllables (some with unstressed vowels) Morphological skills: practice previously introduced skills - present new skills "y" derivatives; Silent "b," "l," "gh"; hyphenated words (names, descriptions); "ai," "ou," "oa" followed by "r"; word endings (added to previously learned and new words)	4 per book 500 - 700 words per story	244 questions (minimum) 21% Literal, 39% Inferential, 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency criteria: Minimum 90 words/minute with 97% accuracy
2.6 - 3.0	Set 7 12 books Blue (60 stories)	Decoding skills: practice previously introduced skills - 1,133 new regular words -- 1 to 4 syllables (many with unstressed vowels) 60 new sight words -- 1 to 4 syllables (many with unstressed vowels) Morphological skills: practice previously introduced skills - present new skills prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (s'); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); Initials	5 per book 600 - 800 words per story	300 questions (minimum) 22% Literal, 64% Inferential, 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency criteria: Minimum 110 words/minute with 97% accuracy
3.0 - 3.6	Set 8 10 books Purple (50 stories)	Decoding skills: practice previously introduced skills - 1,185 new words -- 1 to 5 syllables Morphological skills: practice previously introduced skills - present new skills suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700 - 1,000 words per story	376 questions (minimum) 16% Literal, 67% Inferential, 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency criteria: Minimum 120 words/minute with 97% accuracy

PART 2

Pre/Post Assessments

The pre/post assessments serve two functions. First, these assessments provide an efficient means of quickly placing a new learner within the program. Second, the pre/post assessments very accurately conform to a grade level (see page 16), and these grade levels correlate well with standardized reading assessments.

Placement of learners within the Little Books Program is achieved by administering the assessments, scoring each assessment as it is given and placing the student at the beginning of the first set where the stated mastery criteria is not achieved. It is possible to place students within a set using the Looking Back Assessments. However, especially for struggling readers who have experienced failure, it is preferable to start at the beginning of the set in order to build confidence and provide a positive experience when starting the reading intervention.

Placement and Assessment Guidelines Sets 1-3

Materials

You will need the following:

1. Pre/Post Assessment: Sentences the student will read.
2. Pre/Post Assessment Score Sheet: Form used to record student's test results.

Getting Started

Seat the student at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the Pre/Post Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, "I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem."

Praise the student for working hard and staying focused. For example, "I like the way you are working." **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, "Keep your eyes on the paper and point to the words as you read them," or "Speak louder."

Recording Test Results on the Score Sheet

Please refer to the sample Pre/Post Assessment Score Sheet while reading this explanation.

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.

Remember these points:

1. If you are not sure the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.
3. If the student sounds out a word and you are not sure of the student’s final response, point to the word and ask the student to say the word. (“Say this word the fast way.”)
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, and praise the student for working hard.

Scoring the Test

Please refer to the Sample Pre/Post Assessment Score Sheet while reading this explanation.

The Pre/Post Assessment is used to determine either a student’s entry point in a set of books or mastery of a set. There is a Pre/Post Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student’s errors.

Calculating Test Score

Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes with that of the mastery requirement. When using the Pre/Post Assessment for placement purposes, start with Set 1 and continue testing until the mastery requirement is not met. Start teaching with the first book of the set in which the mastery requirement was not met.

The following are grade levels of the Pre/Post Assessments.

Set 1 Test: Grade 1.0

Set 2 Test: Grade 1.3

Set 3 Test: Grade 1.6

Set 4 Test: Grade 2.0

Set 5 Test: Grade 2.3

Set 6 Test: Grade 2.6

Set 7 Test: Grade 3.0

Set 8 Test: Grade 3.6

Pre/Post Assessment Score Sheet
Set 1 Books 1-26

Name _____

Date _____

SAMPLE

I am Sam!
See me, Mat!
Mit sits in it, Sis.
Sim sees a man sit.
Ann sat on this and that.
Is Nan at the mess, Nat?
When will we meet Sid?
She meets Ed with fun feet.
What fits Nell well?
Yes, I see them run.

SAMPLE

Mistakes: 5

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

If no, student placement is recommended starting with Set 1 Book 1

If yes, administer Pre/Post Assessment Set 2.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

I am Sam!
See me, Mat!
Mit sits in it, Sis.
Sim sees a man sit.
Ann sat on this and that.
Is Nan at the mess, Nat?
When will we meet Sid?
She meets Ed with fun feet.
What fits Nell well?
Yes, I see them run.

Pre/Post Assessment Score Sheet
Set 1 Books 1-26

Name _____

Date _____

I am Sam!
See me, Mat!
Mit sits in it, Sis.
Sim sees a man sit.
Ann sat on this and that.
Is Nan at the mess, Nat?
When will we meet Sid?
She meets Ed with fun feet.
What fits Nell well?
Yes, I see them run.

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

If no, student placement is recommended starting with Set 1 Book 1
If yes, administer Pre/Post Assessment Set 2.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

No, let the sheets fill with sand!
Sell the mud if it feels wet.
That fat rat is not sad!
He set a fish on the net.
Then Mat ran to the hills with nuts.
Was a fan with the weed hats?
Bat the ball into his hands.
Who met all the bad men?
“Hit this bell and win a wish,” said Bill.
Sam has also had a bus.
Ben hid ants in that bed!

Pre/Post Assessment Score Sheet
Set 2 Books 1-26

Name _____

Date _____

No, let the sheets fill with sand!
Sell the mud if it feels wet.
That fat rat is not sad!
He set a fish on the net.
Then Mat ran to the hills with nuts.
Was a fan with the weed hats?
Bat the ball into his hands.
Who met all the bad men?
“Hit this bell and win a wish,” said Bill.
Sam has also had a bus.
Ben hid ants in that bed!

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 7 mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 1.

If yes, administer Pre/Post Assessment Set 3.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

I'll go help her!

She must get that drum.

Let's play here on the path.

Dash stops to see the tree.

Are you out of the den?

We'll swim from his ship.

Tip can keep this mask.

Now that Ruff went, I'm glad.

Put wet rocks down in the grass.

He yells, "I want to jump next."

Pre/Post Assessment Score Sheet
Set 3 Books 1-21

Name _____

Date _____

I'll go help her!
She must get that drum.
Let's play here on the path.
Dash stops to see the tree.
Are you out of the den?
We'll swim from his ship.
Tip can keep this mask.
Now that Ruff went, I'm glad.
Put wet rocks down in the grass.
He yells, "I want to jump next."

Mistakes: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 2.

If yes, administer Pre/Post Assessment Set 4.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

Placement and Assessment Guidelines Sets 4-8

Materials

You will need the following:

1. Pre/Post Assessment: Sentences the student will read.
2. Pre/Post Assessment Score Sheet: Form used to record student's test results.
3. Stopwatch, clock, or watch with seconds indicator.

Getting Started

Seat the student at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the Pre/Post Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, "I want you to read this passage. I will be timing you, so read it as carefully, but as quickly as you can."

Begin timing the student as the first word of the passage is said, and stop timing when the last word of the passage is said.

Praise the student for working hard and staying focused. For example, "I like the way you are working." **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, "Keep your eyes on the paper and point to the words as you read them," or "Speak louder."

Recording Test Results on the Score Sheet

Please refer to the sample Pre/Post Assessment Score Sheet while reading this explanation.

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student correctly or incorrectly reads the word the slow way, but incorrectly pronounces the word the fast way.
3. Student skips a word.

Scoring the Test

Please refer to the Sample Pre/Post Assessment Score Sheet while reading this explanation.

The Pre/Post Assessment is used to determine either a student’s entry point in a set of books or mastery of a set. There is a Pre/Post Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student’s errors and time.

Calculating Test Score

1. Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.

2. Record the amount of time in seconds that it took the student to read the passage in the space provided at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes and time with that of the mastery requirement.

The mastery requirement for passing a set is: (a) a 97% accuracy level (3 errors or less), and (b) a fluency rate of 60-120 wpm (depending on the set) for the 100-word assessment passage.

Student placement begins with the first book of the set in which the student did not achieve mastery.

Regarding the Set 4 assessments

Set 4 is a major milestone on the road to reading independence. Beginning in Set 4, as in second grade the expectations for students increases significantly. For that reason there are two assessments for Set 4. The first assessment evaluates the students ability to decode, the second assessment provides a measure of fluency, accuracy, and reading with expression skills. To achieve mastery learners must meet the success criteria for both assessments.

The following are the grade levels of the Pre/Post Assessments.

Set 1 Test: Grade 1.0
Set 2 Test: Grade 1.3
Set 3 Test: Grade 1.6
Set 4 Test: Grade 2.0
Set 5 Test: Grade 2.3
Set 6 Test: Grade 2.6
Set 7 Test: Grade 3.0
Set 8 Test: Grade 3.6

Pre/Post Assessment Score Sheet
Set 5 Books 1-14

Name _____

Date _____

SAMPLE

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Mistakes: 4 Time: 90

Mastery Requirement: Read all sentences with no more than 3 mistakes within 80 seconds.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 4.

If yes, administer Pre/Post Assessment Set 6.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

He's stuck playing with a sack.
Kim can't bend to pick up this ham.
They asked Vic to lock the bank.
She's sitting by her long fishing stick.
Carlos slid and landed on the man's ring.
Pam smashed the ship when sailing in the cave.
Bring Meg's pan from the fire!
Is Hank helping Kate hide the boxes?
Ugo hopped to the shop making more dust.
Pip fixed a hole in his freezing nest.
Are huge waves flying in the dark sky?
Liz raced to that place and started to hike.
Jane will have to mark the third curb with corn.
"Try jumping in the lake," barked Sport.

Pre/Post Assessment Score Sheet
Version A: Assessment for accuracy in decoding
Set 4 Books 1-14

Name _____

Date _____

He's stuck playing with a sack.
Kim can't bend to pick up this ham.
They asked Vic to lock the bank.
She's sitting by her long fishing stick.
Carlos slid and landed on the man's ring.
Pam smashed the ship when sailing in the cave.
Bring Meg's pan from the fire!
Is Hank helping Kate hide the boxes?
Ugo hopped to the shop making more dust.
Pip fixed a hole in his freezing nest.
Are huge waves flying in the dark sky?
Liz raced to that place and started to hike.
Jane will have to mark the third curb with corn.
"Try jumping in the lake," barked Sport.

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 3.

If yes, administer Pre/Post Assessment Set 5.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Pre/Post Assessment Score Sheet

Version B: Assessment for accuracy, fluency, and reading with expression.

Set 4 Books 1-14

Name _____

Date _____

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 100 seconds (60 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 3.

If yes, administer Pre/Post Assessment Set 5.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Pre/Post Assessment Score Sheet
Set 5 Books 1-14

Name _____

Date _____

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 80 seconds (75 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 4.
If yes, administer Pre/Post Assessment Set 6.

*NOTE: Student placement is recommended starting with the set immediately following the highest set
mastered on the pre/post assessment score sheets*

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper. “Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Pre/Post Assessment Score Sheet
Set 6 Books 1-14

Name _____

Date _____

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper.

“Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 65 seconds (90 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 5.

If yes, administer Pre/Post Assessment Set 7.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

When the robbers returned to Mrs. Robintino's house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

"This place is creepy at night," whispered the tall, thin man. "I have an awful feeling. I think the ghost must really live around here."

"Don't be silly," said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Pre/Post Assessment Score Sheet
Set 7 Books 1-12

Name _____

Date _____

When the robbers returned to Mrs. Robintino's house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

"This place is creepy at night," whispered the tall, thin man. "I have an awful feeling. I think the ghost must really live around here."

"Don't be silly," said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than 3 mistakes (97% accuracy) within 55 seconds (110 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 6.

If yes, administer Pre/Post Assessment Set 8.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

“It looks as if your horse-drawn wagon can drive around our neighborhood after all,” said Officer Ryan. “Everyone heard how Peaches had carried Dr. Clark through that bad traffic jam. They decided that horses can stay on city streets because they really aren’t the ones causing all the traffic problems. It was decided that the new rule would not be fair.”

Tyler was so excited that he ran to Peaches, patted her shiny nose, and handed her two lumps of sugar. This time Mr. Jones was not upset.

“Give Peaches an extra one for me,” he said with a smile.

Pre/Post Assessment Score Sheet
Set 8 Books 1-10

Name _____

Date _____

“It looks as if your horse-drawn wagon can drive around our neighborhood after all,” said Officer Ryan. “Everyone heard how Peaches had carried Dr. Clark through that bad traffic jam. They decided that horses can stay on city streets because they really aren’t the ones causing all the traffic problems. It was decided that the new rule would not be fair.”

Tyler was so excited that he ran to Peaches, patted her shiny nose, and handed her two lumps of sugar. This time Mr. Jones was not upset.

“Give Peaches an extra one for me,” he said with a smile.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 50 seconds (120 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 7.

If yes, begin with Fluency Builders Book 1: The Bracelet Mystery.

NOTE: Student placement is recommended starting with the set immediately following the highest set mastered on the pre/post assessment score sheets

PART 3

Looking Back Embedded Assessments

The Looking Back Assessments included as a part of the Little Books Program are an essential progress monitoring tool used to inform instruction.

While not necessary in all settings, the following Looking Back Assessments can be a useful tool when a second check of student achievement is desired or if an instructor would like a more detailed, within set placement. When a classroom teacher is using peer tutors or other classroom volunteers, it may be beneficial to “double-check” a student’s progress to ensure the learner is not being moved too quickly through the program. The Looking Back Assessments may be used to place students within a set of Little Books after using the preceding Pre/Post Assessment procedures.

Looking Back Assessment Guidelines: Sets 1-3

Getting Started

Make a copy of the needed assessments for use as a scoring sheet.

Seat the student at a table with the “Looking Back” sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the scoring sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, “I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem.”

Praise the student for working hard and staying focused. For example, “I like the way you are working.” **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, “Keep your eyes on the paper and point to the words as you read them,” or “Speak louder.”

Recording Test Results on the Score Sheet

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.

Remember these points:

1. If you are not sure the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.
3. If the student sounds out a word and you are not sure of the student's final response, point to the word and ask the student to say the word. ("Say this word the fast way.")
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, and praise the student for working hard.

Scoring the Test

The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors.

Calculating Test Score

Count the number of incorrect words marked in the passage and record that number at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes with that of the mastery requirement. Continue testing until the mastery requirement is not met. Start teaching with the book immediately following the last Looking Back Assessment in which the student achieved the mastery criteria. For example if a student achieved mastery for the Set 2, Books 17-21, Looking Back but did not reach mastery for Set 2, Books 22-26, Looking Back instruction should begin with Set 2, Book 22.

Set 1

Looking Back

1. I see!
2. See me, Sam.
3. I am Mat.

Mistakes allowed to pass: 0

Looking Back

1. Sim is in it.
2. It sees Sam.
3. Sis sits on Mit.
4. Mat, meet Sim.

Mistakes allowed to pass: 1

Looking Back

1. The man sat on this.
2. Ann and Mit meet Sis.
3. Is that a man?
4. Nan is mad!

Mistakes allowed to pass: 1

Looking Back

1. A man sits with Nat.
2. When will we see Ann?
3. This mess fits in that, Nan.
4. We fell when Sim sat!
5. Sid meets me at it.

Mistakes allowed to pass: 2

Looking Back

1. Who runs in the sun?
2. Yes, feet fit well in that.
3. What did Ed sit on?
4. Run with us, Nell!
5. Let them meet Sid and Nat.
6. Am I with the fun man?

Mistakes allowed to pass: 3

Set 2

Looking Back

1. That shell is what Ed needs.
2. She fills them with sand.
3. No, she ran well!
4. The net shuts on us.
5. Did sad Nell see the mud?
6. Well, let Sid sell the sheets.

Mistakes allowed to pass: 3

Looking Back

1. That hat feels wet!
2. He sets the fish on the sand.
3. If not then, when?
4. The rat with the nut is fat.
5. What if he sees them?

Mistakes allowed to pass: 2

Looking Back

1. Feel the shells and nuts.
2. Who met Nell on that hill?
3. Fill the hands with fans.
4. Sam hits the hats to win!
5. A seed was on this weed.

Mistakes allowed to pass: 2

Looking Back

1. All the men will fish!
2. Mat and Mit see him, also.
3. Set all the bad nuts in this.
4. Bat the ball into the net.
5. Will his wish be fun?
6. Hit the nut with a bat.

Mistakes allowed to pass: 3

Looking Back

1. “Sell that bus!” said Ben.
2. The bee fell, but not the ant.
3. This bed has no sheet on it.
4. Then the ants hid the bell.
5. Yes, Bill had to run!

Mistakes allowed to pass: 3

Set 3

Looking Back

1. Tut plays her drums up there.
2. “Up the log I’ll go.”
3. Lil helps her stop here.
4. Snap slips and lands in the pond.
5. “You must still help on the trip.”
6. “Get mud to fill the tubs, Pat.”

Mistakes allowed to pass: 3

Looking Back

1. “Let’s get the tent out, also!”
2. “We’ll play in the den with them.”
3. “Bud lets the ships go there.”
4. Dash stops the band on the path.
5. “Will Tip smash into that tree?”

Mistakes allowed to pass: 3

Looking Back

1. “Ruff, are you in the bus?”
2. “I’m from that camp on the hill.”
3. Tip keeps all of the logs cut.
4. “Lil can ask her to swim!”
5. “Camp with us in the den, Pat.”
6. “It’s this mask that went on Dash.”

Mistakes allowed to pass: 4

Looking Back

1. Bud puts grass down in the pit.
2. “I want you to jump back now!”
3. “Just be glad Snap has a job.”
4. “Tut can dig rocks, but not yet.”
5. She yells from trees to trick him.

Mistakes allowed to pass: 3

Looking Back Assessment Guidelines: Sets 4-8

Getting Started

Make a copy of the needed assessments for use as a scoring sheet.

Seat the student at a table with the “Looking Back” sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the scoring sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, “I want you to read this passage. I will be timing you, so read it as carefully, but as quickly as you can.”

Begin timing the student as the first word of the passage is said and stop timing when the last word of the passage is said.

Praise the student for working hard and staying focused. For example, “I like the way you are working.” **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, “Keep your eyes on the paper and point to the words as you read them,” or “Speak louder.”

Recording Test Results on the Score Sheet

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: “If you don’t know the word, just go on.” **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.

Remember these points:

1. If you are not sure the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.
3. If the student sounds out a word and you are not sure of the student's final response, point to the word and ask the student to say the word. ("Say this word the fast way.")
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, and praise the student for working hard.

Scoring the Test

1. Count the number of incorrect words marked in the passage and record that number at the bottom of the score sheet.
2. Record the amount of time in seconds that it took the student to read the passage at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes with that of the mastery requirements. Continue testing until a mastery requirement is not met. Start teaching with the book immediately following the last Looking Back Assessment in which the student achieved all mastery criteria. For example if a student achieved mastery for the Set 2, Books 17-21, Looking Back but did not reach mastery for Set 2, Books 22-26, Looking Back instruction should begin with Set 2, Book 22.

Set 4

Set 4 is an important transition point. In the “Looking Back” passages that follow, you will find decoding criteria and fluency criteria. Odd-numbered books in this set contain fluency “Looking Back” passages. Even-numbered books contain decoding and fluency passages.

Looking Back

She can not see Buck.

“Buck must be in there. I’ll yell to him,” said Bess. “Buck, are you in there?” Bess yells.

Bess keeps yelling, “Buck! Buck!” She can not see him. “Tom is playing a trick,” said Bess. “Tom is in the den. Buck must be in the den also. He must be in the box. I’ll help Buck. I’ll help him get out. I’ll trick Tom.”

Bess puts rocks in a sack. She runs to the den.

“I need a box with a lid,” she yells to Tom. “I want to put this ham in the box.”

To pass: First, read the passage with no more than 3 mistakes (97% accuracy).

Then read the passage with no more than 3 mistakes within 1 min. 40 sec.

Looking Back

Assessment: Decoding skills - Books 1 & 2

1. “Keep playing tricks on Jill,” said Tom.
2. Mom said, “I think he’s going to fix the box.”
3. Buck yells, “Bess, they can’t pick up the trunk!”
4. Did Jed bend to slam the lid?
5. Kim spots a sack stuck in the sink.
6. “Meg wants to jump if Russ jumps,” said Jack.
7. Dad keeps yelling, “Let’s get the next ham!”

Mistakes allowed to pass: 4

Looking Back

Assessment: Fluency skills - Book 3

“Meg! Lil is getting up,” said Pat. “Lil must not see us with this trunk.”

Meg and Pat are putting the trunk down the well.

“Now Lil can’t see us with the trunk,” said Meg. “Her trunk has sunk in the well.”

Lil gets up. She can’t see her trunk. All she sees are Meg and Pat.

“Did you see a trunk with a belt on it?” asks Lil. “I need the trunk.”

Lil is sad.

Meg and Pat did not want Lil to be sad.

“It’s all a trick, Lil. The trunk is sunk in the well,” Meg said.

*To pass: First, read the passage with no more than 3 mistakes (97% accuracy).
Then read the passage with no more than 3 mistakes within 1 min. 40 sec.*

Looking Back

Assessment: Decoding skills - Books 3 & 4

1. “She’s putting a lock on my bank,” said Ann.
2. Tom tells her the belt has sunk.
3. Who is getting needed rest napping in the trunk?
4. Bob yelled, “Vic just jumped and landed on a pin!”
5. Wink thinks she digs best by picking with a stick.
6. Beth asked if they wanted to go fishing and swimming.
7. The ten top ships are sinking.

Mistakes allowed to pass: 5

Looking Back

Assessment: Fluency skills - Book 5

“We’ll sail out on the pond,” said Meg.
“The man can’t get us.” Meg’s ship sailed out on the pond.

The man dashed to the bank. He yelled.
He jumped up and down. Meg’s ship did not stop.

Meg, Dan, and Ann are sitting on Meg’s ship. The ship is sailing on the pond.

“Let’s land the ship,” said Ann.

“We can camp next to the trees,” said Dan.

The ducks jumped to the bank. Meg helped put Dan’s tent and Ann’s trunk on the bank.

Meg helped the ducks put up the tent. Then she helped with the trunk.

*To pass: First, read the passage with no more than 3 mistakes (97% accuracy).
Then read the passage with no more than 3 mistakes within 1 min. 40 sec.*

Looking Back

Assessment: Decoding skills - Book 5 & 6

1. Ana bent and picked up Meg's ring.
2. He'll crack the long mop with his strong hands.
3. Pam stopped singing the song when she spotted the ducks.
4. "The locked sailing ship is smashed," said Dan.
5. Carlos rang the man's bell and dashed.
6. Rosa was running to go shopping when she slid.
7. Rex said, "Thanks to the king who brings lots of things."
8. Next she sang, played, and skipped.

Mistakes allowed to pass: 5

Looking Back

Assessment: Fluency skills - Book 7

The Wisher sat down.

“It is getting late. It is time to rest,” said The Wisher. “Will you let me go in the tent?”

Kate wanted to stop her but Dot said, “Let The Wisher go. It is time for her to rest.”

The Wisher went in the tent.

“Let’s hide the drums,” said Kate. “The Wisher will take them from us.”

“No, we will not hide the drums,” said Dot. “The Wisher will not take them from us.”

The Wisher came out of the tent. “You must not hide things from me, Kate,” she said. “I am The Wisher!”

To pass: First, read the passage with no more than 3 mistakes (97% accuracy).

Then read the passage with no more than 3 mistakes within 1 min. 40 sec.

Looking Back

Assessment: Decoding skills - Books 7 & 8

1. Kate is helping Dot take boxes to the cave.
2. Hank's spell made the shop safe from fire.
3. "Is she mopping and dusting at the same time?" asked Meg.
4. Bang! The string snapped and the dish fell with a crash.
5. Ann gave Bill thanks for packing her tin pan.
6. "Ben will hide my socks and make me late," said Hank.
7. Jack was trapped in the cup when Kim came back.
8. She ate, played a game, and went on a ride.

Mistakes allowed to pass: 6

Looking Back

Assessment: Fluency skills - Book 9

Mike went in the tent. Ugo the mule sat down next to it. Then a strong breeze came up.

“I’ll freeze in this breeze,” said Ugo. “I must get Mike to take me down from this hill.”

Ugo yelled to Mike. “Mike, there is a strong breeze on this hill. I’ll freeze. Let’s go back down.”

“Make a fire,” said Mike. “You will not freeze next to a fire.”

Ugo the mule made a fire. She bent down next to it. The strong breeze put out the fire.

“The fire is out. I will freeze from this breeze,” said Ugo.

To pass: First, read the passage with no more than 3 mistakes (97% accuracy).

Then read the passage with no more than 3 mistakes within 1 min. 40 sec.

Looking Back

Assessment: Decoding skills - Books 9 & 10

1. “Fly home and tell Pip to slide more,” yelled Mat.
2. Mike’s truck popped, sending smoke in the sky.
3. Ugo fixed the hole in the nest with rope.
4. The freezing mule was sent crashing to his side.
5. “Do try to hop like a duck,” Bob said.
6. The tired man woke and thanked Jan in a note.
7. The breeze broke the thing he was making with rags.
8. Her snoring rocked the pipe and cracked it.

Mistakes allowed to pass: 6

Looking Back

Assessment: Fluency skills - Book 11

The Man of Ice jumped up. He went racing down the hill. “Get back here,” he yelled, “or I will give you a bad time.”

“I do not have to go back,” said Liz.

“Then I will send freezing waves to sink you,” said the Man of Ice.

Huge waves came crashing down. The shell rocked up and down.

“Help!” yelled Liz. “The shell is sinking.”

A big fish came swimming next to the shell. “I am a flying fish,” he said. “Do you need my help?”

“Yes, I do,” said Liz. “I have to get out of the waves.”

To pass: First, read the passage with no more than 3 mistakes (97% accuracy).

Then read the passage with no more than 3 mistakes within 1 min. 40 sec.

Looking Back

Assessment: Decoding skills - Books 11 & 12

1. Kim raced her car back to the track.
2. “Pick places in the park that have huge trees,” said Tam.
3. He was trying to use the stove in the dark.
4. Tad tripped on some rice in the yard.
5. “Will Liz give games or songs to Mike?” asked Tap.
6. The man poked twice at the sacks in the hiding space.
7. Flying mice got out of the cage.
8. The big waves stopped the page when he started to hike.

Mistakes allowed to pass: 6

Looking Back

Assessment: Fluency skills - Book 13

Jane came to a steep hill. A storm came.
Ice fell from the sky. It fell on the hill.

“Go back or you will freeze,” said the
bird.

Jane did not go back.

“You are brave,” said the bird to the girl.

Then she came to the third bad place. It
was bad!

“For the third time I must ask you to go
back,” said the bird.

“I can’t,” the girl said. “Not yet! I must
get this note to the king.” The trees bent
down to get Jane. She slipped by them.

The king came out and met Jane.

To pass: First, read the passage with no more than 3 mistakes (97% accuracy).

Then read the passage with no more than 3 mistakes within 1 min. 40 sec.

Looking Back

Assessment: Decoding skills - Books 13 & 14

1. “Turn at the first mile mark by the fort,” said Jane.
2. “Was Jack’s horn placed in the shade?” asked the king.
3. A short girl wished hard for a dirt bike.
4. Sport barked at a bug jumping on the hot, steep curb.
5. Try popping corn by a lake in the hills.
6. With hope and luck the sick bird will brave the storm.
7. The third man’s shirt was torn when he was hurt by a tack.
8. The ant rested and then did its part bending grass.

Mistakes allowed to pass: 6

Set 5

Looking Back

“I’ll gladly help you,” said the runner.

“I’m sick,” said the girl sadly. “I must get to the king.”

“Get in,” said the runner. Down the path he went with the cart and his riders.

The runner helped all he met on his trip. By and by the cart had ten riders. “I can hardly run,” said the runner sadly. “But I must go on. All the riders in the cart need to see the king.”

In time the runner came to the shops by the king’s home. All the shoppers came out to see the cart and its ten riders.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

Carlos put lots of sticky ketchup on his sandwich. Then he ran back outside. He jumped on the bench and landed hard. The bench cracked. Carlos fell with a crash!

Ana and Rosa ran to help.

“Do not sit up, Carlos. Just rest there,” Ana said. “Run inside and get help, Rosa. I’ll sit with him.”

“I’m not hurt. I’m just upset,” said Carlos. He wanted to get up. “Keep still!” said Ana. “You have a badly cut chin.”

“My chin!” said Carlos. He was upset. “I hope it’s not a bad cut.”

Carlos patted his chin and said, “My chin is sticky, but I’m not hurt. I have ketchup on my chin.”

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

Then they went to the seal's pool.

The seal was swimming in the pool. Bob set the lunch sack on a rock. The sack slipped. The sandwich fell down by the pool.

“My sandwich fell!” yelled Bob. “I’ll reach down and try to get it.”

“Leave it there,” said Vic. “Why do you want a dirty sandwich?”

Bob did not hear Vic. He bent down to get the sandwich. While he was reaching down, the seal came swimming by and made a quick turn.

“Get out of the way!” yelled Vic.

It was too late. Bob was all wet.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

“I hope I can sell all my tin there,” she said.
“All I have is this bag of tin, and I can’t eat tin.”

On she went, sadly. She came to the old troll’s tree.

The troll spotted the poor girl and told her to stop. Then he asked,

*“What is hotter than hot,
Colder than cold?
Tell what it is,
Or give me your gold!”*

When the poor girl did not say, the troll jumped down from his tree. He started to take the girl’s bag.

“I am poor,” the girl told the troll. “I have no gold.”

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

An old man woke to find a glowing thing near the foot of his bed. He sat up and took a good look at it. Then the thing sneezed.

“What are you doing at the foot of my bed?” the man called out.

“I’m Dusty,” it said.

The glowing thing did not tell him what it was doing there. It just picked up the man’s bedspread and shook it up and down.

The old man did not want to stay in the room with the glowing thing. He quickly took the bedspread from the thing. He shook it up and down.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

The king and queen quickly set out to find Nothing.

They followed the gold thread down the path and into the trees. They walked for a long time. At last they came to the troll's den.

A pot of soup was outside the troll's den. The king and queen did not see the troll. The king gave the queen a bowl of soup. He sat down with her. Just as the queen started to eat, the troll came out.

“Give me my soup!” growled the troll.

“What will you give me for it?” asked the queen.

“Nothing,” said the troll.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Looking Back

Wild beasts of all kinds were soon coming to the child's camp. They yelled and screamed. They sneezed, quacked, barked, and growled. They did this so much that the child did not sleep a wink.

"This is too much!" said the child. "I can't sleep! The beasts in this jungle are not very gentle. I must find a way to get out of here."

Once more the child pulled off the top of the magic bottle. Out came the magic bubble. The bubble dipped down and the child hopped in. Up, up they went, far from the beasts and the jungle.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds.*

Set 6

Looking Back

"Did you hear that squeak?" asked Ana. "Maybe it was a goblin."

"I want to get to the bottom of this madness," said Rosa.

"You go on," said Ana, "and I'll wait here. Yell for help if you need me."

Rosa went up the stairs.

All of a sudden Rosa saw a witch sitting in the darkness.

"Have a seat little rabbit," said the witch. "Do not think of me as a bad person. I'm as full of goodness as a gentle kitten. Let me tell you what I see in my magic ball."

Rosa sat down next to the witch.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds.*

Looking Back

Thunder shook Roy's home and rain rattled the windows. It made the tin man shake. It made the can of oil next to the tin man fall on its side. The tin man was quickly covered with oil. The rest of the oil fell onto the stove. The stove was still hot and a small fire started. The oil that covered the tin man was just what he needed to get his voice back. First, the tin man squeaked. Then slowly he started to sing. As the oil worked its way into the tin man, his singing got louder and louder.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds.*

Looking Back

Patsy put the new light in the creature's head. In no time at all, the creature's head was glowing twice as much as it had before.

"Thank you for your help," said the creature.

"I was glad to help," said Patsy. "Now I must be on my way."

Patsy said goodbye to the blue creature.

As soon as Patsy got home, she went to tell her friends about her adventure.

"I have just been on a wonderful adventure," she told them. "I went into the future."

"You did not," said her friends. "No one can go into the future."

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds.*

Looking Back

He could not stop eating. Soon he had eaten the final spoonful and emptied the bowl of gravy.

"This is by far the best food in the show," said the man. "The one who made this gravy wins the gold rolling pin." The tall man gave Carl the gold rolling pin.

A gray-haired woman from the newspaper took Carl's picture. Carl stood next to his empty gravy bowl.

"I want to write a newspaper story about the gravy," said the woman. "I wonder if you could tell me about your gravy?"

"My gravy is a lazy cook's food," Carl answered.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 65 seconds.

Looking Back

On the way Rudolph ran into some bad weather.
Strong winds blew and whistled in the treetops.

The wind was awfully strong by the time Rudolph got to Newfork. It was pushing and pulling him all over the sky, but finally he reached Homer's place.

"It's good to see you, Rudolph!" Homer said. "I tried to call you on the phone to see if you had decided not to come."

"I ran into some bad weather on the way," said Rudolph. "I thought I would be blown away by the wind."

"So that's what happened to your blue feather," said Homer.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds.*

Looking Back

Carmen lived on a chicken ranch. She had lived there ever since she was a baby.

One day while Carmen was watching a show, some seals caught her attention. One of the seals was able to throw a ball into a net. Another was able to jump from a high board into a pool.

That night after Carmen went to bed, she began to think about what it would be like to teach seals to do tricks.

"This kind of thinking will get me nowhere," said Carmen, sitting up in bed. "There are no seals within miles of this ranch."

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds.*

Looking Back

Nick felt awfully strange as he boarded the shiny bus for camp at Echo Lake. He had never been away from home by himself for more than a few days. The camp at Echo Lake would be ten days long.

A group of boys was seated behind him on the bus. They were talking loudly to one another, but Nick couldn't think of a thing to say to them. He felt very lonely sitting there by himself.

"Do you mind if I sit with you?" came a friendly voice from behind Nick.

Nick turned and saw a boy about his size.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 65 seconds.

Set 7

Looking Back

A tall man walked over to Jaxson and handed him a small box. Jaxson opened the box and found a gold award inside.

"We know what you did at the race, Champion," the man said. "We wanted you to know that we're glad you helped that little boy. Helping him was much more important than winning the race."

Jaxson looked around at the crowd and smiled. Then he looked down at the gold award. Across the bottom of the award it read, "You're still The Champion to us!"

As Jaxson climbed into the taxi, people in the crowd whistled and shouted.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds.*

Looking Back

Loren tied on the lion mask and picked up the old silver trumpet. She moved back to the old sofa where she could hear Maggy still reading from the notebook.

"I crossed the old stone bridge," read Maggy.
"Suddenly a terrible noise came from the darkness!"

Loren slowly walked up behind Maggy but Maggy didn't stop reading. She turned a page and started again.

"I stopped still in my tracks," she read. "I knew the end was near."

Loren gave the trumpet a long, hard blow. Maggy jumped so high she nearly hit the roof. Notebook and feathers were flying everywhere.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds.*

Looking Back

"I need a haircut right now," said Dillon as he took a chair.

"I'll be right with you," the barber said.

The barber turned the television so that he could watch it while he cut Dillon's hair.

"How can you watch TV and cut someone's hair at the same time?" Dillon asked. "Isn't that a little dangerous?"

"Don't worry about a thing," said the barber, taking out his razor. "I do it all the time."

At first the barber was very careful, but soon he was paying more attention to the game on the television than to Dillon's hair.

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds.*

Looking Back

"Help!" the boy screamed. "A mean, creepy, terrible, tough, scary ghost is after me."

The boy's screams echoed in the darkness. Right behind him came Butterball.

"Don't ever come back to Foxtail Forest again!" shouted Butterball as he watched the boy run out of the forest.

Butterball turned around and saw the other ghosts watching him.

"Wow!" said Bouncer. "You really took care of him."

"I've never heard anyone yell like that," Flake said. "He must have been very scared."

"Did you see how fast he ran?" said another ghost. "I'll bet he won't stop running until he gets to town."

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 55 seconds.

Looking Back

Weeks went by but nothing changed at the restaurant. Mr. Innocenti was still making his thick dumplings with brown gravy. Fewer and fewer people were coming by to eat. One day there was only one person sitting in the restaurant for lunch, an inventor named Dr. Lois Banks.

Dr. Banks asked for some dumplings with brown gravy. After Mr. Innocenti set them down on the table, Dr. Banks bit into one of the dumplings.

It didn't take long before she pushed the plate away.

"Mr. Innocenti, this food is terrible!" she said.

"I don't doubt it," said Mr. Innocenti.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 55 seconds.

Looking Back

The sawfish quickly ducked back under the water. The wrecking truck was close to the rocks when the sawfish finally cut through the rope. Gill pushed off and began to float slowly out to sea.

The men from the wrecking yard stopped the truck next to the rocks. They jumped out of the truck and ran up to the edge of the water.

"There goes the submarine," said one of the men.
"We'll never be able to get it now."

"I'm glad that submarine is gone," the other man said.
"It was too rusty. I doubt its metal was any good."

*To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds.*

Set 8

Looking Back

People in the crowd broke into shouts when they saw the acrobats.

"I must get a picture of the crowd," Shaun said to himself.

Without thinking, Shaun jumped into the street. He turned his camera to the crowd and snapped a picture. He was so busy that he didn't notice the big white horse coming straight toward him. Luckily Shaun's father pulled him back to the curb just as the horse thundered by.

"That's enough!" said Shaun's father angrily. "You're going home right now!"

As soon as Shaun and his parents reached home, Shaun's father said, "I'm sorry, Shaun."

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds.

Looking Back

"Goodness, you've gotten so big!" said the woman. Her face spread into a huge smile.

"Pardon me," said Kathy. "Do I know you?"

"Do you know me!" shouted the woman, grabbing Kathy's hand. "Pumpkin, I'm your Aunt Polly!"

Before Kathy could say a word, the woman picked up her suitcase and pushed her way into the hall.

"Goodness, this is a lovely house!" the woman exclaimed. "I may have to decorate it, but this house will suit me fine. I'm going to love living in Washington!"

"Do you mean that you're going to be living here in this house?" Kathy asked.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds.

Looking Back

"You're going to have to be awfully fast to catch him," said Jo. "He's quite a sneaky thief."

"I'm quite sneaky myself," Mac said. "When that crook puts his hand in my coat pocket, he's going to find a lot more than a watch in there."

"You're right! But the crook doesn't know that," Jo said with a laugh.

"I want you to be ready to call the police as soon as we catch that crook," said Mac.

"You can count on me," said Jo.

When Jo and Mac got to the party, the house was already crowded with people.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds.

Looking Back

"She was angry with everyone for forgetting about the hot dogs and the corn. She wanted to know if she was still going to be able to eat a hot dog."

"I told her I didn't know. We would just have to wait for the rain cloud to pass and hope the firewood wouldn't get wet."

"That rain cloud came bearing down on our picnic like a runaway train. Lightning danced from the cloud to the fields. The thunder was so loud we had to put our fingers in our ears. It was easily the worst storm I'd ever seen."

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds.

Looking Back

Just then the neighborhood's police officer, Pat Ryan, ran up to them.

"It doesn't look like I'm going anywhere," said Dr. Clark. "I can't drive to Fifth Street and I'm too old to run."

"I'm an expert on traffic jams," said Officer Ryan. "I can tell you that this isn't going to clear for another hour."

"Another hour!" yelled Mrs. Hernandez. "You can't wait that long, Dr. Clark. Seleena is having trouble catching her breath."

Tyler knew that something had to be done quickly. No one seemed to be thinking clearly, and there was too much yelling and screaming going on.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds.

PART 4

Student Monitoring Records

Individual Monitoring Record

Looking Back Assessments Sets 1-4



Student's Name _____

Set and Book Number	1st Assessment Date	2nd Assessment Date (if needed)	Comments: Number of errors and difficult words for review
Set 1			
Book 6			
Book 11			
Book 16			
Book 21			
Book 26			
Set 2			
Book 6			
Book 11			
Book 16			
Book 21			
Book 26			
Set 3			
Book 6			
Book 11			
Book 16			
Book 21			
Set 4			
Book 1			
Book 2			
Book 3			
Book 4			
Book 5			
Book 6			
Book 7			
Book 8			
Book 9			
Book 10			
Book 11			
Book 12			
Book 13			
Book 14			

Individual Monitoring Record Looking Back Assessments Sets 5-8



Student’s Name _____

Set and Book Number	1st Assessment Date	2nd Assessment Date (if needed)	Comments: Number of errors and difficult words for review
Set 5			
Book 2			
Book 4			
Book 6			
Book 8			
Book 10			
Book 12			
Book 14			
Set 6			
Book 2			
Book 4			
Book 6			
Book 8			
Book 10			
Book 12			
Book 14			
Set 7			
Book 2			
Book 4			
Book 6			
Book 8			
Book 10			
Book 12			
Set 8			
Book 2			
Book 4			
Book 6			
Book 8			
Book 10			
Book 12			



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