

Group: _____

Date: _____

Signs for Sounds Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of Signs for Sounds. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the corresponding level of the *Signs for Sounds Teacher's Manual*.

Signs for Sounds Observation Checklist: What Should I See?

Observe a Signs for Sounds lesson as it is taught to an individual student, to a group, or to a class, and check each item that is implemented correctly.

Planning and Setting Up

- Setting promotes students' engagement for entire session (location, room arrangement).
- Session length reflects needs of individual/group/whole class. (Level 1, 30 minutes per lesson; Level 2, 50–55 minutes per lesson. Lessons can be spread over more than one session.)
- Teacher is prepared to directly teach the three phases of a lesson, following the Lesson Guide.

Implementing the Steps (*Observe student response to teacher-presented lesson.*)

Teaching Phase Steps 1–4	<ul style="list-style-type: none"><input type="checkbox"/> Step 1. Teach the Phonics Element: The teacher introduces new sound(s) or syllable(s) and reviews previously taught elements using a mix of words from the lists to practice at the board.<input type="checkbox"/> Step 2. Teach Sound-Out Words: The teacher dictates sound-out words, and each student circles the letter(s) that represent each sound or syllable and writes the word on his or her lesson form. The teacher writes each word, and each student checks and corrects each word.<input type="checkbox"/> Step 3. Teach Spell-Out Word: The teacher introduces the spell-out word(s), and each student practices by saying and spelling the word(s).<input type="checkbox"/> Step 4. Practice Spell-Out Word(s): Each student continues practicing by saying, spelling, and writing the spell-out word(s) on the lesson form. Each student checks and corrects final word(s).
Testing Phase Steps 5–7	<ul style="list-style-type: none"><input type="checkbox"/> Step 5: Test Sound-Out Words: Each student folds back his or her lesson form. The teacher dictates each word and uses it in a sentence. Each student writes the words on the lesson form.<input type="checkbox"/> Step 6. Test Spell-Out Word(s): The teacher dictates the spell-out word(s). Each student writes the word(s) on the lesson form.<input type="checkbox"/> Step 7. Correct the Words: Each student unfolds his or her lesson form to check and correct each word and then records scores on his or her score sheet. When students score 80% or higher on the sound-out words, the teacher continues to the Dictation Phase. (Students working in Level 2 will do the Teaching Phase and Testing Phase for both a practice list and a mastery list before moving to the Dictation Phase.)
Dictation Phase Steps 8–10	<ul style="list-style-type: none"><input type="checkbox"/> Step 8. Review/Test Spell-Out Words: The teacher dictates each new and review spell-out word, and each student writes the words on his or her dictation form. The teacher writes each word, and each student checks and corrects each word.<input type="checkbox"/> Step 9. Dictate Sentences: The teacher dictates a set of dictation sentences, and each student writes each sentence on his or her dictation form, using one space for each word.<input type="checkbox"/> Step 10. Correct Sentences: The teacher collects and corrects the dictation sentences. The teacher or student records scores.

Student Behavior

- Students' time on task is high. Students complete and pass a teacher-directed lesson in approximately 30 minutes (Level 1) or approximately 50–55 minutes (Level 2).
- Students are attentive and responsive to teacher instruction.
- Students know how to use their individual lesson forms, dictation forms, and score sheets.

Signs for Sounds Follow-Up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check each item that is implemented correctly.

Assessment and Placement

- Have you assessed students to determine whether they could benefit from Signs for Sounds? Use results from the Signs for Sounds Student Assessments to determine whether students can spell words with regular spelling patterns. Results from Quick Phonics Screener (QPS) or another diagnostic reading assessment may be used to screen for students who may need instruction.
- Have you placed students using the Signs for Sounds assessment? Place each student individually in Level 1 or 2 based on results from the Signs for Sounds Student Assessment for each level. Use the class planning sheets to group students with similar needs together for instruction.

Implementing the Steps

- Are you carefully preparing to present each phase of the lesson? Refer to the *Signs for Sounds Lesson Guides* for lesson content. The *Signs for Sounds Teacher's Manual* provides detailed instructions for how to effectively present each step.
- Have you taught the students how to complete the steps in Signs for Sounds? Train students in how to successfully complete the steps using the lesson forms, dictation forms, and score sheets. Refer to the *Signs for Sounds Teacher's Manual* for guidance in how to direct students to complete each step.

Monitoring and Communicating Student Performance

- Have you checked each student's results for the first few lessons? Check to see whether students are scoring 80% correct or higher on sound-out words on the Testing Phase of each lesson. Repeat the Teaching Phase using an alternate word list when students' scores are below 80% correct. Students who struggle to score 80% correct in early lessons of Level 2 may need to move back to Level 1.
- Are you monitoring student performance to keep each student challenged? Make sure students are continually challenged by regularly monitoring each student's performance during each lesson and by reviewing the student's overall progress on his or her score sheet. Refer to the guidelines in the *Signs for Sounds Teacher's Manual* for ways to adapt the program for students having difficulty or move at a faster pace for stronger students.
- Are you communicating student progress to parents/guardians and colleagues? Use the Signs for Sounds resources to support communication. Score sheets, letters, and awards can be sent home with packets of lesson and dictation forms.