

## ***Edmark Reading Program, Levels 1 & 2*** **Progress Monitoring and End-of-Year Testing**

The *Edmark Reading Program* is a sight word-based reading program for students who need an alternative to phonics to learn to read. In Level 1, students learn 150 frequently seen sight words from kindergarten and Grade 1 reading levels, and the endings *-s*, *-ed*, and *-ing*. In Level 2, students learn an additional 200 words from Grades 1-3 reading levels. The words in the two levels, which include easy words, such as *the* and *run*, and more complicated words, such as *different* and *vegetable*, will be encountered throughout a reader's lifetime.

### ***Progress Monitoring***

Because the *Edmark Reading Program* is a systematic, carefully sequenced sight word program, the most accurate means for gauging the student's progress is to test on the sight words taught in the program. Progress can be described as either: the number of words read correctly or the percentage of total words taught that are read correctly. These scores can be compared to previous results to demonstrate progress. Students should be tested in a manner that most closely resembles the format in which the words were taught such as single words, phrases, and stories from the program.

Even though the sight words in the program are selected from grades Kindergarten through Grade 3, students' ability to read individual words does not mean that they are reading at that grade level, rather, it means they are able to read some words from that grade level. A grade equivalent score would not accurately portray the student's progress.

### ***Using Edmark Reading Program Components to Monitor Progress***

The Lesson Plan/Record Book includes an area for recording the student's progress with each word across the various activities used to teach that word. Achievement criterion is listed in the description of each component in the *Program Overview*.

### ***Using the Edmark Mastery Test***

The Mastery Test, included in the *Edmark Reading Program*, is a domain-referenced, nationally field-tested instrument designed specifically to assess the performance of students using the *Edmark Reading Program*. This highly reliable and relevant test consists of four subtests that closely mirror the instructional format of the *Edmark Reading Program*. It is designed to be used for both formative and summative assessment. Various models exist for implementing continuous progress monitoring. A typical scenario would include (a) initial testing at the beginning of the instructional year to serve as a baseline, (b) testing at midyear or earlier to benchmark progress and make adjustments in the student's IEP, and (c) testing at the end of the instructional year to measure progress. Rather than noting achievement of each word as the student completes each lesson, the *Mastery Test* gives a percentage of mastery at any point in the program that reflects the entire program.