Red Squirrel PHONICS DECODABLES ASSESSMENT KIT
Instructions for teachers

Welcome to the **Red Squirrel Phonics Decodables Assessment Kit**. Our Kit has a range of assessments that assess four different areas. The Kit is designed so that each assessment is downloaded individually, as and when it is required. Each download comprises only one PDF so that you get only what you need and no extraneous material.

Part 1: Screening Tests (5 downloads)

Summary – This screening test information is extracted from the assessment in Red Squirrel Phonics Decodables Teachers' Books. The test allows teachers to quickly screen students to place them at the correct stage of the Red Squirrel Decodables series. The screening test has five parts to it: Phonemes (covering both Set 1 and Set 2); Words (separated into tests for Set 1 and Set 2); and Tricky Words (separated into tests for Set 1 and Set 2).

Downloads – Phonemes test (one A4 sheet with both student and teacher sheets); Words and Tricky Words tests comprise student sheets and a teacher sheet (each test is three pages long).

Instructions – Phonemes test – ask the student to say the sounds.
Words test – ask the student to attempt to read each word automatically. If they cannot, ask them to decode it and blend the sounds.
Tricky Words test – ask the student to read the words as they are not decodable.

Marking and Analysis
Phonemes – Tick the sound on the teacher sheet if the student says it correctly. Write the total. If a student says the name of a letter instead of the sound, record that with N (name), and prompt again for the sound. End the assessment if the student is struggling to identify the sounds.

Words – Take note of how many words are read automatically, decoded or unknown in each set. Write the total on the teacher sheet. If a student does not show 95–100% mastery, they should stay on that set or be pre-tested on an earlier set to find a starting point.

Tricky words – We do not expect students to know these or decode these as they are not fully decodable. There is no mastery level for these. The student can move to a higher set, even if the tricky words are not all known automatically (but it is useful information for the teacher to know this for teaching purposes).

Part 2: Phonics Assessment (36 downloads)

Summary – This information is taken from the Red Squirrel Phonics Decodables Teachers' Books. There are two assessments for each Set of each Level. Assessment 1 can be used as a pre-test and placement tool before using the set of books for teaching. Assessment 2 could be used as a post-test to check on new knowledge after explicit teaching with the set of books.
These assessments are a thorough group of tests covering:
- Understanding of new phonemes and graphemes learnt in the relevant set of books.

- Ability to segment (sound out) and blend (combine the sounds) to decode (read) words (including nonsense words).

- Ability to read selected tricky words (words that aren't easily decoded at that point in the student's learning).

<u>Downloads</u> – Each assessment is downloaded separately and comprises a teacher sheet and a student sheet. Each PDF is two or three pages long.

<u>Instructions</u> – The teacher sheet and student sheet have the same information, formatted differently. Ask the student to say the sounds and read the words in the order that they appear on the sheet.

<u>Marking and Analysis</u> – As the student reads through their sheet, mark on the teacher sheet if they are correct or incorrect. For placement purposes, if the student does not have 100% mastery of the sounds and blending of the sounds to make words for that set, then that would be their starting point in the program. Generally if a student shows accuracy of 95% or more on a post-learning test, they will be ready to move on to the next set provided their gaps are addressed first. For instructional purposes you would expect students to be able to read and decode the books at 90–95% accuracy.

Part 3: Assessment of Reading Accuracy (ARA) (18 downloads)

<u>Summary</u> – The ARA comprises a new unseen text to test students' reading accuracy. This Assessment can be done once a complete Level of books has been taught. There is one unseen text per Set per Level.

<u>Downloads</u> – Each ARA comprises a student sheet and a teacher sheet (two pages per ARA).

<u>Instructions</u> – Ask the student to start reading from the student sheet. Do not tell them the title or have any discussion about the story. Say "I would like you to have a go at reading this story. Start here with the title." (Point to title.)

<u>Marking and Analysis</u> – As the student is reading, mark the errors and self-corrections above or below the words on the teacher sheet, according to the key (or in any way that you prefer), eg tick for correct, underline for wrong, write above what was attempted, SC for self-correction. If the student makes three errors in one line, we recommend stopping as the text is too difficult for them.
Do the following when the student is not with you:
    Mark the errors columns with a 1 indicating whether each error is a Sound, Blend, Word or Tricky word error.
    Sound Error – student uses the incorrect sound (phoneme) for that grapheme
    Blend Error – student incorrectly blends the sounds in the word
    Word Error – student reads the word incorrectly
    Tricky Word Error – student reads the word incorrectly and it is one of the tricky words
    Put a 1 in the SC column each time there is a self-correction.

Total the columns. Calculate the error rate, percentage accuracy and self-correction rate. Write the results in the appropriate boxes.
NB. Generally if a student shows accuracy of 95% or more, they will be ready to move on to the next level as long as their gaps are addressed first. For instructional purposes you would expect students to be able to read and decode the books at 90–95% accuracy.

If the student has completed reading the unseen text, you can proceed to the Comprehension Assessment.

See below for an example of a completed teacher sheet.

Name: _____ Age: _____ Date: _____

Teacher: _____ Accuracy: **87%** Error rate: **1:7** SC rate: **1:3**

Word Count: 30		SC	Errors			
			Sd	Bl	Wd	TW
✓ ✓ ✓ At the dam						
Nan^sc sit^sc ✓ ✓ ✓ Nat sits at the dam.		1 1				
Sam ✓✓✓✓ ✓ ✓ ✓ Sid naps at the dam.					1	
✓ ✓ ✓✓✓ ✓ ✓✓✓ ✓✓ a ✓ Dad, Dan and Sam dip in the dam.						1
✓✓✓ dips x✓✓✓ ✓ on ✓ ✓ Pam tips Sid in the dam!			1	1		
✓ ✓ ✓ Sit, Pam, sit!						
TOTAL		2	1	1	1	1

Comments/calculations

Error Rate

3%/4 = 1:7

Accuracy

$$\frac{30-4}{30} \times \frac{100}{1}$$
$$= \frac{26}{30} \times \frac{100}{1} = \frac{260}{3} = 87\%$$

Self Correction Rate

$$\frac{4+2}{2} = \frac{6}{2} = 1:3$$

CALCULATIONS (WC = Word Count; E = Errors; SC = Self corrections; Sd=Sound; Bl=Blend; Wd=Word; TW=Tricky Word)

ERROR RATE	ACCURACY	SELF CORRECTION RATE	NUMBER OF WORDS:
$\frac{WC}{E}$ = 1:7	$\frac{WC-E}{WC} \times \frac{100}{1}$ = **87** %	$\frac{E + SC}{SC}$ = 1:3	Read automatically = **19** /30 Decoded = **6** /30

Below is a summary of the content of the unseen texts:

Set / Level	Title	No of words	No of focus words	No of tricky words
Set 1				
1	*At the dam*	30	17	1
2	*Dad's big red bus*	42	10	5
3	*The picnic*	52	9	7
4	*Nan's good plan*	81	24	8
5	*The corn and turnip tart*	102	21	4
6	*Pearl's birthday gift*	104	43	1
7	*Things are wrong at the Wright house*	113	42	5
Set 2				
1	*Pam and Sid*	28	15	3
2	*The bed bugs*	38	8	4
3	*Mrs Quinn's kit bag*	60	17	6
4	*Nat's long, pink, velvet coat*	75	21	8
5a	*The market and the fun fair*	88	19	7
5b	*Fluff's quilt*	95	27	11
5c	*Ruckus in the garden*	111	21	15
6a	*When I grow up*	115	39	10
6b	*Audrey's birthday party*	118	36	6
7a	*Midge*	138	37	7
7b	*Caught!*	142	41	3

Part 4: Comprehension Assessment (18 downloads)

<u>Summary</u> – If the student has completed reading the unseen text, you can proceed to this Comprehension assessment. This assessment requires the student to retell the story, and to answer three to four quiz questions about it.

<u>Downloads</u> – One teacher sheet per Level per Set (one page long).

<u>Instructions</u> – Use the Retell questions as a guide to the retelling of the story. Ask the Quiz questions.

<u>Marking and Analysis</u> – Tick or comment for each answer. In general, if a student retells three or four points from the story, this will be sufficient to show a reasonable understanding. They do not necessarily have to be exactly retold as in the question guide for retelling. When the student is not with you, use the key to analyse the results.
The teacher will decide (using their knowledge of the student, their retelling ability and quiz answers) if the student has enough understanding of the story to proceed to the next level. For example, two out of three correct answers in Levels 1–3, or three out of four for Levels 4–7b, may be regarded as sufficient for the student to move on.