

Guide to Decision Making for SIPPS Mastery Tests

If, in a group...	Then you...
All students pass their SIPPS Mastery Test (including sight words)	• Congratulate yourself for building strong readers. • Move the group on to the next set of lessons
Nearly all students pass their SIPPS Mastery Test (including sight words)	• Congratulate yourself for building strong readers. • Follow the process outlined below for the student(s) who didn't pass. • Move the group on to the next set of lessons.
~ 30%+ of the group (2 in a group of 6) did not pass one or more parts of the SIPPS Mastery Test	• Arrange for an observation/debrief session with your coach to help identify the SIPPS routines to be refined • Make arrangements for sight-word intervention, if necessary. See Appendix C in the SIPPS binder (in <i>Beginning</i> pg. 519) • Identify any lesson components (especially the Reread of the Story and Fluency Practice) that may have been short-changed. ◦ See the Introduction in the SIPPS binder for information about the routines (<i>Beginning</i> pg xii) . ◦ See Appendix A in the binder and the videos on the LearningHub for the routines and correction routines ◦ Make arrangements to allow enough time for all of the daily lesson components. ■ Note: If necessary, Guided Spelling and Fluency Practice can be done separately in the day with a larger group
If a student...	Then you...
Passed both the phonics and sight word sections.	• Congratulate yourself on building a strong reader. • Move the student on to the next set of lessons.
Passed the sight word section, but not phonics... Identify whether the difficulty is sounds in isolation or blending.	• Congratulate yourself for helping this student develop automaticity with sight words. • Do not move the student on to the next set of lessons without first ensuring the student has learned the content of this set. • Consider your fidelity to the Phonics and Decodable words components of SIPPS. ◦ In the binder, see <i>Beginning</i> Introduction xii-xvi and Routines Appendix A. • Complete the instructional self-checks as they appear in the program.
*Did not pass sounds in isolation:	Sounds in Isolation ◦ <i>Do you know which sounds are continuous and which are stops? Can you and your students articulate the sounds clearly? Are you aware when students distort the sounds and do you know how to correct them?</i> ◦ <i>Are you consistently doing the correction routines?</i> ◦ <i>Do you have the spelling sound cards up and visible? Do you refer to them regularly?</i> ◦ <i>Is the student truly automatic in recognizing letters? If not, provided letter name intervention (SEEDS).</i>
*Did not pass blending:	Blending ◦ <i>Are you modeling continuous blending and giving students enough opportunities to practice?</i> ◦ <i>Is the student successful during Phonological Awareness routines?</i>

	- o <i>Is the student successful with the Decodable Word list? Is she/he able to blend continuously?</i> - o <i>Are you consistently doing the correction routines?</i> - o <i>Is the student getting daily practice sounding out every word in the Story Posters? (both in the Reread and Reading a Story)</i> • See Appendix B: Fluency Practice. Regularly, listen to the child read and monitor for accuracy. - o <i>Consider: How many times do students reread each fluency passage or SIPPS story?</i>
*If the student passed neither sounds nor blending:	Both Sounds and Blending • See above, <u>and</u>, if they are the only student in the group to have this struggle, ask your coach for help to see if the student should be placed in a different SIPPS group.
Passed the phonics section(s), but not the sight words.	• Congratulate yourself for growing this reader's decoding ability. • You may move this student on to the next set of lessons, but ensure he/she has the opportunity to learn missed sight words • Consider your fidelity to the sight word components of SIPPS. - o Use correct verbal cues and crisp pointing - o Elicit choral responses (to ensure that all students are getting time to think and respond) - o Make sure students are looking at the letters as you point to them on the sight word cards - o Use Mastery Tests to see which words to put in review stacks for lesson - o Make sure sight words are displayed in the classroom, so students can refer to them throughout the day. ▪ At Lesson 31, give students copies of the "Personal Sight Word Dictionary" for their reference during, after and in between lessons. - o Progress-monitor students' acquisition of sight words • Identify how to enhance instruction. - o Refer to the SIPPS binder to see the section: "Further Assessment and Intervention for Sight Words" in Appendix C (<i>Beginning Binder</i> pg. 519-520) - o Example: Use Visual Discrimination with Sight Words
Did not pass Sounds, Blending nor Sight Words	• Follow the recommendations above. In addition, - o Identify barriers to progress (eg. lack of time spent practicing, identified learning disability, etc.) ▪ <i>How much time does the student have for accurate reading? How do you know he/she is reading accurately?</i> ▪ <i>What are the opportunities for re-reading? How many times does the student reread each fluency passage or SIPPS story?</i> - o Arrange for an observation/debrief session with your coach to help identify SIPPS routines for refinement - o Reteach lessons or lesson components using the B-list • If the student is the only one to have this struggle, ask your coach for help to see if the student should be placed in a different SIPPS group.