

TSOL Assessment and Tracking Forms

Two forms are available for initially assessing and tracking student progress. The Student Assessment/Baseline Form and the Yearly Progress Tracker allow collection of information that will provide a composite of students' initial competencies and their ongoing development of new skills. This document explains the purpose of the two forms and gives examples of how data might be recorded. The forms can be filled in electronically or printed out and filled in by hand.

Student Assessment/Baseline Form

The Student Assessment/Baseline Form is used to record initial student data. The purpose of adding alternative assessments to a student's profile is to compare performances in different or slightly different settings.

Sample

The sample on the next page is what a filled in form might look like for a second grade student. The sections of the form are described below.

- 1) The letter, consonant, and vowel recognition are described in the [Timed Sound/Spelling Correspondences](#).
- 2) There is no Automaticity/Fluency for this student, but the assessment is described in [Placement](#).
- 3) For the two components of the TOWRE-2, Sight Word Efficiency (SW or SWE) and Phonemic Decoding Efficiency (PDE), the student's standard score and percentile are listed. The check mark indicates that grade norms (as opposed to age norms); the 2 further indicates that the norms were for second grade.
- 4) Informal, grade-level-specific results are recorded from the Diagnostic Assessment of Reading — Second edition (DAR-2) Spelling Subtest.
- 5) In this case, two additional assessments were used. The DIBELS is an assessment estimating early literacy skills and/or reading.
- 6) Other informal, grade-level-specific results come from the Analytical Reading Inventory (ARI) Words in Isolation and the ARI Reading Passages.

Letter Recognition
 Correct/Rate/Minute: 73/74
 Letters in error: 2 Letter confusions: 1 for i

Consonant Sound/Spelling Correspondences
 Correct/Rate/minute: 56/56 In Error: _____

Vowel Sound/Spelling Correspondences
 Correct/Rate/minute: 20/25 In Error: ur, ou, ay, ai, igh **1**

Automaticity/Fluency: (range: 120 – 150/min);
 Grade Level: end Kindergarten - end 4th grade
 Range (/min) 60+ - 100+

Automaticity/Fluency: (range: 90 – 120/min);
 Grade Level: 1 2 3 4 5
 Range (/min) 40+ 50+ 60+ 70+ 80+

Automaticity/Fluency: (range: 90 – 120/min);
 Grade Level: 1 2 3 4 5
 Range (/min) 40+ 50+ 60+ 70+ 80+ **2**

Test of Word Reading Efficiency – Second Edition (TOWRE-2)
 Percentile Score/Standard Score
 Sight Word Efficiency 70th/108
 Phonemic Decoding Efficiency 79th/112
 Age Norms _____ or Grade Norms ✓ 2
3

Additional Testing Results & Comments:
DIBELS: Words correct/min, 100 **5**
 Analytical Reading Inventory (ARI)
 Words in Isolation:
 Grade 1 2 3 4
 100% 100% 90% 76%
 Passages:
 Independent at Grade 2
 Instructional at Grade 3
6

Informal Spelling Measure: Diagnostic Spelling
 Assessment of Reading subtest

Primer Level	5/5 (Mastery)
Level 1	4/5 (Mastery)
Level 2	3/5 (Instructional) 4
Level 3	
Level 4	
Level 5	
Level 6	

Yearly Progress Tracker

The yearly progress tracker provides a way for keeping track of student performance over the course of a school year. It is available in several formats. The PDF version must be printed out to be used. The Word, Excel, and Google Sheets are provided versions for storing results electronically.

In addition to the Letter Naming and TOWRE scores, there is space for other assessments. There is space for start and end dates for the both MCUW 600 (reading) and Spelling and Beyond (spelling). There is a column to indicate which supplementary lessons were introduced and a column to record Summary Spelling Challenge results.

Sample

The sample below represents the yearly progress record after the first set of assessments have been completed for that year.

- 1) There is space for three sets of assessments. This is what the Yearly Progress Tracker at the beginning of the school year.
- 2) This is where assessment results are recorded. Note that this particular data was transferred from the Student Assessment/Baseline Form. One of the alternate columns has been used to record DIBELS scores.
- 3) This space is for recording progress in Essential Word Knowledge. The start date and end date for sets of MCUW 600 words are recorded here (along with any comments). The sample indicates that the student finished words 200-300 at the end of the previous year and started at word 300 as the school year began.
- 4) This is the Spelling and Beyond section of the Yearly Progress Tracker. The listing indicates that Spelling Level 1 was completed at the end of the previous year, and the student started Spelling Level 2 at the beginning of this year.
- 5) This is space to list Supplementary Lessons (or other grammatical components) used. The student has not yet experienced one of the Level 2 Supplementary Lessons (Present, Past, and Future Tense Verbs; Verb Patterns; The Inflected Ending *-ed*; Descriptive Adjectives; or Possessives), but when they do, it can be recorded here. The final column is for results of the Summary Spelling Challenges, another component of Spelling and Beyond. Alternatively, these columns could be used for comments.

1 Testing Period	Vowels Correct	Vowels Attempted	Consonants Correct	Consonants Attempted	Letters Correct	Letters Attempted	TOWRE SW Raw Score	TOWRE SW Standard Score	TOWRE SW Percentile	TOWRE PDE Raw Score	TOWRE PDE Standard Score	TOWRE PDE Percentile	Alternate: <i>DEALS WORDS</i>	Alternate: <i>OBJECT / min</i>	2
Fall	20	25	56	56	73	74	—	108	70th	—	112	79th	100		
Winter															
Spring															

Word Recognition	Dated Started	Date Complete	Comments
Primer			
MCUW 1-100			
MCUW 101-200			
MCUW 201-300		June 2019	
MCUW 301-400	9/23/19		
MCUW 401-500			
MCUW 501-600			

Spelling	Dated Started	Date Complete	Grammatical Elements / Supplementary Lessons Practiced	Record of Summary Spelling Challenges
Primer Level				
Level 1		June 2019		
Level 2	9/22/19			
Level 3				
Spelling Review				
MCUW 300				
Level 4				
Level 5				
Level 6				