

AAR Mastery Checks

Analyzing Data

1. What percentage of my students mastered each section of the Mastery Check?
2. Of the students who did not master, can I find trends in errors? Do student self-corrections give me any information? Does student pacing give me any information?
3. Do I need to reteach or review any concepts in whole group? Which concepts, and why? How much time should I allocate for each concept?
4. Do I need to reteach or review any concepts in small group? Which concepts, which students, and why? How much time should I allocate for each concept?
5. Based on the data, is my class ready to move on to the next concept? Why or why not?
6. After any reteach or review, how will I know that my students have mastered the content?

Mastery Check I

(To be given after Reading Concept 25 has been introduced and practiced.)

Reading (must be administered individually)

- A. [Prepare a set of index cards, one for each letter below. Do not include the phonemes. Present the letters in the order listed below. The student gives a sound the letter represents. Mark + for correct answers and 0 for incorrect answers. Mastery = no errors.]

g = /g/ ___	m = /m/ ___	d = /d/ ___	f = /f/ ___
l = /l/ ___	o = /o/ ___	t = /t/ ___	p = /p/ ___
b = /b/ ___	i = /i/ ___	s = /s/ ___	a = /æ/ ___
h = /h/ ___	n = /n/ ___	z = /z/ ___	

- B. [Give the student a copy of Mastery Check I – Reading. The student reads the words aloud and may read silently before reading aloud. Mark + for correctly read words and 0 for incorrectly read words. Mastery = no more than 2 errors.]

slang ___	isn't ___	gland ___
plants ___	split ___	flat ___
tinting ___	glass ___	tossing ___
spill ___	ponds ___	slanting ___
stands ___	flag ___	still ___
blimp ___	hasn't ___	splints ___
staff ___	hanging ___	list ___
panting ___	lost ___	flinging ___

Mastery Check I – Reading

slang	isn't	gland
plants	split	flat
tinting	glass	tossing
spill	ponds	slanting
stands	flag	still
blimp	hasn't	splints
staff	hanging	list
panting	lost	flinging

Mastery Check II

(To be given after Reading Concept 50 has been introduced and practiced.)

Reading (must be administered individually)

- A. [Prepare a set of index cards, one for each letter below. Do not include the phonemes. Present the letters in the order listed below. The student gives a sound the letter represents. Mark + for correct answers and 0 for incorrect answers. Mastery = no errors.]

r = /r/ ___ *c* = /k/ ___ *v* = /v/ ___ *z* = /z/ ___

u = /ū/ ___ *j* = /j/ ___ *x* = /ks/ ___ *qu* = /kw/ ___

k = /k/ ___ *y* = /y/ ___ *n* = /n/ ___

e = /ē/ ___ *w* = /w/ ___ *ng* = /ng/ ___

- B. [Give the student a copy of Mastery Check II – Reading. The student reads the words and sentences aloud, and may read silently before reading aloud. Mark + for correctly read words and sentences and 0 for incorrectly read words and sentences. Mastery = no more than 3 errors on word list and sentences.]

truck ___	restless ___	melted ___
three ___	stamped ___	quickness ___
geese ___	rinse ___	handed ___
queen ___	cupful ___	yams ___
brook ___	wand ___	lapse ___
thin ___	weeping ___	spree ___
blanks ___	thankful ___	wanting ___
endless ___	spelled ___	street ___

1. A swan swims on the pond.
2. Ned wants to be a camper.
3. Six frogs jumped on a log in the swamp.

Mastery Check II – Reading

truck	restless	melted
three	stamped	quickness
geese	rinse	handed
queen	cupful	yams
brook	wand	lapse
thin	weeping	spree
blanks	thankful	wanting
endless	spelled	street

1. A swan swims on the pond.
2. Ned wants to be a camper.
3. Six frogs jumped on a log in the swamp.

Mastery Check III

(To be given after Reading Concept 76 has been introduced and practiced.)

Reading (must be administered individually)

[Give the student a copy of Mastery Check III – Reading. The student reads the words and sentences aloud, and may read silently before reading aloud. Mark + for correctly read words and sentences and 0 for incorrectly read words and sentences. Mastery = no more than 2 word list errors and no more than 2 sentence errors.]

faster	___	buckle	___	better	___
scampered	___	ruffle	___	orbit	___
shamrock	___	strive	___	landscape	___
publishing	___	mantis	___	market	___
steeple	___	hustle	___	hopping	___
starting	___	temper	___	content	___
butter	___	letter	___	plastic	___
rude	___	hammered	___	basket	___

1. The lad wandered past the cliff.
2. He stopped the endless banging on his little drum.
3. The queen sat on her throne and barked orders.
4. The shepherd herded the sheep into the pen and shut the gate.
5. Sam rested in a hammock under the shade of a green tree.

Mastery Check III – Reading

faster	buckle	better
scampered	ruffle	orbit
shamrock	strive	landscape
publishing	mantis	market
steeple	hustle	hopping
starting	temper	content
butter	letter	plastic
rude	hammered	basket

1. The lad wandered past the cliff.
2. He stopped the endless banging on his little drum.
3. The queen sat on her throne and barked orders.
4. The shepherd herded the sheep into the pen and shut the gate.
5. Sam rested in a hammock under the shade of a green tree.