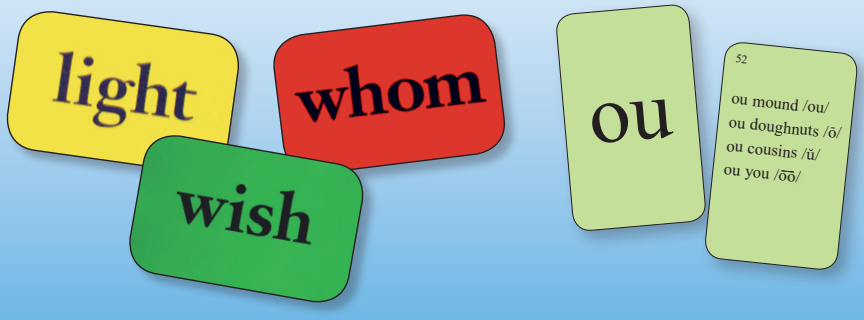
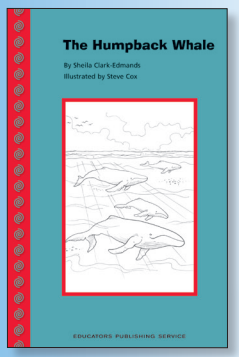
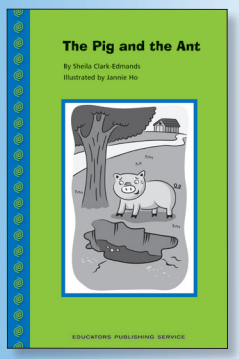
S.P.I.R.E.®

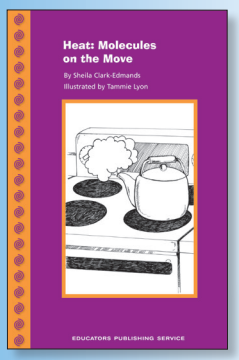
3rd Edition

Implementation Guide









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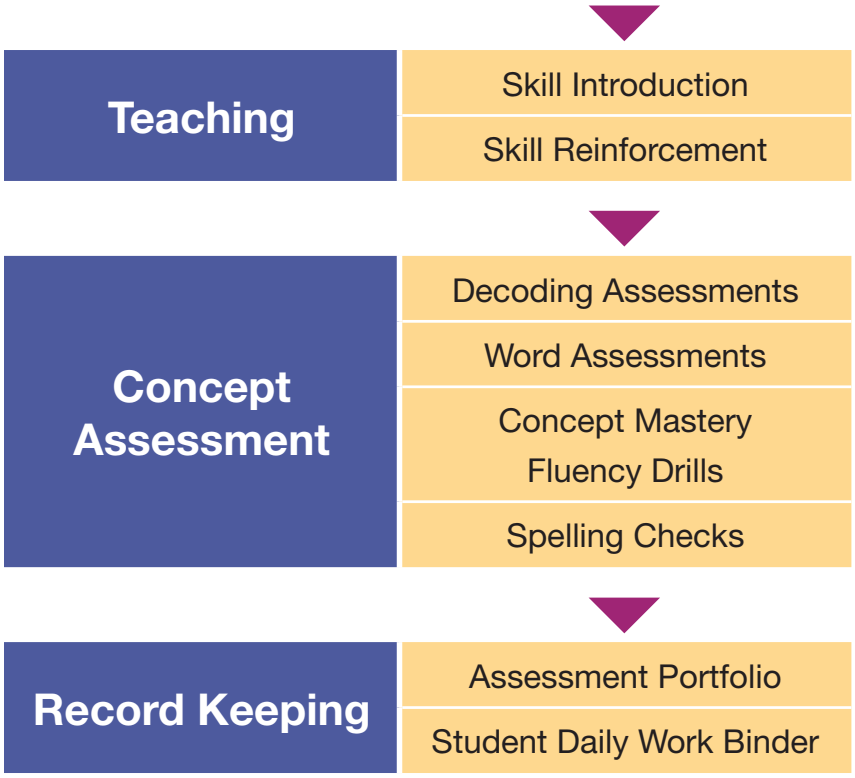
***S.P.I.R.E.*® includes a variety of assessment tools that will provide the information needed for diagnostic teaching and progress monitoring. Materials are available to determine placement within the program, verify skill acquisition, and keep records of student achievement and progress.**

Initial Placement Assessment

The assessments that are a part of *S.P.I.R.E.* are integrated into the curriculum in the following way:



All necessary materials and guidelines for administration and interpretation are included in the Initial Placement Assessment (Item#5745).

Objective

The *S.P.I.R.E.* Initial Placement Assessment (IPA) is an individually administered assessment that provides diagnostic information on decoding ability that is used to place the student in the appropriate level of *S.P.I.R.E.* Test 4 can also be used as a criterion-referenced test of mastery upon completion of each *S.P.I.R.E.* level or at the end of a school year.

Administration

The Initial Placement Assessment is divided into five tests. Tests 3 and 4 determine placement. Tests 1, 2, and 5 provide additional information and can be administered once the student has been placed and is working with the program.

Initial Placement Assessments should be dated and filed in the Student Daily Work Binder.

Decoding Assessments

Objective

The Decoding Assessments are individually-administered tests used to assess specific concept acquisition and inform diagnostic teaching. These are found in the Blackline Masters for each level.

Two Assessments (Forms A and B) are provided for every concept in every level of *S.P.I.R.E.* The Decoding Assessments can be used

- to clarify results from the Initial Placement Assessment
- to determine which words or word patterns need further instruction
- to determine when students are ready to progress to the next concept
- as a pre- and posttest for schools requiring this information

Marked examiner's copies of the Assessments should be dated and filed in the student's Daily Work Binder when completed.

Administration

Make two copies of the Decoding Assessment. Keep one to use as a recording form and place one in front of the student.

Single Word Reading

- Have the student read words from left to right. Do not stop the student, even if an error is made.
- Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self corrects. Sounded-out and self-corrected words are counted as correct.
- If student completes Single Word Reading with at least 50 percent accuracy, continue on to Sentence/Phrase Reading.

Sentence/Phrase Reading

Administer in the same manner, marking mistakes, sounded-out, and self-corrected words on the recording form. Count only the words for the target concept.

Interpretation/Diagnostic

Sounded-Out Words

If a student consistently sounds out words without automaticity, but reads correctly, incorporate additional automaticity practice. This can be done utilizing Fluency Drills, Word Cards, or story rereads.

Misread Words

Misread words should be incorporated in subsequent *S.P.I.R.E.* lessons during Step 3 (Word Building), Step 9 (Spelling) and/or Step 10 (Sentence Dictation). You may also want to write misread words on a sheet and have the student practice decoding them; using them orally in a sentence; or writing sentences with the word.

Disfluent Reading

Students who read the phrases and sentences with a lack of expression will need additional practice to improve prosody. This can be done with story rereads.

If percentages are needed, count the number of misread words in both Single Word Reading and Sentence/Phrase Reading and subtract from the total number of words. Sounded-out and self-corrected words should

be counted as correct but noted for further remediation. Divide the number of words incorrect by the number of words correct to get an accuracy percentage.

Optional: Using Decoding Assessments as Pre- and Post- Tests

Each Decoding Assessment can be used as a pretest (before teaching to see if students need instruction on a particular concept) or as a posttest (after a lesson to see if students are ready to move on to the next concept). Administration is the same in both cases.

Pretest Results

Students demonstrating at least 80 percent accuracy can skip the concept that was tested and move on to the next concept. In keeping with the *S.P.I.R.E.* philosophy the individualized reinforcement incorporated into subsequent lessons further develops accuracy and fluency with any words that were read with 100 percent mastery.

If 80 percent accuracy is not achieved, conduct the lessons for that concept, beginning with the Introductory Lesson.

Posttest Results

Students demonstrating at least 80 percent accuracy can move on to the next concept.

If 80 percent accuracy is not achieved,

- conduct any unused Reinforcement Lessons for that concept until 80 percent accuracy is attained.
- use the Appendix in the Teacher's Guide to create a new Reinforcement Lesson(s) until 80 percent accuracy is attained.

Word Assessments

Objective

The Word Assessments are used to determine students' level of automaticity with high-frequency (Decodable 1, Decodable 2, and Sight) words.

A Word Assessment is included for every level of *S.P.I.R.E.* This assessment includes all high-frequency words introduced on the Word Cards in that level. The Word Assessment should be completed at the end of each level to determine which concepts and words need further practice.

This assessment is located in the Blackline Masters. Marked examiner's copies should be dated and filed in the student's Daily Work Binder.

Administration

Make two copies of the Assessment. Keep one to use as a recording form and place one in front of the student.

- Have the student read words from left to right.
- Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that the student self corrects. Sounded-out and self-corrected words are counted as correct.
- Informally keep time as the student reads. Kindergarten and first grade students should take no longer than three seconds to identify high-frequency words. Older students should take no longer than one second. If the student takes additional time to identify a word but reads the word correctly, mark **T** above the word.

Interpretation/Diagnostic

Count the number of misread words and subtract from the total number of words. Sounded-out and self-corrected words should be counted as correct but noted for further remediation. Words that take students additional time to identify should also be noted.

- If a student consistently sounds out decodable words without automaticity, but reads correctly, incorporate additional automaticity practice. This can be done utilizing Fluency Drills, Word Cards (see below), or story rereads.
- If a student attempts to sound out sight words, incorporate additional automaticity practice using the Word Cards (see below).
- If the student repeatedly misreads Decodable 1 or 2 words within a specific concept, administer the Decoding Assessment for that concept to determine if additional instruction is required.

Additional Practice

Use Blackline Master Word Cards to build card rings for at-home practice. Photocopy Word Cards onto cardstock, laminate if desired, and punch holes in the upper-left corner of the cards. Put the cards on a metal or plastic ring. Students can read the words on their ring with an adult one to three times a day, putting a check on the back of the card for each reading. Students should practice each word a minimum of twenty times. Cards should be rearranged on the ring at least once a week to make sure that student is not memorizing them in order. Cards can be removed from ring when mastered (noting mastery date on back) and can be kept in a box or card file. File box cards should be reviewed from time to time to check long-term memory. Cards from the box can be placed back on the ring if students have forgotten them.

Incorporate words for practice into subsequent Reinforcement Lessons until automaticity is attained. Decodable 1 and 2 words can be incorporated in Step 2 (Phonological Awareness), Step 3 (Word Building), Step 8 (Prespelling), Step 9 (Spelling) and Step 10 (Sentence Dictation). Sight Words can be incorporated in Step 10 (Sentence Dictation).

Concept Mastery Fluency Drills

Objective

The Concept Mastery Fluency Drills reinforce new phonics concepts and develop automaticity with decodable words in order to build fluency in reading. Drills can be used instructionally with students needing more reading practice with certain concepts. The Drills can also be used as an assessment of automaticity.

Drills are available for every concept. On each Drill, the target concept is underlined on the first three lines to cue the student. Beginning with the fourth line, underlining is dropped.

Fluency Drills and Progress Reports are located in the Blackline Masters. Marked examiner's copies of the Drills and Progress Reports can be filed in the Student Daily Work Binder.

Administration

Fluency drills can be introduced after the students have had explicit exposure to the concept, usually after the first Reinforcement Lesson. The drills can be used for practice with specific concepts, or as an assessment of automaticity with specific concepts.

Practice

There are many ways in which the drills can be used for reading practice.

- Students can read to an instructional aide
- Students can read to each other in pairs
- Students can read to parent or sibling at home
- The drills can be done as a choral reading. Display a copy of the drill using an overhead projector or other technology. Point to the words and read orally in unison with students.

Assessment of Automaticity

When used as an assessment of automaticity, drills should only be conducted once per sitting as a second immediate reading would not be an indication of true automaticity but rather of short-term memory. The goal of the drill is long-term memory storage with immediate recall.

First Reading
Make two copies of the Fluency Drill. Keep one to use as a recording form and place one in front of the student.

- Review the first three lines with the student, then begin a one-minute timed drill starting with the fourth line.
- Have the student read words from left to right. Do not stop the student, even if an error is made.
- Indicate errors above any misread words on the recording form. Write SO above words that were sounded out and SC above words that student self corrects. Sounded-out and self-corrected words are counted as correct.

Subsequent Readings
Have the student begin reading with the first line and read for one minute.

Interpretation/Diagnostic

Initial Reading
Subtract the number of errors from the total number of words read; this provides a baseline for comparison with subsequent readings. Help the student record this information on the Progress Report, using a new progress report from each concept. Have the student write the date at the top of the first column and draw a line indicating the number of words read correctly. If desired, the student can write the number of words read correctly in the column and/or color the column.

Subsequent Readings
Each drill is repeated and charted on the Progress Report three to five times.

Spelling Checks

Objective
S.P.I.R.E. spelling checks can be used to identify student spelling weaknesses and tailor instruction to address these needs.

Corrected spelling checks should be dated and filed in the student's Daily Work Binder.

Administration
A spelling check should be administered every two to four weeks. The assessment should target: the last two to three concepts taught, concepts known to be difficult for the group, and high-frequency words from the Word Cards for the concepts being tested. Over the course of a *S.P.I.R.E.* level, all concepts should be included in a spelling check at some point.

To build the test, select twenty words from the Teacher's Guide Appendix for the selected two to three concepts. Arrange them in random order; do not group them by concept. Provide each student with a sheet of Full Lesson Dictation Paper from the Blackline Master or a piece of notebook paper. To administer:

- Dictate each word, use it in a sentence, then say the word again.
- Have students write the word on their paper without assistance. Students do not spell the word orally first (as in a lesson), but automatically write the word.

Collect all papers upon completion.

Interpretation/Diagnostic
Repeated errors for any concept will indicate that further spelling instruction for that concept is needed. This can occur during the daily *S.P.I.R.E.* lesson in Step 9 (Spelling). Modify the word list in any Reinforcement Lesson by replacing any non-target words with words for the concept(s) needing remediation. This should be continued until student has mastered spelling for the indicated concept.

It is important to be aware that for some students spelling will lag behind reading skills. If a student reads fluently for a concept but demonstrates weaknesses in spelling in that concept, the student should NOT be held back from progressing to the next concept for reading. Targeted remediation as described above should be used to close the gap between reading and spelling proficiency.

For students who demonstrate higher spelling skills than reading skills, increase their exposure to text. This can be accomplished with rereads of the Student Reader or the *S.P.I.R.E.* Decodable Readers in print or in eBook formats.

Student Daily Work Binder

Objective

The Student Daily Work Binder is a place for students to keep track of their assignments and monitor their own progress. The Binder provides students and teachers with

- an excellent, concrete method of data collecting
- a thorough record of progress for use during parent-teacher conferences
- a source of motivation for students, who love to look back and see how far they have come

Setup

Students are in charge of placing all written work in a 3-ring binder. During lesson clean-up, have students 3-hole punch work completed during the lesson and include it in the binder, with the latest work on top so that they can see their most recent work first.

All work should be dated, and can include:

- Dictations
- Fluency Drills and Progress Reports
- Word Find Sheets
- Key Word Concept Sheets
- Independent Work
- Decoding Assessments
- Word Assessments
- Spelling Checks

You are encouraged to review Binders with students throughout the year. The Binders are also a helpful tool for showing progress during parent-teacher conferences.

At the end of the school year binders can be sent home. It is a good idea to keep three lessons from the year (beginning, middle, and end) as documentation for the following year. These three lessons can be placed in the student's Daily Work Binder.

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