



Assessing Student Learning

Goal	Accuracy
Strategy	Flip the Sound
Common Core Alignment	RF.1.2 RF.2.3 RF.3.3 RF.4.3 RF.5.3
Possible Text Selections	<i>Dog Breath: The Horrible Trouble with Hally Tosis</i> by Dav Pilkey <i>Harry the Dirty Dog</i> by Gene Zion <i>Chocolatina</i> by Erik Kraft <i>Tops and Bottoms</i> by Janet Stevens <i>Hi! Fly Guy</i> by Tedd Arnold <i>Chloe and the Lion</i> by Mac Barnett <i>Spoon</i> by Amy Krouse <i>King Jack and the Dragon</i> by Peter Bently
Instruction	See Ready Reference Guide
Possible Options for Assessment	<p>Sticky Notes Sticky notes are an easy way for students to mark various words that they have used the flip the sound strategy for. Teachers can quickly assess if a student is utilizing the strategy on appropriate words.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have marked any words in their text they have used the flip the sound strategy to decode. • If so, ask the student to demonstrate how they flipped the sound to accurately decode the word. • Listen to see if the student has decoded the word properly. If not, provide instruction. • Ask students to read a portion of their good fit book. • After listening to the student read, listen in to determine if the student utilizes the strategy correctly when needed. <p>If the student seems to be struggling with flipping the sound, provide further instruction.</p>

**These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.*



Flipping the Sound Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Flipping the Sound	The student successfully utilizes the flip the sound strategy on all appropriate words.	The student successfully utilizes the flip the sound on appropriate words.	The student recognizes they need to use the flip the sound strategy in order to decode the word, but is unsuccessful in their attempts to do so.	The student does not utilize the flip the sound strategy.

