

Instructions for Level A Assessments

Each step has pre- and post assessments. Instructions for each type of assessment are shown below, and step-specific instructions are on the scorecards that follow. Each student should be assessed individually.

Extra scorecards are available free at andreaahazard.com

ORAL ASSESSMENTS (Step 1 only, PRE and POST)

Segmenting words Say the first word on the scorecard, and ask the student to say each sound in that word. Repeat with the other words.

scoring example: The word fan should be segmented into three sounds: /f/, /a/, and /n/. If, instead, the student says fa-nu, write this error in the appropriate box. In the comments section, note that the student does not segment vowels from consonants and adds vowels that are not there. Another error might be saying the letter name instead of the sound. Put a checkmark in the box if the student segments correctly.

Blending sounds Say each sound in the first word on the scorecard with a distinct pause between. Ask the student to say the word that has those sounds. Repeat with the other words.

scoring example: Put a checkmark in the box if the student blends the sounds correctly, and an X if they do not.

READING AND SPELLING ASSESSMENTS

You will need word and letter tiles for the reading and spelling assessments: assemble these before you start.

Reading words (All Steps, PRE and POST) Show the student the first word on the assessment and ask them to say each sound as you point to the picture of that sound. Ask them to say the word that has these sounds. Repeat with the other words.

scoring example: If a student misidentifies the 'o' sound picture in cop, saying cap instead, write 'cap' in the appropriate box. Note a problem with distinguishing vowels in the comments section.

Spelling words (Steps 1-7, PRE and POST) Set the letter tiles where the student can see them (a whiteboard is not necessary as the student will not be writing). Say the first word on the scorecard. Ask the student to use letter tiles to spell the word. Repeat with the other words. *Note: there is no spelling assessment for steps 8-10 as sounds in these steps can be spelled different ways, and the goal of these lessons is not to memorize specific spellings.*

scoring example: Write any wrong spelling on the scorecard. Put a check mark if the spelling is correct. Note any consistent problems in the comments section.

READING COMPREHENSION ASSESSMENTS (All Steps, POST only)

Book reading and comprehension: Note whether the student has difficulty decoding text, recognizing high frequency words, or deciphering longer sentences. Comprehension can be assessed based on the ability of the student to answer questions in the text or to answer questions you ask about the storyline.

Workbook post-assessment: Complete as described in the workbook. On the scorecard, note whether the student has difficulty decoding text or putting the words together to form a sentence. Also note whether the student is able to fill in each blank with the word that makes sense based on sentence context (Steps 1-7) , or to identify and distinguish sounds (Steps 8-10).