

**Mastery Check VIII
(Concepts 138 – 154)**

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 sentences. The teacher marks + for correct and 0 for incorrect. (No more than 8 errors.)

- | | | | |
|------------------|---------------|-------------|--------------|
| 1. ___ few | ___ visit | ___ import | ___ steak |
| 2. ___ prescribe | ___ soup | ___ believe | ___ monkey |
| 3. ___ phone | ___ valley | ___ sleigh | ___ group |
| 4. ___ great | ___ structure | ___ audit | ___ health |
| 5. ___ vein | ___ comfort | ___ extract | ___ eight |
| 6. ___ receive | ___ sweater | ___ pantry | ___ chief |
| 7. ___ kidney | ___ curfew | ___ script | ___ pumpkin |
| 8. ___ translate | ___ antler | ___ arctic | ___ instruct |
| 9. ___ vision | ___ describe | ___ stew | ___ mildew |

1. Our neighbor was transferred to Austin last summer.
2. The coach will phone the players if the game is canceled.
3. Greet the visitors with a warm smile and a handshake.
4. It may take two or three years to produce a motion picture.
5. The hungry dog barked at her empty food dish
6. The ostrich sticks its head in the sand when it is afraid.

Summary: ___/36 words correct from list
 ___/62 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.)

___visit	___import	___dependent
___betray	___create	___sketch
___selection	___hungry	___audition
___monster	___empty	___instruct
___distract	___construct	___pumpkin
___rocket	___concrete	___catcher
___caution	___neglect	___scribble

1. The gentleman greeted the visitors with a wink and a smile.
2. Bus drivers transported hungry children to the mall.
3. Don't hesitate to call me if you have a problem!

Summary: ___/21 words correct from list
 ___/29 words correct in sentences

Analysis:

III. Fluency

- A. The teacher writes Shakespeare on an index card. The teacher shows the card to the student and pronounces the word. The teacher tells the student that Shakespeare was a writer of plays. He lived 400 years ago. The passage that the student is about to read is about one of Shakespeare's plays, which is entitled *Henry the Fourth, Part One*.
- B. 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:

PROGRSS MONITORING FORM

Name _____

MEASURE	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN
---------	-----	-----	-------	------	------	-----	-------

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
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

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
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

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 VIII

- | | | | |
|-----|----------|-----------|---------|
| 1. | few | visit | import |
| 2. | steak | prescribe | soup |
| 3. | believe | monkey | phone |
| 4. | valley | sleigh | group |
| 5. | great | structure | audit |
| 6. | health | vein | comfort |
| 7. | extract | eight | receive |
| 8. | sweater | pantry | chief |
| 9. | kidney | curfew | script |
| 10. | pumpkin | translate | antler |
| 11. | arctic | instruct | vision |
| 12. | describe | stew | mildew |

1. Our neighbor was transferred to Austin last summer.
2. The coach will phone the players if the game is canceled.
3. Greet the visitors with a warm smile and a handshake.
4. It may take two or three years to produce a motion picture.
5. The hungry dog barked at her empty food dish.
6. The ostrich sticks its head in the sand when it is afraid.

Fluency Mastery Check VIII*Prince Hal, Future King of England*

Oh, the demands of kingship! In the play *Henry the Fourth, Part One*, Prince Hal frets about the duties of being king. A king must be brave and gallant. He must be a great leader. A king must also understand his subjects, the people he rules.

While the King thinks that Prince Hal should be involved in more noble pastimes, the Prince prefers to hang out with his friend Falstaff. Falstaff is a big, jolly man who likes to have a good time. The Prince and Falstaff do silly things. They play tricks on other people and on each other.*

Prince Hal's actions worry the King. The King has a discussion with the Prince. The King wants Prince Hal to be more like Lord Percy, whose nickname is Hotspur. Hotspur is a knight who is brave and gallant. He is a good leader.

Prince Hal knows that he must be more like Hotspur when he becomes the king. But Falstaff is such a fun-loving person; he would help the Prince understand his subjects. Perhaps what Prince Hal should do is to be like both Falstaff and Hotspur. That would surely make him a fine king!