



Franklin Assessments Decoding Skills™

OVERVIEW AND INSTRUCTIONS: The purpose of this assessment, using made-up or nonsense words, is to determine the specific areas of decoding skills where a student needs assistance and to determine which Smart Way Reading™ lessons should then be assigned.

The assessment is in five (5) parts. Part 1 is 10 words, Parts 2 through 4 are 20 words each and Part 5 is 30 words, for 100 words total.

If a student does not get at least 50% of the words in any one Part correct, you should stop the assessment. If that occurs but the student *wants* to continue, you may do so. For instance, a student gets 8 correct in Part 1, then 9 in part 2, the Assessor would say to the student: *“That’s great. We are going to end off on this now.”* Most students will be fine but some do wish to go on. If that occurs, by all means continue.

If, at any time, the student feels very frustrated, you should end *regardless* of where they are on the assessment. You do not want to continue beyond a point of student frustration.

Students are allowed three seconds to say each word. It is okay to skip a word (marked as incorrect) and go on. Once the assessment is complete, the Assessor is to fill out the Score Form with the number of words correct in each Part and then add up the Total.

To deliver the assessment, the Assessor makes sure that he and the Student have the materials they need—the Student Form A, the Assessor Form A and a pencil (for the Assessor).

The Assessor should ask the Student to fill in the information on the front of the Assessor Form A handing her the Form and the pencil. The Assessor may fill it out but it is good to have the student do it as it provides more involvement in the process.

After the Student Information section is complete and the Assessor has the Assessor Form A in front of him and his pencil ready, the Assessor should say:

“You are going to read some made-up words to me. When you see them do not try to figure out what words they may be, because they are not real words. We just want to see how you do at putting letters and sounds together. When you are ready, please flip the page and start reading the made-up words.”

EXERCISE: The purpose of doing practice exercises is to ensure that you feel fully able in your ability to deliver the Decoding Skills Assessment. You may repeat the exercises as many times as you wish, until you are comfortable.

Trainees should pair up and designate one as the Student and the other as the Assessor, taking turns being the Student and the Assessor, following the instructions above.

During practice the Students should pretend to be at varying ages and act and read the words accordingly.

The Student trainee has Student Form A in front of him throughout the entire exercise and reads the words correctly or incorrectly as he sees fit.

The trainee acting as the Assessor has the Assessor Form A in front of him for marking each word and then for scoring.

IMPORTANT NOTE: *When delivering the decoding assessment please only mark words as correct if they are 100% correct. Close is not good enough as you are attempting to find the specific areas of need. Allowances can be made for pronunciation in geographical areas.*