

Mastery Check V
(Concepts 92 – 105)

Practitioner/Specialist _____ Date _____

Total Teaching Hours to Teach These Concepts _____

Student _____

I. Reading – (Must be administered individually.)

The teacher gives the student the reading form. The student reads the words and the sentences. The teacher marks + for correct and 0 for incorrect. (No more than 2 errors on the word list and no more than 2 errors on sentences)

1. _____ delay _____ splendor _____ unit _____ migrate
2. _____ enjoy _____ mustard _____ appoint _____ spider
3. _____ flounder _____ pointless _____ tabloid _____ brackish
4. _____ silent _____ flavor _____ April _____ lilac
5. _____ loiter _____ decoy _____ babyish _____ equip
6. _____ propane _____ collar _____ outlet _____ crocus
7. _____ humane _____ rotate _____ jointly _____ actor

1. The boys kept the secret for over three weeks.
2. The ointment made her sore joints feel better.
3. Watch out for the striped tiger in the jungle!
4. Do me a favor and place the irises in a vase of cool water.
5. A spider spun a tangled, lacy web in a dark corner.

Student _____

Date: _____

Summary: _____ / 28 words correct from list
_____ / 50 words correct in sentences

Analysis:

II. Spelling – (Can be administered in a group.)

The teacher gives the student a piece of notebook paper. The teacher dictates the words and sentences one at a time. The teacher marks + for correct and 0 for incorrect. (No more than 3 errors on the words and no more than 3 errors on the sentences)

_____ evade _____ create _____ dried _____ spoil
_____ native _____ shout _____ idle _____ silliest
_____ bugle _____ female _____ ground _____ point
_____ foolish _____ grayish _____ baby

1. The baby cried loudly for a long time.
2. Choose the reddish brick for the house.
3. The students vacated the room yesterday.

Summary: _____ / 15 words correct from list
_____ / 21 words correct in sentences

Analysis:

Student _____

Date: _____

III. Fluency - (Must be administered individually.)

The teacher gives the student a copy of the Rapid Word Recognition Chart. The student reads the words continuously for one minute. The teacher puts a + each time a word is read correctly and a 0 each time a word is read incorrectly. The student may read the chart several times.

_____three _____tiger _____better _____jungle _____April _____sprout

_____sprout _____April _____jungle _____better _____tiger _____three

_____jungle _____three _____tiger _____sprout _____better _____April

_____April _____sprout _____better _____jungle _____three _____tiger

_____jungle _____better _____sprout _____April _____tiger _____three

Time: One minute

Total number of words: _____

Errors: _____

Number of words correct per minute
(total number of words – errors): _____wcpm

Analysis:

IV. Comprehension

The teacher reads the passage, asks questions, and records the score.

A Wolf in Sheep's Clothing

A wolf had been prowling near a flock of sheep that was closely guarded by a shepherd. The wolf was quite famished and knew that any one of the sheep would make a tasty meal.

How could the wolf get close to the sheep with the shepherd guarding his flock so vigilantly? Then the wolf had an idea. He decided that he would put on the clothing of a sheep and mingle among the flock. Quickly the wolf slipped on his disguise.

Then the wolf slipped in among the flock. The sheep and the shepherd were fooled by the wolf's ploy. When the shepherd left the flock to eat his dinner, the wolf seized a sheep and had a grand meal.

Questions:

1. [Read the first sentence in the first paragraph.] What word is a synonym or a word that means the same as *sneaking*?
2. [Read the first sentence in the second paragraph.] What word is a synonym for *vigilantly*?
3. [Read the last sentence in the last paragraph.] What word is an antonym for *seized*?
4. Why is the wolf interested in the sheep?
5. What are other words that mean famished?
6. Why is the wolf unable to get to the sheep?
7. What is the wolf's idea?
8. How do think the shepherd will feel when he returns from dinner?
9. What lesson does this fable teach?
10. How does it apply to your life?

Number of correct answers: _____

Number correct x 10: _____ %

Analysis:

Student _____

Date: _____

V. Writing

Students are given a writing prompt and directed to complete a paragraph in a specific amount of time. The teacher uses the writing rubric to analyze a sample of the student's writing.

Type of Writing _____

Amount of Time Given _____

Content Objectives	1	2	3
Student uses complete sentences. Student's score	Student uses simple sentences with an average of 5 or fewer words in a sentence. <input type="checkbox"/>	Student uses simple sentences with an average of 5 or more words. <input type="checkbox"/>	Student uses a variety of sentences – simple, compound, complex. Student varies length of sentences. <input type="checkbox"/>
Student uses appropriate capitalization. Student's Score	Student uses capital letters at the beginning of each sentence inconsistently. <input type="checkbox"/>	Student uses capital letters at the beginning of each sentence. <input type="checkbox"/>	Student uses capital letters when needed. <input type="checkbox"/>
Student uses appropriate punctuation. Student's Score	Student ends each sentence with a period. <input type="checkbox"/>	Student uses appropriate ending punctuation marks. <input type="checkbox"/>	Student uses appropriate ending and internal punctuation. <input type="checkbox"/>
Student uses correct grammar. Student's score	Student makes more than 5 grammatical errors. <input type="checkbox"/>	Student makes 3-4 grammatical errors. <input type="checkbox"/>	Student makes no more than 2 grammatical errors. <input type="checkbox"/>
Student includes necessary steps. Student's score	Student omits 1-2 steps. <input type="checkbox"/>	Student includes all necessary steps. <input type="checkbox"/>	Student includes all steps and includes transitions and connectors. <input type="checkbox"/>
Student has a logical and cohesive flow. Student's score	Student's writing demonstrates minimal evidence of organization. <input type="checkbox"/>	Student's writing demonstrates logical organization. <input type="checkbox"/>	Student's writing demonstrates clear and logical organization; student's writing flows. <input type="checkbox"/>
Student spelling is correct. Student's score	Student makes more than 5 errors or student makes fewer errors that do not adhere to reliable patterns and rules. <input type="checkbox"/>	Student makes fewer than 5 errors. Errors adhere to reliable patterns and rules. <input type="checkbox"/>	Student makes no more than 2 errors. <input type="checkbox"/>
Total			

The teacher uses the rubric to inform instruction. For example, if handwriting detracts from the writing sample, include handwriting practice during the daily schedule.

Summary: _____ / 21 points earned

Student _____

Date: _____

Analysis:

Target areas to include instruction prior to next Mastery Check:

Notes about this teaching situation:

Student _____

Date: _____

Reading Mastery

- | | | | | |
|----|----------|-----------|---------|----------|
| 1. | delay | splendor | unit | migrate |
| 2. | enjoy | mustard | appoint | spider |
| 3. | flounder | pointless | tabloid | brackish |
| 4. | silent | flavor | April | lilac |
| 5. | loiter | decoy | babyish | equip |
| 6. | propane | collar | outlet | crocus |
| 7. | humane | rotate | jointly | actor |
-
-

1. The boys kept the secret for over three weeks.
2. The ointment made her sore joints feel better.
3. Watch out for the striped tiger in the jungle!
4. Do me a favor and put the irises in a vase of cool water.
5. A spider spun a tangled web in a dark corner.

RAPID WORD RECOGNITION CHART

for Master Check V -- Fluency

three	tiger	better	jungle	April	sprout
sprout	April	jungle	better	tiger	three
jungle	three	tiger	sprout	better	April
April	sprout	better	jungle	three	tiger
jungle	better	sprout	April	tiger	three