



# SORing to Summer School Success

**Assessments**



For Students Completing  
Kindergarten in Spring  
2022

# Summer School Surveys: Quick Start Guide

## For Students Completing Kindergarten 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.

Click here for free access to the Grouping Matrix.



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

### 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

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 Forms

Digital:

Access to Live Assess in the Grouping Matrix

Target Word	Common Misuses			Others	No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try
bat	bat	bat	bat		No Try

Click here to learn more about Live Assess.

Click here to learn more about the Grouping Matrix.

AND

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

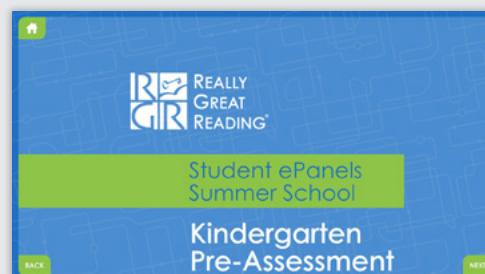
Paper:

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

Student Pages

Digital:

ePanels



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

OR

# Summer School Surveys: Quick Start Directions

For Students Completing Kindergarten  
in Spring 2022

1. Place the Student Page or **ePanel** screen in front of the student.
2. Have a hard copy of the Teacher Recording Form or **Live Assess** ready to record responses.
3. Follow the scripts and prompts on the Teacher Recording Form for each section.
4. Recording responses:
  - a. If using a paper Teacher Recording Form: Place a checkmark in the box that indicates the student's response. Write the student's incorrect responses directly under the correct answer where applicable. Make sure to enter student responses into Live Asses on the **Grouping Matrix**.
  - b. If using **Live Assess**: Click on the box to indicate student's answer; there is a space to type in the incorrect response. If the student self corrects, do not change their incorrect response but do make a note in the observation box and check the "Self Correction(s)" box.
5. 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.

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Date of Assessment \_\_\_\_\_

Assessor \_\_\_\_\_ School \_\_\_\_\_ Kindergarten Attended \_\_\_\_\_

**Section 1. PHONEMIC AWARENESS**

**Directions:** In the boxes below, put a checkmark for correct answers, record incorrect responses, or check "NT" for No Try if the student does not attempt to answer.

**PHONEMIC AWARENESS: Segmenting Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 1.

**Say:** I am going to give you a word. Say all the sounds you hear in the word. If I say **cut**, you should say /k/ /ŭ/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ŭ/ /t/ (*touch each box, one at a time, while saying the sounds*).

<b>1</b>	<b>Say:</b> Say all the sounds in the word: <b>web</b> .				<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued	<b>Teacher Notes:</b> Place a checkmark below each individual sound the student segments correctly in the word.
	/w/	/ĕ/	/b/	No Try		
<b>2</b>	<b>Say:</b> Say all the sounds in the word: <b>peek</b> .					
	/p/	/ĕ/	/k/	No Try		
<b>3</b>	<b>Say:</b> Now, say all the sounds in the word: <b>lap</b> .					
	/l/	/ă/	/p/	No Try		
				<b>Number Correct</b>		
				/3		

**PHONEMIC AWARENESS: Adding Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 2.

**Say:** Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **way** (*touch the first box*) and added /t/ to the end (*touch the second box*), the new word would be **wait**. Touch the boxes while you say the sounds, like this: /wā/ /t/ (*touch each box, one at a time, while saying the sounds*) **wait**.

<b>4</b>	<b>Say:</b> Let's play with some more words. Say <b>boo</b> . Say <b>boo</b> and add /m/ to the end. What's the new word?			<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued
	boom	No Try	Other	
<b>5</b>	<b>Say:</b> Say <b>he</b> . Say <b>he</b> and add /t/ to the end. What's the new word?			
	heat	No Try	Other	
<b>6</b>	<b>Say:</b> Say <b>so</b> . Say <b>so</b> and add /k/ to the end. What's the new word?			
	soak	No Try	Other	
			<b>Number Correct</b>	
			/3	

**PHONEMIC AWARENESS: Deleting Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 2.

**Say:** Good job! Now, we're going to take some words that we know and delete, or take away, a sound from the end. When we delete the last sound, it will make a new real word. If the word is **meat**, we could divide it like this: /mē/ (touch the first box) /t/ (touch the second box). If I say **meat** without the last sound, /t/ (touch the second box), I am left with the word **me** (touch the first box).

<b>7</b>	<b>Say:</b> Let's play with some more words. Say <b>bean</b> . Say <b>bean</b> without /n/. What's the new word?	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued							
	<table border="1"> <tr> <th>be</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>				be	No Try	Other		
be	No Try				Other				
<b>8</b>	<b>Say:</b> Say <b>plate</b> . Say <b>plate</b> without /t/. What's the new word?								
	<table border="1"> <tr> <th>play</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>				play	No Try	Other		
play	No Try				Other				
<b>9</b>	<b>Say:</b> Say <b>dent</b> . Say <b>dent</b> without /t/. What's the new word?								
	<table border="1"> <tr> <th>den</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	den	No Try	Other				<b>Number Correct</b>	
den	No Try	Other							
				/3					

**PHONEMIC AWARENESS: Substituting Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 3.

**Say:** Good job! Now, we're going to take some words that we know and change, the first sound. When we change the first sound, it will make a new real word. If the word is **cub**, we could divide it like this: /k/ (touch the first box) /ūb/ (touch the second box). If I change the first sound, /k/, to /t/ (touch the first box), my new word is **tub** (sweep finger along both boxes, left to right).

<b>10</b>	<b>Say:</b> Let's play with some more words. Our first word is <b>rap</b> . If we change the first sound to /l/, what's the new word?	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued							
	<table border="1"> <tr> <th>lap</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>				lap	No Try	Other		
lap	No Try				Other				
<b>11</b>	<b>Say:</b> How about the word <b>him</b> ; change the first sound to /d/. What's the new word?								
	<table border="1"> <tr> <th>dim</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>				dim	No Try	Other		
dim	No Try				Other				
<b>12</b>	<b>Say:</b> How about <b>beat</b> ; change the first sound to /n/. What's the new word?								
	<table border="1"> <tr> <th>neat</th> <th>No Try</th> <th>Other</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	neat	No Try	Other				<b>Number Correct</b>	
neat	No Try	Other							
				/3					

**PHONEMIC AWARENESS SCORE**  
 ADD THE NUMBER CORRECT FROM ITEMS 1-12

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0-3)	(4-8)	(9-12)	/12

**Section 2. DECODING**

**Directions:** In the boxes below, put a checkmark for correct answer. Also in the boxes, record incorrect responses or write NT for No Try if the student does not attempt to answer.

bag	cot	hum
-----	-----	-----

SHOW THE STUDENT PAGE 2: PANEL 4.

**DECODING: Closed Syllable Words**

<b>13 to 15</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "bag"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	
	<b>bag</b>	<b>cot</b>	<b>hum</b>		<b>Number Correct</b>
					/3

clip	dent	smog
------	------	------

SHOW THE STUDENT PAGE 2: PANEL 5.

**DECODING: Closed Syllable Words with 2-Sound Blends**

<b>16 to 18</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "clip"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	
	<b>clip</b>	<b>dent</b>	<b>smog</b>		<b>Number Correct</b>
					/3

chat	hush	thin
------	------	------

SHOW THE STUDENT PAGE 2: PANEL 6.

**DECODING: Closed Syllable Words with Digraphs**

<b>19 to 21</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "chat"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	
	<b>chat</b>	<b>hush</b>	<b>thin</b>		<b>Number Correct</b>
					/3

**DECODING: Words in Sentences**

Hop with Ted now. *SHOW THE STUDENT PAGE 3: PANEL 7.*  
 Ken set down the cup.

<p><b>Say:</b> Fantastic! Now, let's read some sentences. Start here (<i>point to "Hop"</i>) and read each sentence, one at a time. It is more important to read the words correctly than fast. Let's get started.</p>		<p>No Try</p>	<p><b>Observations:</b>                  Self-Correction(s)                  Refused to Answer                  Sound by Sound, No Blending                  Sound by Sound, Blended                  Discontinued</p>	<p><b>High-Frequency Words Correct in Sentences</b>                  (transfer this number to Section 4 below)</p>						
<p>22 to 25</p>	<p>Hop <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>* _____ with <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ Ted <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____                  now <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .</p>			<p>/4</p>						
	<p>26 to 30</p>	<p>Ken, <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ set <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ down <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____                  the <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ cup <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> _____ .</p>	<p>/9</p>							
<p><b>Teacher Notes:</b> The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 3 below.</p>			<p>/5</p>							
			<p>Skill Level</p>	<p><b>TOTAL CLOSED SYLLABLE WORDS CORRECT</b>                  (Items 13-30)</p>						
			<table border="1"> <tr> <th>Low</th> <th>Emerging</th> <th>On Track</th> </tr> <tr> <td>(0-5)</td> <td>(6-10)</td> <td>(11-14)</td> </tr> </table>		Low	Emerging	On Track	(0-5)	(6-10)	(11-14)
Low	Emerging	On Track								
(0-5)	(6-10)	(11-14)								
			<table border="1"> <tr> <td>(0-5)</td> <td>(6-10)</td> <td>(11-14)</td> </tr> </table>	(0-5)	(6-10)	(11-14)				
(0-5)	(6-10)	(11-14)								
				<p>/14</p>						

\*For each word in the sentences, place a checkmark in one box:  
**A** = Read Automatically  
**E** = Word Read With Effort  
**S** = Word Self-Corrected

**DECODING CLOSED SYLLABLE WORDS SCORE**  
**ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM ITEMS 13-30.**

**Section 3. HIGH-FREQUENCY WORDS**

<p>31 to 35</p>	<table border="1"> <tr> <td>say</td> <td>are</td> <td>for</td> <td>make</td> <td>like</td> </tr> </table> <p><i>SHOW THE STUDENT PAGE 3: PANEL 8.</i></p> <p><b>Say:</b> Read these words to me. Start here (<i>point to "say"</i>) and read the words across this way (<i>indicate left to right</i>).</p>	say	are	for	make	like	<p><b>Observations:</b>                  Self-Correction(s)                  Refused to Answer                  Discontinued</p>	<p><b>High-Frequency Words Correct in Sentences</b>                  (from Items 22-30)</p>			
	say	are	for	make	like						
<table border="1"> <tr> <td>say</td> <td>are</td> <td>for</td> <td>make</td> <td>like</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	say	are	for	make	like						<p>/4</p>
say	are	for	make	like							
<p>36 to 40</p>	<table border="1"> <tr> <td>new</td> <td>out</td> <td>our</td> <td>please</td> <td>one</td> </tr> </table> <p><i>SHOW THE STUDENT PAGE 3: PANEL 9.</i></p> <p><b>Say:</b> Read these words to me. Start here (<i>point to "new"</i>) and read the words across this way (<i>indicate left to right</i>).</p>	new	out	our	please	one	<p><b>Observations:</b>                  Self-Correction(s)                  Refused to Answer                  Discontinued</p>	<p><b>High-Frequency Words Correct in Isolation</b>                  (from Items 31-35)</p>			
	new	out	our	please	one						
<table border="1"> <tr> <td>new</td> <td>out</td> <td>our</td> <td>please</td> <td>one</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	new	out	our	please	one						<p>/5</p>
new	out	our	please	one							
			<p>Skill Level</p>	<p><b>TOTAL CORRECT</b>                  (Isolation &amp; Sentences)</p>							
			<table border="1"> <tr> <th>Low</th> <th>Emerging</th> <th>On Track</th> </tr> <tr> <td>(0-4)</td> <td>(5-9)</td> <td>(10-14)</td> </tr> </table>		Low	Emerging	On Track	(0-4)	(5-9)	(10-14)	
Low	Emerging	On Track									
(0-4)	(5-9)	(10-14)									
			<table border="1"> <tr> <td>(0-4)</td> <td>(5-9)</td> <td>(10-14)</td> </tr> </table>	(0-4)	(5-9)	(10-14)					
(0-4)	(5-9)	(10-14)									
				<p>/14</p>							

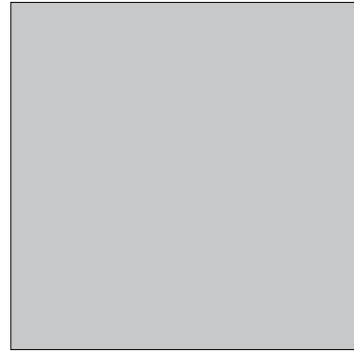
**READING HIGH-FREQUENCY WORDS SCORE**  
**ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM ITEMS 22-40.**



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FOLD OR CUT 1

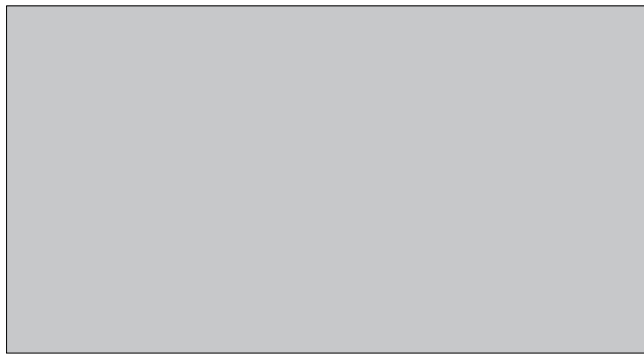
K Summer School Pre Panel 2



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FOLD OR CUT 2

K Summer School Pre Panel 3



---

FOLD OR CUT 3



bag	cot	hum
-----	-----	-----

---

FOLD OR CUT 1

---

clip	dent	smog
------	------	------

---

FOLD OR CUT 2

---

chat	hush	thin
------	------	------

Hop with Ted now.

Ken, set down the cup.

FOLD OR CUT 1

K Summer School Pre Panel 8

say	are	for	make	like
-----	-----	-----	------	------

FOLD OR CUT 2

K Summer School Pre Panel 9

new	out	our	please	one
-----	-----	-----	--------	-----

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Date of Assessment \_\_\_\_\_

Assessor \_\_\_\_\_ School \_\_\_\_\_ Kindergarten Attended \_\_\_\_\_

## Section 1. PHONEMIC AWARENESS

**Directions for the following section:** In the boxes below, put a checkmark for correct answers, record incorrect responses, or check "NT" for No Try if the student does not attempt to answer.

### PHONEMIC AWARENESS: Segmenting Phonemes



SHOW THE STUDENT PAGE 1: PANEL 1.

**Say:** I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ (*touch each box, one at a time, while saying the sounds*).

<b>1</b>	<b>Say:</b> Say all the sounds in the word: <b>tape</b> .				<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued	<b>Teacher Notes:</b> Place a checkmark below each individual sound the student segments correctly in the word.	
	/t/	/ă/	/p/	No Try			
<b>2</b>	<b>Say:</b> Say all the sounds in the word: <b>head</b> .						
	/h/	/ĕ/	/d/	No Try			
<b>3</b>	<b>Say:</b> Now, say all the sounds in the word: <b>lock</b> .						
	/l/	/ŏ/	/k/	No Try			
					<b>Number Correct</b>	/3	

### PHONEMIC AWARENESS: Adding Phonemes



SHOW THE STUDENT PAGE 1: PANEL 2.

**Say:** Nice job! Now, we're going to take some words that we know and add new sounds to the end. When we add these new sounds, they will make new words. If I took the word **we** (*touch the first box*) and added /k/ to the end (*touch the second box*), the new word would be **week**. Touch the boxes while you say the sounds, like this: /wĕ/ /k/ (*touch each box, one at a time, while saying the sounds*) **week**.

<b>4</b>	<b>Say:</b> Let's play with some more words. Say <b>may</b> . Say <b>may</b> and add /n/ to the end. What's the new word?			<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued	
	main	No Try	Other		
<b>5</b>	<b>Say:</b> Say <b>row</b> . Say <b>row</b> and add /p/ to the end. What's the new word?				
	rope	No Try	Other		
<b>6</b>	<b>Say:</b> Say <b>hi</b> . Say <b>hi</b> and add /d/ to the end. What's the new word?				
	hide	No Try	Other		
				<b>Number Correct</b>	/3

**PHONEMIC AWARENESS: Deleting Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 2.

**Say:** Good job! Now, we're going to take some words that we know and delete, or take away, a sound from the end. When we delete the last sound, it will make a new real word. If the word is **grade**, we could divide it like this: /grā/ (*touch the first box*) /d/ (*touch the second box*). If I take away the last sound, /d/ (*touch the second box*), I am left with the word **gray** (*touch the first box*).

<b>7</b>	<b>Say:</b> Let's play with some more words. Say <b>zoom</b> . Say <b>zoom</b> without /m/. What's the new word?	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued					
	<b>zoo</b>				<b>No Try</b>	<b>Other</b>	
<b>8</b>	<b>Say:</b> Say <b>past</b> . Say <b>past</b> without /t/. What's the new word?						
	<b>pass</b>				<b>No Try</b>	<b>Other</b>	
<b>9</b>	<b>Say:</b> Say <b>toad</b> . Say <b>toad</b> without /d/. What's the new word?						
	<b>toe</b>				<b>No Try</b>	<b>Other</b>	
				<b>Number Correct</b>			
				/3			

**PHONEMIC AWARENESS: Substituting Phonemes**



SHOW THE STUDENT PAGE 1: PANEL 3.

**Say:** Good job! Now, we're going to take some words that we know and change, the first sound. When we change the first sound, it will make a new real word. If the word is **rat**, we could divide it like this: /r/ (*touch the first box*) /āt/ (*touch the second box*). If I change the first sound, /r/, to /s/ (*touch the first box*), my new word is **sat** (*sweep finger along both boxes, left to right*).

<b>10</b>	<b>Say:</b> Let's play with some more words. Our first word is <b>pin</b> . If we change the first sound to /w/, what's the new word?	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued					
	<b>win</b>				<b>No Try</b>	<b>Other</b>	
<b>11</b>	<b>Say:</b> How about the word <b>fuzz</b> ; change the first sound to /b/. What's the new word?						
	<b>buzz</b>				<b>No Try</b>	<b>Other</b>	
<b>12</b>	<b>Say:</b> How about <b>home</b> ; change the first sound to /f/. What's the new word?						
	<b>foam</b>				<b>No Try</b>	<b>Other</b>	
				<b>Number Correct</b>			
				/3			

**PHONEMIC AWARENESS SCORE**  
**ADD THE NUMBER CORRECT FROM ITEMS 1-12**

Skill Level			TOTAL CORRECT
Low	Emerging	On Track	
(0-3)	(4-8)	(9-12)	/12

Section 2. DECODING

kid	nut	zap
-----	-----	-----

SHOW THE STUDENT PAGE 2: PANEL 4.

**DECODING: Closed Syllable Words**

<b>13 to 15</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "kid"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	<b>Number Correct</b>
	<b>kid</b>	<b>nut</b>	<b>zap</b>		
					/3

frog	pump	send
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SHOW THE STUDENT PAGE 2: PANEL 5.

**DECODING: Closed Syllable Words with 2-Sound Blends**

<b>16 to 18</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "frog"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	<b>Number Correct</b>
	<b>frog</b>	<b>pump</b>	<b>send</b>		
					/3

chip	sash	thud
------	------	------

SHOW THE STUDENT PAGE 2: PANEL 6.

**DECODING: Closed Syllable Words with Digraphs**

<b>19 to 21</b>	<b>Say:</b> Read these words to me. Start here ( <i>point to "chip"</i> ) and read the words across this way ( <i>indicate left to right</i> ).			<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	<b>Number Correct</b>
	<b>chip</b>	<b>sash</b>	<b>thud</b>		
					/3

**DECODING: Words in Sentences**

Run with Sam now. *SHOW THE STUDENT PAGE 3: PANEL 7.*  
 Pat set down the hat.

<b>Say:</b> Fantastic! Now, let's read some sentences. Start here ( <i>point to "Run"</i> ) and read each sentence, one at a time. It is more important to read the words correctly than fast. Let's get started.		<b>No Try</b>	<b>Observations:</b> Self-Correction(s) Refused to Answer Sound by Sound, No Blending Sound by Sound, Blended Discontinued	<b>High-Frequency Words Correct in Sentences</b> (transfer this number to Section 4 below)
<b>22 to 25</b>	Run <b>AES</b> * _____ with <b>AES</b> _____ Sam <b>AES</b> _____ now <b>AES</b> _____.			/4
	<b>26 to 30</b>	Pat, <b>AES</b> _____ set <b>AES</b> _____ down <b>AES</b> _____ the <b>AES</b> _____ hat <b>AES</b> _____.	/9	
			<b>Teacher Notes:</b> The gray italicized words in the sentences are high-frequency words. Total the number of high-frequency words read correctly in sentences; write the total both in the gray box and in the box in Section 3 below.	/5

\*For each word in the sentences, place a checkmark in one box:  
**A** = Read Automatically  
**E** = Word Read With Effort  
**S** = Word Self-Corrected

**DECODING CLOSED SYLLABLE WORDS SCORE**  
**ADD THE NUMBER OF CORRECT CLOSED SYLLABLE WORDS (NOT IN ITALICS) FROM ITEMS 13-30.**

Skill Level			TOTAL CLOSED SYLLABLE WORDS CORRECT (Items 22-30)
Low	Emerging	On Track	
(0-5)	(6-10)	(11-14)	/14

**Section 3. HIGH-FREQUENCY WORDS**

<b>31 to 35</b>	<table border="1" style="display: inline-table;"> <tr> <td>say</td><td>are</td><td>for</td><td>make</td><td>like</td> </tr> </table> <i>SHOW THE STUDENT PAGE 3: PANEL 8.</i> <b>Say:</b> Read these words to me. Start here ( <i>point to "say"</i> ) and read the words across this way ( <i>indicate left to right</i> ).	say	are	for	make	like	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued	<b>High-Frequency Words Correct in Sentences</b> (from Items 22-30)			
	say	are	for	make	like						
<table border="1" style="display: inline-table;"> <tr> <td>say</td><td>are</td><td>for</td><td>make</td><td>like</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	say	are	for	make	like						/4
say	are	for	make	like							
<b>36 to 40</b>	<table border="1" style="display: inline-table;"> <tr> <td>new</td><td>out</td><td>our</td><td>please</td><td>one</td> </tr> </table> <i>SHOW THE STUDENT PAGE 3: PANEL 9.</i> <b>Say:</b> Read these words to me. Start here ( <i>point to "new"</i> ) and read the words across this way ( <i>indicate left to right</i> ).	new	out	our	please	one	<b>Observations:</b> Self-Correction(s) Refused to Answer Discontinued	<b>High-Frequency Words Correct in Isolation</b> (from Items 31-35)			
	new	out	our	please	one						
<table border="1" style="display: inline-table;"> <tr> <td>new</td><td>out</td><td>our</td><td>please</td><td>one</td> </tr> <tr> <td> </td><td> </td><td> </td><td> </td><td> </td> </tr> </table>	new	out	our	please	one						/5
new	out	our	please	one							

**READING HIGH-FREQUENCY WORDS SCORE**  
**ADD THE NUMBER OF CORRECT HIGH-FREQUENCY WORDS FROM ITEMS 22-40.**

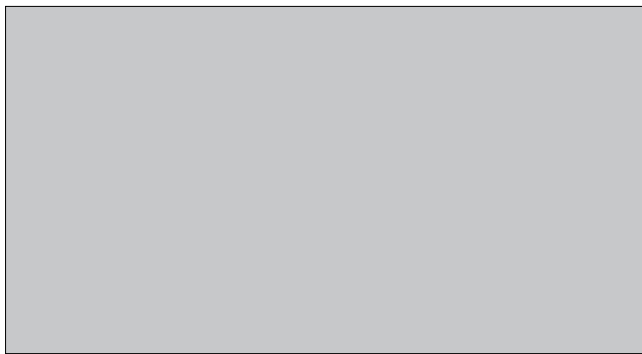
Skill Level			TOTAL CORRECT (Isolation & Sentences)
Low	Emerging	On Track	
(0-4)	(5-9)	(10-14)	/14



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FOLD OR CUT 1

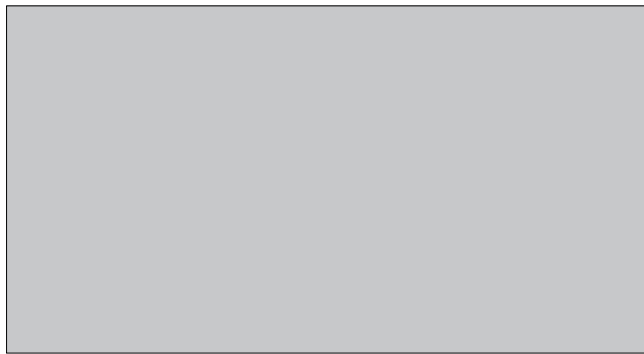
K Summer School Post Panel 2



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FOLD OR CUT 2

K Summer School Post Panel 3



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FOLD OR CUT 3

kid	nut	zap
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FOLD OR CUT 1

frog	pump	send
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FOLD OR CUT 2

chip	sash	thud
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Run with Sam now.

Pat, set down the hat.

FOLD OR CUT 1

K Summer School Post Panel 8

say	are	for	make	like
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FOLD OR CUT 2

K Summer School Post Panel 9

new	out	our	please	one
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