



SORing to Summer School Success

Assessment



For Students Completing
2nd - 12th Grade in Spring
2022

Summer School Surveys: Quick Start Guide

For Students Completing 2nd - 12th Grade in Spring 2022



We highly recommend that you utilize the Grouping Matrix to score student responses, understand which level of Summer School instruction to use, and track progress.

Assessments included in this packet:

Two parallel, equally difficult versions of the Summer School Survey:

PRE Pre-Assessment (PRE)

Use to:

- Determine which level of Summer School instruction is needed
- Obtain baseline data prior to Summer School instruction

POST Post-Assessment (POST)

Use to:

- Determine growth made after Summer School instruction is completed

Click here for free access to the Grouping Matrix.



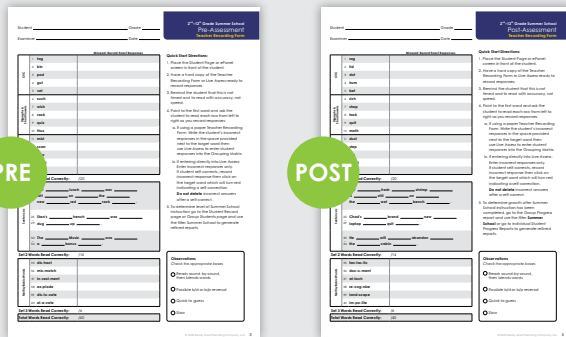
Click here to watch a quick tutorial video on the Summer School Assessments.

Below are the materials you will need. Paper and digital options are available.

TEACHER RECORDING FORMS (Choose one of these two options):

Paper:

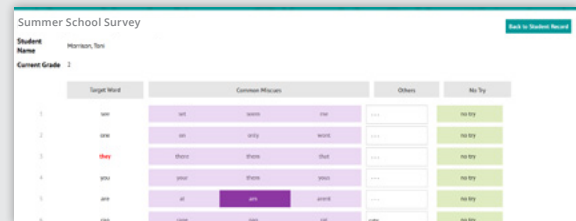
One set of hard copies for each student being assessed



Teacher Recording Form

Digital:

Access to Live Assess in the Grouping Matrix



AND

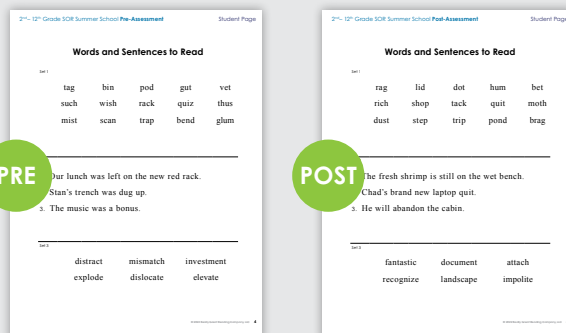
Click here to learn more about Live Assess.

Click here to learn more about the Grouping Matrix.

STUDENT PAGES (PROMPTS) (Choose one of these two options):

Paper:

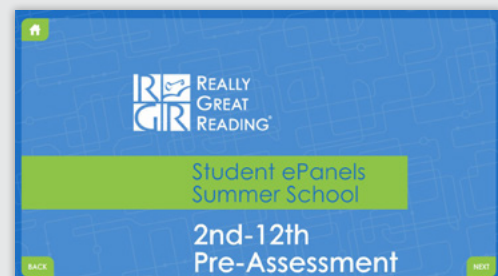
Only one set of hard copies is needed to assess an unlimited number of students



Student Page

Digital:

ePanels



OR

Click here to access ePanels, or go to ePanels.online.

Student _____ Grade _____

Examiner _____ Date _____

Misread: Record Exact Responses

| | | | |
|-------------------------|----|------|--|
| CVC | 1 | tag | |
| | 2 | bin | |
| | 3 | pod | |
| | 4 | gut | |
| | 5 | vet | |
| Digraphs & Short Vowels | 6 | such | |
| | 7 | wish | |
| | 8 | rack | |
| | 9 | quiz | |
| | 10 | thus | |
| Blends & Short Vowels | 11 | mist | |
| | 12 | scan | |
| | 13 | trap | |
| | 14 | bend | |
| | 15 | glum | |

Set 1 Words Read Correctly: /20

| | | |
|-----------|-----------------------|-------------------------------------|
| Sentences | 16 | Our _____ lunch _____ was _____ |
| | 24 | left _____ on _____ the _____ |
| | | new _____ red _____ rack _____ . |
| | 25 | Stan's _____ trench _____ was _____ |
| | 29 | dug _____ up _____ . |
| | 30 | The _____ music _____ was _____ |
| 34 | a _____ bonus _____ . | |

Set 2 Words Read Correctly: /14

| | | | |
|---------------------|----|--------------|--|
| Multisyllabic Words | 35 | dis-tract | |
| | 36 | mis-match | |
| | 37 | in-vest-ment | |
| | 38 | ban-jo | |
| | 39 | pro-tect | |
| | 40 | mo-men-tum | |

Set 3 Words Read Correctly: /6

Total Words Read Correctly: /40

Quick Start Directions:

- Place the Student Page or **ePanel** screen in front of the student.
- Have a hard copy of the Teacher Recording Form or **Live Assess** ready to record responses.
- Remind the student that this is not timed and to read with accuracy, not speed.
- Point to the first word and ask the student to read each row from left to right as you record responses:
 - If using a paper Teacher Recording Form: Write the student's incorrect responses in the column all the way to the right, then use **Live Assess** to enter student responses into the **Grouping Matrix**.
 - If entering directly into **Live Assess**: Enter incorrect responses only. If student self-corrects, record incorrect response then click on the target word which will turn red indicating a self-correction. **Do not delete** incorrect answers after a self-correct.
- To determine the level of Summer School instruction, go to the Instructional Recommendations Report on the **Grouping Matrix** and use the filter "Summer School Pre" to generate refined reports.

Observations

Check the appropriate boxes

- Reads sound-by-sound, then blends words
- Possible b/d or b/p reversal
- Quick to guess
- Slow

Words and Sentences to Read

Set 1

| | | | | |
|------|------|------|------|------|
| tag | bin | pod | gut | vet |
| such | wish | rack | quiz | thus |
| mist | scan | trap | bend | glum |

Set 2

1. Our lunch was left on the new red rack.
2. Stan's trench was dug up.
3. The music was a bonus.

Set 3

| | | |
|----------|----------|------------|
| distract | mismatch | investment |
| banjo | protect | momentum |

Student _____ Grade _____

Examiner _____ Date _____

Misread: Record Exact Responses

| | | | |
|-------------------------|----|------|--|
| CVC | 1 | rag | |
| | 2 | lid | |
| | 3 | dot | |
| | 4 | hum | |
| | 5 | bet | |
| Digraphs & Short Vowels | 6 | rich | |
| | 7 | shop | |
| | 8 | tack | |
| | 9 | quit | |
| | 10 | moth | |
| Blends & Short Vowels | 11 | dust | |
| | 12 | step | |
| | 13 | trip | |
| | 14 | pond | |
| | 15 | brag | |

Set 1 Words Read Correctly: /20

| | | |
|-----------|----|------------------------------------|
| Sentences | 16 | The _____ fresh _____ shrimp _____ |
| | 24 | is _____ still _____ on _____ |
| | | the _____ wet _____ bench _____ . |
| | 25 | Chad's _____ brand _____ new _____ |
| | 29 | laptop _____ quit _____ . |
| | 30 | He _____ will _____ abandon _____ |
| | 34 | the _____ cabin _____ . |
| | | |
| | | |
| | | |

Set 2 Words Read Correctly: /14

| | | | |
|---------------------|----|-------------|--|
| Multisyllabic Words | 35 | fan-tas-tic | |
| | 36 | doc-u-ment | |
| | 37 | at-tach | |
| | 38 | pro-long | |
| | 39 | re-sult | |
| | 40 | vol-ca-no | |

Set 3 Words Read Correctly: /6

| | |
|------------------------------------|------------|
| Total Words Read Correctly: | /40 |
|------------------------------------|------------|

Quick Start Directions:

- Place the Student Page or **ePanel** screen in front of the student.
- Have a hard copy of the Teacher Recording Form or **Live Assess** ready to record responses.
- Remind the student that this is not timed and to read with accuracy, not speed.
- Point to the first word and ask the student to read each row from left to right as you record responses:
 - If using a paper Teacher Recording Form: Write the student's incorrect responses in the column all the way to the right, and then use Live Assess to enter student responses into the **Grouping Matrix**.
 - If entering directly into **Live Assess**: Enter incorrect responses only. If student self-corrects, record incorrect response, and then click on the target word, which will turn red, indicating a self-correction. **Do not delete** incorrect answers after a self-correct.
- To determine growth after Summer School instruction has been completed, go to the **Grouping Matrix** and use the Group Progress report. Change the "Phase of Year" to **Summer**. Individual Student Progress reports can also be generated.

Observations

Check the appropriate boxes

- Reads sound-by-sound, then blends words
- Possible b/d or b/p reversal
- Quick to guess
- Slow

Words and Sentences to Read

Set 1

| | | | | |
|------|------|------|------|------|
| rag | lid | dot | hum | bet |
| rich | shop | tack | quit | moth |
| dust | step | trip | pond | brag |

Set 2

1. The fresh shrimp is still on the wet bench.
2. Chad's brand new laptop quit.
3. He will abandon the cabin.

Set 3

| | | |
|-----------|----------|---------|
| fantastic | document | attach |
| prolong | result | volcano |