

**Mastery Check VII
(Concepts 121 – 137)**

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 8 errors.)

- | | | | |
|-----------------|---------------|----------------|--------------|
| 1. ___ tavern | ___ lemon | ___ relish | ___ congest |
| 2. ___ gender | ___ margin | ___ edge | ___ fudge |
| 3. ___ bridge | ___ haunt | ___ claw | ___ salt |
| 4. ___ snow | ___ because | ___ window | ___ retest |
| 5. ___ posttest | ___ return | ___ insane | ___ follow |
| 6. ___ postpone | ___ imperfect | ___ extract | ___ adjust |
| 7. ___ nation | ___ version | ___ percussion | ___ function |
| 8. ___ message | ___ package | ___ statue | ___ mixture |
| 9. ___ capture | ___ picture | ___ most | ___ child |

1. The flowers grow like magic in the spring.
2. When she throws the ball, dodge it.
3. Pause and read the caption under the picture.
4. The wild pony galloped across the pasture.
5. They yelled while they had their discussion.
6. The package arrived with postage due.

Summary: ___/36 words correct from list
 ___/43 words correct in sentence

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.)

___sage	___haunt	___ridge
___postpone	___claw	___salt
___yellow	___motion	___gentle
___reuse	___invite	___exit
___explosion	___revise	___erosion
___session	___preset	___adventure
___ginger	___nature	___recapture

1. Hang the picture by the window in the lodge.
2. My vacation was postponed due to snow.
3. Children exit the classroom during a fire drill.

Summary: ___ / 21 words correct from list
 ___ / 24 words correct in sentences

Analysis:

III. Fluency

The teacher gives the passage to the student to read. The student may read the passage silently first. The student reads the passage aloud as the teacher times the passage.

Time: _____

Words per minute (total number of words ÷ minutes): _____

Number of words missed (not self-corrected): _____

Accuracy (number right ÷ total number of words): _____

Analysis:

IV. Comprehension

Progress is monitored approximately every five to six weeks. If you are currently using the *Developing Metacognitive Skills Manual*, use the progress monitors suggested in the manual. There are four areas that are monitored: *Word Identification*, *Passage Comprehension*, *Vocabulary*, and *Fluency*. Report student performance on the attached progress monitoring form.

If you are not consistently using the *Developing Metacognitive Skills Manual*, select a passage from *Six-Way Paragraphs*. Have the student read the passage and answer questions that accompany the passage.

Summary: ____/6 questions answered correctly

Analysis:

PROGRESS MONITORING FORM

Name _____

MEASURE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
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VOCABULARY

Date: _____

Correct/Total: _____ / 12 _____ / 12 _____ / 12 _____ / 12 _____ / 12 _____ / 12

PASSAGE COMPREHENSION

	4 th grade	4 th grade	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
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Date: _____

Correct/Total: _____ / 6 _____ / 6 _____ / 6 _____ / 6 _____ / 6 _____ / 6 _____ / 6

WORD IDENTIFICATION

Date: _____

Correct/Total: _____ / 30 _____ / 30 _____ / 30 _____ / 30 _____ / 30 _____ / 30 _____ / 30

FLUENCY

	4 th grade	4 th grade	5 th grade	5 th grade	6 th grade	7 th grade	8 th grade
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Date: _____

Number of Words Read: _____

Number of Errors: _____

Words Correct per Minute: _____

V. Writing

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

Analysis:

Student _____

Date _____

Target areas to include instruction prior to next Mastery Check:

Notes about this teaching situation:

Student _____

Date _____

Reading Mastery Check VII

- | | | | |
|-----|-----------|----------|------------|
| 1. | tavern | lemon | relish |
| 2. | congest | gender | margin |
| 3. | edge | fudge | bridge |
| 4. | haunt | claw | salt |
| 5. | snow | because | window |
| 6. | retest | posttest | return |
| 7. | insane | follow | postpone |
| 8. | imperfect | extract | adjust |
| 9. | nation | version | percussion |
| 10. | function | message | package |
| 11. | statue | mixture | capture |
| 12. | picture | most | child |

1. The flowers grow like magic in the spring.
2. When she throws the ball, dodge it.
3. Pause and read the caption under the picture.
4. The wild pony galloped across the pasture.
5. They yelled while they had their discussion.
6. The package arrived with postage due.

Fluency Mastery Check VII*Chase Can Fly*

When Chase turned six, he began to dream about flying a plane. He wanted to be just like the birds. He wanted to fly over the hills and rivers and feel lighter than air.

Chase's grandfather was a pilot. He said that he would teach Chase to fly a plane when he turned sixteen.

Ten years is a long time to wait. Chase counted the days until he would turn sixteen. He watched as his sister turned sixteen. He watched as his three older brothers turned sixteen. It seemed like he would never turn sixteen.

One day Chase did turn* sixteen. It was a joyful day! He called his grandfather, and they set a time for the first lesson. When they got to the airport, they saw lots of planes. The planes looked so big. Chase was excited, but he was also a little bit afraid. Would he be able to fly a plane?

Chase and his grandfather got into the plane. His grandfather started the plane, and before long they were in the air. His grandfather let him steer the plane. It was just as amazing as he had dreamed. After many more lessons, Chase was a pilot. He was now just like the birds.